2013 Charter School Application
Part C. Application

2013 NEW MEXICO CHARTER SCHOOL APPLICATION KIT

PART C. APPLICATION

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Application Cover Sheet

School Information:
Name of Proposed Charter School: **R.I.S.E. New Mexico Elementary**
School Address (if known):
School Location (City/Town): **Albuquerque, NM**
School District within which your school will be located: **Albuquerque Public Schools**
Grades to be served:**K-5**
Projected Enrollment Cap: **496**

Contact Information:
Primary Contact Person: **Eppie Lopez**
Address:**4937 Rockcress Dr. NW**
City: **Albuquerque** State: **NM** Zip:**87120**
Daytime Tel:**505-515-1530** Fax:
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Secondary Contact Person: **Vanessa Lopez**
Address:**4937 Rockcress Dr. NW**
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Alternate Tel: E-Mail:**vmlopez14@gmail.com**

Please include with the cover sheet the following:
  • The names of the charter school founders, including descriptions of his/her/their qualifications or experience that are relevant to developing a public charter school plan and implementing a charter school's operations.

Vanessa Lopez/Co-Founder

Teacher: Bachelor Degree University of New Mexico; Teach for America Corps Member; Multiple subject teaching credential State of California. (Level II) license NM.

Eppie Lopez/Founder

Teacher (14 yrs. experience) Post BA Elementary Ed., University of New Mexico (UNM); Master of Art in Teaching - Multiple Subject Teaching, University of Southern California (USC); Partner in LEAD New Mexico.

Education Plan
This section should not exceed 35 pages.

A. School size. State the projected enrollment, grade levels to be served and student/teacher ratio.

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	218	K-5	20/1
Year 2	324	K-5	20/1
Year 3	408	K-5	20/1
Year 4	452	K-5	21/1
Year 5	496	K-5	21/1
At Capacity (Enrollment Cap)	496	K-5	21/1

B. Mission. State the mission of the proposed school. The mission should include the following information: whom your school seeks to serve and what your school seeks to accomplish. The mission of your school is a concise statement that describes the purpose of the school and describes how the school will achieve it. The mission allows the charter operator to set annual goals for the school that can be measured and achieved. The mission should answer questions such as: 1) what does your school seek to accomplish;2) how will it accomplish that; and 3) what is unique about your school? The statement should be succinct, easy to remember and be the driving force and rationale behind all the other components of the application. The best mission statements are clear, focused, compelling, and have a focus on outputs rather than inputs. The mission expresses clear guiding principles that are reflected throughout the application.

B. Mission

R.I.S.E. New Mexico is a culturally **R**elevant and **I**nspirational nontraditional educational model which builds **S**elf and **E**mpowers, by *deliberately* employing dual purpose instruction which integrates cognitive *and* non cognitive skills development to help all youth succeed in school and life.

RISE Definitions:

Relevant (Refers to culturally **relevant** teaching): a pedagogy that recognizes the diverse cultural characteristics of students from different ethnic backgrounds and adjusts teaching methods to account for this diversity. Cultural Relevance at RISE creates a learning environment that acknowledges respects and is representative of the social world of all our students. Cultural **R**elevancy is tailored to today's modern students, considering their interests, their interface with technology and their learning styles. We can think of Cultural Relevancy as the gear that propels all the other programs at RISE. Culturally relevant teachers display cultural competence: skill at teaching in a cross-cultural or multicultural setting. They enable each student to relate course content to his or her cultural context. The term culturally relevant teaching is used interchangeably with "culturally responsive teaching" in this application.

Inspire providing knowledge, skills, and attitudes to awaken the light that lies within each student

Self: an understanding of one's own strengths, abilities, emotions, and identity that contributes to positive self-esteem and a sense of purpose

Empower: preparing students to realize their potential

Dual-Purpose Education (instruction): is teaching cognitive (academic) skills while simultaneously teaching non-cognitive (social-emotional) skills, to prepare students to be successful in school and life.

Cognitive skills: Cognitive abilities (and skills) are the academic skills taught and learned (math, reading, writing, social studies, science, etc.). Measures of these skills include the standardized tests on reading, science and math.

Non-cognitive skills: Non-cognitive skills refer to one's skills, which relate to behaviors, values, beliefs, attitudes, and personality, rather than to their cognitive intellect. Examples of non-cognitive skills include confidence, perseverance and resilience, which can be referred to as Social-Emotional Learning.

C. State and Federal Accountability System Academic Performance Indicator.   The New Mexico School Grading Accountability System is used to evaluate all public schools, including charter schools, in the state of New Mexico. Annually, each school will receive a grade of A through F that reflects the school's performance on a School Grade Report Card. The School Report Card includes criteria components such as Current Standing, School Growth for its top 75% of students, School Growth for its lowest 25% of students, Opportunity to Learn, Graduation, College and Career Readiness. (The latter two being appropriate for high school only.) *More information regarding the New Mexico A–F grading system may be accessed at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.* The following performance indicator has been established by the PEC to demonstrate that the charter school is meeting acceptable standards according to the New Mexico A–F grading system:

> Annually, the school will meet standards if it receives an A or a B on its School Grade Report Card. The school can also meet standards if it achieves a "C" if it shows a proper plan is in place or if accredited by a reputable accrediting agency. It does not meet standards if it receives a "C" and does not have a proper plan in place nor is accredited by a reputable accrediting agency.

This performance indicator may be negotiated with PEC upon approval of the charter school application. Until negotiations are completed, the performance indicator stated above will serve as the expectation required for approval of this application. Understanding the State A–F Grading System is critical in the development of your school. It is a major component of your school's annual evaluation and stated goals should be aligned in part with the state's accountability system.

C.   Stateand Federal Accountability System Academic Performance Indicator: Applicant Agreement Statement

Please indicate, by checking "yes" below, the applicant's agreement with the above-stated performance indicator for purposes of this application and possible subsequent negotiation if this application is approved.   [X] YES

D. Goal(s) Related to the School's Mission. In the first year of the school, you should set goal(s) related to student performance that are tied to the mission of the school. The goals must be specific and measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument). The goals should be ambitious but attainable. All goals must reference a time frame by which achievement can be accomplished. Finally, ensure that your measuring instrument is valid and reliable (e.g., formative or summative assessments, universal screening tools, progress monitoring tools, and research-based climate surveys etc.).

The school should also have identified strategies in place to ensure that all students are making progress towards meeting the stated goals. These strategies are reviewed annually.

D.(1) Goal(s) Related to the School's Mission

I.   Goal: 75% of RISE New Mexico Students (K-5) will develop and demonstrate non-cognitive skills of persistence, resilience, and confidence (CPR) within the first year as measured by our Asset Based Connection Campaign and portfolio judging system.

II. Goal: 80% of RISE New Mexico Students (3-5) will become proficient readers of English within three years of enrolling at our school as measured by the PARCC and will show one year's growth as measured by school chosen short cycle assessments.

III. Goal: 80% of RISE New Mexico Students (3-5) will become proficient in Math within three years of enrolling at our school as measured by the PARCC and will show one year's growth as measured by school chosen short cycle assessments.

D.(2) Explain the rationale, plan, and specific methods of assessment for the goal(s) listed above.

Goal 1: Measurement Approaches for Non-Cognitive Skill Development:
"Confidence, Persistence, and Resilience" RISE CPR Model:

> Goal: 75% of RISE New Mexico Students (K-5) will develop and demonstrate non-cognitive skills of persistence, resilience, and confidence (CPR) within the first year as measured by our Asset Based Connection Campaign, portfolio judging system, and climate surveys.

As mentioned, the need for both **non-cognitive** education and **cognitive** education is pertinent to our unique dual-purpose curriculum.

In this section, we discuss the specific approaches researchers have used to measure academic **non-cognitive** approaches. In addition to our portfolio judging system of student reports, parent reports, teacher observations, and climate surveys given, the subjective nature of self-concept, a student self-report measurement approach is most appropriate. A few well-known survey instruments are widely used to measure self-concept. As a staff, we will decide which survey instrument is the best to measure non-cognitive skill development. One proposed survey is the Strengths and Difficulty Questionnaire (SDQ), www.youthinmind.com, which could be used as baseline data.

Explanation of the Survey for Baseline Data

The **Strengths and Difficulty Questionnaire** is a brief behavioral screening questionnaire for children and adolescents ages four through 16 years old, developed by the UK child psychiatrist Robert N Goodman. It exists in several versions to meet the needs of researchers, clinicians and educationalists. The survey is provided in both English and Spanish. Each version includes between one and three of the following components:

A. 25 items on psychological attributes
   All versions of the SDQ ask about 25 attributes, some positive and others negative. These 25 items are divided between 5 scales:
   1. Emotional symptoms (5 items) added together to generate a total difficulties score (based on 20 items)
   2. Conduct problems (5 items)
   3. Hyperactivity/inattention (5 items)
   4. Peer relationship problems (5 items)
   5. Pro-social behavior (5 items)

   The same 25 items are included in questionnaires for completion by the parents or teachers of 4- to 16-year-olds (Goodman, 1997).

B. An impact supplement
   Several two-sided versions of the SDQ are available with the 25 items on strengths and difficulties on the front of the page and an impact supplement on the back. These extended versions of the SDQ ask whether the respondent thinks the young person has a problem, and if so, enquire further about chronicity, distress, social impairment, and burden to others. This provides useful additional information for clinicians and researchers with an interest in psychiatric caseness and the determinants of service use (Goodman, 1999).

C. Follow-up questions
   The follow-up versions of the SDQ include not only the 25 basic items and the impact question, but also 2 additional follow-up questions for use after an intervention. Has the intervention reduced problems? Has the intervention helped in other ways, e.g. making the problems more bearable? To increase the chance of detecting change, the follow-up versions of the SDQ ask about 'the last month', as opposed to 'the last six months or this school year', which is the reference period for the standard versions. Follow-up versions also omit the question about the chronicity of problems.

Non-Cognitive Skill Development Measures

1. Asset Based Campaign (ABC)
   RISE's Asset Based Campaign focuses on our student's strengths and personal growth in the development of non-cognitive skills. At RISE, we have three umbrella non-cognitive skills, in which all the other non-cognitive skills fall under, which is called the RISE CPR Model. These three non-cognitive skills are Confidence, Persistence, and Resilience. The Asset Based Campaign (ABC) utilizes Scholar Points to measure students' attendance, motivation and persistence in the Skills Tutor Program, and confidence, resilience, and persistence displayed in CASEL-Collaborative for Academic, Social and Emotional Learning Program. Each week, students (also known as scholars) earn points in the following three areas:

• Attendance
• Basic Skill Tutor Program *-both cognitive and non-cognitive skill development*
• *CASEL -non-cognitive*

The scholar points are tallied, the student takes home the report to their parents, the parent signs the report and the student returns the report to the school. While scholars can earn up to 15 pts, a minimum of 12 on a "Scholar Points" report informs parents and students that the student is meeting the minimum standards required. The reports are filed in the student's portfolio each week and the student graphs the total points earned for the week on their ABC graphs. These graphs provide a visual representation of the students' growth. The ABC will count as 50% of the total score and the portfolio judging will count as the other 50% of the score.

RISE will implement a social emotional learning program called CASEL: Collaborative for Academic, Social and Emotional Learning. This social and emotional learning is one of the most important strategies available to promote student success and effective school reform. Extensive evaluations have found that social and emotional learning enhances academic achievement, helps students develop self-management and self-control, improves relationships at all levels of the school-community, reduces conflict among students, improves teachers' classroom management, and helps young people to be healthier and more successful in school and life. (www.casel.org)

CASEL has many programs, however RISE has chosen to implement the 4Rs (Reading, Writing, Respect, and Resolution) program.

"The 4Rs Program (Reading, Writing, Respect, and Resolution): The two cognitive skills, Reading and Writing compliment the non-cognitive skills of Respect and Resolution. Moreover, this program compliments our school wide philosophy and model of joining the best of both worlds together. The 4Rs Program provides read-aloud, book talks, and sequential, interactive skills lessons to develop social and emotional skills related to understanding and managing feelings, listening and developing empathy, being assertive, solving conflict creatively and nonviolently, honoring diversity, and standing up to teasing and bullying. 4Rs is a grade-specific program available for students in prekindergarten through eighth grade. Divided into seven units, each grade has approximately 35 lessons – one a week throughout the year. Units also include extension activities, infusion ideas, and recommendations of other books, and 4Rs Activity Sheets to reinforce students' understanding. The 4Rs program reinforces skills and concepts covered in each unit with a Family Connection activity that students take home to complete with their caregivers and 4Rs "Family Connections" parent workshops. Peer mediation and Peace Helper programs are also available to support classroom- and school wide programming. All 4Rs stories incorporate a variety of cultures, ethnicities, and backgrounds." (www.casel.org)

Goal II and III: Measurement Approaches for Cognitive Skill Development:

Goal II: 80% of RISE New Mexico Students (3-5) will become proficient readers of English within three years of enrolling at our school as measured by the PARCC and will show one year's growth as measured by school chosen short cycle assessments.

Goal III: 80% of RISE New Mexico Students (3-5) will become proficient in Math within three years of enrolling at our school as measured by the PARCC and will show one year's growth as measured by school chosen short cycle assessments.

RISE will use the PARCC-Partnership for Assessment in Readiness for College and Career to measure student's proficiency in language arts and math. PARCC's next-generation of assessment system will provide students, educators, policymakers and the public with the tools needed to identify whether students are on track for postsecondary success and, critically, where gaps may exist and how they can be addressed well before students enter college or the workforce. The PARCC will be utilized in grades 3-5.

School chosen short-cycle assessments will be used to measure student's growth in language arts and math throughout the year. These short-cycle assessments may be given every eight weeks. The staff in collaboration with the Executive Director, Principal and Curriculum Director will choose which short-cycle assessments are most appropriate for the type of data they need to inform instruction.

Some short-cycle assessments to be considered are:
- STAR assessments (STAR-Early Literacy, STAR-Reading and STAR-Math) provided by Pearson
- Gates Mac-Ginitie
- DIBELSNext
- DRA

E. Educational Program and Curriculum. Provide a description of a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population and that is aligned with NM State Standards.

E.(1) Describe your school's educational program and curriculum that supports your school's mission and guides instructional and curricular decisions.

RISE New Mexico envisions creating a school environment where all students experience learning that is Relevant, Inspirational, develops a strong sense of Self and Empowers them to achieve both academically and socially/emotionally. RISE will also be a school where all members of the school community are treated fairly and equitably and can realize their potential. All too often children, and especially those from low socio-economic areas, have been disproportionately exposed to disappointment and hardship; academically, socially and emotionally. There is a disconnect for these students in a system that is not analogous to their modern world. In this system, students' desire to work hard withers and they begin to lose faith in the school system.

In addition, many develop habits of non-engagement, learned passivity and invisibility in school (Olsen, 2010). "When pressed to state whether they believe that education will actually lead to a better life for them, lower socio-economic students in Michelson's study expressed the "concrete" belief that it would not" (Noguera, 2003). Poor students indicate significantly higher levels of distrust. Studies indicate that "47% of minorities and 53% of poor students stated students trusted their teachers only a little or not at all. Research on teacher expectations suggests that these feelings have a powerful effect on student performance" (Noguera). Coupled with the risk factors students face at home they may begin to sense that education is not the means to an end as professed. As students begin to face difficulty in school, especially with mounting expectations

and how they are viewed in the classroom, students may question the educational system and worst of all, question themselves.

There is also considerable evidence that the ethnic and lower socio-economic background of students has bearing on how students are perceived and treated by the adults who work with them in schools (Noguera, 2003). Students may begin to doubt their talents, intelligence, and this doubt consequently affects their self-esteem and sense of empowerment. They may have difficulty seeing the direct link of their efforts to the fruits of their labor.

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Cultural Relevancy: How we teach
Cultural Relevance at RISE creates a learning environment that acknowledges respects and is representative of the social world of all our students. Cultural **R**elevancy is tailored to today's modern students, considering their interests, their interface with technology and their learning styles. We can think of Cultural Relevancy as the gear that propels all the other programs at RISE.

Culture Relevance is central to learning. It plays a role in the communication and reception of information. It helps shape the thinking process of groups and individuals. In addition, pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. In essence, the purpose of culturally responsive teaching is to maximize learning for students who are traditionally failed by the American educational system. Villegas, A. M. (1991). *Culturally responsive pedagogy for the 1990's and beyond.,* Washington, DC: ERIC Clearinghouse on Teacher Education. A positive outcome of a culturally responsive school is the student becomes a self-initiator of the learning experience. What transpires is a change in the belief system of self and others regarding the potential for change, translating pessimism into optimism, enabling the dismantling or overcoming of impediment to change (Feuerstein, pg, 81). By making Cultural Relevance central to the development of curriculum and instructional strategies at RISE, our students will be more connected to the school community and engaged in the learning.

Inspirational
The importance of motivation or **I**nspiration, in the context of learning, cannot be overstated (Ames, 1990). Traditionally, student boredom, frustration, negative behavior, and finally dissolution set in and students simply stop the pursuit (2003). By including student input in the development of thematic units/projects/class activities, RISE will create a learning environment that is more likely to focus student engagement and motivate students. Students need to have their attention focused and be motivated to complete the task at hand (Ormrod, 2011). If students do not have some input in and are not invested in a challenging activity, they are less likely to truly engage in learning. Lack of engagement leads to lack of learning and achievement.

Builds Self and Empowers
Self-efficacy is an important component of social-emotional development. Self-efficacy is defined by Bandura as an individual's belief in her or his own ability to perform a task. Students, who have developed a negative, defeatist attitude about school and their ability to be successful, are likely to have a low sense of self-efficacy. From theories of behavior modification, we know that learning results from the connection between environmental events (stimuli) and behavior

(responses) (Ormrod, 2011). For example, reinforced responses to a certain stimuli will likely increase that behavior while punished responses will likely decrease that behavior.

Cognitive theories focus on an individual's thoughts as crucial determinants of emotions and behaviors. Our thoughts, ideas, interpretations, understandings and/or beliefs shape our feelings, decisions and behavior. If we wish to change our feelings and behaviors we must changes our thoughts, ideas, interpretations, understandings and/or beliefs. Through the program at RISE, students will receive positive reinforcement of behaviors that support growth in non-cognitive skills (Confidence, Persistence and Resilience) as well as cognitive skills. In addition, students gain experience, knowledge and understanding through the dual-purpose instruction, of how to improve their ability to be confident, persistent and resilient, thus changing their thoughts, ideas, interpretations, understandings and/or beliefs regarding their ability to be successful in school and life. Through deliberately integrating cognitive and non-cognitive skills instruction, students develop necessary cognitive and non-cognitive skills, and therefore gain a sense of accomplishment, increased self-esteem and confidence in their abilities and thus increase their self-efficacy.

R.I.S.E Value Statements

As citizens of RISE, we value:

Relevance
- A safe risk-tolerant environment, interconnected community fed by its vision, culture of candor, purposeful listening, transparency, belief in human spirit, and derived from a fundamental new approach to education
- RISE's abundance of cultural and educational services and resources that contribute to a high quality of life
- Shared ideals, shared ideas, shared goals, shared respect, a sense of integrity, a sense of quality, a sense of advocacy, and a sense of caring are the basis of RISE's covenant and value system
- Intending to make a contribution to society; locally, nationally, and globally

Inspire
- Providing knowledge, skills, and attitudes to awaken the light that lies inside each of us. It is not meant to offer certainties but to provide inspiration for those who want to pursue them.

Self
- RISE prepares students for life in creating a sense of self: an understanding of one's own strengths, abilities, areas of weakness, emotions, and identity that contribute to positive self esteem and a sense of purpose

Empowerment
- Becoming, for all who are involved, a place of realized potential, for success in school and life

RISE Educational Program: Curriculum

RISE curriculum will be culturally **r**elevant and **i**nspiring to ensure students are building **s**elf and becoming **e**mpowered to be RISing leaders. All curriculum adopted/developed at RISE will be culturally relevant and incorporate 21st century skills, both cognitive and non-cognitive, needed for our students to be competitive in the global world and become rising leaders. Curricular decisions are an integral part in the decision making process to ensure alignment with the RISE mission. RISE will adopt a scientifically research-based curriculum in the areas of Language Arts and Mathematics that meets the needs of the student population. In addition, RISE will develop curriculum in the areas of Science and Social Studies using McTighe and Wiggin's *Understanding by Design* (UbD) curriculum development process.

The lessons within these UbD units will deliberately relate to the students by interest, geography, culture, heritage, and traditions based on profiles of the student population. There will also be an inspirational component in each unit. These lessons, which will be aligned with Language Arts Common Core State Standards, are comprised of stories, paragraphs, and readings, which tie to an inspirational message of how people overcame adversity, hardship, and difficulty. Rather than having students read random articles or stories from a cookie cutter Language Arts Curriculum, the inspirational component will accomplish two objectives:
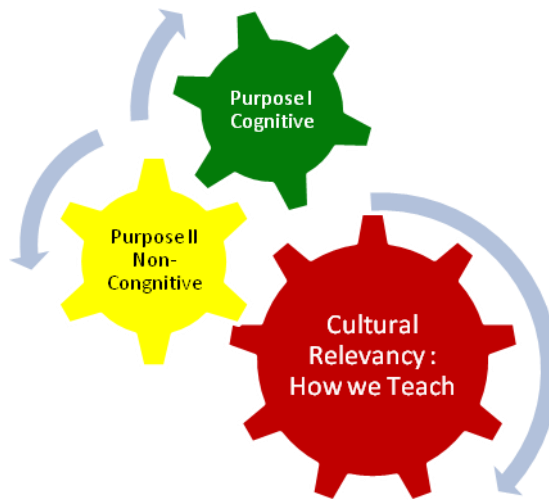1) Provide inspiration, encouragement and motivation on a continual basis, and
2) Create dual-purpose instruction encompassing cognitive and non-cognitive skills that relate to student's lives and gives them models of how to overcome adversity, hardship, and difficulty in their own lives.

Students will gain an understanding about perseverance, strategies for success, resilience, and will begin to facilitate a belief system and help provide a sense of self-confidence by lessons learned from other people who have failed initially but then succeeded. The student receives real life lessons about people, much like themselves, overcoming difficulties and challenges.

The UbD unit lessons also integrate social-emotional skills such as problem solving, negotiating, using self-control, dealing with pressure, collaboration etc. The goal of these lessons is to make possible a belief system, which Feuerstein speaks of as "transcends time and space" and creates "the relationships between past, present, and future" (Feuerstein, 93).

The heavy emphasis on reading and the inspirational component makes the lessons true to the student's life and world. Again, the student receives real life applicable lessons about people, much like themselves, overcoming obstacles and challenges.

The purpose behind the deliberate dual-purpose educational model is to prepare our students to be well-rounded individuals, giving them the cognitive (academic) skills as well as the non-cognitive (social-emotional skills) necessary to be successful in school and life. All curriculums will reflect these two components. Below is a visual explanation of RISE's deliberate dual-purpose education.

Dual-Purpose Education at RISE

Purpose I: Cognitive Instruction	Purpose II: Non-Cognitive Instruction
RISE New Mexico students will develop the **cognitive** (academic) skills necessary to be successful in school and life.	RISE New Mexico students will develop the non-cognitive skills necessary to be successful in school and life.
<u>**Definition:**</u> Cognitive abilities (and skills) are the academic skills taught and learned (math, reading, writing, social studies, science, etc.). Measures of these skills include the standardized tests on reading, science and math.	<u>**Definition:**</u> Non-cognitive skills refer to one's skills, which relate to behaviors, values, beliefs, attitudes, and personality, rather than to their cognitive intellect. Examples of non-cognitive skills include confidence, perseverance and resilience. (Also referred to as social-emotional skill development)
<u>**How do we do it:**</u> Culturally **R**elevant -Culturally relevant curriculum in all subject areas -Scientifically-based curriculum in Language Arts and Math targeted to student population -21st Century curriculum -Best Practices -Reliable, valid and research based assessments **I**nspire -Understanding by Design (UbD): Curriculum developed by RISE staff in the areas of Science and Social Studies -Teacher-student created assessments -Learning Lab-provides differentiated instruction to meet the needs of each student (intervention and enrichment) -"I can" statements	<u>**How do we do it:**</u> **S**elf and Empower -Apply the best student efforts -CASEL- Collaborative for Academic, Social and Emotional Learning School-Wide Program -RISE CPR (confidence, perseverance, resilience) Model -21st Century Curriculum that teaches life lessons that inspire students and builds self and empowers them –Developed curriculum using UbD framework incorporating inspirational life lessons -Asset Based Connection Campaign -"I am" statements

*All Curriculum and instruction will be culturally **r**elevant*

As stated above, RISE New Mexico's dual-purpose educational model is delivered through a culturally relevant approach. The method of instruction is as important as what we teach at RISE. Cultural relevance at RISE is much more than focusing on ethnicity and race. Cultural Relevant Responsible Education (CRRE) is a way of teaching that acknowledges, responds to, and celebrates fundamental cultures, and offers full, equitable access to education for students from all cultures. CRRE is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. The professional development at RISE will prepare teachers to develop and hone the skills educators require to create learning environments that acknowledge, respect and are representative of the social world of all students. "When teachers and students come from different backgrounds, planned efforts to cross social borders and develop caring, respectful relationships are essential" (Weinstein et al., 2003, p. 272). When teachers create an environment which is based on caring and concern, and in which each student is valued, the result is that students become more motivated and learn more (Stipek, 2002).

Below are some examples of how RISE will be different from a traditional approach to education:

TRADITIONAL	RISE's Model using CCRE
-Paper to pencil focus -Standardized and rule driven -Deductive, controlled, egocentric or often Eurocentric -Low movement -View environment in isolated parts -Precise concepts of space, number, time approximate concepts of space -Respond to object stimulus -Dominant communication is verbal -Emphasis on independent work; written work -Emphasis on quiet -Linear/Cognitive	-Focus on and use of Technology -Inductive, expressive, socio-centric -High movement and expressive -View Environment as a whole -Responds to people/social stimulus -Communication verbal/nonverbal/Kinesthetic -Responds to collaborative efforts -Emphasis on verbalization of thought -Abstract/Affective

It is important to teach the 21st century skills necessary for our students to be competitive in the global world and become rising leaders. RISE will incorporate these skills into the UbD units and adopt/develop language arts and math curriculum where these skills are present. Potential areas of focus will be:

- Multimedia and other technologies connected to our media culture
- Global classroom - for a globalized world
- Service learning
- Students beyond the standards - more than teaching to the test
- Classroom strategies for independent, self-directed, interdependent student learning
- Integrated, project-based and interdisciplinary
- Directly connected to the real world of the 21st century
- Connected to the community

Learning Lab

Students at RISE New Mexico will attend Learning Lab every day. The purpose of the Learning Lab is to provide students with additional practice in Literacy and Math at their current level of instruction. The Learning Lab is a combination of a computer lab and tutoring center. The Learning Lab has a full-set of leveled books where students can read independently at their "just right" level (the top of their independent reading level) as well as at computers running online programs that allow students to access instruction at their current level of understanding.

Computer Center:
Online Curricula: Houghton Mifflin Harcourt's SkillsTutor
The *SkillsTutor* program implements high quality and research-based instruction, monitors classroom performance and individual progress, provides universal screening, and completes data analysis to determine which students need intervention. The Computer Center will have online curricula focused on building skills in Math and Literacy through the *SkillsTutor* program. This online program in the Learning Lab will allow students to progress along a developmentally appropriate path during the time they are on computers to best individualize their practice. The online programs will be adaptive, meaning that the system will adjust the difficulty of material to a level most appropriate for the individual student, focusing on the particular skills on which the student needs the most practice. Each program allows that student progress be tracked by teachers according to mastery of a skill. Teachers can specify particular content focus, and thus, outline a learning path for individual students through the online curricula.
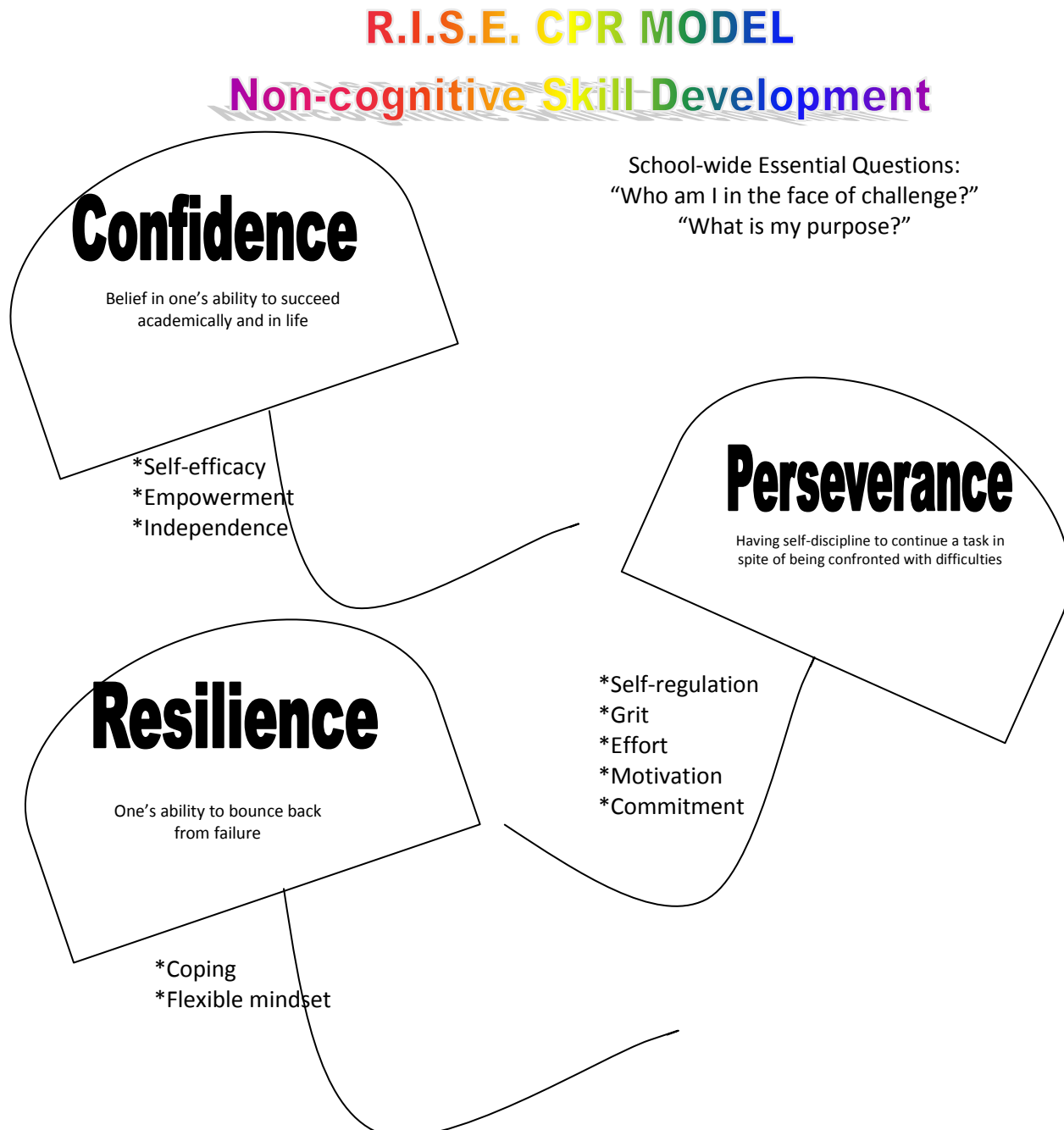
The final component of Learning Lab is one-on-one and small group intervention time. Interventions occur in both Reading and in computer centers. Depending on each student's Individualized Learning Plan (ILP), RISE students will receive one on one and/or small group supplemental instruction during a portion of his/her Learning Lab time. A student's ILP serves as the intersection between daily student performance and formative assessment data and the identification of critical skills that any student may need assistance in developing. Implementing the RISE Response to Intervention model throughout Learning Lab and training staff to facilitate supplemental instruction to students ensures that there will be a systematic connection between a student's classroom instruction and his or her intervention. Teachers and the intervention staff will use the ILP to track student progress in the classroom and in the Learning Lab and plan lessons for them. Learning Lab will enhance students' cognitive development skills giving students belief in themselves as they progress through the lessons. This targeted instruction allows students to advance at their own pace and feel empowered when they succeed at the lessons.

Houghton Mifflin Harcourt's *SkillsTutor Response to Intervention* will be the online curricula RISE will implement in Learning Lab. *SkillsTutor* solutions meet the core requirements of the Response to Intervention (RtI) model.   The *SkillsTutor* program is aligned to Common Core State Standards in Language Arts and Mathematics. *SkillsTutor* removes limitations on learning with targeted differentiated instruction, supplements the core curriculum, complements other instructional materials, and prepares students for success in today's global economy (www.skillstutor.com).   *SkillsTutor* empowers students because it incorporates multiple learning styles that motivate different students to actively engage in learning.

RISE Confidence, Perseverance, Resilience (CPR) Model

Part of the deliberateness of the dual-purpose education is providing students with the non-cognitive skills necessary to be successful in school and life. RISE will use the umbrellas of

confidence, perseverance, and resilience or CPR model to categorize non-cognitive skills. RISE chose these non-cognitive skills to guide instruction because they are the highest indicators of successful individuals according to research. Below is the CPR model (additional non-cognitive skills will be added to the umbrellas as curriculum is developed):

R.I.S.E. CPR MODEL
Non-cognitive Skill Development

Confidence

Belief in one's ability to succeed academically and in life

School-wide Essential Questions:
"Who am I in the face of challenge?"
"What is my purpose?"

*Self-efficacy
*Empowerment
*Independence

Perseverance

Having self-discipline to continue a task in spite of being confronted with difficulties

Resilience

One's ability to bounce back from failure

*Self-regulation
*Grit
*Effort
*Motivation
*Commitment

*Coping
*Flexible mindset

School-Wide Social Emotional Program: CASEL-Collaborative for Academic, Social and Emotional Learning.

RISE will implement a school-wide social-emotional program. CASEL will be used as the program that will inspire, build self and empower students. CASEL provides programs that integrate social and emotional learning (SEL) and Language Arts. CASEL's, 4Rs curriculum best aligns with our mission by providing a dual-purpose education integrating the cognitive instruction and non-cognitive instruction. RISE New Mexico will provide training and classroom coaching to prepare teachers to teach weekly lessons based on the CASEL curriculum and how best to make

the connection between the cognitive and non-cognitive skills. The CASEL program improves student behavior, boosts academic performance, develops student's social and emotional skills, and improves the climate for learning, (www.casel.org).   This program will engage students with an interactive curriculum that utilizes children's literature as a springboard. The literature that is utilized will align with the CPR model and teaches lessons about confidence, perseverance and resilience. The school-wide, social-emotional program will build community, teach students to understand and handle feelings, teach listening skills, assertiveness, problem solving, dealing with diversity, and cooperation.

The 4Rs curriculum is grade-specific and each grade has its own teaching guide, books, and age-appropriate activities. Each 4Rs unit begins with a read aloud of a children's book, carefully chosen for its high literary quality and relevance to the theme. Next, is a Book Talk where discussion, writing, and role-playing happen to deepen students' understanding of the book and connect it to their lives. Then, applied learning, which is skills practice related to the theme.

A rigorous scientific study found that the 4Rs had a positive effect on:

- students' social and emotional competency
- students' behavior
- attendance
- academic performance
- classroom climate

Asset Based Connections Campaign

Many students, especially from lower socio-economic areas, do not believe education will lead to a better life. They may have little or no experience with how work, effort, behavior, and study affect their lives. Bandura's Social Cognitive Assumptions state people can learn by observing others; learning is an internal process that may or may not lead to a behavior change; cognitive processes influence motivation as well as learning; people and their environments mutually influence each other, and behavior becomes increasingly self-regulated (Ormrod, 2011). Children must have a foundation. The question of, "what's in it for me?" must be addressed especially for today's 21st Century students to be engaged.

Asset based thinking encourages us to put more of our focus on progress than on perfection, on possibilities and growth rather than problems, and to challenge our tendency to be dogmatic or deficit based in our thinking about others and ourselves. Asset based thinking magnifies strengths instead of weaknesses. It zeros in on what is working rather than what is not working. It favors inspiration over desperation, and is infectious. (The Cramer Institute, 2013).

At RISE, our various programs help students focus on assets rather than deficits. As stated previously, our dual-purpose instruction provides opportunities for students to grow socially and emotionally both through direct instruction and indirect instruction. An example of a RISE system that supports assets based thinking in our students is our attendance campaign. This campaign focuses on what students are doing right (coming to school) by providing them with data about their attendance and incentives for positive attendance data. By providing data to the students about their progress with attendance we tap into the gaming culture of today's students. Kids thrive on competition, internal and external, being in control, and knowing they can get "to the next level". We can make it *fun* for students to learn and see they do have control, are able to earn a reward, and can succeed in school and life.

This model of asset-based thinking is also demonstrated in the asset based connection component. This component ties to the cognitive or academic program as well as the social emotional or non-cognitive program. For example, students are provided data about their progress in the *SkillsTutor* program and CASEL 4Rs program. Again, RISE students can see their progress through their own data and receive incentives for progress.

E.(2) Provide research or data that substantiate how this educational program will help your school achieve high outcomes for students.

Non-cognitive or social and emotional learning involves the processes of developing social and emotional competencies in children. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Social and emotional skills are critical to being a good student, citizen, and worker; and many different risky behaviors (e.g., drug use, violence, bullying, and dropout) can be prevented or reduced when multi-year, integrated efforts develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation (Bond & Hauf, 2004; Hawkins, Smith, & Catalano, 2004; Nation et al., 2003; Weare & Nind, 2011). The extensive research supports RISE's dual-purpose instruction that integrates cognitive *and* non-cognitive skills development to help all youth succeed in school and life.
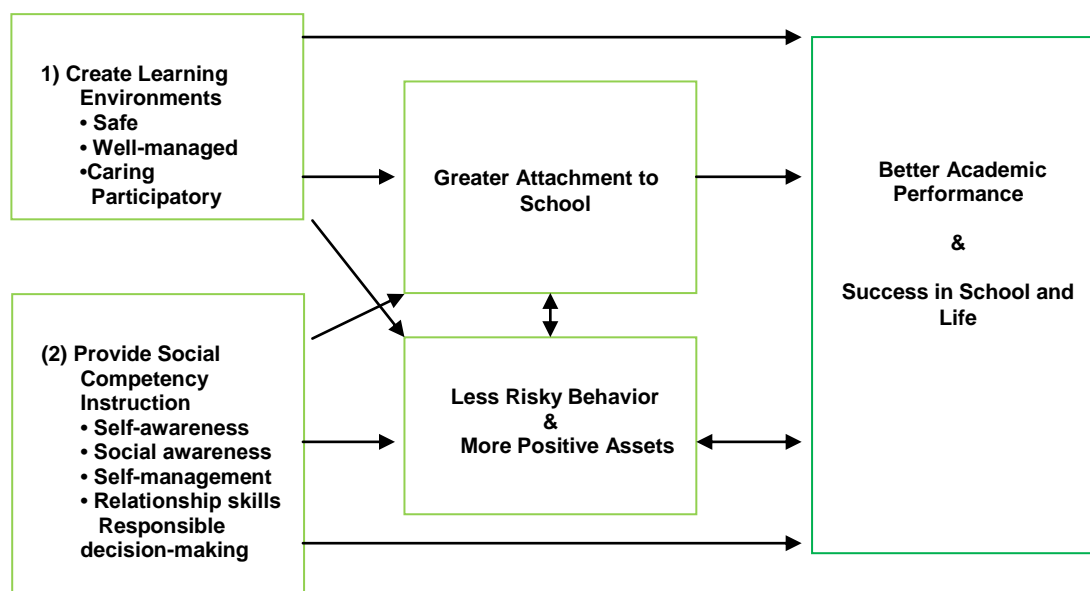
**How Non-Cognitive Programs Work to Produce Greater Student
Success in School and Life**

Non-cognitive programs have direct as well as indirect impacts on student learning and school success. The figure above describes the mechanisms of action that connect SEL programs to student achievement. The far left column of boxes in the figure is definitional. It posits that SEL programs do two things: (1) create safe, caring, well-managed learning environments, i.e., they

address the classroom and school climate in systematic ways (top left box); and (2) provide sequenced, developmentally appropriate, classroom-based instruction in five major areas of social and emotional competence (bottom left box). The remainder of the figure describes a series of relationships that hold true in studies of classrooms and the interventions designed to improve them. SEL programming has been shown to result in better student outcomes, including improved academic performance. These relationships, and some of the research supporting them, are described in the remainder of this brief.

Supporting Evidence
- There is no antipoverty tool we can provide for disadvantaged young people that will be more valuable than the character strengths… in such impressive quantities: conscientiousness, grit, resilience, perseverance, and optimism" (Tough, 2012).
- A detailed review of the literature finds that creation of supportive learning environments increases student engagement and attachment to school, and that these variables significantly influence student academic performance (Osterman, 2000).
- The evaluation of a program designed to develop student pro social skills and foster a more supportive, cooperative, and participatory learning environment documented increases in students' sense of school community and commitment to school (Battistich, Solomon,Watson, & Schaps, 1997). Perceived sense of community mediated the positive program effects, including improved academic achievement (Solomon, Battistich, Watson, Schaps & Lewis, 2000).
- When teachers implemented an intervention that included proactive classroom management, interactive teaching methods, cooperative learning techniques, and interpersonal skills instruction, students' positive attitudes and commitment to school significantly increased, as did the grades and standardized achievement scores of males (Hawkins, Guo, Hill, Battin-Pearson, & Abbott, 2001; O'Donnell, Hawkins, Catalano, Abbott, & Day, 1995).
- Research is bearing out that the students who earn the highest grades often aren't the ones with the highest IQs, but the ones working hardest. *The grittiest students,* a 2007 article in the Journal of Personality and Social Psychology said gritty students muck through challenges "despite failure, adversity, and plateaus in progress." This says Angela Duckworth, the University of Pennsylvania psychology professor who developed the "Grit Scale," is what low-income students need to learn to earn college diplomas (Reiner, 2013).
- Both economists and psychologists have long known that cognitive skills – or to use a somewhat different term, cognitive ability – have strong predictive power for economic and social outcomes. The predictive power of these skills fits easily into the human capital model developed by Becker, Mincer, and others; many, if not most, cognitive skills are developed when one is enrolled in school. But another very different set of skills, often referred to as *non cognitive* skills, also has strong predictive power for economic and social outcomes. These skills are also referred to as *personality traits*, and they can be defined as patterns of thoughts, feelings and behavior that affect one's social interactions with others (Borghans, Duckworth, Heckman and ter Weel, 2008).
- Self-regulated learning, especially during the early grades, was consistently linked to academic outcomes, as was academic self-concept. In fact, we consistently see these non cognitive attributes being positively related to a series of academic outcomes, most commonly GPA and test scores. In short, we found plenty of evidence that non-cognitive attributes are related to academic outcomes (Rosen, Glennie, Walton, Lennon, Bozick, 2010).

In addition, with funding from the W.T. Grant Foundation and the Lucile Packard Foundation for Children's Mental Health CASEL president and CEO Roger Weissberg and Joseph Durlak, professor of clinical psychology at Loyola University Chicago, have directed the meta-analyses of 213 positive youth development, SEL, character education and prevention interventions. These are the largest, most scientifically rigorous, and up-to-date reviews of controlled outcome research on interventions that promote children's social and emotional development to date. The reviews include school, family, and community interventions designed to promote personal and social skills in children and adolescents between the ages of 5 and 18. The reviews looked at the impact of SEL programs on students' SEL skills, attitudes toward self and others, positive social behavior, conduct problems, emotional distress, and academic performance.

Results Summary:

SEL programs have found to yield multiple benefits in every review/analysis conducted to date.

The reviews indicate that SEL programs:
- Are effective in both school and after-school settings and for students with and without behavioral and emotional problems.
- Are effective for racially and ethnically diverse students from urban, rural, and suburban settings across the K-12 grade range.
- Improve students' social-emotional skills, attitudes about self and others, connection to school, and positive social behavior; and reduce conduct problems and emotional distress.
- Improve students' achievement test scores by 11 percentile points.

In total, the magnitude and scope of these benefits suggests that SEL programs are among the most successful youth-development programs offered to school-age youth.

Students then become empowered by deliberately combining these skills with the best cognitive approaches to help RISE students attain success in school and in life. Data shows the need for non-cognitive skills is not only needed but also essential. Terrie Moffitt, a preeminent researcher in self-control, observed in a groundbreaking study that the need for self-control in 21st-century America is "not just for well-being but for survival. As it turns out, our emotional lives matter as much, sometimes more, as our intellect in the path to success" (Reiner, 2013). The Relevancy of our model in its programs and relation to students' interests combined with our inspirational programs help our students create that powerful sense of self which finally leads to realizing their potential, which then is true empowerment.

E.(3) Provide an overview of the planned curriculum including a course scope and sequence by subject for each grade level your school plans to serve. Insert Course Scope and Sequence as Appendix A.

Curricular decisions are an integral part in the decision making process to ensure alignment with the RISE mission. During the planning year, RISE will develop a process for researching, reviewing, and adopting a research-based curriculum in the areas of Language Arts and Mathematics that meets the needs of the student population. (RISE will select a specially designed ELD curriculum, which addresses the specific second language needs of students at different linguistic proficiency levels and grade spans, based on the state ELD standards.) RISE will be mission driven in all the curricular decisions made. This curriculum will integrate cognitive skills as well as the non-cognitive skills necessary for success in school and life. If gaps exist within the adopted curriculum, RISE will develop curriculum to fill in those gaps.

RISE will develop curriculum in the areas of Social Studies and Science using McTighe and Wiggin's *Understanding by Design* curriculum development process. This approach is a framework for creating a curriculum based on state standards. UbD has been shown to develop students' reasoning and interest in all content areas, thus inspiring them to become motivated and invested in the content being taught. UbD units enable teachers to incorporate student's interests, which make the content more relevant for all learners. To develop the curriculum using the UbD framework, RISE will start by backwards mapping of the state standards to identify the main objectives in Science and Social Studies. RISE staff will then develop units and lesson plans within each unit to focus on these major objectives. Common Core State Standards in Language Arts and Mathematics will be integrated into each UbD unit as a supplement to the adopted/developed Language Arts and Math curriculum.

The UbD units will provide students with an opportunity to learn by doing, thus inspiring and motivating them to have buy-in into what they are learning. To provide a relevant educational model to the students of RISE, Project GLAD's method of providing ELD instruction during Science and Social Studies will be used. RISE will accelerate students' Cognitive Academic Language Proficiency (CALP) development by supporting acquisition of academic vocabulary with proven strategies relevant to the student population. By providing relevant instructional strategies to acquire the academic language necessary for success, students will become more self-confident and empowered in tackling the demanding cognitive language needed to be successful in school and life. Non-cognitive skills such as confidence, resilience and perseverance will be embedded into each Science and Social Studies lesson.

Science and Social Studies teach several very important skills on their own. One of the most important skills a student can learn from these classes in the primary grades is how to effectively read non-fiction text in the content areas (Pressley, 2002). Students will be faced with a multitude of classes throughout the rest of their lives where this skill will be central to their understanding of the content and ultimately their enjoyment and performance in the subject. The critical skills of determining the organization of a non-fiction text, identifying and understanding key vocabulary terms, and actively summarizing are skills that are not easily learned when reading fiction. At RISE, we will balance our reading in early grades to include both fiction and non-fiction and focus directly on the skills necessary to master non-fiction as they are presented in Science and Social Studies.

A school-wide social-emotional program will be implemented at RISE. CASEL-Collaborative for Academic, Social and Emotional Learning provides social-emotional programs for schools. RISE has chosen this program because their vision aligns with our mission, "We envision a world where families, schools, and communities work together to promote children's success in school and life and to support the healthy development of all children. In this vision, children and adults are engaged life-long learners who are self-aware, caring and connected to others, and responsible in their decision-making. Children and adults achieve to their fullest potential, and participate constructively in a democratic society," (www.casel.org).

RISE is committed to providing the knowledge, skills and attitudes to awaken the light that lies within each student, thus inspiring them to have the desire to become successful in school and life and therefore empowering them to be RISing leaders. This will be reflected in the curriculum developed/adopted.

During the planning year, RISE will work with curriculum development consultants to create a scope and sequence for all content areas that aligns with Common Core State Standards, New Mexico State Standards, and non-cognitive skills necessary to succeed in school and life.

An example of the template to be used for the scope and sequence is provided in Appendix A.

E.(4)If the curriculum is not fully developed (beyond the scope and sequence or courses), provide a timeline outlining the curriculum development process during your school's planning year (e.g., if you plan to develop your curriculum fully with the staff that you hire, please describe your plan here).

Curriculum Development Timeline for RISE New Mexico 2013-2015		
Month	**Activities**	**Assignment**
October 2013	Curriculum framework developed (Phase One Curriculum Development)	Founders/ Consultants
November 2013- December 2013	Research Language Arts and Math Curriculum that best meets the needs of our population Choose LA and Math curriculum to be used	Founders/ Consultants
December 2013- January 2014	Scope and Sequence Developed Alignment to CCSS and NM State Standards for Social Studies and Science, Non-cognitive skills	Founders/ Consultants
January 2014-April 2014	Develop one UbD unit of instruction for each grade level (Phase Two Curriculum Development)	Founders/ Consultants
April 2014	Present units to interim board to provide feedback	Founders/ Consultants
June 2014 August 2014	Develop training materials for staff to implement UbD units and to start developing their own Review units and put together instructional materials for the first 6 weeks of school	Curriculum Director, Principal, Executive Director Teachers, Curriculum
August 2014	Develop the learning exhibition evaluation and feedback form based on curriculum framework Develop exhibition calendar	All Staff
August 2014	Team planning to calendar the first six weeks of school around content integration, shared spaces, and resources Continued team planning based on student interest and background	All Staff
September 2014 –	Development of one UbD unit per grade level	All Staff

May 2015	Team planning to calendar content integration, shared spaces, and resources	
	Review of developed curriculum	

According to The Coalition of Essential Schools, "if curriculum is to reflect the goals of a school and the needs of its students, it makes sense for teachers to develop it them-selves" (www.essentialschools.org).

Development of Curriculum in the Planning Year

RISE will have in place a curriculum framework, utilizing Common Core State Standards and New Mexico State Standards, for grades K-5 by August 2014, which the educators at RISE will follow to create the curriculum that best meets the needs of the student population. In addition, to the standards, non-cognitive skills will be incorporated into the curriculum framework. Curriculum consultants and the founders (curriculum team in planning year) will develop a scope and sequence in all content areas by January 2014. The scope and sequence will be created with the mission at the forefront to guide all decisions. Using the scope and sequence the curriculum team will develop one UbD unit per grade from January 2014-April 2014. The curriculum team will present the developed curriculum to the governing board for feedback. Professional development materials will be created to assist staff in the implementation of the units and the creation of their own.

Development of Curriculum by Staff

The curriculum development will continue under the direction of the curriculum director through the end of the third year. RISE staff will collaboratively develop three *Understanding by Design* (UbD) units for each grade level. RISE will implement the Common Core State Standards for English Language Arts and Math, and NM State Standards for Social Studies and Science. RISE will pay particular attention to the population to be served while developing the curriculum to ensure it is culturally relevant and develops the cognitive and non-cognitive skills they need to be successful in school and life. RISE educators will have one UbD unit per grade to begin the year teaching. The curriculum framework will guide staff in creating these units. The *Understanding by Design* framework offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. Staff will be provided with professional development in this area.

The UbD framework is based on seven key tenets:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.

2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.

4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.

Creating a Curriculum Planning Committee-A planning committee will be established to develop RISE's curriculum. This committee will consist of the principal, the curriculum director, the executive director, staff members, school board members, parents, and even a select group of students. The committee will study the curricula that are already in place within the local public school system, and they will also look at other models from systems both within the state and in other areas of the country. The committee will look at charter schools, which have already shown academic success, as well.

E.(5) Provide a timeline for alignment of the curriculum with NM Common Core State Standards in English Language Arts and Math and NM State Standards for all other subjects, if alignment has not been completed at the time the application is submitted.

RISE New Mexico developed curriculum will align with Common Core State Standards for the subject areas of: English Language Development (ELD), English Language Arts (includes Writing), and Mathematics. Social Studies and Science will align to New Mexico State Standards. The adopted curriculum with also align with the CCSS and New Mexico State Standards.

The Common Core State Standards and New Mexico State Standards for Social Studies and Science, Grades K-5 will be utilized for the alignment process in math, language arts, science and social studies in reviewing curriculum. The scope and sequence grid mentioned in the previous section will assist in this process to ensure alignment. RISE understands that by 2014 the Common Core State Standards will fully be implemented in all grade levels and the students will be assessed using the PARCC which will guide all decisions in developing the curriculum.

F. Graduation Requirements.

F.(1)Identify your school's proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements. For further information please see the following link:http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf.

Not applicable

F.(2) If you are seeking a waiver from mandated minimum graduation requirements, state what the waiver is and why you are seeking it.   Explain how the graduation requirements will support your school's mission, and ensure student readiness for college or other postsecondary opportunities. **Be sure to indicate any waiver sought in Section III. K. below, by referring to this section.**If you do not seek a waiver from mandated graduation requirements, please state

Not applicable

G. Instruction.

G.(1) Provide an overview of the instructional strategies and methods your school will implement that support and are aligned with your school's mission and educational plan, and are directly relevant or necessary to successfully implement the curriculum.

Definition:
Instructional Strategies: approaches teachers may take to achieve learning objectives. Examples include Direct Instruction, Indirect Instruction, Experiential Learning, Interactive Instruction, and Independent Study.

RISE is committed to teaching our students both cognitive (academic) skills and non-cognitive (RISE CPR model) skills to be successful in school and life. Our teachers and staff will be deliberate in their planning, delivery, and assessment to ensure the content is culturally relevant and inspiring to build self and empower our students. Some of the instructional strategies and methods our school will implement to support and align to our mission are:

Instructional Strategies to develop non-cognitive skills:
Every morning students, staff, parents, and community members meet together at the "Launch." The "Launch" is a school-wide morning meeting, which builds a positive school culture, which sets high expectations for the day, and involves students in interactive instruction as an entire school community. The "Launch" creates meaningful connection to each other, our school-wide community, and to our goals. The RISE CPR (confidence, perseverance, and relevance) model is integrated into every "Launch" and discussion about how people within our community, the state, the country, and the world demonstrated those non-cognitive skills into their own lives is discussed.

Cooperative Learning Structures-Student engagement and motivation are the keys to student learning. Cooperative Learning Structures can dramatically increase students' time-on-task and are used by thousands of teachers worldwide to engage, motivate, and deepen the learning experience of every student. The use of Cooperative Learning Structures develops the affective attributes of positive interpersonal peer and teacher relationships, equitable participation, individual accountability, self-esteem, and, ultimately, achievement. Cognitive skill development occurs because every student has dramatically increased opportunities to engage in critical thinking (deeper learning), develop his/her communication skills, and achieve content mastery (Brady & Tsay, 2010).

Cooperative Learning Structures are an essential high-leverage instructional strategy that helps build a foundation for personalized learning environments. They are a set of instructional strategies, designed to enhance students' level of engagement with one another, with the teacher, and with the lesson content, therefore increasing participation and contribution from all students.

Student-Involved Formative Assessments-Through the use of formative assessments *for* learning, students develop ownership of and meaningful agency in their learning. The teacher establishes an explicit learning target in age-appropriate language so that each student has clarity about the

ultimate goal and where he/she stands relative to it. Students then regularly observe data about their progress toward the target, experiencing the direct relationship between effort and progress, and developing increased confidence that they will succeed if their effort continues. Simultaneously, teachers use formative assessment data to inform instruction and provide differentiated support where, and when, needed.

Positive Classroom Management is essential to the creation of highly effective, pro-social classrooms, help create the necessary foundational conditions for personalized learning environments and college and career readiness. RISE will train teachers to establish classrooms with rules and procedures that are consistently and equitably applied; to defuse disruptive behavior in the classroom, while keeping the class on track; and, to teach students social emotional competencies that are essential both to manage their behaviors and emotions and to enable them to make good decisions.

The following three practices build these capacities in teachers and attributes in students.

Classroom Rules and Procedures: Underpinning the support for positive classroom management, classroom rules and procedures foster enhanced climate (i.e., the collective "mood" of the group) and culture (i.e., a common set of expectations). Feeling safe - socially, emotionally, intellectually, and physically - is a fundamental human need that promotes student learning and healthy development (Devine & Cohen, 2007). A common set of rules and procedures promote predictability, order and a shared set of expectations among students and school staff. Emerging research shows that when principals and teachers develop, teach and hold students accountable for school-wide and classroom rules and procedures, the attributes fostered in students include higher student achievement, higher graduation rates, higher student retention, positive school relationships, and positive youth development (Cohen, et al, 2009). These attributes must be present in order to deepen student learning and achieve the status of all students graduating on time and college and career-ready.

Defusing Disruptive Behavior-Evidence shows that unless teachers can manage classrooms effectively, student learning is very negatively affected. Colvin offers specific, practical, research-based strategies teachers can use to prevent problem behaviors from occurring and to respond effectively when they do. Each strategy is grounded, not only in applied behavior analytic techniques, but also in respectful approaches that foster positive student-teacher interactions. When teachers effectively manage their classrooms it will drive student learning by fostering deepened learning, critical thinking, and application of knowledge to real world problems (Marzano & Pickering, 2003).

Social Emotional Learning (SEL): Research suggests that social and emotional competencies are important to success in school and life. The ability to understand and manage emotions and relationships and to use this knowledge and related skills to make appropriate decisions has been shown to improve academic and behavioral outcomes (Durlak, et al, 2011). SEL programming builds these competencies by intentionally helping students learn to process, integrate, and selectively apply these skills in developmentally, contextually and culturally appropriate ways and by creating safe, supportive and caring learning environments. SEL instruction involves teaching, modeling, coaching and providing students with opportunities to apply and generalize skills and knowledge.

By laying a foundation of high-level instructional strategies and scaffolding the conditions for a positive classroom environment throughout the school, teachers are able to implement

personalization strategies while simultaneously driving specific attributes in students, which lead to deeper engagement in learning, perseverance against frustration, and the development of strong academic mindsets.

CASEL-Collaborative for Academic, Social, and Emotional Learning has created a "short checklist that offers effective classroom instructional strategies for teaching, modeling, and reinforcing social and emotional competencies. These strategies can help establish a relationship-centered learning environment for practicing and applying SEL throughout the school day."

Below is the checklist RISE will implement school-wide.

Instructional Strategies that Promote Social and Emotional Learning (SEL)

This short checklist offers effective classroom instructional strategies for teaching, modeling, and reinforcing social and emotional competencies. These strategies can help establish a relationship-centered learning environment for practicing and applying SEL throughout the school day.

Setting up the classroom:

_____ Arrange seating so that students can see one another.
_____ Make sure bulletin boards and displays reflect the rich diversity of your students.
_____ Keep the room clean and well-organized, with materials prepared in advance for the day's lesson.

Creating a safe, caring, participatory, and well-managed learning environment:

_____ Greet students as they enter your classroom, creating a welcoming environment.
_____ Establish shared ground rules/agreements with your students on how to treat each other respectfully.
_____ Model SEL behaviors of respect, caring, self-control, and fair decision-making.
_____ Focus on all students' positive qualities and acknowledge their efforts and contributions.
_____ Pay attention to student reactions, need for clarification, and need for change in activity, and
 address these needs immediately.

Starting a lesson:

_____ Ask open-ended questions to discover what the students already know.
_____ Employ a variety of inquiry methods to draw out authentic student responses (i.e., think-pair share).
_____ Ask "What do you think?" rather than "Why?" questions to stimulate divergent thinking.
_____ Allow "wait time" of 7 - 10 seconds before calling on students to give everyone a chance to reflect.

Introducing new skills and information:

_____Present and connect new skills and information to the students' responses.

_____Provide clear and concise instructions and model tasks when appropriate.

_____Respond respectfully to a wide variety of student responses to show respect and openness to divergent thinking, e.g.; "Okay," "All right," "Thank you."

_____Offer students the right to pass to honor different learning styles.

Preparing students for guided practice:

_____Model the guided practice before asking students to practice and apply new skills and knowledge.

_____Always play the role with negative behavior in a role-play; students always act out the appropriate behavior as skill-building practice and reinforcement.

_____Give timely, supportive, and clear feedback immediately after guided practice.

_____Use closure questions to help students reflect on their learning and imagine ways they will apply the new learning to their own lives.

Managing discipline in a safe and respectful way:

_____Enforce the ground rules/agreements consistently.

_____Handle problems quickly and discreetly, treating students with respect and fairness.

_____Encourage students to discuss solutions rather than blame others.

_____Share your reactions to inappropriate behaviors and explain why the behaviors are unacceptable.

*Adapted from Tool 33, CASEL Sustainable Schoolwide SEL Implementation Guide and Toolkit (www.casel.org)

Instructional strategies to develop cognitive skills by subject:

Reading

During our Literacy block, time will be split between whole-class reading instruction using great literature, writing, small group guided reading instruction, and in the upper grades an additional focus on chapter books and reading comprehension. During whole-class reading instruction, activities will include Read Alouds, Choral Reading, and Explicit Phonics instruction. During Guided Reading time, the teachers will usually be with four or five students, and the other students will be working on several different literacy centers, practicing skills relevant to their stage of development. From experience, we expect that a significant amount of small group time in K-2 will be spent on oral language acquisition and fluency for our EL students, and on phonemic awareness and phonics skills leading to grade-level reading fluency. In grades 3-5, students who are performing at grade-level will have mastered most aspects of oral language, phonics, and phonemic awareness, and we will be focused more on deep vocabulary investigation and comprehension of fiction and non-fiction texts. Across all grade levels, teachers will work vigorously to develop students'reading fluency, which is a key to their ability to develop more of their concentration to analysis of the text.

In addition, in fifth grade, all RISE students will be expected to complete an Extended Analysis Project. The Extended Analysis Project is similar to an honor's thesis, which will require the student to utilize their cognitive (academic) skills of math, reading, writing, and possibly other

areas as well, and their non-cognitive skill development (RISE CPR Model). The students will present their projects at the conclusion of the year, which will be their opportunity to demonstrate their overall learning, knowledge, and capacity as independent, life-long learners.

Math
In order to focus on deeper comprehension of mathematical concepts, we will strike a balance between building computational fluency and using discussion to help students explain why they reached an answer. Students will focus not only on finding the correct answers, but will be expected to articulate *how* the answers were derived. Our methods will include hands-on activities, classroom discussion about mathematical reasoning, and sufficient calculation practice to make arithmetic operations automatic. This conceptual instruction is further made possible through the supplementation of the Math curriculum.

Science
Science instruction will be embedded in Math instruction through the use of thematically integrated, standards-based UbD units. Exhibition Night, where students present their leanings to their parents and community members will be used as an assessment tool for the units. Science is taught 4-5 times a week for roughly 45 minutes a day. During this block of time students are engaged in investigations, reading non-fiction leveled texts related to their topics, writing both narrative and expository pieces relevant to the unit, and learning using a variety of GLAD strategies including pictorial input charts, expert groups, cognitive content dictionaries etc. Students primarily work in cooperative groups, and often use hands-on materials to reinforce their understanding of scientific concepts. In order to facilitate a research and inquiry-based instructional model, teachers implement and reinforce clear rules and procedures for laboratory work. These procedures ensure the safety of students, while allowing them to learn and investigate in a dynamic and collaborative environment.

Teachers incorporate fictional and expository text into their science instruction. In addition to the use of leveled readers, students will regularly be required to write both fiction and non-fiction text in relation to their experiments. Math will also be integrated into Science through the use of graphs, charts, or drawings to show findings. Students will regularly be required to articulate their findings.

Additionally, as the vast majority of students we will serve at RISE will be English Language Learners, our teachers employ a wide variety of GLAD strategies to make high-level content knowledge both accessible and engaging to all students. Part of the students' homework during these units is to discuss with their families what they have learned in class that day. By drawing a picture, labeling it, and re-teaching the information to someone at home students are getting a chance to practice their academic language outside the boundaries of the normal school day.

Social Studies
Social Studies instruction will be embedded in Literacy instruction using thematically integrated, standards-based UbD units. Exhibition Night, where students present their leanings to their parents and community members will be used as an assessment tool for the units. Social Studies are an opportunity to integrate aspects of our curriculum like Reading and Writing in a context that naturally requires them. Our use of the UbD framework to design Social Studies curriculum makes the concepts and academic vocabulary accessible to our students regardless of current reading level. Key skills students will learn include the integration of multiple skills to solve a project-based problem, the ability to use informational text, mastery of academic vocabulary, and increased reading and writing skills. Teachers will build upon students' curiosity about themselves

and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students including English Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies.

G.(2) Provide an explanation of how these methods/strategies are effective with your target population.

Instructional strategies and methods RISE implements are based on the SIOP Model. "The SIOP Model serves as an instructional framework for sheltered instruction that values effective, research based, and time honored teaching practices," (Vogt & Echevarria, 2008) The SIOP model:

- Focuses on providing English learners with practice and application of key content and language concepts;
- They promote students' interactions with each other and the teacher;
- They provide opportunities for students to use English while reading, writing, listening, and speaking;
- They can be implemented with ease for nearly any subject area or grade level;
- They provide information for the teacher to use for review and assessment of content and language objectives.

A large majority of our population will be English language learners; however, SIOP is a valuable model with strategies that work for any population.

GLAD-Guided Language Acquisition Design, strategies model and promote English language acquisition, academic achievement, and cross-cultural skills. GLAD is an instructional model with clear, practical strategies promoting effective interactions between students and students and teachers and students that develop metacognitive use of high-level language and literacy. GLAD strategies provide a classroom environment that values student, provides authentic opportunities for use of academic language, maintains highest standards and expectations for all students, and fosters voice and identity. GLAD is effective with our population of students because most students will be acquiring the English language and GLAD aides in the acquisition of academic language, making it more meaningful for our students.

Our students have many barriers that may hinder their success in school and life. The CASEL (Collaborative for Academic, Social and Emotional Learning) strategies are proven to "reduce high-risk behaviors both by enhancing student attachment to school, and by giving children foundational skills to make healthy and ethical choices, resist negative social influences, and manage their feelings in productive ways," (www.casel.org).

The non-cognitive strategies and methods are effective with our population because they allow our population to have buy-in and a voice in their education. They allow our students to feel part of a community that is invested in their success academically and in life.

G.(3) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

All teachers will provide ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs. Teachers at RISE must have an extensive repertoire of research-based instructional strategies at hand, but they must also be able to "think outside the box" to ensure that each student's needs are met. As Tomlinson and Imbeau (2010) point out, the teacher's role in the differentiated classroom is to continually ask him/herself, "What does this student need at this moment in order to be able to progress with this key content, and what do I need to do to make that happen?" (p. 14). Teachers will take into account the ELL's English language proficiency, as well as the many other factors that can affect learning.

First, effectively to differentiate instruction, teachers will need to:
-Get to know as much as possible about each student
-Have high expectations for all students
-Have a variety of research-based instructional strategies at hand
-Use ongoing assessment to guide instruction
-Provide multiple types of assessment
-Differentiate homework
-Collaborate
-Use flexible grouping
-Make content comprehensible for all students

At RISE we know students learn best, when they make connections between the curriculum and their own diverse interests and experiences, and that the greatest learning occurs when students push slightly beyond the point where they can work without assistance. Rather than simply "teaching to the middle" and providing a single avenue of learning for all students in a class, RISE teachers will be expected to use differentiated instruction strategies, activities, and assessments to ensure alignment with their students' interests, abilities, and learning preferences (culturally relevant).

Some strategies in which RISE intends to differentiate instruction to meet student needs include:

Content-Based Strategies for Differentiating Instruction:
• Utilize pre-tests to assess where individual students need to begin study of a given topic or unit.
• Encourage thinking at various levels of Bloom's taxonomy and Depths of Knowledge.
• Use a variety of instructional delivery methods to address different learning styles.
• Break assignments into smaller, more manageable parts that include structured directions for each part.
• Choose broad instructional concepts and skills that lend themselves to understanding at various levels of complexity.

Process-Based Strategies for Differentiating Instruction:
• Provide access to a variety of materials, which target different learning preferences and reading abilities.
• Develop activities that target auditory, visual, and kinesthetic learners.
• Establish stations for inquiry-based, independent learning activities.
• Create activities that vary in level of complexity and degree of abstract thinking required.
• Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.

Product-Based Strategies for Differentiating Instruction:

- Use a variety of assessment strategies, including performance-based and open-ended assessment.
- Balance teacher-assigned and student-selected projects.
- Offer students a choice of projects that reflect a variety of learning styles and interests.
- Make assessment an ongoing, interactive process.

Examples of differentiated instruction at RISE:

Tiered Assignments: Learning tasks and projects develop based on assessed student need. All students work toward one goal or outcome but at different levels. Tiered assignments intend to provide a better instructional match between students and their needs. Teachers vary the task for different learning levels, processes, and the products that allow students to demonstrate learning.

Questioning: Teachers vary their questioning techniques by asking students different types of questions based on their abilities. The level of questions asked by the teacher allows for student success in participating in the lesson and articulation of understanding based on the student's language proficiency and level of comprehension. In effective teaching, teachers should use questions that allow students to thoughtfully examine the content, not just retrieve memorized information, and these questions should allow students to use critical or creative thinking. The teacher can ask higher level or more open-ended questions to students who are at a higher level of readiness and direct lower level or more closed ended questions to students who have a lower level of readiness for the skill or concept taught. RISE staff members will receive professional development in effective questioning techniques.

Choices: When students have the opportunity to choose some component of their learning process, they exhibit more motivation and interest and feel like their learning is more relevant. Teachers will create a choice board where students can choose assignments and tasks based on their interests and learning style.

Groupings: Teachers will differentiate instruction using flexible grouping techniques. Students can be grouped in heterogeneous groups, peer teaching, reading buddies, homogenous grouping, teacher led grouping and buddy studies. Groups are formed and dissolved as needs change. One example is through heterogeneous teamwork or cooperative learning projects. These groups allow students to not only emerge as productive members of a group, but enables students to learn from each other and use the strengths of each individual student to perform a task. In some cases, students group by ability level to ensure the teacher can provide intensive work with students as needed. Group work balances with individual work to provide practice on skills that may be difficult for students to grasp. Each project will scaffold content and skills in a variety of ways and allows students to grasp concepts at their appropriate time.

SkillsTutor RtI: RISE teaching staff strives to "fill in" any gaps in our student's education. The *SkillsTutor* is a computer-based system that removes limitations on learning with targeted differentiated instruction, supplements the core curriculum, complements other instructional materials, and prepares students for success in school and life.

H. Special Populations.   Describe your school's overall plan to serve students in special populations, including those with Individualized Education Programs (IEPs) or Section 504 Accommodation plans, and English language learners (ELLs).

H.(1) Special Education:

RISE will organize special education programs and services to provide an integrated service delivery at our school. An integrated service delivery approach requires RISE to align educational services for students with special education needs within existing structures (grade levels, groupings, looping, Learning Lab, etc.) rather than through special and segregated programs. Specialized staff is organized by the needs of each learner rather than by clustering learners according to label. In this model, staff is not assigned to a program and placed in a separate classroom. Instead, special and general education teacher's work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access of content-driven curriculum.

RISE students are placed in the classrooms they would attend if without disabilities and then provided flexible instructional opportunities that include large group, small group, and one-to-one instructions for those students with more significant needs in the Learning Lab. In RISE New Mexico schools, a variety of curricular and pedagogical options are employed to maximize student learning in an array of teaching arrangements in environments that can be accessed by all learners, not just those with specific disabilities. In the RISE model, all teachers are responsible for all learners. On-going support and targeted professional development will expand the capacity of all teachers to teach to a diverse range of students' learning needs. The RISE model provides a system where general and special education teachers proactively support students and are better able to put into place effective interventions prior to student failure.

With integrated services, all students learning takes place in heterogeneous environments. This means that students, for the most part, not grouped by similar characteristics in the same manner all the time. There are seats in every classroom for every potential learner ensuring a FAPE-Free Appropriate Public Education, for all eligible students.

At RISE, Response to Intervention (RtI) supports an integrated service model, aligns with NCLB and IDEA 2004, and meets the spirit and the regulations of IDEA. All students have a system of support that provides preventive academic and behavioral intervention within the general education environment available when a student in having difficulties. In this way, students receive appropriate integrated services, and it becomes unnecessary for RISE to make excessive referrals.

The continuum of special education service will range from a monitoring level, where students are monitored and supported minimally with minor modifications such as: extended time on tests needed only, to maximum services that might include 1:1 support via a recourse teacher co-teaching in all or most classes, or direct instruction from a licensed special education teacher. Modified curriculum will be developed in direct collaboration with special education staff for those students who require it. The student, the general and special education staff that work with the student and the family will review the IEP at least annually in addition to a more informal review at the bi-annual family meetings. The academic and transition goals set at the IEP will be aligned with the student's interests and the state standards and benchmarks as well as informed by data that documents where the student's skill levels are and how much they have improved. This data could be current diagnostics completed for a three-year reevaluation or initial evaluation or short cycle assessments.

Services and staff support will focus on building the students skills as identified by the IEP team in addition to providing access to the general education classroom and curriculum and working towards the student's transition goals.

There will be a scientifically based reading program that will be available for students who require that level of reading support in addition to modified curriculum and/or direct services by specially trained staff such as a special education teachers or TESOL/ELL endorsed teachers.

ENROLLMENT OF STUDENTS WITH EXISTING IEPs

When a special education student transfers from one public agency to another within the same school year, and there is evidence of an existing IEP, we must provide Free Appropriate Public Education (FAPE) to the child. The student's existing IEP, to the extent possible, will be immediately implemented. RISE will provide services comparable to those described in the child's IEP from the previous public agency until RISE adopts and implements the child's IEP from the previous agency or develops and implements a new IEP that meets the applicable requirements in 34 CFR Secs. 300.320, through 300.324. Assessment information, as well as records and reports from the prior district, may be utilized to make program recommendations. RISE will conduct any additional assessment needed to determine educational needs and make program recommendations. Within 30 days, of the student's enrollment, the IEP team will meet to review the placement, review any new completed assessments, and develop new goals and objectives as needed.

RISE will use the NM PED "Student Assistance Team Manual" as guidance for providing student support. As recommended in the manual, a three-tiered approach (RtI) will be implemented.

Tier I
If a teacher recognizes that a student is either struggling to learn the standard curriculum, working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the general education classroom, then the teacher will conduct a general screening and will implement classroom-based interventions that must be documented for at least six (6) weeks as per the RtI framework. This documentation will be placed in the student's portfolio. If the student does not respond to the interventions, then the student is referred to the Student Assistance Team (SAT).

Tier II
The Student Assistance Team (SAT), a school-based group of people whose purpose is to provide student support, will recommend targeted individual interventions, may be a specialized school program that may include but is not limited to small group instruction in the general classroom, Learning Lab intervention utilizing small group tutoring, re-teaching core curriculum or social skills and after-school tutoring. Tier II interventions are implemented in addition to the Tier I interventions. If the students not demonstrate a positive response to intervention, then the student moves to Tier III.

Tier III – Special education referral process
Students referred to this tier have begun the special education referral process. RISE will follow the rule that informed parental consent must precede initial evaluation, and the parent's consent to initial evaluation will not be construed as consent for special education services. The initial evaluation will be completed within 60 days from the date of parental consent, as per IDEA 2004.

RISE conducts a continuous and proactive effort to identify students with special needs and meet all requirements under IDEA. RISE receives special education referral process training during the summer professional development sessions. Referrals may be received from teachers, parents, service agencies and other qualified professionals and are responded to in writing to ensure timely access to our Special Education services. Information will be provided to parents and families describing ways to access services.

RISE New Mexico's RtI system identifies those students who are struggling, regardless of the causation, and provides identified students dedicated, targeted, supplemental instruction in their areas of need during Learning Lab. The goal of these specific early interventions is to reduce eventual referrals for special education services by providing the academic support services students need before they fail.

Additionally, the RISE RtI program provides supplemental instructional support to students eligible under IDEA when that would complement their specialized services.
RISE's model for RtI intervention starts with:

In-class Daily Intervention - consisting of Small Group, Guided Reading Centers, and Writer's Workshop. Monthly Formative Assessments and progress monitoring may lead to:
*Teacher analysis with specialist consultation and support
*Changes in classroom practice
*Small group and individual intervention
*Learning Lab Intervention strategies, which may include changes in methodology, design or delivery of learning activities, and smaller student groupings

H.(1)(b)Describe how your school will regularly evaluate and monitor the progress and success of special education students to ensure the attainment of each student's goals set forth in his or her IEP.

Progress monitoring is a scientifically-based practice that is used to assess the student's academic performance and evaluate the IEP goals. The special education staff that work with the student will keep record of the student's academic performance which will be measured on a regular basis and evaluate progress towards goals. The student, the general and special education staff that work with the student and the family will review the IEP and progress towards goals at least annually in addition to a more informal review at the bi-annual family meetings. The academic and transition goals set at the IEP will be aligned with the student's interests and the common core standards, as well as, informed by data that documents where the student's skill levels are and how much they have improved. This data could be current diagnostics completed for a three-year reevaluation or initial evaluation or performance assessments and short cycle.

H.(1)(c) If applicable, describe your school's plan for graduating students with special education needs.

Not applicable

H.(1)(d) Describe your school's plan for budgeting and staffing for meeting the identified needs and educational plans for students needing special education support/services. Include how your school plans to provide ancillary staff support.

RISE will contract with appropriate agencies for diagnostic and other ancillary services unless or until there is enough services needed to add a staff member for these services. The school will work hard to recruit qualified teachers who are dually licensed in both regular and special education, but will ensure there are enough teachers with a special education license to support the needs of this special population. RISE will hire resource teachers to co-teach projects as well as facilitate push in services as warranted by student needs. The school will budget for an educational assistant should the need for one arise, but most of the services will be provided by dually licensed teachers and resource teachers who are special education licensed.

H.(2) Students with Section 504 Accommodation Plans.

H.(2) Describe how your school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.

As not all children will qualify for SPED services, RISE follows Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA), where discrimination is prohibited based on a disability. Under Section 504 and Title II of the ADA, it is illegal for schools to deny a student to participate in services, provide a service that is not as effective as provided by others, and provide lower quality services. In addition, students with disabilities, like other children in the general education setting, must be provided with courses and instruction that teach the curriculum. Any student, who has an objectively identified disability, which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Curriculum Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement option, and accommodations. The 504 team will review the student's existing records; including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under IDEIA, those evaluations can be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

Progress monitoring is a scientifically based practice that will be used to assess the student's academic performance and evaluate the student academic goals. The Curriculum Director will work with the student on an individual basis and will keep record of the student's academic performance measured on a regular basis. The Curriculum Director will follow-up with classroom teachers to ensure accommodations are appropriate and implemented. The school intends to ensure that 504 accommodations are available within the educational plan pursuant to federal and state regulations related to these populations. Incoming student 504 plans will be reviewed before students begin school to ensure that the supports and services are in place for each student on the first day of school.

H.(3) English Language Learner (ELLs):

Step 1: Home Language Survey (HLS)
Parents or legal guardians of students shall complete the Home Language Survey when they enroll their child at RISE. Initial identification of students' home/heritage language(s) or language influence must occur within 20 days of enrollment. The Teacher Language Observation form may be also utilized after enrollment for a student who is not succeeding academically, and the teacher believes that the student's lack of English proficiency could be influencing his/her academic performance.

If there is one (or more) response confirming the influence of a language other than English on the Home Language Survey, then RISE must continue the identification process by administering the WIDA ACCESS Placement Test (W-APT).

School personnel shall arrange for these assessments and will place the HLS in the student's cumulative folder.

Step 2: Initial Assessment of English Language Proficiency
All students with a Home Language other than English will participate in W-APT testing. This must be done within the first 20 days after a student enrolls. Based on W-APT placement criteria, students will be identified as ELL or non-ELL. Students who score "Non-proficient" on the W-APT are classified as English Language Learners and must be placed/served in a specialized English language program.

Step 3: Notify parents/guardians
RISE must notify the student's parent(s)/guardian(s) prior to placement of the student. If the parent does not wish for the student to participate in the program, the parent must send a letter indicating this to the school. Parents must be notified of the student placement within 30 school days after enrollment.

RISE will aim to hire staff that have their bilingual or TESOL endorsement. All staff will be trained in sheltered instruction and GLAD to ensure appropriate strategies and techniques are being used with the students throughout content areas.

The WIDA Consortium's report on "*Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI²) for English Language Learners Connecting to WIDA Standards, Assessments, and Other Resources,*" has a wealth of knowledge on how to provide services and support to ELLs. The framework will provide RISE with a way to look systematically at the student population and implement culturally appropriate instruction and assessment practices. The report discusses seven factors that can affect students' academic progress, linguistic development, and responses to the instruction and interventions that are provided for them. The factors that are discussed are: the learning environment created for students, academic achievement and instruction, oral language and literacy development, information about students' personal and family background, physical and psychological information, previous schooling information, and cross-cultural considerations. RISE will use the information related to these seven factors to better understand and more effectively support the ELL students RISE serves.

English Language Arts with Appropriate EL Accommodations

RISE's literacy approach incorporates current research on teaching children in a second language by providing scientifically-based reading instruction, small group interventions based on on-going assessment, and accommodations for ELL students such as those recommended by WIDA. This type of leveled grouping in reading, writing, speaking, and listening will create an environment that allows ELL students to be much more successful and receive instruction at the appropriate instructional level. In addition, the smaller groups will allow the teacher to meet the individual needs of each student and differentiate instruction according to their academic abilities and needs.

English Language Development Instruction in Groups Leveled by English Fluency
Small literacy groups will be leveled based on literacy assessment results, taking into account ELL students' English language proficiency. English Language Development Instruction (ELD) grouping will be based on ELD assessments. It is important to provide ELL students with both literacy instruction that is based on literacy criteria and second language development instruction that is based on language development criteria. These two areas often overlap, however it is critical to distinguish between them in order to provide ELL students with both a rigorous literacy instructional program and one that builds their developing abilities in both oral and written academic English across the content areas. It is also important to make sure that ELL students are not segregated into linguistically homogenous groups. ELD time will be the only time where ELL students are grouped by language proficiency, with no more than two levels of English linguistic proficiency in each group in order to ensure targeted instruction in ELD. At other times, language proficiency is a factor taken into account for instruction, but not for grouping. Grouping outside of ELD will be heterogeneous in order to provide ELL students with English language models and opportunities to practice using academic English with other students.

There is a significant correlation between oral language and reading comprehension and writing ability in ELL students and suggested that classrooms with significant ELL populations should focus extensively on using oral language to summarize and analyze stories. Genesee, Lindholm-Leary, Saunders and Christian (2006) concluded that one explanation for the 5-7 years which ELL students often take to master academic language is that insufficient attention is paid to the oral language development of students, especially in the late elementary school years. We will focus extensively on oral language development, both expressive and receptive, at the same time as focused reading instruction is conducted. We believe that working on oral and literacy skills concurrently will help our ELL students to master listening, speaking, reading and writing in English by third grade.

Because oral language development is so critical to reading comprehension and content area learning, RISE's ELD block will incorporate an intensive focus on oral language development. Additionally, we will focus on explicit academic vocabulary instruction and providing students with increased and scaffold opportunities to talk in the classroom using academic language and provide students with explicit instruction in the linguistic features of academic English. These objectives will also be assessed through formative assessments and during RISE's Exhibition Nights when RISE students will be responsible for orally presenting their work and learning. These assessments and public demonstrations will provide RISE and the students with data to measure their progress. RISE will select a specially designed ELD curriculum, which addresses the specific second language needs of students at different linguistic proficiency levels and grade spans, based on the state ELD standards.

Content Area Interactive Instruction to Increase Academic Language Proficiency
Genesee et. al found that a combination of direct instruction with interactive instruction is more effective than one or the other. RISE's ELD block focuses on direct language instruction in small

groups. Our integrated Science and Social Studies UbD units focus on interactive activities using small cooperative groups, providing a context for extensive discussion of academic language. Stoddart et. al. found high value in integrating content and academic vocabulary. These skills will also be further enhanced through the integration of strategies from Project GLAD, which focus on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with ELL students. They also developed a rubric for teacher self-evaluation to monitor their balance of hands-on and vocabulary time and the degree of integration. (Stoddart, T. et al., 2002). RISE teachers will use this rubric in order to assess the efficacy of their instruction.

Technology to Provide Additional EL Support
August found that use of technology for teaching ELL student's vocabulary and aiding oral fluency was effective. ELL students will have the opportunity in Learning Lab to use the *SkillsTutor* program to develop their understanding of content in language arts and mathematics.

RISE's intensive professional development model with ongoing mentorship is crucial to high performance. Professional development that is directly related to the curriculum teachers' use and that provide sustained and hands-on support is the most effective. For our ELD block, RISE will investigate professional development opportunities available in New Mexico to help teachers develop methods of teaching ELD effectively. For on-going professional development in integrating ELD strategies into literacy and language development for EL students, RISE has chosen Project Guided Language Acquisition Design (GLAD), based on their rigorous hands-on approach and extensive validation studies showing significant gains relative to comparison groups. Each teacher at RISE will be trained in the usage of Sheltered Instruction and GLAD. These strategies have already been demonstrated to be highly effective in regards to ELL students' academic achievement. The implementation and usage of these strategies will be expected throughout the campus and each classroom.

H.(3)(c) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

All teachers will provide ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs. Teachers at RISE must have an extensive repertoire of research-based instructional strategies at hand, but they must also be able to "think outside the box" to ensure that each student's needs are met. As Tomlinson and Imbeau (2010) point out, the teacher's role in the differentiated classroom is to continually ask him/herself, "What does this student need at this moment in order to be able to progress with this key content, and what do I need to do to make that happen?" (p. 14). Teachers will take into account the ELL's English language proficiency, as well as the many other factors that can affect learning.

WIDA Consortium describes differentiated instruction in the following way. The differentiated instruction "theory allows teachers to take students' diverse learning characteristics into account when planning and implementing instruction in order to give every student access to the curricular material, the thinking and the academic language of a unit of study. Teachers can organize instructional activities based on students' interests, abilities, language proficiency levels, preferred learning styles or varying delivery modalities and build in the necessary learning scaffolds as well as extension activities to maximize access and engagement for all students," (2013).

First, for teachers effectively to differentiate instruction they will need to:
-Get to know as much as possible about each student

-Have high expectations for all students
-Have a variety of research-based instructional strategies at hand
-Use ongoing assessment to guide instruction
-Provide multiple types of assessment
-Differentiate homework
-Collaborate
-Use flexible grouping
-Make content comprehensible for all students

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Some strategies in which RISE intends to differentiate instruction to meet student needs include:

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•   Use a variety of instructional delivery methods to address different learning styles.
•   Break assignments into smaller, more manageable parts that include structured directions for each part.
•   Choose broad instructional concepts and skills that lend themselves to understanding at various levels of complexity.

Process-Based Strategies for Differentiating Instruction:
•   Provide access to a variety of materials, which target different learning preferences and reading abilities.
•   Develop activities that target auditory, visual, and kinesthetic learners.
•   Establish stations for inquiry-based, independent learning activities.
•   Create activities that vary in level of complexity and degree of abstract thinking required.
•   Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.

Product-Based Strategies for Differentiating Instruction:
•   Use a variety of assessment strategies, including performance-based and open-ended assessment.
•   Balance teacher-assigned and student-selected projects.
•   Offer students a choice of projects that reflect a variety of learning styles and interests.
•   Make assessment an ongoing, interactive process.

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Tiered Assignments: Learning tasks and projects develop based on assessed student need. All students work toward one goal or outcome but at different levels. Tiered assignments intend to

provide a better instructional match between students and their needs. Teachers vary the task for different learning levels, processes, and the products that allow students to demonstrate learning.

Questioning - Teachers vary their questioning techniques by asking students different types of questions based on their abilities. The level of questions asked by the teacher allows for student success in participating in the lesson and articulation of understanding based on the student's language proficiency and level of comprehension. In effective teaching, teachers should use questions that allow students to thoughtfully examine the content, not just retrieve memorized information, and these questions should allow students to use critical or creative thinking. The teacher can ask higher level or more open-ended questions to students who are at a higher level of readiness and direct lower level or more closed ended questions to students who have a lower level of readiness for the skill or concept taught. RISE staff members will receive professional development in effective questioning techniques.

Choices: When students have the opportunity to choose some component of their learning process, they exhibit more motivation and interest and feel like their learning is more relevant. Teachers will create a choice board where students can choose assignments and tasks based on their interests and learning style.

Groupings: Teachers will differentiate instruction using flexible grouping techniques. Students can be grouped in heterogeneous groups, peer teaching, reading buddies, homogenous grouping, teacher led grouping and buddy studies. Groups are formed and dissolved as needs change. One example is through heterogeneous teamwork or cooperative learning projects. These groups allow students to not only emerge as productive members of a group, but enables students to learn from each other and use the strengths of each individual student to perform a task. In some cases, students group by ability level to ensure the teacher can provide intensive work with students as needed. Group work balances with individual work to provide practice on skills that may be difficult for students to grasp. Each project will scaffold content and skills in a variety of ways and allows students to grasp concepts at their appropriate time.

SkillsTutor RtI: RISE teaching staff strives to "fill in" any gaps in our student's education. The *SkillsTutor* is a computer-based system that removes limitations on learning with targeted differentiated instruction, supplements the core curriculum, complements other instructional materials, and prepares students for success in school and life.

H.(3)(d) Describe how your school will regularly evaluate and monitor the progress and success of ELLs?

Ongoing Assessment
Each English Language Learner will be evaluated every six months via a parent conference process. At the conference, the student's English and/or academic needs will be discussed, and individual student achievement and longitudinal growth will be evaluated based on the school's internal assessments. It is important that multiple authentic measures be used to assess students' progress and responses to instruction and intervention. The following multiple measures may be examined:
- ACCESS
- Student portfolios
- PARCC
- Teacher observations

- Short-cycle assessments
- *SkillsTutor* performance

An English Language Learner Progress Profile will be developed for each English Language Learner and included in the student's Individualized Learning Plan (ILP) specifying the ELD standards met and targeted ELD goals towards reclassification.

RISE will annually administer the ACCESS for ELLs during the approved testing window until English language proficiency is attained. A composite score of 5.0 on the ACCESS for ELLs is the criterion needed for ELL to be reclassified as FEP.

RISE staff will monitor, review, analyze and evaluate the following longitudinal data: (how often)
-English language proficiency results;
-Annual Measureable Achievement Objectives (AMAOs)
-Home/Heritage language proficiency results
-Student's academic achievement, attendance rate, parent involvement, and disciplinary record

H.(3)(e) Describe how your school plans to budget and staff itself to meet the needs of ELLs.

Under the Bilingual Multicultural Education Regulation (November 30, 2005) RISE is responsible for providing highly qualified licensed personnel endorsed in Bilingual Multicultural Education or TESOL.

The school will work hard to recruit qualified teachers who hold a bilingual or TESOL endorsement, but will ensure there are enough teachers with a TESOL endorsement to support the needs of this special population.

I. Assessment and Accountability. A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with the school's student performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance fall below-expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent assessments) to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment consider: 1) The appropriateness of assessments to the curriculum, 2) what will serve as baseline for student progress comparisons, 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth (i.e., SBA, DRA, Dibbles, MAP, AP, IB, SAT, ACT), 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content, and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).

Note: Be aware that all New Mexico public schools including charter schools are subject to the Standards Based Assessment Program (SBA), which is aligned with state and federal content standards.

I.(1) Identify what measure(s) you will use to indicate that your students are making academic progress and the grade levels at which the assessment(s) will be used with an anticipated schedule or frequency of assessing. Ensure that you consider the common core standards, the state-mandated PARCC and the SBA, your targeted student population, and how you plan to use the assessments to inform instruction.

RISE will measure our students' academic (cognitive) skill development in math, reading, science and social studies as well as our students' non-cognitive skill development. Schooling produces both "cognitive skills," measured by test scores, and "non-cognitive skills," which are usually unmeasured. RISE will measure both cognitive and non-cognitive skills. Below is the assessment plan RISE will follow.

Type of Assessment	Name of Assessment	Grade Level	Content	Frequency	Classification
ELL Placement Test	W-APT	all students who have a primary or home language other than English	Placement test for English Language Proficiency Writing Conventions, Reading, Writing, and Speaking	Assessment and placement within 30 days of enrollment	
ACCESS for ELL's (English Language Proficiency Assessment	ACCESS for ELLs	Students who are not yet proficient in English	English Language Proficiency modalities: Reading, Writing, and Speaking	First of the calendar year	
Partnership for Assessment of Readiness for College and Careers	PARCC	3rd-5th	Academic areas: Language Arts and Math	End of the year state test	Summative
Understanding by Design	UbD Exhibition Assessment	K-5	Science and social studies and non-cognitive skills (confidence, perseverance, resiliency)	Winter and Spring	Summative
School Chosen Short-cycle assessments such as -Dibels -DRA -STARS Assessments -Gates Mac-Ginite		K-5	School chosen Language Arts and Math short-cycle assessments	Baseline data-August, Growth-December, Growth-March, Growth-May	Progress Monitoring
Strengths and Difficulties Questionnaire	SDQ	K-5	Measures students non-cognitive skill development	Baseline data-August; progress monitoring every 8 weeks	Progress Monitoring
Teacher – student designed formative assessments	Unit Assessments	K-5	To ascertain student's academic achievement progress in all content areas	Throughout all units in the school year	Formative Assessments

RISE will be intentional about how we assess and when we assess. Assessment data will be used to:
- Create long term plans for all content areas
- Develop individualized learning plans for students

- Provide teachers, students, and parents with data on student's academic and non-academic skill sets
- Identify long-term learning targets on which academic achievement will be assessed.
- Determine overall progress toward long-term learning targets.
- Provide teachers and students formative tools to assess short-term achievement.
- Provide teachers and students with information to assist in teaching and learning.
- Create student portfolios that will follow the students through their academic career at RISE and beyond.
- Use of portfolios will provide a more in-depth view of academic performance and skill development.

Universal Screening-Baseline data

Academic (cognitive) Skills:
All students will be assessed upon entry at RISE to determine performance relative to grade level standards. We do this using a number of different measures. In literacy classes, teachers administer the school chosen short-cycle assessments in language arts. Math teachers give the school chosen short-cycle assessments for math. All of this data is used as baseline data. The data will be used at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. Correctly assessing whether students are on track to make significant gains during the year, we will administer the short-cycle assessments every eight weeks.

Non-cognitive Skills:
All students will be assessed upon entry at RISE to determine their non-cognitive skill development. The Strengths and Difficulty Questionnaire (SDQ) will be used to measure student's non-cognitive skill set. The SDQ will be administered in August, December, and May.

RISE staff will be trained on how to interpret test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on instruction, so that teachers can enhance their understanding of student performance, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of students.

Progress Monitoring
Every eight weeks our teachers reassess to measure student progress. This is translated visually by the staff onto assessment walls for each class, showing which students fall into each level from not proficient, nearing proficiency, proficient, and advanced. This data is then used to adjust classroom instruction and to identify students in need of more focused support to make adequate progress.

I.(2) Describe the corrective actions your school will take if it falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk students) **and** school-wide levels. Explain what would trigger such corrective actions. Who would be responsible for implementing them, and how your school will assess their effectiveness?

PROCEDURES FOR CORRECTIVE ACTION

RISE will take corrective action in the event that a student's performance falls below the achievement goals approved by the authorizer in the charter contract. Using the RtI framework, RISE will utilize assessments and interventions such as regular weekly meetings between the teacher and student, development of weekly and daily work plans, students receiving individualized instruction, and peer teaching (coordinated help from an older student, or partnering with a classmate who demonstrates proficiency in the particular subject in order to gain mastery). Should a student fall below performance standards and need corrective action, teachers will collaborate with the student and parents to develop an Individualized Learning Plan (ILP) for the student, including specific teacher strategies for improved achievement. Close parental communication will be present in all previous steps as well.

Individualized Learning Plan
Teachers write an Individualized Learning Plan for all students whose achievement falls below Basic. ILP's include assessment information, measurable goals that are realistic yet ambitious for an eight week period, classroom modifications, computer curriculum focus, and explicit goals and their corresponding practices for tutors to accomplish with each student in Learning Lab. Assessment data, RTI content and the integration of results from online learning programs are important inputs into the student's Individualized Learning Plan.

Tier 1-Individualized Learning Plan
Teachers implement the ILP in the general education classroom. Teachers assess student progress after eight weeks of instruction. Students who do not respond adequately to the initial instruction receive additional modifications and support in the general education classroom. These modifications may include adjustments in intensity, duration, and frequency of instruction. Teachers may meet with smaller groups more often for longer periods. Teachers may adjust instructional strategies and materials as well.

Tier 2
Students not responding adequately to the goals laid out in the ILP in the general education classroom OR identified as significantly below grade level in the first round of assessments are given a revised ILP directing their work in an additional period each day during small group tutoring (intervention) time. During this time, they work directly with a tutor on the specific skills they are lacking. Intervention tutors are provided with a very specific eight-week plan combining suggestions from the classroom teacher and Curriculum Director in terms of strategies and approaches to use to get a student to meet their target at the end of eight weeks.

If the student still is not making adequate progress, we will initiate the SAT Process and revise the Individualized Learning Plan.

Tier 3
If the student fails to make progress in both Tier 1 and Tier 2 interventions after 2 cycles (16 weeks), they enter into the Special Education assessment process.

Professional Development
The process of looking at interim assessment data and formulating a proper ILP takes practice for teachers and is an area requiring time both in formal professional development and in mentorship between the Curriculum Director/Principal and each teacher. Our teachers will spend a significant amount of time with the Curriculum Director/Principal analyzing overall class performance to understand the areas in which they need to develop their skills. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have

and the best ways to overcome these problems. Teachers will focus more on effective diagnosis of students' problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

MONITORING THE PROGRAM OF INSTRUCTION

The Principal and Curriculum Director will be largely responsible for overseeing staff performance in implementing the program of instruction and integrating Common Core Standards. Regular visits to the class, lesson plan review, monitoring student assessment data and tracking forms, and staff meetings will be the tools used to monitor implementation of the program of instruction. Staff professional development will provide a forum for continual monitoring throughout the school year, as well as providing mentoring, development and support for the teachers.

RISE holds itself to high standards in all realms relating to the mission and vision of our school; non-cognitive skill development and cognitive skill development. Therefore, the focus of monitoring of the program of instruction must be further placed in the context of the variety of professional development opportunities available to RISE staff.

Performance standards and assessments, as well as determination of successful student progress and attainment of outcomes for students with exceptional needs and English Language Learners, will be defined appropriately on a case-by-case basis, according to their Individualized Education Program (IEP) and/or English proficiency levels.

I.(3) Describe how your school will report student achievement results to parents, the school's Governing Body, the school's authorizer and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

Student progress towards skill mastery will be documented three times annually in standards-based report cards**.** In addition to the standards-based report card items, we will add a non-cognitive report card explaining to parents where students are in their non-cognitive development. The standards-based report card is used to aid parents in understanding where their children are on the path to reaching or exceeding grade level proficiency. Student led conferences will be held at least once per school year and more often on an as-needed basis. Teachers will share students' academic, social and emotional, progress with parents.

Reporting Short-Cycle Assessment Data

The Curriculum Director will review and analyze the assessment data and turn in the report to the Principal. The Principal will then present the findings to the staff and the Governing Board. The disaggregated data will be used by the Academic Performance Committee to monitor progress, report to the Governing Board and make recommendations for improvements. This information will be used to determine staff and student needs. These results will also be shared with parents and the community by posting on the school website, parent meetings and in newsletters.

Organizational Plan and Governance

A. Governing Body Creation/Capacity.

A.(1) Summarize the key components of your governance structure, including the roles and responsibilities of the governing body, number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with your school's administration. Explain how and when the governing body will

RISE will be governed pursuant to the bylaws adopted by the RISE Governing Board.

Board Role and Responsibilities
The Governing Board will consist of five-nine members. The major roles and responsibilities of the school's Governing Board will include establishing and approving all major operational policies, approving all major contracts, approving the school's annual budget submitted by the administrative staff, overseeing the school's fiscal affairs, and hiring and evaluating the Principal. The Governing Board is responsible for the fair uniform application of all federal, state, and local laws as well as rules, regulations, and policies of RISE in the operation of the school in conformance with its charter. The Governing Board serves as a policy-making body for RISE and adopts the philosophy and missions of its charter by annually setting objectives that respond to the mission of the school itself. The Governing Board will serve as ambassadors of the school to the larger community and will assist in fundraisers for the school.

The stewardship and advocacy of RISE is the responsibility of the Board. To that end it is essential that the Board have some strategic principles with which to operate. The board will use strategic principles to guide them in their decisions.

Number of Members: The Governing Board shall have no fewer than 5 (five), but no more than nine (9) voting members and terms will be overlapping to ensure continuity. The Board shall determine, prior to February 1 of each election cycle, whether the make-up of the Board shall be increased or otherwise changed. However, in no event shall the number of voting Board members be less than five (5). Two additional positions shall exist as *ex officio members* of the Governing Board to serve as advisory to the Board but shall have no vote. The ex-officio members of the Board shall be the Principal and Business Manager, and these positions will be an inherent responsibility of employment of the Principal and the Business Manager. One faculty member selected by the faculty, one parent and one student selected by the faculty will each serve as liaisons to the Board and shall make regular reports to the Board.

Length of Terms: Terms will be from one to three years and members can serve up to three consecutive terms or six years whichever is greater:

> Term Ends
> Member 1 2015
> Member 2 2016
> Member 3 2017
> Member 4 2015
> Member 5 2016
> Member 6 2017
> Member 7 2015
> Member 8 2016
> Member 9 2017

Offices to be created:
- President
- Vice President
- Secretary

Officers of the Board shall include a President, Vice-President, and Secretary.

- The responsibilities of the President shall include coordinating all orders and resolutions of the Board. The President shall execute contracts exceeding $20,000 approved by a majority vote of the Board. The President shall further act as the liaison between the Board and the Principal. The President, along with the Principal, shall create agendas for Board meetings with the advice of the Executive Committee.
- Responsibilities of the Vice-President include assuming all powers and duties of the President in the event of the resignation, absence, or incapacity of the President.
- The Secretary shall act as the clerk thereof and provide copies of all meeting minutes to the public upon request. The Secretary shall assure that all meetings are properly noticed and agendas are duly made available to the public in accordance with the Open Meetings Act and the Governing Board's annually approved policy. The secretary will keep full meeting minutes of the Board in accordance with the Open Meetings Act.

Committees:

Below is a description of the board committee structure. The committees will focus on the essential areas of strategic planning, performance, fiscal solvency, and compliance with state and federal laws and regulations. The board has the authority to change number and/or configuration of committees; however, core purposes outlined in the charter will be maintained. In addition, each committee is structured with a board member as chair and at least one community member who can bring a broader perspective to the deliberations. These additional community members also function as a board recruitment strategy by creating a pipeline of members who know and understand the institution. Committees report directly to the board at its regular meeting. Committees are responsible for researching and recommending potential board policies and initiatives that align with their specific goals. In addition, the committees maintain oversight responsibilities for finance, academic performance and other areas that are within their responsibility. Along with oversight also comes responsibility to bring information and recommendations for future actions to the board. Below is the proposed committee structure. The board will decide when they will meet (frequency) and what their responsibilities are.

1. Executive Committee—Composed of the board officers (President, Vice-President, Secretary). This committee oversees the goal setting and agenda development and serves as a preliminary sounding board for the President of the board and the Principal. The committee also recruits new members to the board. This group is primarily responsible for the long-term planning and viability of the school. The committee is also responsible for ensuring that the contract with the state under SB446 is adhered to.
2. Advancement Committee—composed of the committee chair, community connection officer, and community volunteers to help raise funds for the school (particularly facility) and build the public profile of the school in the community. This committee also gives direction on building relationships with families, neighbors, and community organizations.
3. Academic Performance Committee—composed of the committee chair, which will likely be the education expert on the board and composed of the Principal, Curriculum Director and other community leaders (including parents) who can develop a sophisticated oversight of the academic performance of the school. Data gathering will focus on goals outlined in the charter.
4. Finance Committee—Composed of the committee chair which will likely be the finance expert on the board. This committee cares for the fiscal health of the school and its long-term viability of the financial policies, audit findings, systems, and structures.

5. Student and Staff Support Committee—The chair is one who can provide oversight to the social, emotional and other support structures at the school. This committee will focus on the school culture. Key measurements for this committee are retention rates of staff and students.
6. Audit Committee-to assist the Governing Board in oversight of the school's financial policies, the integrity of the school's financial statements including the evaluation of the school's system of internal controls over financial reporting, and the qualifications, independence, and performance of the school's independent auditors in conjunction with the annual audit.

Grounds for removal from office:

The Interim Governing Board will outline the procedure for removal of Governing Board members in the school's official Bylaws. Grounds for removal include, but are not limited to, the following:

Attendance: Attendance at Governing Board meetings is mandatory. Missing two meetings in a row without prior Governing Board approval is grounds for immediate dismissal from the Board.

Conflict of Interest: Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the Governing Board to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Governing Board not to employ Governing Board Members or engage in any action that would result in economic gain for an individual Governing Board Member. Governing Board Members shall notify the Governing Board of any potential conflict of interest prior to the time set for discussion on any such transaction. The written disclosures will be attached to the minutes of the meeting in which Governing Board action occurred relating to the matter disclosed. Failure to provide prior notice of any conflict of interest is grounds for removal.

Professionalism/Character: Board members are expected to conduct themselves with the highest level of professionalism and character at all times. Any misconduct, unprofessionalism, or acts of moral turpitude are grounds for removal."

Relationship with Administration:

The board is solely responsible for hiring the Principal. The Principal will hire all other staff members. Ultimately, the board's role is to hold the Principal accountable for implementing policies set forth by the board. The Principal will report directly to the Governing Board and make decisions of the day-to-day running of RISE.

Interim Governing Board

The interim Governing Board will be established temporarily until a permanent Governing Board is appointed and/or elected. The Governing Board is responsible for the fair uniform application of all federal, state, and local laws as well as rules, regulations, and policies of RISE in the operation of the school in conformance with its charter. The Governing Board serves as a policy-making body for RISE and adopts the philosophy and missions of its charter by annually setting objectives that respond to the non-traditional approach and mission of the school itself.

The development of an effective governance system for RISE is the responsibility of all the stakeholders. The Board must exhibit its leadership to develop policy and procedures that allow for the efficient management of RISE while it is understood that policy development is an on-going

activity in an organization, the Board must create a system of governance that leads the organization. The Board of RISE will create an environment that allows for organized and civil discussion of all issues. All agenda items that are discussed will be implemented only after a majority of the Board has approved the item.

Bylaws of the Governing Board
The bylaws for RISE are not yet written. The interim board members intend to develop them by January 2014. This work will be done by working with individuals who have expertise in this area as well as administrators from other charter schools. The board will also complete a review of bylaws from other high functioning charter school boards to create bylaws that will help ensure effective governance of the school.

A.(2) Provide a list of your proposed initial governing body members and describe the expertise represented on this governing body that demonstrates capacity to initiate the opening of the charter school. The composition of the Governing Body should reflect a wide range of expertise, knowledge and experience, and should demonstrate the capacity to oversee a successful school (i.e., assure student success, develop, implement, oversee the management of public funds, and oversee the school's compliance with legal obligations).

Cathie McQueeney
Cathie McQueeney is a retired educator with 25 years of experience in New Mexico's education system. Ms. McQueeney has extensive experience building the capacity of leaders and teachers for systemic school improvement and reform. Previously, she worked for SEDL as an external evaluator for New Mexico's School Improvement Grants and as a contractor with the Southeast and Texas Comprehensive Centers, run by SEDL, where she provided technical assistance and training in school improvement, education for English language learners, and school support teams in Texas and five southeast states. Her professional experience also includes five years with the Center for the Education and Study of Diverse Populations (CESDP), where she assisted in statewide efforts to improve outcomes for students of diverse backgrounds, languages and ethnicities and strengthen school-family-community partnerships. She also worked at the New Mexico Public Education Department (NMPED), in the Title I School Improvement and Support/Priority Schools Bureau and oversaw the comprehensive school reform program. Tasks included supporting and monitoring school improvement efforts in several districts, including conducting comprehensive needs assessments, leading school visits, providing community relations, and assisting with grants, leadership training and statewide professional development. In addition, she helped design and implement New Mexico's state accountability system and a process for organizing statewide accountability data and school ratings. Other capabilities include the development of online courses and educational and technical writing and editing. Ms. McQueeney also has 13 years of experience teaching at the elementary school level at Eugene Field Elementary School in Albuquerque and El Dorado Elementary in Santa Fe. Her most recent experience was as an instructional coach in a charter school in Albuquerque's South Valley.

Sherril Godbolt
After 27 years of teaching, Sherril Godbolt retired from the Rio Rancho Public School District in the spring of 2012. Not only was Sherril a classroom teacher, she served on one of the strategic teams to help in the planning and development of Rio Rancho Public Schools to become its' own school district. Godbolt served on many curriculum development committees and trainings as an instructional leader, mentored new and student teachers in an academic setting providing professional support, and developed lesson plans geared to the comprehension level of students.

She also was a grade level leader and provided informal counseling to parents in areas of academic advancement that could be used in the home environment. Godbolt was a former board member for Charter School, Ralph J. Bunche Academy. She also implemented Kid's Food Pantry Backpack Program at Rio Rancho Elementary. Godbolt has a Bachelor's and a Master's Degree in education from The University of New Mexico. She holds two State of New Mexico Teaching Licensure; Level Three- Instructional Leader B-3 Early Childhood License and State of New Mexico Teaching Licensure Level Three- Instructional Leader K-8 Elementary License.

Brenda Joyce Rabinowitz

Brenda is originally from Rochester, New York where she graduated from Brighton High School. She moved to New Mexico in 1974 to attend the University of New Mexico. She received her bachelor's degree in 1974 in Recreation Education and received her master's degree in Special Education in 1989 from the University of New Mexico.

She has been teaching in the field of special education for over 25 years and has continually worked with at-risk students. Currently she is employed by the state of New Mexico where she is the Special Education Coordinator for Foothill High School/YDDC, which is a high school for incarcerated youth. She has been working with incarcerated youth for the past 7 years. Before her work at Foothill High School, both Los Lunas Public Schools and Albuquerque Public Schools (APS) employed her. While employed by APS she taught at Harrison Middle School, Rio Grande High School and New Futures School.

In addition to her teaching experience, she has also presented at conferences and workshops concerning different issues in the field of special education. She is a resident of the South Valley and knows the community well.

Natalie Salazar

Ms. Salazar has lived in the South Valley community for 22 years. She is vested in the community and the education of the youth who live in the area. Her children attended Adobe Acres Elementary School, Harrison Middle School, and Rio Grande High School. She knows firsthand the challenges the youth in the South Valley face. Ms. Salazar has strong community ties and her grandchild will be educated in the South Valley as well. Ms. Salazar has experience in fundraising for school organizations and active participation in Booster Clubs. She adds a community and parental perspective to the RISE governing board.

Richard Herrera

Richard Herrera is Owner/Operator of Herrera and Associates, Albuquerque, New Mexico Area Industry Financial Services Company with responsibility for retirement and estate planning. Richard works with the top financial companies in the U.S. to help New Mexico citizens conserve, protect, and increase their economic value. He has close ties with the South Valley Community as he was born and raised in the area. Richard Herrera has worked with the South Valley community and its residents for over 33 years. Richard Herrera has been married for 18 years.

A.(3) Describe how future governing body members will be selected as vacancies arise.

Enumerate the qualifications desired for members that will assure your school's governance is competent to operate a public school.

Governing board members will be selected through the subcommittee process of the board. The work of the board is done through a subcommittee process and each subcommittee is responsible

for recruiting members from the public to participate in their deliberations. These public members learn about and contribute to the work of the committees. Ultimately, these individuals should transition into board roles as terms expire or if a member must leave for an unexpected reason.

General Qualifications for board members include:

> 1. Desire for education reform in New Mexico
> 2. Specific understanding of RISE goals and mission.

Specific areas of expertise for board members include:
1. Finance expertise—Practicing accountant with a background in audits and fund accounting
2. Legal expertise—Practicing attorney with a New Mexico License who has expertise in corporate governance.
3. Academic Performance expertise—Understands state accountability systems such as the A-F grading system, and experience with performance assessments.
4. Community Engagement expertise—Experience in working with local communities and able to communicate the vision of the school to outside stakeholders
5. Strategic Planning expertise—Experienced leader who understands strategic planning and capable of facilitating planning for the board.
6. Student Support expertise—Experienced in the social services realm and able to see the connection between achievement and social/emotional support for students.

B. Governing Body Training and Evaluation.

B.(1) Provide an ongoing and comprehensive plan for Governing Body trainings, evaluations, and continuous improvement and complies with state requirements.

How will you ensure that the training provided is relevant to your school's governance and oversight requirements?

Governance Board Training is required by New Mexico State Statute 22-8B-5.1 and 6.80.4.20 NMAC "all governing body members of charter schools shall attend at least 5 hours of training at least annually," the New Mexico Coalition for Charter Schools Conference and/or through webinars provided by NMCCS. This training has been sanctioned by the Public Education Department and therefore it should be relevant. Also, RISE has budgeted for board development costs in its annual operating budget to ensure that the Governing Board has ongoing knowledge about governance, the Open Meetings Act, oversight requirements, department rules, policies and procedures. Additional training may also be acquired to ensure smooth operations and effective board practices conducted by a reputable third party vendor. Other trainings may include Effective Board Governance of Public Charter Schools online training module series as well as state-specific training provided in person, via the Internet, and in print. Training topics may include charter school basics, responsibilities, conflict of interest, effective meeting management, quality Board leadership and policy development.

Additional training for Board members will take place at the school. The content of this training will focus on the job tasks of employees, the curriculum and instructional plan, the nature and needs of the students, and the physical plant of the school. They will develop a knowledge of the bylaws, policy manual, and charter of RISE.

In order to ensure that training is relevant to the school's governance and oversight requirements, the Board will, each year, identify a set of goals for training linked to the goals of the Educational Plan of the school's charter, and create an annual calendar of board study and training sessions designed to attain those goals.

Evaluations of Governing Board effectiveness will be done annually. There are multiple assessment tools recommended in the "Creating an Effective Charter School Governing Board Guidebook" that was published in 2000 by the US Charter Schools organization.

Examples include:
> 1. Board Self-Assessment Questionnaire
> 2. Self-Assessment for Nonprofit Governing Boards
> 3. Charter School Board of Directors Self-Assessment Template
> 4. Board Development Assessment Tool
> 5. Visionary Board Leadership Assessment

The board will determine which assessment is most applicable during the Spring of 2014. Choosing the most appropriate assessment tool should be based on the consensus of the board and after they have a deeper understanding of each other's skills and talents. Annual evaluations will be conducted every year at the annual retreat.

Potential Evaluation Elements:
1. Is there a formal policy document that defines the standards and procedures for the qualification, duties, nomination and selection of the governing board?
2. What is the qualification of the President of the board?
   - His/her independence?
   - What is his/her educational and industry background?
   - His/her board leadership and networking skills?
3. What is the optimal size of the board?
4. What is the composition of the board?
   - What knowledge and qualifications does each member bring to the board?
   - What value added networks do they bring to the board?
5. How independent is the board?
6. Are the board members fully aware of their legal and ethical duties?
7. Does the board evaluate their own performance on a regular basis?
8. How often and how well does the board communicate with stakeholders?
9. How often and how well does the board communicate with the Principal? Is the communication style active or passive? Political or cooperative?

C. Leadership and Management.

The Governing Board at RISE will meet each month to consider operational, financial, and academic outcomes of the school. The board will have a series of committees that will also likely meet each month. Although the board will have the power to take action on any issues it chooses, the committees are tasked with oversight in these areas and most recommendations for new policies or strategic directions will come from their work.

The role of the Governing Board is to provide policy, financial and legal direction, oversight, and to insure the long-term financial viability of RISE Financial responsibilities of the Board will include approval and monitoring of the annual budget, the stewardship of the school's assets, the

fostering of fund-raising through solicitation of donations and grants, and long-term planning regarding school facilities. The Board will enter into and revoke all contractual relationships, that exceed $20,000, including the hiring and firing of the school Principal. In addition, the Board will conduct a yearly performance review of the Principal based on the Principal's job description, the competencies for principals as articulated in New Mexico state law, and performance in relation to stated goals and objectives. The Board will give final approval to any proposed changes and additions to the school charter, bylaws, and policies and procedures. The Board is responsible for the school's compliance with this charter. The school Principal and Business Manager will participate as non-voting members.

In reporting directly to the Governing Board, the Principal will ensure follow through on Board decisions, policies, and directives. As part of this, accurate recordkeeping will be kept for all students, employees, and finances and reports will be offered monthly to the Governing Board. Additional staff – regular or contracted – may work with the Principal in a cooperative manner to assure the completion of said reporting.

BUDGETING AND OPERATIONS
The Principal, CEO and the Business Manager will work closely together to prepare a proposed annual budget and present it to the   Board. The Business Manager will work with the Finance Committee to review the budget. The Finance Committee will then present the budget to the full council for its approval at a public meeting in which the public is allowed to comment on the school budget. An annual audit, as required by law, will take place with the full cooperation of the Principal, CEO and the Business Manager.

C.(2) Identify the qualifications and leadership characteristics the governing body will seek when employing the head administrator.

Describe the job search process and timelines for this process. If the proposed head administrator is a founder or already identified, provide a summary of his/her background and qualifications for this position.

Qualifications and Leadership Characteristics
The Principal must meet the following qualifications.
- New Mexico Department of Education certification as Principal or equivalent/State of New Mexico Level 3B, Administrator License, K-12
- Minimum educational degree: Masters Degree
- Background check and fingerprint clearance

RISE Governing Board will identify and hire a capable Principal who shares the mission and vision of RISE. Following is a list of leadership characteristics the Board will refer to when hiring a principal:
- Understands their role as both instructional leader and business leader
- Incorporates social emotional learning into his/her daily interaction with staff, students, parents, etc
- Focuses decisions on what is best for students
- Knows how to disaggregate data to make decisions about curricular adjustments and teacher training
- Communicates well with parents, students, faculty, board, and staff
- Recognizes a variety of needs of staff, faculty and students and is willing to find ways to meet their needs
- Incorporates input from stakeholders to provide shared ownership in decision making

- Knows how to effectively delegate tasks and responsibilities
- Leads by example by being highly motivated, accountable, and willing to actively pursue growth opportunities
- Communicates the mission and vision to school staff, faculty, community members, authorizer, and students
- Stays current on educational research and is willing to try new things to meet the needs of students and staff
- Has demonstrated expertise in teaching and learning
- Knows how to inspire and create an effective professional learning community
- Is an excellent manager of people, time, resources, and budgets
- Has experience in and appreciation for the school model/philosophy, the population being served, and the community

Job Search Process and Timeline for the first administrator

The Governing Board will engage in the following process to recruit and hire the school's first principal:
1. Identify who will be involved in the selection process and establish a selection committee.
2. Identify desired and needed characteristics for the school's principal.
3. Modify the principal job description if needed.
4. Advertise for applicants.
5. Conduct a paper screen of applicants.
6. Develop questions and desired answers to the questions based on the written job description.
7. Train interview team.
8. Interview process—primary goal is to find out as much as possible about each candidate.
9. Debrief with selection team to identify top candidates.
10. Check references.
11. Come to a final decision and recommend that the Governing Board hire the candidate preferred by selection committee.
12. Notify selected and non-selected candidates of selection committee's decision.

Timeline for hiring Administrator

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Recruitment								
	Paper Screen							
		Interview						
				Selection of Administrator	Administrator begins hiring process for staff			

C.(3) Describe how the governing body will convey to and delineate the roles and responsibilities of your school's head administrator and how will he/she be evaluated and held accountable for the operations you're your school's success.

Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders. Attach the job description as Appendix C.

The Principal will have an official annual evaluation that is based on the work plan developed in cooperation with the Governing Board. Evaluation criteria will be based on milestones and performance outcomes that are time sensitive and rooted in the content of the approved charter and resulting contract with the state. Likely milestones will be either monthly or quarterly. Some, (not all) outcomes during the planning year will include:

1. Recruit a sufficient number of students to ensure the school meets its enrollment projections and budget.
2. Identify a location for the school
3. Hire and train faculty and other staff
4. Ensure that all planning year expectations required by the Public Education Department have been met (policies, etc.)
5. Establish a financial control and budgeting system that ensures solvency over time.

After the first year of operation, and in subsequent years, the Principal will be evaluated based on specific expectations of the contract with the Public Education Department that establishes the school. For example below are some of the performance criteria that have been outlined in the Act:

1. Student academic performance
2. Student academic growth
3. Achievement gaps in both proficiency and growth between student subgroups
4. Attendance
5. Recurrent enrollment from year to year
6. Financial performance and sustainability
7. Governing body performance, including and terms of the charter contract

D. Organizational Structure of the School.

D.(1) Describe the organizational structure of your school and provide an organization chart that clearly delineates the relationships between all parties including the administering of the day-to-day activities of the school.
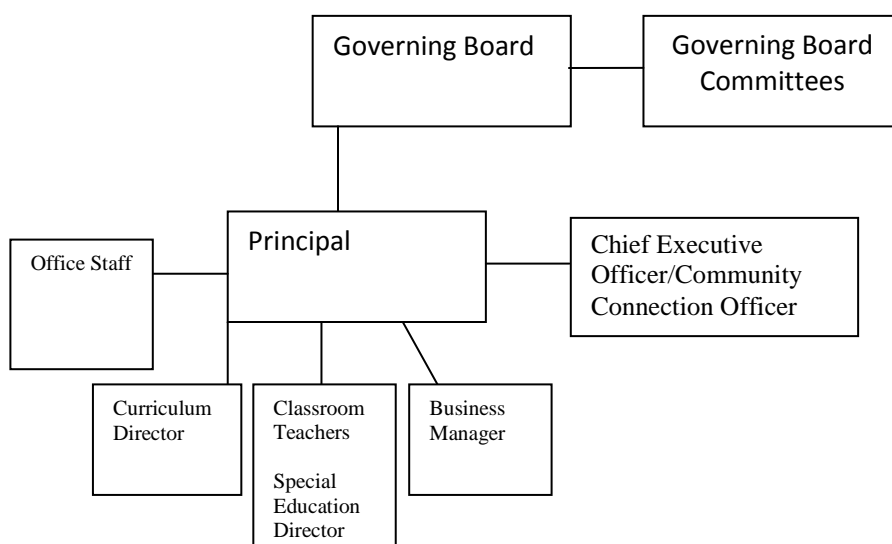
At RISE our focus is serving our clients (our students), to ensure they are receiving the education they deserve that will prepare them to be successful in school and life.

The Governing Board will consist of five-nine members. The major roles and responsibilities of the school's Governing Board will include establishing and approving all major operational policies, approving all major contracts, approving the school's annual budget submitted by the administrative staff, overseeing the school's fiscal affairs, and hiring and evaluating the Principal. The Governing Board is responsible for the fair uniform application of all federal, state, and local laws as well as rules, regulations, and policies of RISE in the operation of the school in conformance with its charter. The Governing Board serves as a policy-making body for RISE and adopts the philosophy and missions of its charter by annually setting objectives that respond to the mission of the school itself. The Governing Board will serve as ambassadors of the school to the larger community and will assist in fundraisers for the school.

The Principal will serve as the top administrator of the school. The Principal will oversee, coordinate, and support the work of the school's CEO/community connections officer, the curriculum director, office staff and classroom teachers. The Principal should oversee the work of the business manager. The Principal will help the Governing Board to assess the school's overall direction, and to set short- and long-term goals. With the support of the Principal, the Business Manager will maintain the school's budget and facilities. In conjunction with the Principal, she/he will make decisions about budgetary allocations and vendor selection.

The Chief Executive Officer is expected to align the school externally, with RISE New Mexico's strategic vision. The CEO is to facilitate business in a way that connects assets within the community to RISE. The CEO is expected to raise funds through direct donations and/or fund raising activities and grant writing. A specific funding goal will be agreed upon by the Governing Board yearly with input from the Principal. Another focus is to ensure the school is positively supported by the surrounding members of the community, the parents and businesses in the neighborhood. The CEO will be expected to represent RISE New Mexico in a positive way to the community by networking and personal involvement with the community.

The CEO will keep advocating strongly for new policies, practices, and institutional changes at the state level: adjusting the funding structure to give schools more freedom; changing school regulations to allow for more flexible schedules, and changing state and district regulations governing transportation, special education, transcription/interpretation and other services that need to be delivered in new ways to better serve all students. The CEO will advocate effectively, will need to forge relationships with key decision makers in Business/Corporations, Universities and Educational Institutions, the State Legislature, Department of Education, and Governor's office.

The link between RISE NM and the surrounding South Valley community is imperative. In an effort to create more of a tie between the two, RISE will hire a Community Connections Officer. The Community Connections Officer is a person whose full time job it is to find and build relationships and connections with a wide range of neighborhood assets'-residents, voluntary associations, local institutions, businesses-and then to connect them to the neighborhood school and its assets -teachers, students, administrators, governing board, etc.

The teachers will work as a team to develop and implement a rigorous academic program aligned with the school's mission. The Principal and Curriculum Director will work in conjunction with the teachers on curriculum and seek their guidance on their professional development needs. The Principal will work in collaboration with the Curriculum Director, Community Connection Officer and Business Manager to make decisions about instructional personnel.

The Principal and designated Special Education and Bilingual/ELL instructors will coordinate the school's instructional and support services for students with disabilities and/or students with limited English proficiency. The Principal and/or the instructors will work with families, teachers, and students around issues of discipline, coordinate events and activities to enrich the school culture.

D.(2) Include proposed job descriptions of certified and licensed staff. In addition, if your organization structure included non-traditional roles or positions, explain why these roles are important in implementing your school's mission and educational program. Attach staff job descriptions as Appendix D.

See Appendix D.

D.(3) Provide a description of a comprehensive evaluation process for educational staff, and how it will be tied to student performance, your school's mission and goals, and the state's requirements. For further information please see the following link: http://ped.state.nm.us/ped/NMTeachIndex.html.

The Principal will be responsible for designing and implementing an effective personnel supervision and evaluation program for those staff members for which he/she is responsible. This program will have as its basic interest the improvement and development of the entire staff within the mission of the school. RISE will adhere to applicable state regulations and the highlighted requirements of the plan.

House Bill 212 establishes the New Mexico 3-Tiered Licensure System. The Public Education Department Regulation, 6.69.4 Performance Evaluation System Requirements for Teachers, further defines specific requirements for a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for teacher licensure. New Mexico Statute 22-10A-4.B states that the New Mexico licensure framework for teachers is a progressive career system in which licensees are required to demonstrate increased competencies and undertake greater responsibilities as they progress through the licensure levels. However, based on the New Mexico rule 6.69.8 NMAC "Teacher and School Leader Effectiveness," RISE will follow uniform procedures for conducting annual evaluations of school teachers.

Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and if the measurable objectives were achieved.
Goals must include measuring student achievement growth within the classroom. The goals will also include measuring student's non-cognitive development. The Principal shall observe each teacher's classroom practice at least twice annually to determine the teacher's ability to demonstrate state adopted competencies and indicators for each teacher's licensure level (6.69.4.8.D and 6.69.4.10.C & D NMAC), no later than forty (40) days after the first day of each school year. In addition to observations, collection of additional forms of data will assure a valid assessment of each employee's ability to demonstrate the competencies.

Options for additional data collection include but are not limited to: review of videotape; written documentation of activities; locally developed survey of staff, students, and/or parents; review of student work and performance; review of the teacher's contribution to the school's vision, mission, and outcomes; portfolios; information gained through peer observation and/or peer coaching; anecdotal records; reflective journals; self-evaluations: instructional artifacts; and other formats satisfactory to the teacher and the Principal.

The RISE Mentorship Plan will be aligned with EPPS, and resulting in appropriate activities for the mentor/new teacher that are sustained, connected, and founded on scientifically based research.

The Principal or his/her licensed designee will develop an individualized mentorship plan with the New Teacher and his/her mentor that addresses the Level I teacher competencies that are built upon the foundation of the differentiated indicators. Each beginning teachers

Professional Development Plan (PDP) will include his or her mentorship program participation. RISE will provide individual support for new teachers (NT) from designated mentors that includes the following activities and/or services:

- Collaborative curriculum alignment, design, and planning
- Classroom observations of NT by the mentor and of mentor by NT. The observations may also include observation of a master teacher.
- Student Assessment is reviewed by Mentor/NT and evidenced by a supporting document.
- Conferences between Mentor/NT cover classroom management, differentiated instruction, use of standards-based rubrics, lesson planning and instructional resource development.

Mentor teachers will all receive training that includes:

- Understanding the development and needs of the new teacher;
- The process of developing mentor relationships;
- The process of documenting teacher growth;
- Best practices for working with new teachers.

Mentorship for all NTs is mandatory at RISE. RISE will have a structured procedure for the selection of mentors. The process will include creation of minimum criteria for the position, an interview process that includes participation by the NT, and be open to employees of the school and independent contractors. Mentors will need to demonstrate effective methods for measuring and implementing student achievement growth in their classrooms. Mentors may receive compensation and that amount is to be determined by the Principal. Mentors will not make evaluative and summative assessment of the teacher, as that is the role of the Principal. However, they will participate in formative assessments of the NT's progress.

In the case of disputes or grievances between mentors and new teachers, the Principal or his/her licensed designee will conduct mediation between the two parties. If a satisfactory result cannot be found, the NT will be re-assigned to a new Mentor. At the completion of the first year of mentorship, the Mentor will provide written feedback to the Principal or his/her licensed designee on activities of the year. This information will be considered in combination with the standard evaluation process at the school. If the mentorship was not successfully completed, the Principal or his/her designee can provide additional mentorship for 2 or 3 additional years.

RISE shall create an ad hoc committee to develop a process for including board members, administrators, and other school personnel in the design, implementation, and evaluation of the Mentorship Program. This process shall be completed before the opening of school in July 2014.

Your peers and Your Performance (Incorporated into evaluation by principal)
RISE has a formalized method for supporting professional growth in each other: peer reviews. Peer reviews are done in order to give each other useful feedback on how to best grow as individual contributors. This process is driven by information gathered from each other—your peers.

Peer reviews
We all need feedback about our performance—in order to improve, and in order to know we are not failing. Once a year we all give each other feedback about our work. Outside of these

formalized peer reviews, the expectation is that we will just pull feedback from those around us whenever we need to. A framework will be developed by the staff for how we give this feedback to each other. A set of people (the set changes each time) interviews everyone in the school, asking who each person has worked with since the last round of peer reviews and how the experience of working with each person was. The purpose of the feedback is to provide people with information that will help them grow. That means that the best quality feedback is directive and prescriptive, and designed to be put to use by the person you're talking about. The feedback is then gathered, collated, anonymized, and delivered to each reviewee. Making the feedback anonymous definitely has pros and cons, but we think it's the best way to get the most useful information to each person. There's no reason to keep your feedback about someone to yourself until peer review time if you'd like to deliver it sooner. In fact, it's much better if you do so often, and outside the constraints of official peer reviews.

D.(4) Provide a staffing plan that demonstrates a sound understanding of staffing needs and that is viable and adequate for effectively implementing the educational program/curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5
Director	1	1	1	1	1
Office Manager	1	1	1	1	1
CEO/Community Connections Officer	0.5	1	1	1	1
Kinder Teachers	4	4	4	4	4
Teachers 1 - 12	7	12	16	18	20
Educational Assistants	0	1	1	2	2
Special Education Teacher/Director	Contracted	Contracted	1	1	1
Curriculum Director	Contracted	Contracted	1	1	1
IT Coordinator	Contracted	Contracted	1	1	1
Ancillary Services	Contracted	Contracted	Contracted	Contracted	Contracted
Business Manager	Contracted	Contracted	Contracted	Contracted	Contracted
Custodian	Contracted	Contracted	1	1	1
FTE	13.5	20	28	31	33

D.(5) State the length of the school day and school year (including a total number of days/hours of instruction).

Describe in detail how this schedule supports your school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

RISE's academic calendar will generally follow the academic calendar for APS. RISE will adhere to New Mexico Statute 22-2-8.1 regarding school year and length of school day. Students at RISE will have at least 990 hours of instruction each year. There will be time for professional development before the school year begins, throughout the school year, and after the school year has ended for teachers and staff to ensure high outcomes for our students. The academic calendar will be established once a Principal is selected.

D.(6) Describe your professional development plan that supports the successful implementation of the educational plan, mission, and goals and that meets state requirements.

At RISE, we believe that professional development is a critical component to the success of our teachers and staff, but more importantly, it is a critical element to student achievement. RISE's professional development model involves multiple resources, which are detailed below.

Teachers at RISE will be focused on developing a deep understanding behind the Charter School's approach to their subject area. Typically, the learning objectives will include:
- a focus on the pedagogy which shapes the curriculum in their instructional focus area (literacy/social studies and/or math/science)
- a focus on the organizational culture and values and leadership skills necessary to lead students and families to significant gains
- an understanding of the instructional techniques used and how to use them, especially through the Professional Development Plan (PDP)
- building an understanding of how to use student data to identify learning challenges, especially during Data Analysis Days
- developing techniques for individualizing their planning and instruction (PDP)
- observing excellent schools or instructors and learning their techniques/strategies
- investing students and families in the attainment of ambitious academic and non-academic growth goals (PDP)

To develop the necessary subject expertise for our teachers as well as provide ongoing support for the Curriculum Director, RISE will partner with several outside professional development organizations and higher education institutions to conduct in-depth professional development in Literacy, Math, and social/emotional learning. Some organizations will likely include Project GLAD, Guided Reading, Lucy Calkins, Engineering is Elementary, CASEL-Collaborative for Academic, Social and Emotional Learning and various other organizations as well. RISE will continually reflect on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student academic (cognitive) achievement and non-cognitive achievement.

Professional Development
Professional development at RISE begins prior to the start of school. During this time, RISE will focus on various items, including school culture, classroom management, planning (daily lesson plans, unit planning, and year-long planning), building culture within the school team, home visits and parent investment/empowerment, instructional techniques, and data. This professional development creates a critical foundation for the staff at a school to build a collaborative culture of trust and focus in-depth on creating a strong school culture and aligning our school and grade level goals for the year. Moreover, this additional time grants the Curriculum Director and Principal the opportunity to better bring on-board new RISE staff or new teachers in general. Thus, better equipping them with an understanding of the cultural expectations of the school, classroom management techniques, how to properly assess their student achievement and progress, and granting them additional time to familiarize themselves with the curricula and scope and sequence of instructional objectives for the year. This additional time solely reserved for professional development ensures that RISE is able to commence with a cohesive, collaborative team of educators that have already begun to invest parents and families in this work, while also being much more thoroughly prepared instructionally to ensure that the academic year is successful from day one.

Yearly Professional Development

In addition, RISE's commitment to teacher professional development is further evidenced in the amount of time that is set aside throughout the year for teacher development. There will be several days set aside during the calendar year that are solely focused on professional development, which also include an annual staff retreat. The time before school starts in August and various professional development days throughout the annual calendar and after the school year is over; set the stage for new areas of focus for teachers (Literacy/Social Studies or Math/Science). For example, before the beginning of the school year and for the first few weeks of school, the Literacy focus is on setting up the classroom, classroom management, creating Literacy Centers, and managing Guided Reading groups effectively to get a fast start on building students' literacy. This is a wider range of topics as a more junior teacher may be focused on classroom management initially and in late September will be ready to begin the transition of focus to guided reading. However, a more experienced teacher may already be prepared to manage guided reading as they are already prepared with classroom management and setting up their classroom. In subsequent professional development days, new topics are introduced focusing on issues like using time at the Guided Reading table effectively to achieve goals like reading a new book each day with students. These focus areas differ throughout each year based upon the experience level of teachers and their immediate needs.

Professional Development Plan

As outlined in Performance Evaluation System Requirements for Teachers, "every public school teacher must have an annual performance evaluation based on an annual professional development plan." RISE will adhere to this requirement but also include various components of instruction that are critical to student achievement and student personal growth. The first component is the school goals, grade level goals, and data from interim assessments. Data is the driver of the RISE PDP in that it ensures that the teacher, Principal, and Curriculum Director are able to remain focused on the annual goal and current progress towards these academic and non-academic goals, thus, making professional development decisions that will have the greatest positive impact on ensuring that students realize these annual academic and non-academic goals. The second component of the RISE PDP is specific instructional components that are critical to student achievement. These major components are Planning (lesson planning, long-term planning, etc.), Execution (classroom management, collaborating with families, etc.), Differentiation (Guided Reading, teaching English Learners, etc.), and Leadership (time management, giving and receiving feedback, etc.). The PDP includes all of these items and attempts to introduce them in a manner that is scaffolded. Consequently, Planning is the first section of the PDP as setting goals, creating a long term plan, and creating a daily lesson plan are typically the first items that are challenging for a new teacher. Similarly, after a teacher has mastered planning, classroom management, and differentiation, they are then more able to focus on the leadership skills that will be required of them to emerge as a lead teacher or other position like a Curriculum Director. Thus, Leadership is the final section of the PDP.

Data Analysis Professional Development

Another key component of professional development at RISE involves Data Analysis. At RISE, interim assessments are given every eight weeks. Following these assessments, the teachers, Curriculum Director, Community Connection Officer and Principal at RISE have a full day of professional development that is focused on the analysis of the interim assessment data.

Data Analysis Professional Development: Assessment Wall

Teachers at RISE will also complete assessment walls on Data Analysis professional development days. The Assessment Wall will be a school based process that highlights the review of each

student's academic growth while charting grade level strengths and weaknesses as well as school wide learning trends. It is a quick method for generating visual information that triggers grade level and school wide conversations of curriculum and instruction.

The primary purpose of creating grade level Assessment Walls is to use data to track the success of each student in the school and track group grade level performance. A second purpose is to create collaborative grade level teams which identify curriculum and instruction challenges and propose interventions to increase student success. A third purpose is to provide the opportunity for teachers to examine the performance levels of their students in order to modify the curriculum and instruction. And lastly, the Assessment Wall process provides a vehicle for yearlong and/or year to year grade level monitoring of student progress.

Development of Curriculum
RISE will develop curriculum over a three year period. Professional development days will be allocated to this process and RISE will contract with outside entities to assist with this process.

Other Professional Development Activities
RISE will offer additional professional development activities for staff as well. These activities include providing teachers with a substitute and thus, the opportunity to observe other teachers at RISE or even at another school. In addition, outside professional development providers are brought to RISE depending on the needs and resources of the school.

Employees.

E.(1) Provide an explanation of the relationship that will exist between the charter school and its employees. This explanation should include a general description of the terms and conditions of employment for each class of employee (administration, professional staff and administrative staff) and how your school will address employees' recognized representatives.

RISE WILL ABIDE BY ALL REQUIREMENTS BY ALL CONDITIONS OF EMPLOYEMENTS SET FORTH BY THE SCHOOL PERSONNEL ACT, NMSA 1978 22-10A-1 THROUGH 22-10A-39, 2004.

RISE will employ teachers who hold appropriate New Mexico teaching certificates issued by the New Mexico Public Education Department. The charter school shall not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age, disability, sexual orientation or pregnancy in recruitment, selection, training, utilization, termination or other employment-related activities. All employees will have a signed contract in place within 30 days of employment. The Principal in accordance with New Mexico statutes will evaluate teaching staff. RISE will meet all salary requirements mandated by the New Mexico Public Education Department, and will maintain their own salary schedule for its employees. Employees are classified as a regular full-time, regular part-time, short-term, or temporary employee. In addition, employees are classified as nonexempt or exempt in accordance with the Fair Labor Standards Act and applicable state law and compensated according to FLSA overtime guidelines. Employees who work more than 0.25 FTE (Full Time Equivalent) shall participate in the Educational Retirement Board pension for public educational employees. Employees are not covered under any collective bargaining agreement.

Employees of RISE are not employees of a school district. The school does not intend to have an employee bargaining unit. However, in the event that one is certified, the Board will negotiate a collective bargaining agreement as provided in the Public Employees Labor Relations Act.

RISE teachers will be given the opportunity to create innovative teaching methods and will be observed and evaluated in correlation with their Professional Development Plan. The teachers will have ample opportunity and professional development within the teaching boundaries of the charter school. All teachers will ensure students are developing both holistically and academically.

The charter school shall comply with all applicable federal and state laws concerning employee welfare, safety and health issues, including, without limitation, the requirement of federal law for a drug-free workplace. RISE agrees to provide eligible employees group medical, dental and vision insurance through and as determined by the New Mexico Public Schools Insurance Authority (NMPSIA). For those employees who elect to participate in the approved insurance plan(s), the charter school will contribute the percentage of the premium required by state law. RISE agrees to provide employees access to long term disability and life insurance benefits available through NMPSIA.

Conditions of Employment
Personnel policy at the school will be conducted in accordance with the School Personnel Act, codified at NMSA 1978 22-10A-1 through 22-10A-39, 2004. The Principal will have complete authority over all employment matters, including employment, discipline, and reemployment. Termination of employees will be in compliance with the School Personnel Act. The school may terminate an employee with less than three years for any reason the school deems necessary pursuant to NMSA1978 22-10A-24 (A), 2004. Employees who have been employed for three or more consecutive years shall only be terminated for "just cause" pursuant to NMSA 1978 22-10A-1(C), 2004. "Just cause" means a reason that is rationally related to an employee's competence or proper performance of his/her duties and that is not in violation of the employee's constitutional rights pursuant to NMSA 1978 22-10A-2 (F), 2004.Pursuant to NMSA 1978 22-10A-24 (C), 2004, employees are entitled to due process prior to termination. In the event of termination, the Principal, shall provide the employee with written notice of the reasons why the termination is recommended. The employee may request the opportunity to make a statement to the Governing Board concerning reasons for the termination. The Principal shall provide the employee the opportunity to be heard pursuant to the Open Meetings Act (NMSA 1978 10-15-1.1). The procedures to be followed are those set forth in NMSA 1978 22-10A-22 through 22-10A-25, 2004, and in the School Personnel Act in general. Any employee aggrieved by a decision of the school may appeal, as set forth in NMSA 1978 22-10A-22 through 22-10A-25, 2004. If the School Personnel Act is changed, modified, or amended, then the schools procedure will also be changed, modified, or amended to conform to the Act.

> E.(2) Provide proposed governing body personnel policies that comply with all applicable federal and state statutes and regulations (attach as Appendix E); or state how and when employment policies and procedures will be developed and how you will ensure that they comply with applicable federal and state labor laws, regulations, and rules.

Personnel policies and procedures will comply with the School Personnel Act, NMSA 1978 22-10A-1 through 22-10A-39, 2004. All RISE policies and procedures are defined in the proposed school Employee Handbook, Appendix E

Also to show a critical component of our program, a portion of the employee hand book is included to show the importance of developing an ownership culture:

Employee Ownership

CULTURALLY RELEVANT TEACHING

INSPIRE Methodology

DUAL PURPOSE INSTRUCTION: Cognitive AND Non- Cognitive

ASSET BASED CAMPAIGN

CASEL: School Wide Social Emotional Program

Welcome to RISE culture:

RISE is dedicated to recruiting "stunning colleagues." We believe you, as our staff, need to feel valued, appreciated, and treated like professionals. RISE will only succeed as an organization if the people we hire are committed, motivated and dedicated to our mission and vision. We seek to hire individuals who are leaders not only in their classroom but also in the organization. Hierarchy is great for maintaining predictability and repeatability. It simplifies planning and makes it easier to control a large group of people from the top down, which is why military organizations rely on it so heavily. But when you're a "non-traditional" educational model that's going out of its way to recruit the most intelligent, innovative, talented people, telling them to sit at a desk and do what they're told obliterates 99 percent of their value. We want innovators, and that means maintaining an environment where they will flourish. That is why RISE is yours. This school is yours to steer—toward opportunities and away from risks. You have the power to green-light projects. You have the power to create.

So, you've decided where you put your desk. You know where the copy machine is. You are even sure you know what the third grade teacher's name is. You are not freaking out anymore. In fact, you are ready to show up to work this morning, sharpen those pencils, turn on your computer, and then what? This next section walks you through figuring out what to work on. You will learn about how projects work, how we work, and how you are respected at RISE.

RISE's structure removes organizational barriers between your work and the clients, our students, enjoying that work. Every company will tell you that "the client is boss," but here that statement has weight. There is no red tape stopping you from figuring out for yourself what our students

need, and then giving it to them. If you are thinking to yourself, "Wow that sounds like a lot of responsibility" you are right. Moreover, this is why hiring is the single most important thing we will ever do at RISE when it comes to our culture.

Any time we interview a potential hire, we need to ask ourselves not only if they are talented or collaborative but also if they are capable of literally running this school, because they will be.

Making great decisions is not easy. Yet the cumulative decisions we make at RISE will largely determine our success. Making great decisions comes down to timeless fundamentals. *How the Wise Decide* by Aaron Sandoski and Bryn Zeckhauser, distill the six core decision-making principles that our leaders share and that every manager should know. These principles have guided wise leaders across functions and industries and brought them through various crises. The six principles discussed in *How the Wise Decide*—Go to the Source, Fill a Room with Barbarians, Conquer the Fear of Risk, Make Vision Your Daily Guide, Listen with Purpose, and Be Transparent—will guide RISE on structuring our decision making practices.

1. **Go to the Source**: Make it a habit and a priority to gather unfiltered information.
   <u>Essential Components</u>
   - Make it routine
   - Develop permanent sources
   - Find out whose driving
   - Empathy is essential

Explanation: Go to the Source - When I was a kid we used to play a game called telephone. You say something to your friend and then your friend says the same thing to the next person and by the time it comes back to you, what was said is totally different. This happens all the time in organizations. There is a ton of information to be gathered. The question becomes, "Is it the right information?" People typically do not want to pass on bad news so they will water it down as it moves up the chain to the decision maker. The key to avoiding this is to go to the source. Example: Bill George the president of Medtronic was spending his first 90 days on the job in the operating room observing his products in action. The balloon catheter he was observing today had sluggish sales. He found out first hand why when the surgeon pulled the defective part out and threw it at him and used his competitors to get the job done. Needless to say going to the source gives the correct information to fix problems.

2. **Fill a Room Full of Barbarians:** Bring together people with differing opinions and have them debate.

   Essential Components:
   - Require full participation
   - Forbid carryover
   - Seek diversity of opinion
   - Squash the pocket veto

Explanation: Fill a Room with Barbarians - When there is a tough decision to be made then put the stakeholders in a room, "discuss and debate" until you have a good decision. Seeking and fostering dissent creates two advantages. First, it forces everybody to participate and give their opinion, which exposes strengths and weaknesses of each possible decision. Second, good debate can reframe the problem in a new light to come up with a better decision. People need to feel

comfortable about speaking their mind and not worrying if they DO NOT agree with the boss. In addition, once a decision is made then EVERYBODY has to get behind it even if his or her choice was not picked.

Can I be included the next time Valve is deciding X?
Yes. There is no secret decision-making cabal. No matter what project, you are already invited. All you have to do is either (1) Start working on it, or (2) Start talking to all the people who you think might be working on it already and find out how to best be valuable. You will be welcomed—there is no approval process or red tape involved. Quite the opposite—it is your job to insert yourself wherever you think you should be.

3. **Conquer the Fear of Risk**: Understand risk and promote smart risk taking.

Essential Components
- Identify what really drives risk
- Reward people for taking "smart" risks
- Test the waters before taking a plunge
- Create a risk-tolerant environment
- Ask: "What would it take?"

Explanation: Conquer the Fear of Risk - Psychologist Daniel Kahneman poses - "If I flip a coin and it is heads I will send you a $1,000 but if it is tails then you write me a check for $500. Most people will not do it because they fear the loss of $500 more than the gain of $1,000 even though they should take it, every time the FEAR FACTOR is too great. The key here is to UNDERSTAND RISK totally and not fear it. The more information you gather, the better the decisions.

Risks
"What if I make a mistake?"
Mistakes are valuable learning experiences and staff is encouraged to take "smart" risks. When a staff member makes a mistake, they are encouraged to reflect and learn from the mistakes they make. RISE will not terminate a staff member for making mistakes. It would not make sense for us to operate that way. Providing the freedom to fail is an important trait of the school—we could not expect so much of individuals if we also penalize people for errors. Even expensive mistakes or ones that result in a very public failure, are genuinely looked at as opportunities to learn. We can always repair the mistake or make up for it. "Messing up" is a great way to find out that your assumptions were wrong or that your model of the world was a little bit off. As long as you update your model and move forward with a better picture, you are doing it right. Look for ways to test your beliefs. Never be afraid to run an experiment or to collect more data. It helps to make predictions and anticipate nasty outcomes.

Ask yourself:
- "What would I expect to see if I'm right?"
- "What would I expect to see if I'm wrong?"
- Then ask yourself, "What do I see?" If something unexpected happens, try to figure out why. There are still some bad ways to fail such as; repeating the same mistake repeatedly. Another example is, not listening to clients (students) or peers before or after a failure is another. Never ignore the evidence; particularly when it says you are wrong.

4. **Make Vision Your Daily Guide:** Make sure you have the right idea about where you should be going. Then stick to it.

Essential Components
- Get the vision right
- Convert your vision into priority objectives
- Stay flexible

Explanation: Make vision your daily guide - Wise leaders know that to make the best decisions you need not only the right vision, but also the discipline to let the vision guide every decision you make, even seemingly innocuous day-to-day tactical choices.

5. Listen with Purpose**:** Do not just listen intently. Know what you are listening for.

Essential Components
- Ask the right questions
- Challenge assumptions
- Remember the implementers

Explanation: Listen with Purpose - I have read countless books and I cannot stress enough that listening is a skill you need to master to be successful. Listening with purpose means that you are prepared BEFORE the meeting and you are seeking opinions on PURPOSE. This is different from just giving your attention. You want to challenge and debate to get to the best decision but to do that you need to be prepared and you need to listen.

6. **Be Transparent:** Be explicit about how and why a decision is made. Be explicit about how hard it will be to implement.

Essential Components
- Be consistent
- Dramatize critical decisions
- Don't forget the follow-up
- Conduct post-mortems

Explanation: Be Transparent - What do you call a great decision that doesn't get executed? Nothing but a dream. Decisions start by being announced. However, to be executed they need to be candid about how and why they reached the decision. Telling the complete story prevents rumors and second-guessing from diverting your team's energy and efforts. Remember you need the whole team to execute and that includes the people that were on the opposite side of the decision. Transparency is the key to getting the execution done.

E.(3)Describe a staff discipline process that provides for due process in accordance with state law.

RISE will abide by New Mexico Administrative Code 6.69.2.

This regulation establishes procedures for supervising and correcting "unsatisfactory work performance" of licensed school personnel before notice of intent to discharge is served upon them. [12-31-98; 6.69.2.6 NMAC - Rn, 6 NMAC 4.5.1.6, 06-14-01; A, 03-15-06]

RISE will abide by New Mexico Statute § 22-8E-4 for charter school employees. "Employees of a charter school district shall be considered continuous employees without interruption of

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employment pursuant to the School Personnel Act [22-10-1 NMSA 1978] and shall be afforded procedural due process rights and protection."

The Governing Board shall follow the following procedures in supervising and correcting unsatisfactory work performance of licensed school personnel before serving them with notice of intent to discharge.

1. Two or more conferences shall have been held with licensed school personnel charged with unsatisfactory work performance by the Principal before notice of intent to discharge is served upon him or her. For purposes of this policy, the conference at which the supervisor first identifies unsatisfactory work performance shall be counted as one of the required conferences.
Sufficient time shall have elapsed between the conferences to allow the licensed school personnel to correct the unsatisfactory work performance and to have been observed for an adequate time in the discharge of his or her duties.
2. A written record of all conferences will be made, specifying the areas of uncorrected unsatisfactory work performance, all action suggested by the school which might improve such performance, and all improvements made. All parties to the conference shall sign each written record. In the event of a refusal to sign, a notation shall be made of the refusal. A copy of each record shall be given to the person charged with unsatisfactory work performance. The Governing Board shall retain a copy of the record to be introduced at any hearing for the person charged with unsatisfactory work performance, pursuant to 6.69.2 NMAC.

Administrative Leave Pending Possible Disciplinary Action
If suspected of violating RISE policies, procedures, or work rules, you may be placed on administrative leave, with or without pay, pending an investigation of the situation.

Employment Termination
Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:
- Reduction in Force (RIF)
- Non-renewal of Year-Long Contracts and School-Term Contracts
- Resignation – voluntary employment termination initiated by an employee
- Discharge – involuntary employment termination initiated by the organization
- Retirement – voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

RISE will schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to RISE, or return of school-owned property. Suggestions, complaints, and questions can also be voiced at that time. RISE employment policies conform to the State Personnel Act.

Termination for Cause:
1. The Principal determines all involuntary terminations for reasons that include but are not limited to the following:
    a. Failure to abide by written RISE or funding source policies.
    b. Use of alcoholic beverages or non-prescribed drugs on the premises of RISE
    c. Appearing for work under the influence of alcohol or drugs.

d. Fighting, assault or attempting to injure others.

e. Falsifying or misusing school records including applications.

f. Conviction of any felony or serious misdemeanor crime.

g. Theft of school equipment.

h. Failure to meet the terms of probation including disciplinary probation.

i. Unsatisfactory performance of designated job position.

Termination of Employment

A. Voluntary Termination:

    1. Employees may at any time terminate their employment voluntarily. An employee must give at least two weeks written notice of intention to resign in order to be considered as having left employment in good standing. Exceptions may be made on a case-by-case basis if a two week notice was not possible. In such a case, other conditions will be considered, as such as past performance.

B. Involuntary Termination:

    1. Termination of an employee's services by RISE due to reduction of force, budget cutbacks, abolition of position due to reorganization or reassignment of duties, will require RISE to give notice in writing to the employee at least two weeks in advance of termination.

    Terminations required by a reduction in force shall be carried out pursuant to a Board approved plan. When more than one employee is involved, the Principal shall establish a fair and equitable method governing the order in which employees are laid off with the programmatic needs of the school as a primary consideration.

    A.   RISE may terminate an employee with fewer than three years of consecutive service for any reason it deems sufficient. Upon request of the employee, the Principal shall provide written reasons for the decision to terminate. The reasons shall be provided within ten working days of the request. The reasons shall not be publicly disclosed and the reasons shall not provide a basis for contesting the decision under the School Personnel Act [22-10A-1 NMSA 1978].

    B.   Before terminating a non-certified school employee, RISE shall serve the employee with a written notice of termination.

    C.   An employee who has been employed by RISE for three consecutive years and who receives a notice of termination pursuant to either Section 22-10-12 NMSA 1978 [recompiled] or this section, may request an opportunity to make a statement to the Governing Board on the decision to terminate him by submitting a written request to the Principal within five working days from the date written notice of termination is served upon him. The employee may also request in writing the reasons for the action to terminate him. The Principal shall provide written reasons for the notice of termination to the employee within five working days from the date the written request for a meeting and the written request for the reasons were received by the Principal. Neither the Principal nor Governing Board shall publicly disclose its reasons for termination.

    D.   The RISE Governing Board may not terminate an employee who has been employed by RISE for three consecutive years without just cause.

E.   The employee's request pursuant to Subsection C of this section shall be granted if he responds to the Principal's written reasons as provided in Subsection C of this section by submitting in writing to the Principal a contention that the decision to terminate him was made without just cause. The written contention shall specify the grounds on which it is contended that the decision was without just cause and shall include a statement of the facts that the employee believes support his contention. This written statement shall be submitted within ten working days from the date the employee receives the written reasons from the Principal. The submission of this statement constitutes a representation on the part of the employee that he can support his contentions and an acknowledgment that the Governing Board may offer the causes for its decision and any relevant data in its possession in rebuttal of his contentions.

F.   The RISE Governing Board shall meet to hear the employee's statement in no less than five or more than fifteen working days after the Governing Board receives the statement. The hearing shall be conducted informally in accordance with the provisions of the Open Meetings Act [10-15-1.1 NMSA 1978]. A person of his choice may accompany each the employee and the Principal. First, the Principal shall present the factual basis for his determination that just cause exists for the termination of the employee, limited to those reasons provided to the employee pursuant to Subsection C of this section. Then, the employee shall present his contentions, limited to those grounds specified in Subsection E of this section. The RISE Governing Board may offer such rebuttal testimony as it deems relevant. The RISE Governing Board, the employee or his representative and the Principal, may question all witnesses. The RISE Governing Board may consider only such evidence as is presented at the hearing and need consider only such evidence as it considers reliable. No record shall be made of the proceeding. The RISE Board shall notify the employee and the Principal of its decision in writing within five working days from the conclusion of the meeting.

RISE will maintain official teacher files under the following circumstances: No material derogatory to a teacher's conduct, service, character or personality shall be placed in the files unless the teacher has had an opportunity to read the material. The teacher shall acknowledge that he/she has read such material by affixing his/her signature on the actual copy to be filed, with the understanding that such signature merely signifies that he/she has read the material to be filed, and does not necessarily indicate agreement with its content. However, an incident which has not been reduced to writing within three months of its occurrence, exclusive of the summer vacation period, may not later be added to the file. The teacher shall have the right to answer any material filed and his/her answer shall be attached to the file copy. Upon appropriate request by the teacher, he/she shall be permitted to examine his/her files. The teacher shall be permitted to reproduce any material in his/her files. Material will be removed from the files when a teacher's claim that it is inaccurate or unfair is sustained.

E.(4) Outline a proposed process for addressing employee grievances.

RISE policy states all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to the school.

RISE recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between management and employees. Accordingly, the following grievance procedure will be employed to ensure that complaints receive full consideration.

1. **What May Be Grieved**

The RISE grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

2. **Who May Grieve**

The procedures set forth below may be used by a grievant who is an employee of RISE

3. **Other Remedies**

The existence of the procedure does not bar a grievant from also filing claims in other forums to the extent permitted by state or federal law.

4. **Informal Grievance**

Because most difficulties can be resolved by communicating a concern to someone, a grievant is to discuss their concern or harassment complaint promptly and candidly with the Principal. The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

5. **Formal Grievance**

Within ten (10) days of encountering harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the Principal. A grievant may use a Grievance Form, which will be developed in the planning year and will be available online from the school website, or from the Principal. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result. The Principal will immediately initiate an adequate, reliable impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after reviewing information from the appropriate individuals. Each investigation will include interviewing witnesses obtaining documents, and allowing parties to present evidence.

All documents related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with, persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with governmental authorities.

Within ten (10) business days of receiving the written notice, the Principal shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation; determine the validity of the grievance and the appropriate resolution. If, because of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken. If the issue is not resolved through the initial process, he/she can submit a complaint in writing to the RISE Governing Board. The written statement must state the nature and basis of the complaint. The RISE Governing Board will investigate and respond to the complaint in a timely manner.

If the subject of the complaint is the Principal, the grievant must submit the Grievance Form to the Governing Board.

6. **Appeals**

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the RISE Governing Board within ten (10) days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant must provide a reason for not accepting the Response. The appeal, in letter from, may be sent to the President of the Governing Board.

Within thirty (30) days from receiving the written appeal, the President of the Governing Board will respond in writing to the appellant as to the action to be taken and the reasons therefore.

7. **Prohibition Against Retaliation**

RISE pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.
In addition, RISE will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

8. **Modification**

RISE may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights or policies of RISE.

E. Community/Parent/Employee Involvement in Governance.

F.(1) Explain the nature and extent of parental, professional educator, and community involvement in the governance and the operation of your school and how their involvement will help to advance your school's mission.

"It takes a village to raise a child." At RISE, we believe the whole community, parents, teachers, staff, and community members at large, play a role in the development and growth of every child at RISE. School-Family-Community partnerships are imperative at RISE, where all are participating in goal-oriented activities, at all grade levels, linking student achievement and school and life success.

As per New Mexico State Statute§ 22-5-16, RISE shall create an advisory "council" to assist the principal with decision-making and to involve parents in their children's education. A council shall be created and its membership elected in accordance with governing board rule. Council membership shall reflect an equitable balance between school employees and parents and community members. At least one community member shall represent the business community, if such person is available. The principal may serve as chairperson. The principal shall be an active member of the council.

The advisory council shall:

(1) Work with the principal and give advice, consistent with state and school rules and policies, on policies relating to instructional issues and curricula and on the public school's proposed and actual budgets;

(2) develop creative ways to involve parents in the schools;

(3) where appropriate, coordinate with any existing work force development boards or vocational education advisory councils to connect students and school academic programs to business resources and opportunities; and

(4) serve as the champion for students in building community support for schools and encouraging greater community participation in the public schools.

Parental Involvement

The advisory council will work in conjunction with the PTA if one is created.

As RISE is being established to serve the needs of the students and their families, there are a number of ways that parents may participate in the leadership of the school. RISE will encourage parents to create a Parent/Teacher Association ("PTA") to facilitate communication among parents, teachers and the Board as well as to promote cultural and social activities within the school community. The PTA will:
- Serve as a forum for the discussion of matters of interest and concern to the parents of RISE students;
- Act as a communication channel between the parents and other interested individuals and groups, both within and outside the school community;
- Coordinate and sponsor committees, clubs and other activities that enhance the intrinsic value of RISE and contribute to the fulfillment of its mission. These committees will work with various bodies within RISE, providing support activities as appropriate;
- Coordinate PTA fundraising activities and oversee the allocation and disbursement of funds raised by the PTA;
- Report as needed to the RISE Governing Board at its regular meetings and provide ongoing advice to the Board as requested by the Board or deemed necessary by the PTA.

Additional Opportunities for Parent Involvement
- Parents, students and teachers meet regularly to plan and assess the student's learning progress and determine goals;
- School and staff evaluations - parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program to be reviewed by the board, staff and faculty for consideration of ongoing improvement of RISE;
- Volunteer opportunities – the Principal will maintain a list of various opportunities for parents to volunteer at RISE. For example, parents have the opportunity to help in classrooms, lead extracurricular activities, assist in event planning, attend field trips and serve on parent committees. Parents will be encouraged to volunteer at least 15 hours a year;
- Fundraising - parents and community members work with RISE Governing Board to raise additional resources to support students and the school program;
- Monthly community meetings will be held at the school

Educator Involvement

Teachers will be encouraged to attend regular board meetings. One teacher on staff is the liaison to the board who reports to the board on behalf of the staff. Teachers will be involved in committee work based on their interests.

Community Involvement

The Governing Board at RISE is created with a committee structure that invites community to participate in its deliberations. All committees are composed of board and community members. The link between RISE and the surrounding South Valley community is imperative. In an effort to create more of a tie between the two, a person on staff will be the Community Connection Officer. The community connection officer will:

- find and build relationships with a wide range of neighborhood assets'-residents, voluntary associations, local institutions, businesses-and then connect them to RISE and its assets - teachers, students, space, equipment, just to name a few.
- Invite community members to board meetings and fill committees with interested parties from the community
- To initiate and lead a process of —asset mapping, continuously discovering the resources represented by Albuquerque's many community resources, including community residents and parents; churches; voluntary associations; public private and non-profit institutions; and physical assets.
- To build relationships and robust school-community connections, and explore the ways in which community resources can contribute to the school, as well as the way in which the school can contribute to strengthening the community.
- Work with the RISE Governing Board as a bridge between the school and various sectors of the community; as an interpreter of the school to the community and visa versa; as a negotiator of win-win scenarios; as a broker among assets.
- Open up opportunities for teachers; students and parents to collaborate with community groups and organizations in mutually beneficial activity. Assist in recruiting of students to the campus.

F.(2) How will you address complaints from the community, parent, or students about your school? Describe a clear resolution process for complaints.

GRIEVANCE POLICY TO ADDRESS NON-STUDENT CONCERNS

Initial inquiry - Inquiries or concerns from a community member, parent or student regarding a specific RISE staff member or program (NOT A STUDENT) should first be directed to the staff member involved or responsible for such program. If a community member, parent or student (hereinafter "community member") is not sure who is the responsible staff member, or, if the community member has an inquiry or concern of a broad nature, the community member should contact the Principal for clarification on the steps to follow.

Initial Grievance Process- If the community member feels the issue has not been satisfactorily handled at the individual staff member level, the issue may be referred to the Principal. After a meeting between the community member and the Principal, the Principal will prepare a written summary of attempt to resolve the community member's concern. A copy will be promptly provided to the community member. If the community member feels the issue has not been satisfactorily resolved at the administrative level, the community member may take the issue to the RISE Governing Board for disposition.

Governing Board Review - The Governing Board, in its sole discretion, may decide whether any particular issue submitted to them is appropriate for Governing Board intervention. Typically, the Governing Board will NOT review administrative decisions regarding the following: student discipline less than a long term suspension or expulsion, student placements (in special education or regular education classes), complaints about a staff member's performance (except the principal), matters particularly within the expertise of the educational staff and administration. The following procedure shall be followed for a Governing Board Review:

1. The community member may submit his/her grievance in writing to the RISE Governing Board within five days of receiving the Principal's statement concerning the good faith effort to resolve the dispute.
2. The letter must be in writing, signed by the community member and delivered to the Governing Board at the school. A copy of the Principal's statement should be enclosed.
3. If the community member does not submit a written grievance within five days from the date the written summary prepared by the Principal is delivered to the community member, the complaint will be deemed "resolved."
4. The grievance submitted to the Governing Board should include specific reasons why the community member is not satisfied with the Principal's decision; any specific school policy that the member believes has been violated, and any other relevant information and documentation that supports the grievance. The written grievance must be dated and signed by the person submitted the complaint.
5. The Governing Board will decide at the first meeting immediately following receipt of the written grievance whether it will hear the matter, and if it agrees to hear the matter, it will schedule a time for the meeting, which shall not be unreasonably delayed. Depending on the substance of the complaint, the Governing Board will also decide whether the grievance shall be heard as an informal meeting of the concerned parties, an informal hearing with each party being allowed to present his/her side of the story or any other procedure the Governing Board deems appropriate.
6. RISE Governing Board members who are interested parties or who may have an actual or apparent conflict of interest shall disclose such conflict and be excused from the grievance meeting if the Governing Board deems the excusal necessary to provide the complaining community member a fair consideration of the grievance.
7. Any meeting or hearing concerning a matter that relates to personnel issues, that is confidential, or that implicates an individual's privacy rights will be held in a closed meeting in accordance with the Open Meetings Act, unless written permission by the affected individual is obtained prior to the meeting.
8. A decision will be established by a majority vote of the members of the RISE Governing Board hearing the issue. The RISE Governing Board may designate a committee of the Governing Board to meet with or conduct the hearing. Any final action required to be taken by the Governing Board will be made after the committee's recommendation is presented to the full Governing Board.

If additional information or investigations are necessary after the initial meeting or hearing, the meeting or hearing may resume as soon as is practical after further information has been gathered or an investigation has been conducted. The Governing Board will issue a final written decision regarding the grievance. The decision of the Governing Board is final.

F. Student Policies.

G.(1) Attach as Appendix F a proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations at 6.11.2 NMAC.

See Appendix F

G.(2) Describe how you will provide alternative educational settings for eligible students who are long-term suspended or expelled.

The Student Support Team will refer any student without an IEP to a school other than RISE. Although expulsion is a last resort, the school acknowledges that it is sometimes necessary.

In the case of students receiving special education services, RISE will ensure that their IEP goals are being followed while addressing any issue of misconduct. IEP manifestations will take place to determine if the behavior is a result of the disability and the team will determine the outcome in compliance with all IDEA regulation. Interim Alternative Educational Settings (IAES) will be available for any student facing severe discipline consequences.

G. Student Recruitment and Enrollment.

H.(1)Explain the plan and specific strategies for student recruitment and marketing that will attract students from your school's targeted population and that will provide for broad circulation of information about the new school. Include a proposed timeline for recruitment and enrollment.

RISE welcomes all students who are eligible to attend school in New Mexico. In order to ensure equal opportunity to all those who hope to attend RISE, the school will place newspaper advertisements in the Albuquerque Journal and the South Valley Ink. Flyers will be distributed through community outreach efforts (neighborhood associations, community centers, southwest area businesses, libraries). Presentations will be conducted at southwest area community centers, churches, neighborhood association meetings, and middle and high charter schools in the southwest area of Albuquerque.

The Albuquerque Public Schools provide mailing lists of all students by grade in the district. RISE will recruit these students by mail.

Timeline:
September 2013-
- Presentations at Southwest Community Center after-school programs
- Newspaper advertisement in Albuquerque Journal and South Valley Ink introducing RISE to the public

October 2013-
- Presentations introducing RISE to parents who send their students to middle and high charter schools in the southwest area. (The reason we will target the middle and high charter schools is that families who send their students to middle and high school charter schools in the area may be interested in sending their younger children to an elementary charter school as well).
- Flyers at local businesses

November 2013-
- Presentations at neighborhood association meetings and churches
- Open enrollment announced

December 2013-
- Mailing sent out to students of APS who reside in the 87105 and 87121 zip codes

- Presentations at southwest middle and high charter schools

January 2014-
- Newspaper advertisement in Albuquerque Journal and South Valley Ink
- Flyers distributed at local businesses (Wal-Mart, Albertsons, etc.)

March 2014-
- Mailing sent out to students of APS who reside in the 87105 and 87121 zip codes

April 2014-
- Presentations at southwest area libraries

H.(2) Describe the lottery process to be used by your school to allocate seats including tentative timeframes and procedures for conducting the lottery and for maintaining and using a wait list.

Random Lottery Process
Policy and Procedures

Policy:
If the number of timely applicants received by RISE exceeds the capacity of a program, class, grade level or building, RISE shall ensure that such applicants have an equal chance of being admitted through a random lottery.

All students who meet the State of New Mexico's eligibility requirements for attending a public school may apply for admission to RISE. The school will not discriminate among applicants on the basis age, disability, gender, ethnic or national origin, religion, or academic standing. RISE is a New Mexico non-sectarian, non-home school based public school that does not charge tuition or have admission requirements. There are no criteria for admission. In accordance with the Charter Schools Act, Chapter 22, Article 8B NMSA, siblings of students enrolled or chosen for enrollment at RISE will be automatically eligible for enrollment in the school.

In order to participate in the lottery, applications must be received prior to the enrollment application deadline as established by the board. The Principal will choose the date of the lottery. The lottery will be advertised in advance.

Procedures:
Pre Open Enrollment
The number of available seats will be determined for all grade levels.

During Open Enrollment
Applications will be collected.

Post Open Enrollment
Upon closing of each Open Enrollment period, if the number of qualified applications exceeds the number of available seats for any or all grade levels, a random selection (Lottery) will be conducted.

Lottery Procedures:

Applications will be grouped according to grade level. For each grade level in which the number of students seeking to enroll exceeds the number of seats available, these student names will be placed in an excel spreadsheet. On the lottery draw date, a random number generator will randomly assign each student a number. This becomes their "place" on the lottery list. The enrollment list and waiting list will be generated based on the order in which the students are numbered by the random number generator. Lottery applicants will be notified in writing regarding their placement as a result of the lottery process.

A student may apply for one slot only. Students who submit multiple applications to apply for more than one slot will be removed from the lottery. A student must apply using his/her legal name. Using an alias could result in a student's disqualification from the lottery or disenrollment at a later date.

Waiting List Procedures:
RISE will open and advertise the enrollment and lottery each year in the spring for a limited period. If a waiting list is generated from the lottery draw, these students will remain on the waiting list until the end of the current school year. Students wishing to enroll in RISE after the enrollment period will be added to the end of the existing waiting list.

Waiting lists do not transfer from year to year. RISE will not maintain a waiting list for students who wish to be admitted in future years.
- Students who are not initially selected for enrollment will be placed on the RISE waiting list according to grade.
- Separate waiting lists will be maintained for each grade.
- All children who apply for enrollment after the enrollment period will be added to the waiting list in the order in which their applications were received.
- If an applicant from the waiting list is offered a position and does not accept the position offered within the period required for acceptance, they will be dropped from the waiting list and the slot offered to the next applicant on the waiting list.

Confirmation of Acceptance
- Students must confirm, *in writing,* their acceptance of their admission by the date indicated on their notification of admission.
- Students who do not properly confirm their acceptance by the date and time indicated will be dropped from the admission list and the slot offered to the next applicant on the waiting list.
- Parents or guardians of the applicant are responsible for maintaining current information on the enrollment application and must notify RISE, in writing, of any change of address, telephone number, or other information necessary for RISE to contact the applicant. RISE is not responsible for maintaining any contact information.
- If the school cannot contact an applicant to confirm acceptance or notify they are to be moved from the waiting list to the admission list, then the applicant will be dropped from the admissions list or waiting list.
- Applicants must confirm acceptance within five business days from the initial contact by the school, after which time non-confirmed students will be dropped from the admissions or waiting list.

Number of Students
- The Principal, Community Connection Officer, and Curriculum Director determine the number of students in each class or grade.

Enrollment Policy
- The parent or legal guardian of the child or children who are applying for enrollment must make all applications for enrollment.
- Applications will be accepted for one grade only per child.
- Kindergartners must be five years old on or before September 1 of the current school year.
- Applications received after the enrollment deadline will be placed on the waiting list in the order in which they are received.
- If a parent enrolls his/her child after the first week of school, a meeting must be arranged with the principal prior to the student attending classes.

Anticipated Enrollment Timeline –

November 4, 2013: Applications will be accepted for the lottery drawing. Applications will continue to be accepted and those students not drawn in the lottery(s) will be placed on a waiting list.

April 7, 2014: First lottery held.

June 2, 2014: If all advertised slots are not filled, a second lottery will be held.

May 5, 2014: Registration documents and new student orientations will begin.
Specific dates of orientations will be determined during the planning year.

June 13, 2014: Enrollment will be finalized, registration and new student orientation completed.

H.(3) Describe the enrollment process including withdrawals, dis-enrollments, re-enrollments, and transfers that comply with NMSA 1978 Section 22-8B-4.1, and Subsection D of 6.80.4.12 NMAC.

Enrollment Policy
In accordance with the Charter School Act, any student, regardless of where he/she resides in New Mexico, may attend RISE. RISE enrollment policies prohibit discrimination on the basis of disability, race, creed, color, gender, national origin, religion, or need for special education services. As per NMSA Section 22-8B-4.1 NMSA 1978, enrollment at RISE will be governed by the following rules:

a.　　A start-up school may either enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the start-up school; and
b.　　RISE shall give enrollment preference to:
　　1. students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades; and
　　2. siblings of students already admitted to or attending the same charter school.

RISE shall advertise its enrollment process using newspapers, bulletin boards and other methods designed to disseminate its availability to seek student enrollment and to ensure that there is equal opportunity for all parents and students to learn about RISE and apply.

RISE shall not charge tuition or have admission requirements, except as otherwise provided in the Public School Code, Sections 22-1-1 et seq., NMSA 1978.

Enrollment Procedures/Application:

If a parent or guardian (collectively referred to as "Parent") wants to enroll his/her student at RISE, the parent must submit an enrollment application for each student during RISE's enrollment period. A complete and timely enrollment application is required to ensure that the student will be included in any lottery that must take place when the number of students wanting to enroll exceeds the number of seats available at the school. If the number of students in a particular grade level wanting to enroll during the enrollment period does not exceed the number of seats available in that grade level, a lottery is not required, and students shall be enrolled on a first-come, first-served basis.

The enrollment application form will be posted on RISE's website only for the time the enrollment period is open. Parents must fill out the enrollment application and mail or deliver it to the school. Upon receiving the enrollment application, a RISE representative will assign a number (see description below) to the application that will be used for enrollment and/or lottery purposes. The Principal will set the application deadline and date of the lottery.

Enrollment/Transfer in
1. Student is drawn in a lottery
2. RISE sends a confirmation of acceptance in the mail
3. Parent/guardian accepts position
4. Student/Parent/Guardian attends a registration conference where the registration packet is filled out and completed (verification of birth date, contact information, transcripts, 504 and/or IEP are requested)
5. Student begins school at the beginning of the year/or the day after registration

Withdrawals/Transfer out
1. Parent/guardian completes a withdrawal form
2. Transcripts are sent to new school
3. Transcripts are held if there is a fine pending

Dis-enrollment
1. If a student is gone for more than 10 days and parents have not responded to contacts from the school, then students are dis-enrolled.

Re-enrollments
1. The student will be re-enrolled if there is space for the student. If there is no space available the student will be put on a waitlist for that year. The waitlist does not carry over from year to year so the parent/guardian will need to fill out a new registration form for the next year during open enrollment.

H. Legal Compliance.

I.(1) Describe how your governing body will ensure compliance with NMSA 1978 § 22-8B-5.2(2011), which deals with conflicts of interest. Attach as Appendix G a copy of your proposed Conflict of Interest Policy and a sample disclosure statement of any real or potential conflict of interest.

The bylaws for RISE will have a section dealing directly with conflict of interest. Appendix G is a proposed conflict of interest policy and disclosure statement the board will approve or make modifications to during the planning year.

General Principles: Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the bylaws to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Board not to contract with Board members. Board members shall disclose any known or potential conflicts of interest in writing to the Board prior to the time set of voting on any such transaction and shall not vote on the matter or attempt to influence the decisions of any Board members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which Board action occurred relating to the matter disclosed.

All Board members have a duty of loyalty and a duty of care towards RISE. It is the responsibility of all Board members to conduct themselves in accordance with the highest standards of integrity, honesty, and fair dealing to preclude conflict between the interest of RISE and the personal interests of the Board member. Likewise, it is the responsibility of the school to conduct all its business and operations impartially in accordance with all laws and in conformity with the highest ethical and professional standards. All hiring and other transactions imposing financial and/or legal obligations on the school shall be made with the best interests of the school as the foremost consideration.

The Board also recognizes that the ultimate success depends upon the active participation, cooperation and collaboration of parents, volunteers, employees, Governing Board members and students. Sometimes the best interests of RISE may involve the creation of relationships that might create an appearance of impropriety or potential for abuse of position, if not carefully evaluated by disinterested parties. The Board therefore has established this policy to guide Governing Board members in their actions or relationships, so that they will avoid the appearance of having their judgment or the performance of their duties compromised.

See Appendix G

I.(2) Describe what steps your governing body and school will take to ensure that the operations of your school and governing body are transparent and open to the public. For further information please see the following link: http://www.nmag.gov/consumer/publications/openmeetingsactcomplianceguide.

RISE shall comply with the provisions of the New Mexico Open Meetings Act. All members of the RISE Governing Board will be trained in the requirements of the Act and it will develop a policy that complies with the act. Each member will be furnished with copies of the NM Open Meetings Law requirements and exceptions. All notices of meetings together with an agenda for each of the meetings will be posted on the school's website, in the local media, and in a prominent place on the school campus. Notices of special meetings will be posted in the "legals' section of the Albuquerque Journal. Draft minutes will be posted on the website within 10 days after each meeting. All agendas, minutes, financial reports, policies and other documents covered by the IPRA are available for examination by the public upon request at the school, other than those protected by the confidentiality exceptions. Each governance board meeting agenda schedules "public comment" and members of the public are invited to attend.

RISE shall abide by the New Mexico Inspection of Public Records Act, §14-2-1 et. seq NMSA (1978), as amended. By law, under the Inspection of Public Records Act, every person has the right to inspect public records of RISE. The Act also makes compliance with requests to inspect

public records an integral part of the routine duties of the Governing Board and employees of RISE.

In addition, the school will abide by the Audit Act, which requires that all schools have an audit committee and that the findings of audits be made public. This will be done by posting the results of the annual audit on the school's web site. Finally, all policies and procedures (Faculty and student handbooks, etc.) will be posted on the school's web site.

I. Evidence of Partnership/Contractor relationship. (If Applicable.)

J.(1) If your school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information: name of the entity or person; contact information; a description of the nature and purpose of the relationship with the charter school; and involvement in your school's governance.

Third Party Relationships

J.(2) Attach a copy of the **proposed** contract or evidence of the terms of the proposed agreement with the partnership or contractor as Appendix H.

J. Waivers.

K.(1) Identify the waivers as provided for in NMSA 1978 § 22-8B-5(C) that you are requesting and describe how use of this waiver will support your school's plan. For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html.

NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school's plan.
	yes	no	
Individual class load	X ☐	☐	Insert
Teaching load	X ☐	☐	Insert
Length of school day	X ☐	☐	Insert
Staffing pattern	X ☐	☐	Insert
Subject areas	☐	☐	Insert
Purchase of instructional materials	X ☐	☐	Insert
Evaluation standards for school personnel	X ☐	☐	Insert
School principal duties	☐	☐	Insert
Drivers education	☐	☐	Insert

K.(2) Identify any discretionary waivers as provided for in NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code that you are requesting and describe how use of this waiver will support your school's plan. If this is an application to a local district, you must identify all waivers you are requesting from local board policies. (If you require additional space, attach as an Appendix.)

Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
Insert	Insert
Insert	Insert
Insert	Insert
Insert	Insert

K. Transportation and Food.

L.(1) Describe your school's plans for meeting the transportation needs of its students and plans for contracting services for transportation. (If applicable.) For further information please see the following link: http://ped.state.nm.us/div/fin/trans/index.html.

Not applicable-transportation will not be provided.

L.(2) Describe your school's plan for meeting the food services needs of its students and any plans for contracting

RISE will contract with a food service management company to provide meals on site for our students. The program will generate sufficient funding through the USDA Food Service Fund to operate. The plan is to offer breakfast and lunch to our students. All meals will comply with USDA nutritional standards and will be eligible for reimbursements by the National School
Lunch Program, USDA. All expenditures would consist of contract services to the food service management company. School staff, parents, and volunteers will be responsible for serving meals and program compliance/logistics. Management of food service - operations would fall under the direction of the Business Manager.

L.   Facilities.
Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M.(1), and submit it to the Public Schools Facilities Authority **no later than April 26, 2013**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:
http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.

M.(1) Attach documentation that the school's detailed description of the charter school's projected facility needs, including projected request for capital outlay assistance, has been approved by the director of the New Mexico Public Facilities Authority at Appendix I.

The facility plan has been approved.
See Appendix I

M.(2) Describe the efforts you have taken to identify a facility for your proposed school. (It is not required that you disclose a specific facility that is under consideration.)

RISE has been working to identify a location in the South Valley or Southwest Mesa. A specific location has not yet been identified.

M.(3) Describe your plan for funding your school's facility, including rent, maintenance, equipment, and repairs.

RISE will apply for Charter School Lease reimbursement funds and will use operational budget to pay for remaining balance.

Business Plan

A. Budgets.

A.(1) Provide a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the proposed 5-year charter term that will determine the amount of SEG funding your school will receive based on the **current** unit value, and which will be used to propose the 5-year budget plan. Attach as Appendix J.
A.(2) Provide a proposed 5-year budget plan based on the 910B5 SEG Revenue Worksheet completed based on the current unit value. The plan must align with your school's 5-year growth plan including staffing, facilities, educational program and mission. Attach as Appendix K.
A.(3) Provide a detailed narrative description of the revenue and expenditure assumptions on which the proposed 5-year budget plan is based. Present budget priorities that are consistent with, and support key parts of, the plan including your school's mission, educational program, staffing, and facility.   Present realistic evidenced-based revenue and expenditures assumptions.

Assumptions upon which the 5-Year budget plan is based.

We will be using the T and E index from Albuquerque Public Schools (1.091) as per October 2012 Training and Experience Index from School Budget Planning Unit website. The school is aware that the T and E index will be based upon their own teachers for year 2 – 5. The school will strive to keep well-trained and experienced teachers on their staff.

We will be using the At-Risk Index from Albuquerque Public Schools (.058) as per the At-Risk Index for 2013-2014 from the School Budget Planning Unit website.

Teacher's salaries are based on the Average Returning Teacher's Salary ($46,469) for 2012-2013 as per the School Budget Planning Unit Stat Book for 2012-2013.

Special Education Populations are an estimate based on Albuquerque Public School averages.

Business management services will be contracted with a Level II Licensed Business Official.

The school is planning to apply for Lease Assistance to help cover the lease. Currently the school is estimating space needs at 50 sq foot per student and paying $ 12.00 per square foot. We are estimating lease assistance to be $720 per student based on prior year numbers. We are estimating lease that we will only need to use operational budget for lease in years two and three. The school will make every effort to keep those lease costs within the allowable lease assistance funding.

BUDGET NARRATIVE

RISE Budget Process
RISE will adopt a budget in accordance with NMPED policies and procedures as provided through regulation, rule, directive and NMPED sponsored Spring Budget Workshops.
RISE administration shall ensure that there is participatory involvement of RISE staff and community engagement in addition to the established RISE's Governing Board's
Finance Committee (GCFC).

Public notice shall be provided to ensure the public at-large is aware of the budgetary process, as well as, RISE's plans for utilization of funds. Discussions and approval will be conducted by RISE Governing Board in accordance with the NM Open Meetings Act.

Initial Planning Year
Funding will be necessary for:
   a. Professional development and travel for the governing board to meet the requirements of state statutes and regulations for operations of RISE;
   b. Contracted services to help prepare board, Principal and other staff;
   c. Contract services of prospective RISE Principal beginning in January 2014;
   d. Enrollment costs in Cooperative Educational Services (CES) for related services and other supports without soliciting bids;
   e. Cost of membership in the New Mexico Coalition of Charter Schools (NMCCS);
   f. Travel and training for the employees, as they are hired, as required to prepare for the opening of the school;
   g. Equipment, materials and supplies for office (e.g., file cabinet, file folders, paper, etc.);
   h. Equipment, materials, and supplies for classrooms (e.g. student desks, chairs, computers, and curriculum)
   i. Costs for advertisements for RISE "Opening Notice," staff position announcements; enrollment procedures of students, etc.;

The school is aware that there is currently no funding available through the State. The school will be fund raising and applying for grants for initial planning year needs.

Revenue Expectations:
The revenue projections are based on the following:
Year 1 – we expect to enroll two hundred eighteen students (218) students in grades Kindergarten – Fifth Grade.
Year 2 – we expect to enroll three hundred twenty four students (324) students in grades Kindergarten – Fifth Grade.
Year 3 – we expect to enroll four hundred eight students (408) students in grades Kindergarten – Fifth Grade.
Year 4 – we expect to enroll four hundred fifty two students (452) students in grades Kindergarten – Fifth Grade.
Year 5 – we expect to enroll four hundred ninety six students (496) students in grades Kindergarten – Fifth Grade.

We arrived at these numbers because we believed it was attainable and we could meet the individual needs of this many students while we are creating a new school. The school is at full growth in year five.

Projected Staffing
RISE plans to maintain a pupil teacher ratio of eighteen students to one teacher in kindergarten (18 to 1), twenty to one in first, second, and (20 to 1), twenty-two to one in third, fourth, and fifth (22 to 1). The staffing will grow each year according to student growth.

Special Needs Students
RISE plans to utilize inclusion in every aspect of its academic and support programs to meet the students' needs. In addition, RISE projects that it will hire/contract for all other ancillary services needed. The speech services will provide identified services but will also assist teachers with reading approaches (e.g., phonemic awareness, decoding skills, etc.) and language development. In year three, the school will also employ a Special Education Teacher/Director in order to better service the special education population.

English Language Learners
RISE has studied the demographics of the surrounding schools and the number of students with English language needs and is projecting that approximately forty eight percent will require ELL services

At-Risk Students
In studying the demographics of the surrounding schools from which RISE anticipates a majority of its students will be drawn from, it projects that all its students will be classified at-risk.

RISE's main revenue source of operating budget funds will be generated through the NMSEG's funding formula. All students generate a basic unit value at their grade level that includes a weighted factor above the 1.00 basic weighted factors. In addition, there are 'Add-On' units generated for such areas as: students in special education and bilingual education programs; Ancillary Services; National Board Certified Teachers; all RISE students will be counted for the At-Risk Units factor; Growth and Save Harmless Calculation data in the event of significant membership loss. The revenue projection form also includes a 'Size Adjustment' calculation, physical education and fine arts factor calculations.

The legislature decides which factors will be equalized among all school districts and how much money will be available for public education. These factors are specified in statute. The revenue projection form from districts provides the NM Public Education Department data to determine the projected units per district in order to secure sufficient appropriation from the NM Legislature for the operation of schools. The unit value is basically determined by the NMPED dividing the amount of money legislatively allocated for education by the number of units of each district (Sect. 22-8-19, Sect. 22-8-20 NMSA 1978).

RISE recognizes that funds are generated according to its' allocations based on information RISE will provide to the NM Public Education Department. Funds will be dispersed through a monthly Cash Request from RISE that must reach the PED by the 25th of the month prior to disbursement. The funds received are generally used to operate the school district programs and services, including salaries.

RISE acknowledges that due to the high dropout rates, "Prior Year Funding" is utilized in order to encourage school districts to try harder to keep kids in school. In addition, funding is based on the child count for the previous year. However, there is a 'safety net' in case RISE's enrollment should go up or down drastically.

Major Start-up Costs
RISE anticipates major start-up costs with regard to staffing salaries, fringe benefits, special education services; facility costs; materials and services; and contracted services. Based upon the proposed salary schedule an average certified salary of $46,469.00 was selected for budget purposes and benefits were based on current rates for ERB, NMRHC, FICA, Medicare, and Medical benefits. RISE recognizes and understands the current state of the fiscal economy for New Mexico and the country. These economic hard times often result in organizations cutting corners to 'pinch pennies' in order to sustain operations. RISE will look at this issue as well; however, RISE is committed to employ the most qualified and competent teachers and staff in order to meet the needs of its students (training and experience – T&E, which RISE will accept as allowed under NMPED T&E Manual of Procedures). RISE will seek to employ highly qualified staff.

RISE's spending priorities will first align with full support for the implementation of the curriculum in keeping with the school's mission. The educational program will be further supported through the employment of multi-certified/endorsed staff whose educational philosophy aligns with the constructivist approach to learning proposed by RISE. RISE's management structure aligns with its emphasis on family and community connectedness and engagement.

RISE will add supplies, furnishings, and curriculum in Years 2 – 5 as enrollment will increase each of those years.

RISE will seek to employ an Administrator/Principal who has vast knowledge in curriculum development/ delivery, community engagement, health/mental health and is family focused and student centered.

RISE proposes to initially focus on providing professional development based upon the curricular framework and the strategies for delivery as proposed. These professional development opportunities will be provided through a combination of contracted services. RISE proposes to assess its progress in meeting its organizational goals quarterly and develop growth collaborative plans for all stakeholders. These growth plans will focus on a holistic approach to achieve with individual objectives written, as needed, for unique professional development. Professional development will be paid for out of Title II. Operational funds may also be used for professional development in years 2 - 5. However, a line item has not been supplied for professional development.

In addition, RISE will utilize technology and collaborative instructional delivery modalities and other strategies (e.g., community provider in-kind services) that meet the needs of its students while keeping associated costs to an acceptable minimum, while maintaining instructional integrity. RISE recognizes that staffing Special Education programs often is difficult and costly. However, RISE will utilize strategies such as inclusion, co-teaching and other 'Permissive Use' of IDEA Funds to meet these challenges. Technology based educational programs will also be utilized to meet the needs of students with an IEP. To deliver the curriculum, RISE realizes that appropriate instructional facilities are critical. The positive, inviting, and pleasing atmosphere sets the tone for an encouraging instructional environment for ALL stakeholders at RISE. This initial costly undertaking will be kept at a minimum because the site selected will require minimal remolding for adequate space for classrooms, a cafeteria, a multi-purpose space, computer labs, laboratory and office space. In addition, there is ample space for a library and facility, student and visitor parking.

RISE is cognizant of the need to adequately possess and have made available materials and supplies to meet the preparation needs of teachers, staff, administration and students. Therefore, it will be incumbent for RISE not only secure materials and supplies through the budgetary process, but also to seek community support.

RISE's Governing Board recognizes the need to curtail costs in support services and will therefore, contract business management services (realizing savings in the fringe benefits, office space, utilities and telephone/technology), in addition to ensuring, that the secretary support staff hired for the principal has bookkeeping/ budgetary experience to assist in financial matters of RISE.

As RISE identifies the need for related services, every effort will be made to consider need level as it pertains to attainment of RISE's mission and student achievement. Therefore, RISE will look at

purchase service and/or contracts that provide the best economical and efficient manner in which to secure such services to meet the IEP identified needs.

Federal Categorical Assistance
RISE anticipates IDEA B Funding as well as Title I Funding; with the demographics of the area. These funds have not been identified in the planning budget.

RISE understands that these funds are to be utilized for supplemental services and supports for children with disabilities. RISE will budget these funds accordingly through the appropriate application process and submitted to NMPED for approval.

Such expenditures will enhance the attainment of goals as outlined in each student's Academic & Social Growth Plan.

A.(4) Present viable strategies for meeting potential budget and cash-flow shortfalls, particularly for the first year of operation.

A. (4) Student Enrollment Count Dates
RISE will enter, enroll or withdraw students based on NMPED reporting guidelines and be reported into the Student Teacher Accountability Reporting System (STARS). RISE teachers and staff will report absences for all students on a timely basis. RISE will generate membership reports to the NMPED as required for funding to the schools on the designated count dates. Enrollment counts will be taken and verified by RISE administration in order to meet NMPED membership count requirements. All membership counts are subject to audit.

If the estimated enrollment is not met, the school is aware that budget cuts will be necessary. During the budgeting process each year, the school will be as conservative as possible in projecting enrollment and expenditure needs of the school. In the case, that the school has a budget shortfall, the school will reduce expenditures by reducing staff first since personnel costs account for the largest expenditures in the budget. In order to keep with the schools mission of lower pupil teacher ratios, the school would look to reduce non-teaching staff first. Secondly, the school would look at reducing other items, such as supplies and materials.

A.(5) Attach a proposed salary schedule for licensed or certified staff as Appendix L.

See Appendix L.

B. Financial Policies, Oversight, Compliance and Sustainability.

B.(1) Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities that is aligned with and supports your school's educational program, staffing plan and job descriptions, and that demonstrates an understanding of your school's financial management obligations.

B. (1) FINANCIAL POLICIES, OVERSIGHT, COMPLIANCE AND SUSTAINABILITY
RISE will adhere to the seven practices designed to accomplish sound fiscal management of an organization. These include: establishing internal controls (through policy); monitoring compliance with fiscal policies; developing financial reporting interpretation skills; developing accurate budgets; recognizing red flags; minimizing risk; and hiring an independent auditor. The following elements will also assure sound fiscal management:

Internal Audit Control Plan

RISE considers the internal audit function to be a critical management reporting responsibility and shall comply with all state requirements. RISE internal audits shall include an independent review evaluation and report of:

☐ Financial condition
☐ Accuracy of financial and property record keeping
☐ Compliance with applicable laws, policies, guidelines and procedures
☐ Effectiveness and economy of operations
☐ Recommendations for improved operations

Internal Audit Control Process

The Governing Board will use periodic internal audits as a critical ingredient in providing a comprehensive evaluation of the level of control in RISE operating and accounting systems. Internal audits will be performed by parties independent from those of RISE personnel carrying out certain responsibilities outlined in policy; e.g. the person doing the payroll function may perform an independent review of the procurement or accounts payable functions or vice versa. In any case, the Board's Finance Committee will specify the designated internal auditor for activities and/or functions.

RISE will have both an audit committee and finance committee as defined by statute. The accountabilities of this Audit Committee will include identifying areas for audit, the timetable for review, and reviewing any findings and/or recommendations in these internal audit reports. At least one (1) of the members on the GB must have an accounting background.

The Governing Board Finance Committee (GBFC) will independently review, evaluate, and report through monthly budget reports of revenues and expenditures (the checkbook), conducted audits and administrative management studies of the status of the following: financial condition and/or soundness of practice of a function or program; accuracy of financial and property record keeping in accordance with applicable laws, policies, guidelines, and procedures.

Reporting Questionable Practices

RISE employees or others shall promptly notify the GBFC of instances of theft, disappearance of cash, checks, or property, of misfeasance or nonfeasance, defalcations, and non-compliance with laws and regulations of which they are aware to ensure that prompt attention is given to such matters.

Access to Records and Property

All officials, contactors, and employees of RISE shall furnish GBFC with requested information and records within their custody. In addition, they shall provide access for GBFC to inspect all property, equipment, and facilities within their custody. If such officials or employees fail to produce the information, GBFC shall notify the Governing Board and shall make a written request to the Principal or his/her designee for his assistance.

Internal Control Audit Reports

Each GBFC audit will result in a written report. The audit report shall contain the professional opinion of the RISE staff concerning the financial statements issued by RISE, or the professional conclusions of the audit regarding the management activities audited. The audit report shall include where applicable:

- A precise statement of scope encompassed by the audit
- A statement that an examination for compliance with applicable laws, policies, and regulations was conducted, and a presentation of the findings associated with that examination
- A statement of significant audit findings, including a statement of the underlying causes, evaluative criteria used, and the current and prospective significance of the findings.
- A statement that internal control systems were examined and a report of any material weaknesses found in the internal control systems.
- Statements of response submitted by the RISE relevant to the audit findings
- A concise statement by the RISE of the corrective actions previously taken or contemplated as a result of the audit findings and a timetable for their accomplishment
- Recommendations for additional necessary or desirable action.

A preliminary draft of the audit report will be forwarded to the RISE Governing Board for review and acceptance/approval before it is released. RISE administrative staff shall respond in writing specifying agreement with each of the audit findings and recommendations or reasons for disagreement with findings and/or recommendations, and provide corrective action plans for implementing solutions to identified problems including a timetable to complete such activities.

The written response to the preliminary draft of the audit report shall be forwarded to the GBAC within 14 calendar days of receipt of the audit report. RISE administrative comments to the preliminary draft may be utilized to amend the report if appropriate. If the preliminary audit report is amended, RISE administration will be given a copy of the amended draft, and RISE administration will be given seven to fourteen calendar days, as determined by the GBFC, to respond to the amended report.

Upon approval by RISE's Governing Board the final audit reports shall be promptly published and made available to the public; except, GBFC shall delay making audit reports public when criminal conduct is found in audit, the appropriate law enforcement authority is pursuing and investigation, and release of the report would jeopardize further such investigation or when the report discusses RISE personnel issues. A report whose release has been delayed shall be released promptly at the end of the condition-giving rise to the delay. The GBFC shall make reports at least monthly to the RISE Governing Board on the status of any corrective action plan that is required.

> B.(3) Identify the plan for placing adequate personnel in place to perform financial tasks that is supported by your school's organizational structure and budget. Include job qualifications and responsibilities.

Yearly Independent Audit

State law requires that all public funds be audited once a year by an independent auditor or by auditors from the Office of the State Auditor. An audit of activity fund records is also done in conformity with Section 4-313, NMSA 1978, and all records pertaining to the activity funds must be presented to the auditors. Therefore, RISE will contract with an independent auditing firm for its annual audit, in accordance with the terms of the Audit Act (Sections 12-6-1 through 14, NMS A, 1978). RISE will request a list of approved, independent auditing firms from the State Auditor.

The firm selected will be recommended by the RISE' Governing Board and submitted to the NM State Auditor for approval.

The audit will be conducted in accordance with the Officer of the State Auditor Rule (93-2), generally accepted auditing standards and the Manual Governing Audits of Entities of the State of New Mexico. All report finding then will be provided to the RISE Governing Board at a regularly scheduled meeting of the Board for public review and comment.

Student Enrollment Count Dates
RISE will enter, enroll or withdraw students based on NMPED reporting guidelines and be reported into the Student Teacher Accountability Reporting System (STARS). RISE teachers and staff will report absences for all students on a timely basis. RISE will generate membership reports to the NMPED as required for funding to the schools on the designated count dates. Enrollment counts will be taken and verified by RISE administration in order to meet NMPED membership count requirements. All membership counts are subject to audit.

If the estimated enrollment is not met, the school is aware that budget cuts will be necessary. During the budgeting process each year, the school will be as conservative as possible in projecting enrollment and expenditure needs of the school. In the case, that the school has a budget shortfall, the school will reduce expenditures by reducing staff first since personnel costs account for the largest expenditures in the budget. In order to keep with the schools mission of lower pupil teacher ratios, the school would look to reduce non-teaching staff first (Community Coordinator/CEO becomes ½ or eliminated). Secondly, the school would look at reducing other items, such as supplies and materials.

Investments
In accordance with NM Statute 6.20.2, Office of Management, and Budget (OMB)
Circular A-102, all state, federal, or other monies received by RISE will be deposited in
RISE' accounts within 24 hours or 1 banking day of receipt at an authorized banking institution per state regulations. RISE shall account for public money placed in interest bearing deposits in accordance with Sections 22-8-40© through (G), NMSA 1978; Section 6-10-17, NMSA 1978; Section 6-10-31, NMSA 1978, and other federal and state laws applicable to the investments of public school money.

As required law, RISE will take responsibility for acquiring all necessary federal, state, and local tax and employer identification numbers to establish itself as a public school in the State of New Mexico. All bank accounts shall be established to require multiple signatures on checks or other forms of disbursement, which will be the RISE Governing Board President and RISE Principal.

While the RISE Governing Board may consider that an investment program is a critical ingredient of sound fiscal management overall, the prohibition in the 1999 Charter Schools Act against entering into any contractual arrangement that exceeds one year in length will make it impractical for RISE to engage in any long-term investment program.
However, RISE will participate in PSIA as prescribed by law.

B.(4) Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of your school.

Financial and Business Operations

RISE will operate in accordance with state law pertaining to fiscal solvency and responsibility. This will include but not be limited to establishing fiscal/business control systems pursuant to NM State Law. To attain this, the RISE Governing Board shall employ or contract the services of an experienced school business official; in addition to ensuring RISE administration and RISE Governing Board, President Attendance at NMPED sponsored budget workshops and/or NMASBO fiscal workshops and trainings.

Financial Oversight
Appropriate cash management practices will be developed and used to ensure that all
RISE allocated funds/monies are adequately protected against loss or theft. These practices shall include but are not limited to:
- Monthly reconciliations of all cash accounts, including bank accounts shall be the responsibility of the Business Manager or the contract provider of business services and will be approved by the Principal and/or the Finance Committee.
- Periodic internal audits shall be made on all cash accounts. The frequency of these audits to be determined, but no less than twice each year.

Separation of accountabilities and duties to ensure fiscal control will be practiced by RISE staff to protect from potential fraud by requiring that no person shall initiate and approve the same transaction in any circumstance.

Accounting Practices
RISE financial records shall be maintained using cash basis of accounting with the capacity to convert financial statements and other financial reports, as needed, to a modified accrual basis.

In accordance with Governmental Accounting Standards Governance Council (GASB),
Statement No. 14, "The Financial Reporting Entity," RISE shall follow the standards defined for a financial reporting entity based on its site-based financial accountability as set forth in the 1999 Charter Schools Act. This shall apply to all financial reporting to ensure that the nature and significance of RISE relationship with the NMPED is in no way misleading or incomplete.

Compliance with the Anti-Donation Clause
In accordance with the NM Statutes Anti-Donation Clause, neither the state nor any county, school district or municipality, except as otherwise provided in the New Mexico Constitution
(Article IX, Section 14), shall directly or indirectly lend or pledge credit or make any donation to or in aid of any person, association, public or private corporation.

Use of RISE Facilities
RISE shall follow the NM Charter School Guidelines for facility usage for all facilities owned or leased by RISE. For space leased by RISE, usage by and access to RISE premises by the leassor shall be limited by the following:
- RISE reserves the right to deny the use of school facilities to any individual or group.
- Use must be requested and approved in writing in 15 days advance of the date required.
- Appropriate fees will be assessed for usage based on state guidelines.
- Permission to use RISE facilities will be authorized to parties in the following priority:
  - Category 1: **RISE Education Programs**: On-going, regular school and extra or co- curricular activity program.
  - Category 2: **School Related Non-Profit Groups:** this includes parent/teacher groups, school clubs, school activities, public educational institutions, intersession activities delivered by non-profit agencies. It also includes use of

facilities by Join-A-School Partners as per individual partnership plans. To fit into Category 2, groups must be designated as a non-profit group with 501 (C) statuses from the IRS, must be educational or recreational in nature, must directly benefit school-age children, and must be sponsored by or otherwise affiliated with the school or school district.

- Category 3: **Non-profit Groups Whose Activities Directly Serve School-Age Children**: This includes: The Community Based Program and The Adult Transition and other programs designed as non-profit group with a 501 (C) status from the IRS, must be educational or recreational in nature, and must directly benefit school-age individuals

- Category 4: **Public Interest Non-Profit Groups (not school-related) Whose Activities Do Not Directly Serve School-Age Children:** This category includes groups such as community action groups, official agencies of the federal or local governments, and recognizable charitable and civic groups whose primary function is promotion of the health, safety, education or welfare of the community in general.

- Category 5: **Recreational, Religious, Political, Arts-Related, and other Nonprofits:** Distinguished from groups in Category 4, this category refers to those of the group itself rather than for the interest of the general public.

- Category 6: **Commercial (for profit) Groups:** This category includes groups whose purpose is direct or indirect financial gain and whose use of school facilities will result in their direct or indirect financial gain.

Use of Other RISE Resources
All RISE resources recognized to be state funded require practices that meet both the letter and intent of the anti-donation clause of the NM Statutes. No monies shall be expended inappropriately (e.g., buying donuts for a teacher meeting, requesting reimbursement for personal expenditures that has no direct cost to RISE, etc.). No school assets should be used to enrich or aid any outside party. As such, RISE policies governing use of financial and other assets shall scrupulously embrace this stewardship accountability.

FINANCIAL AND OTHER RECORD RETENTION PRACTICES
RISE shall abide by all applicable Federal (e.g., FERPA, HIPAA, IDEA-Part B, etc.) and state laws and regulations with regard to records release and retention. A full explanation as to the procedures will be found in the RISE Governing Board's Policies and Procedures manual.

Access to confidential documents and/or confidential files will be only by court order, unless provided by statute. Release of confidential documents to law enforcement and other governmental agencies will only be upon specific statutory authorization or court order.

B.(5) Describe your school's strategic vision (long-range planning) for the sustainability of your school. Discuss the plans for addressing enrollment that does not meet the projections stated in your application.

Long-term sustainability is a function of a culture of academic excellence, community engagement and student satisfaction that complement and reinforce the mission of the school. RISE has the programs to continue the vision and mission. When students determine and are assured their goals

and academic programs are in harmony, as RISE instills, a culture of caring, ownership, and empowerment supported by vibrant community engagement, the school will grow and thrive. We note RISE will be the only charter school in the country let alone New Mexico, which provides deliberate dual purpose education for our students.

Partners for Developing Futures (Partners), is a national non-profit organization whose mission is to foster and strengthen minority entrepreneurial leadership in charter schools serving historically underserved communities. Partners, in collaboration with local philanthropists and community organizations, is launching the Leadership for Excellence, Accountability and Diversity (LEAD: New Mexico) initiative. This initiative will create a pipeline of talented leaders of color in traditional district and charter schools equipped to address the underachievement of urban and rural communities in the State of New Mexico. At RISE New Mexico, we are proud to have received the following recognition for our contributions to the Albuquerque community. Eppie Lopez was selected to become a partner of the first NM cohort for LEAD NM. RISE will be the likely recipient of foundation, corporate grants and donations.

In addition, the value statements will guide all stakeholders in staying true to the mission of the school.

RISE Value Statements

As citizens of RISE we value:

Relevance
- A safe risk-tolerant environment, interconnected community fed by its vision, culture of candor, purposeful listening, transparency, belief in human spirit, and derived from a fundamental new approach to education
- RISE's abundance of cultural and educational services and resources that contribute to a high quality of life
- Shared ideals, shared ideas, shared goals, shared respect, a sense of integrity, a sense of quality, a sense of advocacy, and a sense of caring are the basis of RISE's covenant and value system
- Intending to make a contribution to society; locally, nationally, and globally

Inspire
- Providing knowledge, skills, and attitudes to awaken the light that lies inside each of us. It is not meant to offer certainties but to provide inspiration for those who want to pursue them.

Self
- RISE prepares students for life in creating a sense of self: an understanding of one's own strengths, abilities, areas of weakness, emotions, and identity that contribute to positive self esteem and a sense of purpose

Empowerment
- Becoming, for all who are involved, a place of realized potential, for success in school and life

The strategic principles provide a funnel on which all decisions are made and provide a framework to keep our vision and mission as our daily guide and help to assure long-term sustainability.

ALL DECISIONS MAKING WILL BE BASED ON THESE STRATEGIC PRINCIPLES:

.

🎯	The best decision will be the decision that provides the best end result for the highest number of our students, who are the clients we serve, and the issues they address.
🎯	All parties to any decision will be treated with respect, dignity, compassion, grace, integrity, honesty and humanity.
🎯	We can accomplish significant change if the whole community works together, focusing ALL the community's varied resources towards improving our community's quality of life. All the community must share ownership of our problems and our solutions.
🎯	Our message must be positive, that we CAN make change. With a passionate optimistic message, we can change minds and move mountains.
🎯	The core reason RISE exists is to eliminate the current effects of an outdated factory model approach to education which are but not limited to be disengagement, poverty and crisis, while working simultaneously to eliminate the past effects and to establish RISE's fundamental new approach to education in the future. Today's decisions will therefore be made in the context of both today and tomorrow, asking the question, "How will this decision affect the future of our organization AND the future of our community?"
🎯	We must ask, "Does this decision help RISE's ultimate goal of transformation of education in New Mexico?"
🎯	Does this decision help the future replication of RISE NM regionally, and nationally? (When replication is added into law)

OUTCOMES:

As citizens of R.I.S.E, we aspire to create a future in which:
● RISE New Mexico school and programs are recognized as among the best;
● Students understand the correlation between effort and reward;
● RISE is committed to dramatically improving education outcomes of underserved students across New Mexico, and the United States.
● RISE is a vibrant focal point of our community.

If enrollment does not meet our projection, we will reduce expenditures by reducing staff first since personnel costs account for the largest expenditure in the budget. In order to keep with our mission of lower pupil teacher ratios, we will look to reduce non-teaching staff first. Secondly, we will look at reducing teaching staff as long as we maintain the student teacher ratios in our proposal. We will also need to look at reducing other items such as supplies, materials, and travel.

Evidence of Support

A. Describe the type of outreach to be conducted to make students and families aware of the proposed charter school and give evidence of the support you received in response.

Recruitment Plan and Outreach Activities for the Planning Year

PHASE 1: MAKE CONNECTIONS

- Inform relevant organizations (school district, state education agency, college/university administration, etc.)

PHASE 2: ORIENT AND INITIATE PLANNING

PHASE 3: DEVELOP MARKETING MATERIALS

- Acquire materials
- Develop and assemble materials

PHASE 4: RECRUIT AND TRAIN

- Recruit instructors (volunteers or students in course)
- Provide adequate orientation and training with materials

PHASE 5: DISTRIBUTE MATERIAL

- Give community connections materials (for duplication) in advance
- (hard copies, Internet backups)

PHASE 6: MAINTAIN CONTACT

- Keep in touch with connection and resources to solve problems as they arise
- Encourage communication and sharing among connections

PHASE 7: EVALUATE AND REPORT

- Communicate with parents, community leaders, via a letter and survey allow instructors to evaluate the program; solicit school teacher/administrator feedback
- Keep records of investment; number of classes and children served; number of instructors and hours devoted to the program

General Recruitment Activities Recruitment activities undertaken which apply to all students.
Community Informational Meetings, Open Houses at the proposed school
Advertising: Newspaper, radio, direct mail, web-based advertising, social media
Door-to-door outreach, relationships with community-based organizations, and churches

Goals and strategies the school will implement during the upcoming planning year to attract and enroll all students in order to promote a student population that reflects the demographics of the school in 87105/87121. Goals and strategies for the following categories:

A. Limited English-proficient students

B. Students eligible for free lunch
C. Students eligible for reduced price lunch
D. Special education students
E. Students who are sub-proficient (as determined by a previous score of "Not-proficient or nearing proficiency" on the mathematics or English language arts examinations of the SBA for the previous two years)
F. Other subgroups of students who should be targeted to eliminate the achievement gap

Demographic Group(s):	Our goal is to implement an aggressive recruitment campaign that specifically targets racial, ethnic minority, and lower socio-economic students who should be targeted to eliminate the achievement gap.
A. Limited English-proficient students	
B. Students eligible for free lunch	Strategies:
C. Students eligible for reduced price lunch	Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in the community in which the school will be located.
D. Special education students	
E. Students who are sub-proficient (as determined by a previous score of "not-proficient" or "nearing proficiency" on the mathematics or English language arts examinations of the SBA for the previous two years)	Creating marketing materials, which are provided in the languages most commonly spoken in the community in which the school will be located, that provide clear information about the services and programs provided by the school.
F. Other subgroups of students who should be targeted to eliminate the achievement gap	Widely distributing the application and marketing materials in targeted areas which are likely to serve racial and ethnic minority families including social service agencies, churches, government agencies, and housing projects.
	Hosting information fairs at organizations, such as social service centers, which are likely to serve racial and ethnic minority families.
	Advertising the School's enrollment process in local media, such as radio, cable and newspaper, which are likely to be accessed by minority families.
	Distributing application and enrollment materials, through a third party mail-house, to all families of school aged children in the community in which the school is located.

B. Provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.

During a three-week period, RISE representatives spoke to 182 families who currently send their students to a public elementary school or elementary charter school in the 87105 and 87121 zip codes. The representatives shared with these families the mission and key components of RISE and were asked if they would be interested in sending their child/children to a school of choice like the one described. 138 families or 76% said they would be interested in a school like RISE if one was in the South Valley/Southwest Heights area.

Location	Zip Code	Total # of families the representatives spoke with	Total # of families interested
Wal-Mart (Coors and Rio Bravo)	87105	98	79
Walgreens (Isleta and Rio Bravo)	87105	24	19
Walgreens (Unser)	87121	19	11
Wal-Mart Neighborhood Market (Sage)	87121	41	29
	TOTAL	182	138

C. Explain the founder(s)' ties to and knowledge of the community your school is intended to serve.

Both being raised, going to school, and teaching in the South Valley gives us familiarity and a wealth of experience in understanding the problems, obstacles, daily struggles but also the potential of the students of this culturally rich area. By living in this community, going to school, and then aspiring in higher education gives us a genuinely unique perspective and appreciation. We bring a positive attitude are good examples, and this combined with our genuine interest tempered by our "challenging" upbringing is priceless in being aware of the value and potential of the people of the South Valley. Where others may see problems – we see a Golden opportunity. Teaching in the South Valley has allowed us to discuss with parents, students, and staff working in this area, the need for this school.

D. Explain any partnerships, networking relationships, or any resources or agreements that are planned with these persons or entities.

Collaborating With the Community: OUR RESOURCE

RISE New Mexico's training on Collaborating with the community comes from the Toolkit sponsored by New Mexico Public Education Department (PED) and developed by the Center for

the education and Study of Diverse populations (CESDP). It is called working together: School-Family-Community Partnerships, A Toolkit for New Mexico School communities. This is our guide in planning and developing relationships. The purpose of the Toolkit is to assist educator and education partners with information, resources and strategies to help strengthen parent and community involvement. A goal for our school is to be a place that fosters community collaboration and make parents and families feel welcome.

The 494-page document is based on the National Standard for Parent and Family Involvement Programs published by National PTA. The standards are built upon six types of parent involvement identified by Joyce L Epstein, PhD., of the Center on School, Family, and community Partnerships at john Hopkins University.

RISE New Mexico has the Toolkit to provide guidance for families, and ourselves with information, resources and strategies to both increase and strengthen parent, family and community involvement. In addition, the toolkit offers materials to help family members, teachers and administrators develop the communication, relationships, trust and skills needed to successfully bridge, school-family-community partnerships.

The toolkit's ultimate goal, much like RISE New Mexico's, is to help all children and youth to succeed in school and in life. The Program divides into three sections: Teacher Tools, Family Tools and Professional Development Tools.

In addition, each of the three sections organizes into six modules based on the national Standards for Parent/Family Involvement Programs:

- Module 1: Improving Communication
- Module 2: Promoting Positive Parenting
- Module 3: Enhancing Student Learning
- Module 4: Increasing Volunteerism for our School
- Module 5: Supporting decision making and Advocacy
- Module 6: collaborating with the Community

The overall intent is then to create family friendly schools. This will be our guide during our formative years and after to create sustainability and maintain thriving community partnerships. This wealth of information ensures we have an abundance of ideas and resources, which will ensure the School-Family-Community Partnerships, continue to succeed together.

HOW IT AIDS US NOW

The Toolkit also aids us now in the pre-development years, it provides us a plan as "how to" most effectively reach out and work with the community to enhance student learning.

Rather than just going to the neighborhood Wal-Mart, which we also did, we are given a framework, which began by asking ourselves three critical questions:

How Are Community Partners Useful?
How do we Approach a Potential Partner?
How do we Maintain Community Partnerships?

Based on the answers we looked for Partners, which can best help our school, and how. Once our needs were clearly outlined, we approached potential business/community partners. We introduced RISE New Mexico to the following organizations and expressed our intent to create strong family and community partnerships.

- **Business and Corporations** Local businesses, national corporations and franchises

  Albuquerque Hispano Chamber of Commerce**:** www.ahcnm.org

> Eppie;
>
> Thank you for this e-mail. I have copied Synthia Jaramillo, our Education/Workforce Training manager. We look forward to meeting you sometime in the near future.
>
> Good luck on your application; thank you for reaching out.
> Keep us posted on progress.
>
> Thx, Alex
> President/CEO

•Ele Valle http://www.elevalle.org/
ELEVALLE IS A COLLECTIVE OF SOUTH VALLEY ORGANIZATIONS WORKING TO IMPROVE THE QUALITY OF LIFE WITH (NOT FOR) RESIDENTS AND THEIR FAMILIES.

> Hi Eppie,
>
> Thanks for introducing yourself and RISE NM South Valley! I look forward to meeting you in person and working with you towards health and success for South Valley children and families.
>
> I will look at your website - and expect to be in touch once your application is approved.
>
> Best regards,
>
> Kim
>
> Kim Zamarin
> EleValle Coordinator
> 505-907-0801
> kimz@elevalle.org

•La Plazita Institute   http://www.laplazitainstitute.org/
> This club is here to collect money to buy the south valley school children shoes for the holidays. Last year we bought 750 pairs of shoes for needy kids at all the south valley schools

•Zapata Club Inc. 877-6434
•Rio Grande Community Development, 452-8525

> Thanks, Eppie, good to hear you're moving forward with your concept.
>
> I'd like to introduce you to Kim Zamarin. Kim's our new EleValle coordinator, and

she's working to connect different organizations doing important things in the Valley and help us all focus our energy on creating sustainable change. I think the two of you would have a great conversation.

Good luck on that application!

Tim Nisly
Chief Operating Officer
Rio Grande Community Development Corporation
318 Isleta SW, Albuquerque, NM, 87105
505.750.8466 (cell)
505.217.2466 (office)
WWW.RGCDC.ORG

- South Valley Coalition of Neighborhood Associations, http://www.svcna.org/
- South Valley Economic Development Center, http://www.svedc.org/

- **Universities and Educational Institutions** Colleges, universities, high schools and other educational institutions

  - Peanut Butter and Jelly Family Services-http://www.pbjfamilyservices.org/

    Hello Eppie,

    Thanks so much for taking the time to introduce yourself. It would be so nice to meet you in person and we would love to share our work with you. Is there a time in your busy schedule that we could meet?

    Thanks

    Susannah
    Executive Director

  - YDI- http://www.ydinm.org/
  - South Valley Head Start, 873-0905
  - Los Padilla's Head Start, 873-3841
  - Melagron, 877-2750

- **Health Care Organization**
  Hospitals, health care centers, mental health facilities, health departments, health foundations and associations
- **Government Agencies**
  Fire departments, police departments, city councils, other local state government agencies

  - New Mexico First
    "New Mexico First is a public policy organization that engages people in important issues facing their state or community. Established in 1986, we offer unique town halls and forums that create recommendations for policymakers and the public. New Mexico First

also produces nonpartisan policy reports on critical issues, such as water, education, healthcare, the economy, and energy. Our research and facilitation services are available to public and private entities." (www.nmfirst.org)

Dear Eppie,

We wish you luck in creating the new school in the South Valley. Your goals and plans sound very inspiring. We hope your application is successful.

Best regards,
Charlotte Pollard, Deputy Director
New Mexico First
P.O. Box 56549, Albuquerque, NM 87187
Phone: 505-241-4817
Email: charlottep@nmfirst.org

- **Faith-Based Organizations**
  Churches, mosques, synagogues, other religious organizations and charities
- **Senior Citizen Organization**
  Nursing Homes, senior volunteer service organizations
- **Cultural and recreational Institutions**
  Zoo, museums, libraries and recreational centers

E.   Comparing your educational program with those of other public schools in the geographic area where you are seeking to locate, demonstrate the uniqueness, innovation, and significant contribution of your proposed school and why it is a needed option for the students served by the existing school(s).

Currently, there are no schools in the country, let alone the South Valley/Southwest Heights which incorporate the components of RISE New Mexico. This Elementary Model would be unique to the United States. The deliberate combination of these components, or gears, complement one another from the Culturally Relevant/Responsible Pedagogy; School Wide Social/Emotional Responsibility Program; 21st Century Real World connectivity life lessons; and Asset Based Connection in school attendance/performance campaign along with our other best practices combine to fuel a student population which allows them to learn to succeed not only academically, but socially, and emotionally. The school combines the best cognitive approach to meet non congnitive skills which helps students succeed in school and in life. RISE New Mexico provides meaning and connection to school. RISE New Mexico is trully innovative and unique.

RISE New Mexico is a culturally **R**elevant and **I**nspirational nontraditional educational model which builds **S**elf and **E**mpowers, by *deliberately* teaching dual purpose instruction through cognitive *and* non cognitive skills to help all youth succeed in school and life.

The RISE New Mexico's nontraditional education model is fundamentally different from other Elementary Schools in six important ways:

1. Culturally Relevant Education
2. **A**sset Based Connection Campaigns

3. **D**eliberate Dual Purpose Instruction
4. **I**nspirational Curriculum Component
5. **O**wnership Culture
6. **S**chool Wide Social Emotional Program

As we learned, education is simply the gathering and application of knowledge. We can look at it in many ways but the bottom line is the **traditional approach is not working** for a great many of our students in NM. Moreover, this is just unacceptable. The process to attain knowledge hindered. It stalls and in far too many cases stops. The barriers whether they are socioeconomic, institutional bias, racism, language, media, etc., the bottom line is our students are not performing. They are disengaging from learning. They are stopping their pursuit under the **outdated factory model approach**. They are quitting. Of the 17 Elementary Schools, currently there is only one elementary charter school in the South Valley, which has a grade of "D".

School	Grade	% Proficient Reading	% Proficient Math
Adobe Acres	F	35.5	45.5
Alamosa	D	38.9	33.5
Armijo	D	30.4	26.2
Atrisco	F	44	40.9
Barcelona	C	49.4	46.9
El Camino Real Academy Charter School	D	32.7	20.1
Kit Carson	D	31.8	30.7
Lavaland	F	36.2	25.6
Los Padillas	D	35.5	22.3
Maryann Binford	F	39.1	24.8
Navajo	C	37.2	40.2
Pajarito	F	35.3	26.5
Valle Vista	C	34	28.9
Carlos Rey	F	31.9	33.2
Edward Gonzales	C	40.4	37.6
Rudolfo Anaya	D	33.1	28.6
Mounain View	D	36.2	33.7

Grades from the South Valley are in the D/F range and are continually under state and national averages. Of the 17 Elementary Schools, one elementary charter included, in the 87121/87105 zip codes, only 4 schools had an overall grade of "C". The rest of the 13 had either D's or F's. Also, the number of students who pursue higher levels of education in the 87105/87121 zip codes are lower than other areas.

Unfortunately, many students just do not see the connection between what teachers say and what they observe. Teachers may profess all day long how the pursuit of education is the key to creating a better life, how college is the key to having prosperity and to having an improved lifestyle, but there is no connection for many of our NM students, because they do not observe it in their reality.

Add this to all other risk factors and, many just give up. No other schools provide an opportunity like RISE New Mexico.

RISE New Mexico will show case a <u>new</u> approach to education:

RISE New Mexico enhances student motivation and engagement,
RISE promotes student ownership of the learning process,
RISE teaches skills and develops an attitude to continue the pursuit of knowledge.
RISE creates a culture, which reveals the pursuit of knowledge connects to success in school and life,
RISE creates confidence, perseverance, and resiliency (CPR), which build self-esteem, and empowerment through our "non- cognitive" skills and Asset Based Connection Campaign.
RISE gives students a sense of control over their environment,
RISE connects work to reward,
RISE rewards academic *and* social emotional success,
RISE curriculum and teaching methods are culturally relevant to today's modern students,
RISE creates an alternate "reality" to students lives, permits a new way of thinking, and creates a new a approach that puts a stop to the inhibitors the students have been developing in their "reality",
RISE builds **S**elf and **E**mpowers, by *deliberately* employing dual purpose instruction which integrates cognitive *and* non cognitive skills development to help all youth succeed in school and life.

F. *Optional*. Provide letters of support from community leaders, business people or elected officials. (If additional space is needed, submit a separate document as a supplement to the Appendices.)

Appendices and Attachments

Appendix Number	Appendix Description (* indicates required appendix)	Attached (Check if Yes)
A	*Course Scope and Sequence	☒
B	Governing Documents	☐
C	*Head Administrator job description	☒
D	*Job Descriptions (of licensed and certified staff)	☒
E	Governing Body Personnel Policies	☒
F	*Student Discipline Policy	☒
G	*Conflict of Interest Policy/Disclosure Statement	☒
H	Proposed contract or agreement with partner or contractor (Required if you have one)	☐
I	*PSFA-approved projected facility plan documentation	☒
J	*910B5 SEG Computation Revenue Estimate	☒ Budget is attached as a supplement to

		the appendices
K	*5-year budget plan	☒ Budget is attached as a supplement to the appendices
L	*Proposed salary schedule for licensed staff	☒
Waivers	Other Waivers	☐
Founders	Names and descriptions of qualifications/experience	☒