



**STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)**

CHRISTOPHER N. RUSZKOWSKI  
SECRETARY DESIGNATE OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

**OPTIONS FOR PARENTS AND FAMILIES DIVISION  
CHARTER SCHOOLS DIVISION**

**2018 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 9, 2018, **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](mailto:charter.schools@state.nm.us)
- By mail or personal delivery: PUBLIC EDUCATION COMMISSION  
c/o New Mexico Public Education Department  
Attn: Options for Parents and Families/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  
Sandoval Institute for Math and Science @ UNM (SIMS@UNM)

- Grade levels to be offered and enrollment projections

Grade Levels to be offered	Projected Total Enrollment
6-12	360

- Primary Point of Contact

Name	Katharina Sandoval-Snider		
Mailing Address	6428 Glen Oak NE		
City	Albuquerque	State	NM
Phone	505-459-2860	Zip	87111
Email	Koelsnersnider62@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

Names	Role on Team	Qualifications: Education, Employment, and Experience
Katharina Sandoval-Snider	Founder	<p>Kathy is a thirty one-year educator that began her career in the Albuquerque Public School system as a science and math teacher. She became the assistant principal and later the principal of the Career Enrichment Center in 1998, where she founded the Early College Academy. For the past eleven years she has been the Principal of the Albuquerque Institute of Math and Science at UNM, a state authorized charter School. Kathy and her team at AIMS@UNM were recognized by the US Department of Education by being awarded the National Blue Ribbon-a distinct honor bestowed to only 329 schools throughout the nation. Currently AIMS is recognized as the highest performing school in New Mexico, earning an "A" letter grade from the Public Education Department each year since the letter grade system was implemented. Under her leadership, AIMS has been rated among America's top school by the Washington Post, Newsweek and U.S. News and World Report.</p> <p>She is also an appointee of the Governors "Effective Teaching Taskforce", as well a founding member of Excellent Schools New Mexico and a member of the Secretary of Education's Charter School Advisory Committee.</p> <p>Kathy holds a BS in Biology and Chemistry, an MA in Educational Leadership and educator and administrator credential in New Mexico.</p>

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

College Prep: It is the intent to replicate the AIMS@UNM very successful model to the University of New Mexico campus in Rio Rancho.

SIMS@UNM's strategy is to provide students an accelerated curriculum that would engage and challenge them intellectually; with a common goal of college preparation and participation prior to graduation. With its college readiness focus and unique location, SIMS@UNM will be able to do more to develop the full range of capabilities and skills necessary to succeed in college, while providing a seamless transition between high school and college. In addition to challenging academic content, SIMS@UNM will also provide a climate and environment of college readiness necessary for successful college preparation. At the SIMS@UNM, the consistent message will be that every student will work to meet the same high expectations to meet rigorous content standards, participate in dual enrollment, graduate with university credits and be accepted to college.

SIMS@UNM will create a highly structured school environment that sets high academic and behavioral expectations for its students. With an emphasis on mathematics and science, and a requirement for "Critical Language" (Chinese or Japanese) study, the mission is to prepare students, grades six through twelve, for college, community, and beyond through a rigorous focus on math and science and an emphasis global participation. Beginning in the sixth grade and continuing through their graduation, all students will enjoy a common culture of college preparation. The curriculum follows the New Mexico State Standards curriculum framework.

One of the hallmarks of the SIMS program will be the Dual Credit requirement. In order to graduate, students must have a total of at least 30 college credits; seven college credits in math and science. Students begin enrolling in dual credit classes during their sophomore year and continue on through graduation. Although there is a minimum requirement of 30 credits, students may take as many University credits as they wish, providing a tremendous economic advantage to its students and families. It is the expectation that SIMS students will mirror the performance of AIMS students. It is not unusual for students of AIMS to have 50 or more college credits upon graduating; essentially allowing them to enter college as a junior. A number of the AIMS students have earned their Associates Degree even before graduating from high school. The close relationship with the University of New Mexico as well as the placement of the SIMS campus on the UNM West campus will facilitate this goal.

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.

N/A

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)

The Sandoval Institute for Math and Science @UNM is committed to preparing its students for college through a rigorous focus on math and science, and a requirement for Dual Credit coursework.

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.

SIMS@UNM will be located within the Rio Rancho School District, within Sandoval County. The District currently serves approximately 17,117 students, grades k-12. The targeted geographical area is inclusive of the entire Rio Rancho School District, grades 6-12.

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

The Rio Rancho School District currently has a student population consisting of 51.5% male and 48.5% female. 33.8% are Caucasian, 3.6% are African American, 55.5% are Hispanic 2% are Asian and 4.9% are American Indian. 43.4% are ED, 15.3% are SWD, and 3.4% are ELL. 74% of sixth graders are not performing on grade level for Reading, 80% are not performing on grade level for Mathematics. 73% of 7<sup>th</sup> graders are not performing at grade level in Reading, 83% are not performing at grade level in Mathematics and 55% are not performing at grade level in Science. 71% of 8<sup>th</sup> graders are not performing at grade level in Reading and 79% are not performing at grade level in Mathematics. 74% of 9<sup>th</sup> graders are not performing at grade level in Reading and 83% are not performing at grade level in Mathematics. 56% of 10<sup>th</sup> graders are not performing at grade level in Reading and 75 % are not performing at grade level in Mathematics. 33% of 11<sup>th</sup> graders are not performing at grade level in Reading and 89% are not performing at grade level in Mathematics. 42% of 11<sup>th</sup> graders are not performing at grade level in Science.

- 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.

In the Rio Rancho School District, there are four middle schools (Eagle Ridge, Lincoln, Rio Rancho and Mountain View) and three high schools (V Sue Cleveland, Independence, Rio Rancho Cyber Academy and Rio Rancho High). Although the four middle schools have state grades of A or B, a closer look demonstrates many are falling by the way side. At many of the schools, 70% of the student population are not performing on grade level for Reading, Math and Science.

The model for SIMS@UNM is the very successful model utilized by AIMS@UNM, now entering its 13<sup>th</sup> year of operation. The school, which has maintained a letter grade of A since the school letter grades were implemented, has an 86% proficiency in Reading, 84% proficiency in Mathematics and 96% proficiency in Science. 100% of the graduates go to college, with a college requirement of 30 credit hours at a post-secondary institution for graduation. Many of the AIMS@UNM students far exceed the 30 credit hour minimum, with many of them having 50-80 credit hours, all at the expense of the school. This past year, the savings to parents for post-secondary attendance was close to \$40,000.00 per student. In many instances, the program provided the only chance a family had to send their child to a College or University. At no time during it's thirteen years of operation, has a student taken a remedial post-secondary class.

Beyond just offering an alternative to a traditional comprehensive school, SIMS@UNM focuses on a comprehensive skill development necessary for successful entry and completion of a post-secondary college education. Families and students will be offered a tried and true rigorous structure which has a proven model for academic success. AIMS@UNM recently ranked 42 in the United States for high schools as well as also recognized by the Washington Post, ranking 45th in the nation, as one of the most challenging high schools. Recently, AIMS students participated in the PISA, Program for International Student Assessment, exam taken by 540,000 15-year-olds in 72 countries. Asian education systems dominate the upper reaches of the results - accounting for the top seven places for math. AIMS scored higher than the average of these countries in all areas tested. In 2013 it was honored as a National Blue Ribbon School.

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).

In 2013 AIMS@UNM asked for, and received a waiver from the NM Secretary of Education to replicate the AIMS@UNM model in the Rio Rancho School District. The support for the school was overwhelming. The sixth grade class was filled on the first lottery draw. The District responded by suing AIMS@UNM, on the basis that the Secretary of Education exceeded her authority by granting the school a waiver. In February of 2017, that suit was decided in AIMS@UNM's favor, with the District responding by appealing the decision. This process has been long and arduous, to say nothing of expensive, yet has had broad support by the citizens of Rio Rancho. In April of 2014, the City Council of Rio Rancho issued a resolution in support of the school.

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.).

**Mission/Vision:** The Sandoval Institute for Mathematics and Science at UNM is devoted to the education of mathematics and science students. Our mission is to educate an intellectual blend of culturally, ethnically and economically diverse students in a culture of rigor and strength of fortitude; driven by motivation, fueled by innovation and guided by a public service. The vision of SIMS@UNM is to provide students with rigorous, relevant academic and workplace skills supported by an impressive technology infrastructure. SIMS@UNM will provide college bound students with a rigorous mathematics and science education, allowing them to get a head start on their college careers by concurrently enrolling in the University of New Mexico, allowing them to earn both high school and college credits simultaneously. To this end, SIMS@UNM will implement the following innovative features:

1. Establishment of a "House" system and Disciplinary Data.
2. Proficiency Scores: All student scores and progression will be kept longitudinally throughout their career at SIMS
3. All students will participate in community based learning, project learning and demonstration assessment.
4. Science Fair:
5. All students will prepare for College
6. College Readiness Benchmarks (The PLAN and ACT)-student benchmarks will be kept longitudinally throughout their career at SIMS
7. Dual Enrollment:
8. Provide a personalized learning community for all Albuquerque Institute for Mathematics and Science @UNM students: Parent communication and contact, utilization of parent portal system, utilization of student success seminar
9. Completion of Critical Language Requirement: 2 years of Chinese or Japanese
10. Extended School Day: SIMS@UNM will have an extended school day, from 7:30 am to 3:30.

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 staff and faculty of SIMS is filled with adults who believe in the purpose and mission of the school and are deeply committed to that mission. There is an extensive coherence about the purpose and goals of the school. To that end, all decisions, including those surrounding professional development, are in alignment with the mission of the school. Additionally, Professional Development Standard C of the National Science Education Standards recommends that professional development activities for teachers "provide opportunities to learn and use the skills of research to generate new knowledge about science and the teaching and learning of science". The SIMS embraces this recommendation as the cornerstone of professional development for faculty and staff. Upon receiving their PARCC data, disaggregated by student and teacher, teachers will meet vertically as departments, and horizontally by grade level, to develop their PDP's departmentally and by grade level, as well as develop personal goals for their professional growth. All goals are student performance based, data driven and must be tied directly to student achievement. Together, teachers ask themselves essential questions concerning their classrooms and student success. From this introspection, teachers develop potential interventions and classroom strategies, which are then immediately applied in the classroom and the results reported back to the group. Through this process, teachers have identified "bright spots" of their practice and can fine tune their teaching to replicate these areas of success, while at the same time identifying techniques that do not work as well, and altering or eradicating them from their classroom craft as appropriate. The results of their work are presented at the end of each school year during "Teacher Research Day". The presentations are open to the community and parents as well. This year for the first time, individual teacher projects will be published.

*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):



Katharina Sandoval-Snyder

Date: January 9, 2018

