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PUBLIC EDUCATION DEPARTMENT
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SECRETARY OF EDUCATION

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OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION

2017 NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

INSTRUCTIONS

According to NMSA § 22-8B-6(B) the Notice of Intent to Submit a Charter Application ("NOI") must be filed by the organizers of a proposed charter school to the Public Education Commission at the address below **AND** to the superintendent of the school district in which the charter school is proposed to be located. *Failure to notify may result in your application being rejected.*

The NOI must be submitted by 5:00 PM Mountain Time on January 10, 2017, **the second Tuesday of January.** Notices of Intent that are not received by the Public Education Commission and the superintendent of the local school district by the deadline may result in the application being rejected. When you send the NOI to the superintendent of the school district in which your charter is to be located, you are strongly encouraged to send it by certified mail return receipt requested, or request a signed receipt when you deliver the NOI. Contact the local district regarding electronic filing.

Notice to the Public Education Commission should be delivered by one of the following methods:

- Electronically to: Charter.Schools@state.nm.us
- By mail or personal delivery:
PUBLIC EDUCATION COMMISSION
c/o New Mexico Public Education Department
Attn: Options for Parents/Charter Schools Division
300 Don Gaspar, Room 301
Santa Fe, New Mexico 87501

The NOI is intended to provide the Public Education Commission with the primary point of contact among the charter developers, and preliminary information about the charter proposal, such as the school's mission statement, the school's focus, the representative student population in the intended location, enrollment projections, key innovations, etc. (not to exceed 5 pages).

1. General Information

- Name of Proposed School

Care Academy

- Grade levels to be offered and enrollment projections

| Grade Levels to be Offered | Projected Total Enrollment |
|----------------------------|----------------------------|
| K-6 | 280* |

- Primary Point of Contact

| | | | | | |
|-----------------|--------------------|-------|------------|-----|-------|
| Name | Donald J Heacox | | | | |
| Mailing Address | P.O.Box 1863 | | | | |
| City | Deming | State | New Mexico | Zip | 88031 |
| Phone | 575-544-6836 | | | | |
| Email | frheacox@gmail.com | | | | |

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

| Name | Role on Team | Qualifications: Education, Employment, Experience |
|-----------------|--------------|--|
| Donald J Heacox | Founder | * see attached document |
| T. Keith Harris | Founder | * see attached document |
| Ronald D Wolfe | Founder | * see attached document |
| | | |
| | | |

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

Care Academy, by requiring parental and student contracts of behavior and involvement, creates an environment of disciplined and caring classrooms focusing on the educational basics of reading and writing in English and mathematics and not on tests and pretests so that by third grade, students will read in English and do math at or above grade level. Initial year target is 30 percent for both reading and math in third grade growing each year by 10 percent until more than 80 percent read and do math at grade level by third grade. Currently local reading is at 29 percent and math at 24 percent at grade level and these decline to 15 and 16 percent locally by sixth grade. Long term goal is for 90 percent of Care Academy students to graduate high school, positively influencing the graduation rate of Deming Public Schools as a whole.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes: ☒ No: ☐

If YES, describe the entity and the role it will have in the school's operational plan.

The Care Academy is striving to be a district charter school in an effort to fully cooperative and be mutually supportive of the district schools. The expectations of Care Academy, deemed reasonable at the time of this letter, are to contract for space, transportation, food service, financial services, some human resources services with the district. This will minimize an adverse economic impact on the district and may result in some net gains.

5. Does the applicant team or any members of the team currently operate any other schools? Yes: ☐ No: ☒.

6. Vision/Mission statement. (2-3 sentences)

Develop problem solving skills, reasoning ability, and creativity within children to enable them to:

- . become responsible citizens,
- . meet the demands of life's evolving occupations, and
- . pursue personal goals.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

Student population will be a maximum of 20 per class, K-3, initially one class per grade each, growing by one class in grade 4 the following year, grade 5 the next year, and then grade 6 the following year. Additional growth will then be assessed based on results, needs, and opportunities at that time.

Applicants (parents and students) will need to sign a contract of agreement with participation and discipline standards. If applications exceed spaces, a lottery will be held. The school will be located within the DPS district. Students are generally expected to also be from within the DPS district.

- Describe the student population including key demographic data (academic performance, home languages, ELL, and special education populations in the location in which the school intends to locate.

The statistics below were extracted from the "2016-2017 School District Report Card" for DPS as produced by the New Mexico Education Department.

DPS has a total of 5452 students or 1.6% of New Mexico's total students with a district grade of "D".

Of the 10 schools in the district, 7 are Elementary schools, and 5 of these are rated in Priority, Focus, or Strategic status :

2 (20%) are in Priority status (Bell Elementary and Columbus Elementary),
3 (30%) in Focus status (including Bataan Elementary and Ruben S Torres Elementary), and
1 (10%) in Strategic status (Deming Intermediate - 6th grade),
0 in reward status.

Of this total:

Female students comprised 49%, and Male students were 51%.
Caucasian students were 13.5%, African-American were 1.4%, Hispanic 84.6%, Asian .3%, and
American Indian .3%.
SWD 13.1%, ELL 34.2%, Migrant 1.9%, and recently arrived 3.5%.

Proficiency at the Elementary level was indicated as:

3rd grade students were rated as 29% proficient in reading, and 24% in mathematics (NM 27% and 30%).
4th grade students as 21% reading and 12% in mathematics (NM 26% and 23%)
5th grade students as 18% reading and 18% in mathematics (NM 30% and 24%)
6th grade students as 15% in reading and 16% in mathematics (NM 28% and 20%)

Proficiency Summaries by Subgroups, state percentages are within parenthesis:

Female - 35% reading (42%) math 13% (20%), Male - 25% (32%) reading, 13% (20%) math
Caucasian - 39% (52%) reading 18% (33%) math, African-American 28% (34%) reading 9% (15%) math,
Hispanic 28% (33%) reading 12% (18%) math, Asian 52% (61%) reading 21% (50%) math, and
American Indian 25% (28%) reading ?% (11%) math
Economically Disadvantaged - 30% (31%), Students with Disabilities 16% (9%), and ELL 24% (20%)

Deming Elementary schools vary, and the 6 schools are at: 49% reading / 20% math, 30% / <=5%, 39% / 16%,
51% / 19%, 46% / 17%, and 30% / 25%.

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

Perspective students are otherwise expected to be enrolled within the DPS district or to be home educated. Many students and their parents, disappointed with the expectations and results of current district schools and who are willing to commit to participation and discipline standards, might well apply to Care Academy.

As indicated in the Elementary School status information, parents may want to enroll their students in a school that offers opportunity and promise of a better education than schools that may be in priority, focus, or strategic status.

Studies show that charter schools offering potentially improved education challenge the district schools to improve, which has the potential to help all district students. CARE offers higher expectations, higher standards, maximizing budgeted money to the classroom, ...

8. Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).

The priority, focus, and strategic status of our elementary schools, the relatively low high school graduation rate, and the relatively low level of academic achievement (need for college remedial classes and marginal workforce qualifications) have created anxiety and disappointment in many parents we have talked to (non-scientific study); or (general observation) indifference to educational standards, capabilities and results.

Many would prefer to school their children in an environment committed to learning rather than one diluted by those ignorant or indifferent to current educational levels, capabilities, and results.

Care Academy will employ both time tested and proven innovative techniques in curricula and instruction. Anecdotal evidence suggests significant interest in improved and caring education in an environment more disciplined than that of the DPS district.

Several school board members left the district to enroll their children in what they believe to be better schools. Informal feedback suggests a number of professionals and Border Patrol agents are unwilling to live in Deming with the perceived quality of the local schools reportedly a significant factor.

Public meetings and petitions are planned to document the interest and to explain the mission and plans for Care Academy.

We plan on much more serious and wide-ranging surveys to determine community interest once this Notice of Intent has been received.

9. Identify significant innovative features that the school will implement in order to help it realize its vision / mission (e.g., non-traditional school year, longer school day, partner organizations, etc.).

1. The core knowledge sequence in grades K-6): a planned grade by grade progression of specific knowledge focusing on reading, writing, and math fundamentals. Children learn by building on what they already know. This motivates students to learn and creates confidence by exposing them to a coherent core of challenging, interesting, interwoven knowledge and vocabulary vital for higher levels of learning; promotes community through a common thread of instruction and learning, including greater collaboration and communication in lesson planning that prevents gaps and redundancy; encourages parent involvement by providing a clear outline of what their children should learn in each grade.

2. Riggs Institute's The Writing & Spelling Road to Reading & Thinking: a multi-sensory, brain-based approach for teaching "explicit" phonics, reading and language arts; Riggs addresses virtually every student's learning style through four pathways to the brain sight, sound, voice, and writing; teachers can teach through each student's stronger learning modality while, simultaneously, remediating their weaker ones; accelerates the learning process, avoids discrimination against any student's individual learning style, and provides an optimal learning opportunity for each student.

3. 30-minute morning Reading Block in K-3 which includes small group reading instruction with parent volunteers in conjunction with up to two additional hours of whole group direct instruction in Riggs, reading, and ELA, with intervention for struggling readers.

4. Care Academy plans to employ the ORIGO Stepping Stones approach, the Award winning elementary math curriculum adopted by the State of New Mexico, May 24, 2016.

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

The current situation requires significant improvement! We believe one factor in the district's relatively low ratings is a purported indifference to education by some students and their parents which has proven detrimental to classroom discipline and expectations. A former superintendent seemed to foster the beliefs that economically poor and fundamentally Spanish-speaking children could not be expected to learn as well as more prosperous English speaking students.

Care Academy will equip these students to excel by providing proven instruction in the rudiments of language which will establish a solid foundation for reading and the mastery of knowledge in core subjects across grade levels, as part of a coherent, rigorous, and complete K-6 educational experience. Care Academy's Riggs method will provide both a strong foundation for students who demonstrate academic progress, and an effective remedial program for pre-existing academic problems we anticipate many of our students have. History and research show that "explicit" phonics instruction, such as that provided in Riggs, significantly improves kindergarten and first grade children's word recognition and spelling, significantly improves children's reading comprehension, is effective for children from various socio-economic levels, and is particularly effective for children who have difficulty learning to read.

Care Academy also plans to employ the award-winning ORIGO Stepping Stones math curriculum adopted May 24, 2016, by the State of New Mexico.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s)

Norald J Heacox

DONALD J HEACOX

[PRINT NAME]

Truman K. Harris

Truman K. HARRIS

Ronald D. Wolfe

RONALD D. WOLFE

Date: January 2, 2018

Donald J. Heacox

EDUCATION: Advanced studies in Defensive System Management, Logistics, MS Stanford University, BS US Air Force Academy

CURRENT EMPLOYMENT: Retired, Free Lance writer

QUALIFICATIONS: Professional: Diverse responsible management positions in USAF in intelligence and weapon systems acquisition, retiring as colonel (O-6). Director regional office of a defense services contractor. Executive Director (Deming) Economic Development Corporation. Freelance writer and 19+ years local columnist for Deming Headlight, Lay vicar, deacon pastor, vicar of St. Luke's Episcopal Church. Some volunteer teaching experience. Various community involvements: board of local arts council, board of former counseling organization, ministerial alliance. Currently founding vice president Deming Silver Linings 502 (c) (3) to ease homelessness.

T. Keith Harris

EDUCATION: PHD in History from Cal Berkeley, Masters in History from Denver University, BA in Education from Pacific Union College.

CURRENT EMPLOYMENT: Retired

QUALIFICATIONS: Taught history for 4 years, Career in Real Estate, 15 years of community service in Deming such as Vice Chair of Republican Party.

Ronald D. Wolfe

EDUCATION: MA in Mathematics from Western Michigan University on National Science Foundation Academic Year Institute; BS in Education with majors in Math and Physics from Slippery Rock University; attended St Peters College, Newark College of Engineering, Monmouth College, and Miami University on National Science grants.

CURRENT EMPLOYMENT: Retired, Author of several Photographic articles for Red River Paper Company

QUALIFICATIONS: High School Teacher of Mathematics, Employed and managed personnel in Computer Industry for 30+ years & taught many Industry Computer and Storage Courses, taught courses at Washington University and Florescent Valley Community College, taught Digital Photography Workshops on cruise boats.

Community service: participation on several community boards: Deming Performing Arts Center member and Vice President, Deming Art Center. Members Deming/Luna County Museum, Luna County/Deming Centennial Committee chairman, Main Street member and president, Deming District Schools School Board member, Secretary and President. Deming Photo Club member and President, Dona Ana Photo Club member and president. Serves as Photography Professional for Red River Paper Company.