



STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
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**OPTION FOR PARENTS
 CHARTER SCHOOLS DIVISION**

NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

INSTRUCTIONS

According to NMSA § 22-8B-6(B) this Notice of Intent to Submit 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.*

This year the NOI is due by close of business, January 10, 2012. Notice by mail will be timely if it is postmarked on or by January 6, 2012.

Notice to the Public Education Commission should be delivered one of the following methods:
 Electronically to: By mail or personal delivery:

KellyCallahan2@state.nm.us

PUBLIC EDUCATION COMMISSION
 c/o New Mexico Public Education Department
 Attn: Ms. Kelly Callahan, General Manager
 Options for Parents/Charter Schools Division
 300 Don Gaspar, Room 301C
 Santa Fe, New Mexico 87501

The NOI is to provide information for the primary point of contact, enrollment projections and a concise proposal overview (not to exceed 5 pages).

You are strongly encouraged to send notice to the Superintendent of your local district by certified mail return receipt requested, or request a signed receipt when you deliver the NOI. Contact your local district regarding electronic filing.

1. General Information:

Name of Proposed School:	Health Care Leadership High School	
Primary Contact Person	Everette W. Hill, MA	
Mailing Address:	6638 Isleta Blvd. SW	
City: Albuquerque	State: NM	Zip: 87105
Phone: 505 681-0257	Email: mrewhill@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	Employment	Qualifications
Francisco Ronquillo, PA	Community health curriculum guidance	Regional Coordinator, Health Extension Rural Office (HERO), UNM Health Sciences Center	Expert in community health and articulation to college from high school
Tony Monfiletto	Charter school development guidance	Principal, ACE Leadership High School	Founder of Amy Biehl High School and ACE Leadership High School
Larry Myatt	Leadership and institutional development guidance	Partner, Education Resources Consortium	National expert in small school design and school leadership
Michael Soguero	Professional development systems guidance	Executive Director, Eagle Rock Professional Development Center	National expert in professional development systems
Tim Kubik	Project-based learning (PBL) guidance	Buck Institute for Education	National expert in PBL
Everette W. Hill, MA	Community engagement and positive youth development (PYD) guidance	New Mexico Forum Foundation	State and national expert in asset-based community development and positive youth development

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

Preparation for careers in the Health Care field will be the focus of the school. The curriculum, student support, and community engagement focus of the school will be based on the ACE Leadership High School model.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation?

Describe the entity and role it will have in the school's operational plan. Yes: No: .

The Health Care High School will be incubated by the ACE Leadership High School Professional Development Center. Ultimately it will be a sister school to ACE Leadership and a partner to share practice.

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

Tony Monfiletto is the Principal of ACE Leadership High School

6. If the proposal is a replication, identify the school(s) you are replicating and what data that you have to support this model should be replicated.

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| <ol style="list-style-type: none"> 1. Estimate overall math proficiency increased from 20% to 80% (400% increase) from Fall 2010 to Fall 2011 2. Estimated overall reading proficiency increased from 30% to 67% (100% increase) from Fall 2010 to Fall 2011 3. Analysis of raw scores of student growth (1/11-5/11): <ul style="list-style-type: none"> • 50% of cohort improved faster than growth predicted by the NWEA MAPs test for Math • 65% of cohort improved faster than growth predicted by the NWEA MAPs Test for Reading 4. 86% retention rate in the first year of students who were present on the 40th day and on the last day of school. |
|---|

5. 100% of students present on the last day matriculated to the next grade.

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

Health Care Leadership High School will prepare underserved students from disenfranchised communities for careers in the health care field. The focus will be to work with low income children of color who have not been successful in traditional schools. The approach will focus on "Learning by Doing," high levels of social and emotional support, and community engagement.

8. Student body to be served, including key demographic data and targeted geographical area of the proposed school. Describe the targeted student population including key demographic data (academic performance, home languages, ELL and special education populations). 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.

Health Care Leadership High School will serve students who are between 14 and 24 years of age. The school will operate from 9:00 am to 9:00 pm. Roughly 1/3 of students will have dropped out of high and the remaining 2/3 of students will be in grades 9-12. We anticipate that most students will be under-credited and off track to graduation and in need of a relevant highly personalized approach to learning. Although we have not identified an area of Albuquerque to locate our school yet, we anticipate that the South Valley, West Side, or Southeast Heights will be our home since those areas have the greatest need. We expect performance levels of incoming students to reflect the performance levels and demographics common in those areas:

1. 20% competency in Math
2. 30% competency in Reading
3. 50% ELL
4. 20% special education
5. 90% Latino and roughly 50% who have Spanish as their home language
6. 90% Free/reduced lunch

We also expect that most of our students will be under-credited and off-track to graduating or returning to school after dropping out. The percentage of students fitting this profile could be as high as 80%. Graduation rates in these areas of Albuquerque range from roughly 47% to 65% and we expect that many students will choose our school because it is able to accommodate them at any level of readiness (skills or credits earned). Also, many studies have documented the need for relevancy and purpose in their learning for at-risk students and we are committed to making school directly related to their future ambitions to work in the health care sector.

2011-12 performance Levels of feeder middle schools in the geographic areas where we may locate the school:

Ernie Pyle Middle School: Roughly 70% not proficient in Reading and 75% not proficient in Math
Truman Middle School: Roughly 60% not proficient in Reading and 70% not proficient in Math
Van Buren Middle School: Roughly 63% not proficient in Reading and 78% not proficient in Math

9. Evidence and assessment of a community need for a school of this nature: Detail any objective surveys or other measures of local demand for the proposed educational program.

There is a growing demand for Career and Technical Education in high school. According to "Reinventing High School for the 21st Century," which was published by the Association for Career and Technical Education, over one third of all students now choose at least three classes associated with a career focus in high school.

Also, according to recent data regarding focus in higher education, there is clearly a high demand for health related career training. We know this because Nursing and Medical Assistant programs are the third and fifth most popular degrees offered in community college and four year institutions in the United States.

Finally, there will be an even greater demand for health care workers in New Mexico over the next few years and beyond. According to the New Mexico Health Policy Commission, thirty-two of 33 counties in New Mexico are federally designated as Health Professions Shortage Areas, Medically Underserved Areas or Populations according

to the federal government. Finally, the current nursing shortage in New Mexico is roughly 1,000, but it is expected to be 2,800 by 2015.

10. Key innovative, unique and/or programmatic features the school will implement in order to accomplish its vision and mission (non-traditional school year, longer school day, partner organizations, etc.)

Key Design Principles:

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1. "Learning by Doing" through a project-based learning curriculum framework where all classes will be taught through the lens of health care,
2. High levels of social and emotional support through Positive Youth Development practices, and
3. Community Engagement that leverages collaborative relationships with public, private and community agencies to leverage support for the school and access to greater learning for students.

Most often career and technical education is provided through high school career academies. A focus such as health care is done by adding meaningful and relevant career focused electives to the basic core curriculum of the traditional school. Instead of taking the incremental approach to program development, we will re-engineer the school to make the entire day supremely relevant and able to prepare graduates to become leaders in the health care sector:

Below is an outline of the difference between Health Care Leadership High School and a typical career academy:

	<u>Career Academy</u>	<u>Health Care Leadership High School</u>
<u>Career Preparation</u>	I am able to plan for my future by taking classes that will introduce me to some of the career opportunities in the sector	My education prepares me to understand the complexity of the entire sector and how any career contributes to the overall system
<u>Time Horizon</u>	I am being introduced to current opportunities in the health care industry (nursing, health assistant, etc.)	My education prepares me for the career opportunities in the health care sector 5-10 years from now
<u>Knowledge</u>	I understand Math/Science, Humanities and my specialty	I understand Math/Science and the Humanities through the lens of health care
<u>Expertise</u>	I can read, write, and compute at a high level which enables me to be excellent in my specialty	I can synthesize and analyze information through the lens of health care which allows me to solve problems and adapt to new circumstances in the sector
<u>Community</u>	I contribute to the well-being of my community by focusing on a career that is needed in my community	I am highly skilled and I understand why my profession is critical to the well-being of my community. And, I am able to build relationships with those who can help keep my community healthy
<u>What others say</u>	"It's important to be prepared for a future career"	"Health care is a sophisticated industry and the future requires people who are capable of nuanced and multi-disciplinary thinking"

Specific Design Features Include:

1. School will be held from 9:00 am to 9:00 pm and it will operate on a year-round calendar. There will be six weeks of professional development spread throughout the year for teachers to receive on-going training.
2. The school will serve students ranging from 14-24 in a day and evening program.
3. All students will be prepared to attend college if they choose. The curriculum will be designed backward from expectations for a variety of careers outlined by the Health Sciences Center at the University of New Mexico and the nursing program at Central New Mexico Community College.

4. All students will graduate with a diploma that has currency in the marketplace. We will work with industry to identify the most meaningful certificate that enables them to enter the world of work if they choose to do so after graduation (EMT, Nurses Assistant, etc.). In this way, students (particularly older students returning to school with an urgency for employment) can enter the workforce with marketable skills that will enable them to begin a career. Yet, they will also be prepared to succeed in college and encouraged to do so.
5. Instruction and assessment will be based on "mastery" and students will have at least four extra weeks of instruction to demonstrate proficiency in learning outcomes identified in the state benchmarks and standards.

11. 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 school will operate on the mantra of "learning by doing" where student engagement is our highest priority. It will also dedicate itself to the highest levels of social and emotional support to ensure that high levels of rigor are matched with equally high levels of care and concern. The school will partner with the local community and private sector to leverage more resources for its success. Finally, we will employ local and national thought leaders about small school design to create a school that is created specifically to meet the needs of the students who need us the most.

School leaders will employ short cycle assessments that are aligned with the SBAs. These assessments will measure Reading, Math, and Language Usage and be administered multiple times throughout the school year to measure growth (NWEA MAPs, etc.). They will also be used to calibrate instruction through the Data-Based Inquiry process with faculty.

Also, summative assessments through student performances will be used to measure the growth of higher order and 21st Century thinking skills (communication, collaboration, and being client driven). These assessments will be high stakes, public, and evaluated by teachers and industry professionals to ensure that the students are well prepared for college and work.

Finally, the school will require a series of "Gateway" exhibitions that are designed backward from the transition to college and work. For example, the Gateways could include a portfolio of student work and growth in measureable skills that demonstrate that they are ready to transition to post-secondary education (SBAs, ACT Plan, etc.). The portfolio could also include a student's performance in dual enrollment classes, workplace internships, and community-based projects designed to serve a specific client. We will work with our industry and higher education partners to create expectations for Gateway exhibitions.

Signature of founder(s)

Everette W. Hill, M.A.

Date: January 10, 2012

Everette W. Hill, MA

[PRINT NAME]