



New Mexico Public Education Commission

2018 New Charter School Application Kit Part C. Application & Rubric



School Information:

Name of Proposed Charter School: Endless Sky Academy

School Address (if known): [Click here to enter text.](#)

School Location (City/Town): Bernalillo NM

School District within which the proposed school will be located: Bernalillo Public Schools

Grades to be served: Kindergarten- fifth grade

Requested Enrollment Cap: 260

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Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school, you will not answer questions about graduation), where indicated below. Use the rubrics following the prompts to guide your responses.

Please note: The Public Education Commission (PEC) has determined which questions are of greater importance than others. Therefore, certain scores are increased as indicated in the scoring rubrics as set forth below.

Scoring: Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as “Meets the Criteria.” The rubrics below govern general scoring practices.

Meets the Criteria 100% of total points	<ul style="list-style-type: none"> • All required elements present • Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development • The proposal is reasonable and realistic • Fully consistent with other sections, including budget and mission • Fully consistent with all requirements of law • Coherent and easily understood
Approaches the Criteria 50% of total points	<ul style="list-style-type: none"> • Does not clearly meet all criteria identified above to be rated “Meets the Criteria” • The majority of required elements are present, but not all • Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept • Minor inconsistencies with other sections • May raise questions about legal compliance, but does not demonstrate non-compliance • May raise questions about reasonableness or viability of the proposal
Falls Far Below the Criteria 0 points	<ul style="list-style-type: none"> • None or less than a majority of the required elements are present • Contradicts other sections, or substantially inconsistent with other sections • Insufficient detail to understand the proposal, which includes: <ul style="list-style-type: none"> ○ Copying responses from a prior applicant’s application ○ Copying statutory, regulatory, or policy/guidance language ○ Plagiarizing information from other publicly available material • Includes statements that violate or conflict with the requirements of law • Incoherent or cannot be understood • The proposal is patently unreasonable or unrealistic • Does not clearly meet criteria identified above to be rated “Approaches the Criteria”

Minimum Scoring Expectations—

- No response is evaluated as “Falls Far Below the Criteria”;
- No more than three responses may be evaluated as “Approaches the Criteria” in any one section of the application; and
- The applicant must earn 95 percent of the available points or more.

I. Academic Framework

A. Mission.

Note: The proposed school shall report each year on implementation of its mission as set forth in the mission-specific indicator(s), as set forth in the Performance Framework, Academic Framework (see glossary in Part A).

A. (1) State the mission, or the driving force, that guides this school proposal. The mission should answer questions such as: 1) what student outcomes does the proposed school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about the proposed school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outcomes rather than inputs.

APPLICANT RESPONSE:

Endless Sky Academy will ensure that students meet their academic and leadership potential through rigorous and focused instruction, providing the confidence to be successful in a higher educational setting and as a productive member of society. Strong foundational skills in all academic areas will lead to confidence, which will in turn lead to success in the higher educational academic setting of their choosing.

MISSION:

Endless Sky Academy will prepare students to succeed academically at every grade level, in higher education, and as a productive member of the workforce in the 21st Century. Our charter will highlight students' unique talents to be a leader within the school community. Endless Sky will provide every student with access to rigorous and in-depth learning of the Common Core State Standards. Each child's learning will be based on individual evaluation of academic need through a comprehensive response to intervention and enrichment programs. Family involvement will be highly encouraged through consistent and purposeful communication.

Student academic outcomes:

Students will achieve a year and a half of academic growth per school year. As a student's individual growth occurs and foundational skills are in place the potential for proficiency and beyond becomes a realistic objective. This academic achievement will be determined using the NWEA map growth assessment and the normative study completed by NWEA in 2015. Each student will have an individual goal based on his or her score on the initial assessment in the fall. This score will be used to determine the skill deficiencies the student has and to develop a course of action for filling gaps and building stronger foundational knowledge.

Student Non-Academic Outcomes

- Students will be able to set goals, create action plans, and persist through challenges to accomplish tasks.
- Students will be able to communicate their learning.
- Students will embrace their skill level in order to understand what they need to improve.
- Students will have mutual respect for all members of the school community.
- Based on their unique talents, students will have leadership roles and students will have a vested interest in the operations of their school.

How Endless Sky Academy will accomplish student outcomes:

Embrace the challenges of a rigorous curriculum by providing consistent and in-depth teacher support.

- Implementation of teacher leaders within the school

A teacher leader will be in place to support teachers and students in every content area at each grade level. Each teacher leader will have an important role in establishing the school culture and demonstrating and supporting quality instruction at Endless Sky Academy. The following roles will be the expectation of every teacher leader at Endless Sky Academy.

- Resource Provider-sharing of websites such as instructional materials, and professional development opportunities
- Instructional Specialist- implementation of effective and rigorous teaching strategies. Discover and share instructional methodologies that are appropriate for the school by studying research based classroom strategies.
- Curriculum Specialist- comprehensive understanding of content standards, how components link together and how to use the curriculum in planning instruction and assessment to insure consistent curriculum implementation throughout the school.
- Classroom Supporter- establishes a safe and open relationship with teachers in order to demonstrate lessons, co-teach or observe and give constructive feedback.
- Learning Facilitator- teacher leader will use their experiences to guide conversations so that teachers can learn with and from one another.
- Mentor- will serve as a role model and support person, provide support to help acclimate new teachers and advise all teachers about instruction, curriculum, procedures etc.
- Data Coach- making data meaningful to the teachers so that they are able to make data driven instructional changes.
- Catalyst for Change- teacher leaders will continually make Endless Sky Academy an innovative place of learning.
- Learner- teacher leaders model lifelong learning and continually use what they learn to help all students achieve.
-

Professional learning communities will be the foundation for teacher learning and support. PLC time will be entirely dedicated to instructional conversations either based on the data of departments, classrooms, or individual students. Study of the standards will be led by **teacher leaders**. They will serve as resources in the full understanding of the standards in order to lead to rigorous teaching methods school wide along with training of and guidance with curriculum. In addition to PLC time, teacher leaders will meet with individual teachers to provide support and resources for specific needs in that teacher's class. It will be understood that the teacher leader is there in a support role and has no impact on teacher evaluation. This will create a strong atmosphere of learning and lead to a positive school culture. School administration will also work closely with teachers and is an instructional leader as well. It is important that the school administration creates a relationship with teachers based on trust so that conversations about improving classroom instruction will not be viewed as the potential to have a negative impact on a teacher's evaluation.

- Rigorous academic content

"Rigor," in the academic sense, is referring to that fine line between challenging and frustrating a student. It means that students are challenged to think, perform, and grow to a level that they were not at previously. It means that students must work, like an athlete at a team practice, to build their skills, understanding, and thinking power so that they can achieve at higher and higher levels. It means that the standards of the course are calibrated so that students are compelled to grow, but are not frustrated and overwhelmed in the process.

The PLC process will also work towards not overwhelming the teachers as they try to grow the students. The expectations and the understanding of the resources to meet those expectations will be made very transparent for all teachers at Endless Sky Academy.

Assessments:**NWEA**

- High quality instruction based on individual student needs.

Students at Endless Sky Academy will achieve a year and a half growth within the academic school year. In order to achieve this they will be provided with rigorous academic content. The first step is to conduct effective assessments of student learning so that faculty develop a shared understanding of the knowledge and skills students should be able to demonstrate throughout the year at each grade level. NWEA provides opportunity to evaluate skill levels and growth throughout the year, as well reports that drill down into subcategories of reading, math, language usage, and science. NWEA gives teachers access to detailed reports that support their development of curriculum, and intervention and enrichment. It is a great communication tool for students and parents showing student growth in an easy to understand format. PLC time will provide the time to develop systems that will allow groups of students to achieve at their highest level through thorough data analysis.

- Systematic staff and student training in attaining leadership skills that promote a strong and positive school culture and that will give students the “soft skills” to prepare them for success in the 21st Century.

Endless Sky Academy focuses on the whole child and all the skills students need to be successful in college or career. It is our intention to provide rigorous academics with specialized and targeted interventions. It is also our intention to provide the communication skills needed to support the growth of leadership we believe every child possesses and must acquire to be successful.

In a recent Washington Post article, Cathy Davidson, professor in English at the Graduate Center, CUNY, and author of the new book, “The New Education: How to Revolutionize the University to Prepare Students for a World in Flux” suggested the focus in schools on STEM (Science, Technology, Engineering, and Mathematics) is not enough. She writes, “We desperately need the expertise of those who are educated to the human, cultural, and social as well as the computational.”

In a 2013 project, Google researched their hiring and firing practices. The research was named Project Oxygen and it shocked everyone by concluding that, among the eight most important qualities of Google’s top employees, STEM expertise comes in dead last. The seven top characteristics of success at Google are all soft skills: being a good coach; communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one’s colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas.

Project Aristotle is a study released by Google this past spring. It further supports the importance of soft skills even in high-tech environments. It concluded the company’s B Teams, comprised of employees who are not the top scientist or the smartest people in the room, had the most important and productive new ideas. Project Aristotle showed that the best teams at Google exhibit a range of soft skills: equality, generosity, and curiosity toward the ideas of your teammates, empathy, and emotional intelligence. In addition, topping the list: emotional safety. No bullying. To succeed, each and every team member must feel confident speaking up and making mistakes. They must know they are being heard. Furthermore, a recent survey of 260 employers by the nonprofit National Association of Colleges and Employers, ranks communication skills in the top three most-sought after qualities by job recruiters (Davidson, 2018).

Endless Sky Academy understands that if we are to help children flourish, we must think very differently about what they are capable of achieving. In order to achieve this transformative process, we have developed a systematic plan that teaches students the “soft skills” as well as how to use their strengths in leadership. We will do this with two main resources, Stephen Covey’s 7 Habits of Highly Effective People (2013) and The Leader in Me (2014), which draws upon the talents of the whole school—all

students and all staff – and optimizes the support of community and parents.

Endless Sky Academy's action plan is to implement a whole-school transformation model to improve performance of all other programs. We will use The Leader in Me (Covey and Covey, 2008) model based on The 7 Habits of Highly Effective People (Covey, 2013). This initiative will equip students with self-confidence and skills they will need to thrive in the 21st-century economy. Our staff will begin this initiative by establishing a culture of leadership during the first year of implementation. The first step would be to create a school-wide vision. Authors Covey and Covey, suggest the overall objective is to engage all staff and secure commitment to developing their own unique leadership model. Endless Sky Academy will do this by first setting the "big picture" and securing buy-in. Through conversation and collaboration, all staff will discover a new paradigm of leadership. Leaders of Endless Sky Academy want them to understand the transformational and adaptive leadership models that will enable the change we desire. Then, all staff will participate in a Leader in Me book study.

During this first year of implementation, all staff members will need to be trained on The 7 Habits of Highly Effective People (Covey, 2013). The training will take place during weekly PLC meetings and will be completed in four weeks. After they are trained, staff members will apply and internalize the habits. This will give everyone a common language that will become the core of the culture. Teachers will continue to discuss their progress on using the habits briefly at each weekly PLC meeting throughout the school year. By the end of the first year, teachers and staff will be trained on how to integrate the 7 Habits and other leadership principles into the existing essentials: modeling instruction, curriculum, traditions, systems, and environment. After the staff learns how to teach the habits and other leadership principles, they will learn how to assign leadership roles and create an environment of leadership.

In order to maintain momentum, Endless Sky Academy will create a team of leadership specialists. It will include staff members who will be responsible for ensuring smooth implementation of The Leader in Me (Covey and Covey, 2008). The team will draft a three-year school-wide plan that aligns with the criteria presented in The Leader in Me initiative. This will include mentoring teachers, developing leadership opportunities for students, organizing school activities, decorating common areas, overseeing morning announcements, sending newsletters to parents, and training new staff.

Year two of implementation will further our plan by creating deeper leadership learning experiences for students. Our team will find out how we can equip our school with some real-world tools and best practices for empowering students. This might include creating a mentor program that involves our community members. Teachers will begin teaching students how to build leadership notebooks that are more of a whole-child leadership tool. We will collaborate on how to develop student-led conferences. Before heading into year three of implementation, our team will assess the dynamics of the team and the roles of its members. It is here we may need to make adjustments. The team then must craft a detailed school-wide implementation plan for the next year. It is at this time where Endless Sky Academy will be able to use actual school data to determine if the initiative is working. We will know if it is working if negative student behaviors and referrals decrease and academic achievement scores rise. This process will cycle and adjustments will be made as more data becomes available. Add here our student accountability system such as Power School.

The genesis of the developing young leaders is to build these 21st Century social and emotional skills to help improve the overall success of students. The 7 Habits of Highly Effective People are: 1. Be proactive 2. Begin with the end in mind 3. Put first things first 4. Think win-win 5. Seek first to understand, then be understood 6. Synergize 7. Sharpen the saw

Each of the principles taught in Stephen R. Covey's 7 Habits of Highly Effective People are aligned with

educational practices that are well documented as effective at improving student achievement in an educational setting. By teaching students to be proactive, set goals, develop cooperative relationships, and build personal emotional and social capacity, these principles improve learning outcomes, enhance student experiences, and ensure the cultivation of skills that strengthen student achievement. Likewise the 7 Habits principles do well to point students and educators to the need to focus on social and emotional learning broadly. Such learning is not only helpful, but is critical to student academic success. Endless Sky Academy affirms that with systematic implementation, this leadership program will allow students to be able to communicate and listen well, possess insights into others (including others different values and points of view), have empathy toward and be supportive of their peers, be good critical thinkers and problem solvers, being a good coach, and be able to make connections across complex ideas. All of these skills are vital for students to be successful in the 21st century economy (Davidson, 2018).

References

Covey, Stephen R. (2013). The 7 habits of highly effective people: Powerful lessons in personal change. New York, NY: Simon and Schuster.

Covey, S., Covey S.R., Hatch, D., Summers M. (2008). The leader in me. New York, NY: FranklinCovey Co.

Davidson, C., Strauss, V., "The surprising thing Google learned about its employees — and what it means for today's students," 2018, Washington Post, <https://www.washingtonpost.com/>

Total Points Available	Expectations
16	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the student <u>outcomes</u> the proposed school seeks to accomplish; • Described how it will achieve the identified student outcomes (inputs/program); and • Identify the proposed outcomes and how they will be achieved is innovative and unique.
CSD EVALUATION: Click here to enter text.	

B. Indicators/Goal(s) Related to the Proposed School's Mission.

The Amended Charter School Act **requires schools to identify at least two mission-specific indicators/goals in the application** that set targets for the implementation of the proposed school mission. Mission-specific indicators/goals **MUST BE** provided within the application. If the application is approved, these indicators/goals will be used as the initial draft indicators during the negotiations with the Authorizer.

For the purposes of this application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the proposed school. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow an approved school to demonstrate its achievements related to an approved mission. The Performance Framework is assessed on an annual basis and may be revised yearly.

Mission-specific indicators/goals put into the application should

- (1) demonstrate the proposed school's ability to implement the proposed school's mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis.

Again, please note that **these indicators/goals are subject to change through the negotiation process as an approved school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: The criteria for the SMART format is as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards or outcomes that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Attainable.** A goal should be attainable and realistic. The applicant should identify why the goal is attainable.
- **Rigorous.** A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
- **Time-Bound with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

B.(1) Mission-Specific Indicators/goals

Identify and provide at least one mission-specific indicator/goal in the following section. Include the following key elements:

- First, ensure that the annual indicator/goal provided shows the implementation of the proposed school's mission.
- Second, for each indicator provided, use the SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicator should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific indicator/goal. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards,” and what it means to “fall far below standards.” NOTE: **Please see examples in the glossary or in Part A of this application.**

**APPLICANT
RESPONSE:**

Goal/Indicator related to School's Mission:

After the Fall NWEA Map Growth is given, the student's NWEA projected score will be multiplied by 1.5 to calculate the Endless Sky Academy goal score for the end of the academic school year.

- *Exceeds standards - more than 1.5 year growth*
 - *Kindergarten Fall reading score 141*
 - *NWEA expected yearly growth 17 points*
 - *Endless Sky Academy expected yearly growth 26+ points*
 - *Kindergarten Spring reading score 171*
- *Meets standards - 1.5 year growth*
 - *Kindergarten Fall reading score 141*
 - *NWEA expected yearly growth 17 points*
 - *Endless Sky Academy expected yearly growth 26+ points*
 - *Kindergarten Spring reading score 167*
- *Does not meet standards - 1 to 1.49 year growth*
 - *Kindergarten Fall reading score 141*
 - *NWEA expected yearly growth 17 points*
 - *Endless Sky Academy expected yearly growth 26+ points*
 - *Kindergarten Spring reading score 158-166*
- *Falls far below standards - less than 1 year growth*
 - *Kindergarten Fall reading score 141*
 - *NWEA expected yearly growth 17 points*
 - *Endless Sky Academy expected yearly growth 26+ points*
 - *Kindergarten Spring reading score 157 or less*
 -

To measure this growth, Endless Sky Academy will give the NWEA maps growth assessment three times a year (fall, winter and spring). The score from each assessment will be a benchmark of the student's academic skill level, and is not a comparison between students. MAP scoring is a means of representing a student's academic skill set. The year and a half growth will not necessarily align to the student's grade level, but instead the increase from their fall to spring score will be used to measure the academic growth. The 2015 NWEA RIT Scale Norms Study calculates the scores. It provides status and growth norms for individual students as well as for schools on each of the four RIT scales: reading, language usage, mathematics, and general science. The study allows flexibility for the amount of instructional time between assessments. We will start out by giving the assessment at the beginning of the school year, end of the first semester and end of the

school year. If we find that another schedule will be more instructionally relevant we will adjust the schedule accordingly. The score will be a very important data point to define a student's skill level and a valuable vehicle to communicate to parents their child's strength and growth areas. NWEA not only gives a score for the overall subject but drills down to multiple subcategories or goal strands that are commonly found in standards. NWEA uses ten point RIT bands to place students into the learning continuum based on their performance. Each goal strand is then broken into skills and concepts that students would be expected to know and learn within that band. Skills may cross several RIT bands but will appear on the continuum at the earliest point where they are seen. When working with the learning continuum teachers will be trained to not only look at the skills within the students identified band but also the skills that came before that may be an area of concern.

The learning continuum is the most valuable tool our teachers will have to produce growth for every student. The learning continuum report translates MAP scores to learning statements, so teachers can set student goals and tailor their instruction to student's needs. Communication to parents and their understanding that the score has nothing to do with grade level and proficiency will be very important for this process to be effective. Endless Sky Academy will provide training so that teachers will have a full understanding of NWEA. The goal for using NWEA to measure student yearly growth is to ensure that teachers can focus on filling in gaps in instruction and understanding, and strengthening their foundational skill thus providing them the tools to attain proficiency. We will utilize the NWEA score and how the student falls on the national percentile. In the March 2016 linking study of the PARCC assessment and NWEA assessment for New Mexico, a grade 4 student who scores in the 75th percentile or higher on NWEA correlates to a level 4 score on PARCC.

Attainable growth and rigor

Endless Sky Academy is basing the academic growth on individual student's skill growth as opposed to grade level proficiency. Evaluating the areas of need for each student will provide the teacher with information he/she needs to provide rigorous instruction so that the year and a half growth can be attained. NWEA not only provides the assessment but also evaluation tools to find specific sub categories in which students are lacking. The MAP learning continuum is used to see what students are ready to learn and provides teachers the ability to quickly differentiate and streamline instruction, create skill based and flexible work groups, and identify related foundational skills. NWEA also provides a number of other resources which will be evaluated by Endless Sky Academies Administration and Teacher Leaders as to which will be most beneficial for our students.

- ***Attainability***

The first year of opening will be considered a learning year focused on training the teachers on the use of NWEA data to drive instruction and intervention and teaching the children to understand their goals and the actions they will take to grow and learn. Endless Sky Academy will strive to achieve 60% of students meeting their goal of a year and a half of growth in the academic school year. The second year 70% of student will attain the goal, followed by 80% in the third year, 90% in the fourth year, and 100% meeting the goal in the fifth year of the school.

Other Mission-Specific Goals/indicators, if appropriate

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none">• Include one mission-specific indicator/goal;• Align to the student outcomes identified in the mission response (A.1.);• Include all elements of the SMART format:<ul style="list-style-type: none">○ Specific○ Measurable○ Attainable○ Rigorous○ Time bound;• Include the following rating categories—Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards;• Include measures and metrics, including percentages for each rating category;• Explain why the established goals are rigorous; and• Explain why the established goals are attainable.
CSD EVALUATION: Click here to enter text.	

C. Curriculum, Educational Program, Student Performance Standards.

C. (1) Provide a description of the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards and the proposed school's mission.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission. If approved, the PEC requires one semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved.

APPLICANT RESPONSE:

At the heart of a high quality curriculum is the premise that all students are able to learn and are capable of being successful. Therefore, a high quality curriculum is one built on high expectations, aligned with state standards, and is highly rigorous. The highly trained staff at Endless Sky Academy will focus on the needs and exceptionalities of every child.

Our curriculum will be focused on critical thinking and strong 21st century communication skills. It will consist of the relevant, high-interest information, fostering creativity in order to fit the needs of today's classrooms that are comprised of students with diverse needs. Students will be able to apply what they learn, share ideas, determine various ways to solve problems, and be able to justify their thinking.

The Endless Sky curriculum will focus on vertical and horizontal alignment between grades in order to scaffold, or build, the learning experience. Therefore, it will be developed through a collaborative with teachers representing all grade levels and disciplines in order to achieve cohesiveness that targets the success of every child.

The curriculum at Endless Skies Academy will practice culturally and linguistically responsive teaching and learning. The staff will make sure to supplement core texts around themes, standards, or learning objectives with culturally responsive books, articles, stories, and references. Students' reading development will be supported with read-alouds frequently, effectively, and responsively. Teachers will focus on making connections relevant for students.

ELA:

Beginning with K-2 a strong balanced literacy program will include elements of whole language and explicit phonemic and phonological awareness instruction. The literacy program at Endless Sky Academy will implement all of the various parts of a balanced literacy program.

Every classroom will have shared reading. Shared reading is an interactive reading process in which a teacher and student share in reading a text and the teacher models the skills of a proficient reader. When doing a shared reading, the text is available for both the student and teacher to see, whether it be looking at the same book or a projected reading on a screen.

As a teacher begins the shared reading process, he or she selects a skill or behavior they wish to model (for example, a teacher may model fluency). The teacher will read the text aloud fluently, with correct speed, accuracy, and intonation, and students will replicate the behavior. Shared readings support in-the-moment, replicable reading behaviors.

Another best practice recognized by the National Reading Panel is the practice of the read aloud. Read

aloud is a process by which teachers select a text to model specific reading strategies often used by readers as they silently read. The process of reading aloud helps to support students' listening comprehension skills as well as reinforce behaviors that readers would use if they are reading independently. Depth of Knowledge (DOK) questions will be an informal assessment tool that will be used consistently in order to scaffold comprehension, and facilitate quality discussions.

In order for the students at Enchanted Sky Academy to target specific needs, appropriate guided reading will be a part of the ELA curriculum. Guided reading allows teachers to create differentiated small groups to deliver reading instruction at a student's particular reading level. While shared readings and read-alouds are typically done for the entire class to model a particular reading behavior or reading comprehension skill, guided reading allows for targeted practice of a behavior or skill on level.

Another best practice within our curriculum will be the practice of cloze reading. Cloze reading is a strategy in which words are removed from a text to support a student's reading comprehension. Teachers may choose to remove unknown vocabulary words in a passage in order to support a student's ability to use context clues to determine the missing word. Cloze reading procedures engage students in a process of problem solving or analytical behaviors necessary when reading on level or difficult texts.

Our curriculum will provide a strong word study/vocabulary component. All versions of our phonemic awareness curricula will be based on the work of Dr. Michael Heggerty. The daily lessons in all grade levels will contain the same ten skills: Letter Naming, Rhyming, Onset Fluency, Blending, Identifying Final and/or Medial Sounds, Segmenting, Adding Phonemes, Deleting Phonemes, Substituting Phonemes, and Language Awareness. There is undisputed research to support this type of curriculum.

- Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension. (Stanovich, 1986, 1994)
- Yes, there really is a difference in brain activation patterns between good and poor readers. We see the difference when people carry out phonologically based tasks. And that tells us that the area of difficulty - the functional disruption - in poor readers relates to phonological analysis. This suggests that we focus on phonological awareness when trying to prevent or remediate the difficulty in poor reading. (Shaywitz, 1999)

The importance of word knowledge is evident throughout the Common Core State Standards. It is a central aspect of the Reading Foundational Skills in grades K–5 as these skills relate to the decoding and recognition of words during reading. Word knowledge is a central aspect of the Language Standards in grades K–5 as these skills relate to the encoding or spelling of words in writing. Words Their Way is a program that provides word study to achieve a balanced literacy program. The developmental research on which Words Their Way is grounded shows how learners become aware of and construct knowledge about the relationships among printed words, spoken language, and meaning (Bear, Invernizzi, Templeton, & Johnston, 2012; Berninger, Abbott, Nagy, & Carlisle, 2009).

At Endless Sky Academy we believe that reading and writing go hand and hand. Interactive Writing will be used in order to model parts of the writing process along with writer's workshop which will include a mini-lesson and independent writing time in which students are expected to practice a particular strategy during a phase of the writing process (generating ideas, drafting, revising, editing, and publishing). Writer's Workshop also includes teacher-student conferencing, small group instruction, and a close/share in which students have an opportunity to model or express how they used the strategy during the workshop time.

Reader's Workshop will be created within the classroom and will include a mini-lesson, independent reading time in which students are expected to practice a particular reading strategy taught during the lesson, teacher-student conferencing, small group instruction and a close/share, in which students have an opportunity to model or express how they used the strategies during their ELA/work.

Alignment with Standards:

Our curriculum choice and development is based on its alignment to the CCSS. Endless Sky Academy will only adopt curriculum that is research based curriculum and has been evaluated and seen as the best possible tool by our instructional staff. Curriculums such as

Intervention/curriculum: During RTI interventions, these could be used as curriculum:

- Words Their Way
- Haggerty's Phonological Awareness
- Spire
- Fountas and Panelle
- Reading Horizons

Math:

The mathematical curriculum will establish clear goals for the mathematics that students are learning, coordinates goals within learning progressions, and uses the goals to guide instructional decisions. The curriculum will engage students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Our students will be engaged in making connections among mathematical representation to deepen understanding of mathematics and concepts and procedures and as tools for problem solving. Students at Endless Sky Academy will build shared understanding of mathematical ideas by analyzing and comparing the approaches and arguments of their peers. Purposeful questions will be asked to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. The math curriculum will concentrate on building procedural fluency from conceptual understanding. This will be put into place so that students, over time become skillful in solving contextual and mathematical problems. The students will be provided with, both collectively and individually, the opportunities and supports to engage in productive struggle as they explore mathematical ideas and relationships. The teachers and staff will use evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Endless Sky Academy will provide intervention in mathematics based on the recommended best practices for Response to Intervention. These best practices include:

1. Screen All Students to Identify Those at Risk
2. In-Depth Instruction of Whole Numbers through Gr. 5 and Rational Numbers in Grades 4-8.
3. Explicit and Systematic Instruction
4. Instruction on Solving Word Problems
5. Visual Representations of Mathematical Ideas
6. Progress Monitoring
7. Building Fluent Retrieval of Basic Facts
8. Motivational Strategies

Social Studies:

If the young learners of this nation are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum throughout the elementary years. In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns, core social studies content is as basic for success as reading, writing, and

computing. Knowledge, skills, and attitudes necessary for informed and thoughtful participation in society require a systematically developed elementary program focused on concepts from the four core social studies disciplines: civics, economics, geography and history.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards is the viable approach to disciplinary and multi-disciplinary instruction by positioning inquiry “at the heart of social studies.” 6 The C3 Framework emphasizes concepts and tools in civics, economics, geography, and history as children investigate compelling questions that deal with social studies topics. Through quality curriculum, this is the social studies approach that we will take at Endless Sky Academy. By engaging in social studies inquiry, young children can begin to see themselves as capable problem-solvers and active contributors to their communities and beyond.

Responsible Staff:

At Endless Sky Academy all teachers and administrators will responsible for providing and implementing curriculum. However, there will be certain staff member that will serve as trainers and support people to ensure that the curriculum is understood and taught with rigor and fidelity. At Endless Sky Academy we will have teacher leaders. Teacher leaders will be experts in ELA, math, science and the social studies curriculum. Teacher leaders will be experts in the curriculum and will train all staff so that they are teaching to the best of their ability. During weekly CTT meetings teacher leaders will have a time to conference with teachers to find out what is going well and in what areas they may need support. There will be scheduled times for teacher leaders to observe classrooms while various subjects are being taught in order to ensure pacing and for feedback to be given to the teacher.

Science:

At Endless Sky Academy we will plan instruction to meet the intent of the Next Generation Science Standards. These move teaching away from covering many isolated facts to a focus on a smaller number of disciplinary core ideas (DCIs) and crosscutting concepts that can be used to explain phenomena and solve problems by engaging in science and age/ability appropriate engineering practices. The NGSS is not a set of daily standards, but a set of expectations for what students should be able to do by the end of instruction (years or grade bands). So, the performance expectations set the learning goals for students but do not describe how the students get there. This integration of core ideas, practices, and crosscutting concepts is referred to as three-dimensional learning (NRC in Division of Behavioral and Social Sciences and Education. The National Academies Press, Washington, 2014). PEs state what students can be assessed on at the end of grade level for K-5 crosscutting Concepts help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design.

When these concepts, such as “cause and effect”, are made explicit for students, they can help students develop a coherent and scientifically-based view of the world around them.

The National Science Teachers Association supports the notion that inquiry science must be in the daily curriculum of every elementary school student at every grade level (2002). In the last decade, reports have highlighted the importance of early experiences in science so that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world (2002). Using the association’s guidelines, Center for Hands on Learning Kits and Curriculum, and the newly adopted Next Generation Science Standards, we have developed these guidelines for science: ESA science program provides opportunities for students to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world. We know that elementary school students learn science best when they are involved in first-hand exploration and investigation and inquiry/process skills are nurtured. Providing instruction builds directly on the

student's conceptual framework. The content is organized on the basis of broad conceptual themes common to all science disciplines. Mathematics and communication skills will be integral part of science instruction. Elementary school students value science best when a variety of presentation modes are used to accommodate different learning styles, and students are given opportunities to interact and share ideas with their peers.

Experiences that will enable teachers to use hands-on activities to promote skill development, selecting content and methods appropriate for their students, and for design of classroom environments that promote positive attitudes toward science and technology. Teachers will be trained on how to use Center for Hands on Learning (CHOL) kits. Following the Next Generation Science Standards and incorporating hands on experiments via the CHOL kits students will experience science at the highest level of learning. Providing a curriculum such as this aligns with our mission to provide rigorous and in-depth learning across all academic areas through the Common Core State Standards. Our quality curriculum will allow students' talents to be highlighted through the exploration of their own learning and the learning of others. Students' academic performance will be evaluated throughout the curriculum in order to provide a quality intervention plan for each student.

Action Steps:

A 2000 study by the National Staff development Council examined the award-winning professional-development programs at either public schools that had made measurable gains in student achievement. The study found that in each of the schools, "the very nature of staff development had shifted from isolated learning and the occasional workshop focused, ongoing organizational learning built on collaborative reflection and joint action." Specifically, the study found that the schools' professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results. (WestEd, 2000).

School-embedded professional development is critical for supporting teachers in new learning. This approach will be put into place by our Director, administration and Teacher leaders. Every Wednesday afternoon will be dedicated to professional development and collaboration. Teachers will use book clubs, literacy and math team meetings and professional study groups. During these professional development meetings it will be emphasized that curriculum and programs don't get kids where they need to be - quality teaching does.

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> Describe the proposed school's curriculum; Identify information that demonstrates the curriculum is research-based; Describe a curriculum that is reasonable, based on the professional judgment of experienced educators; Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards; Identify information that demonstrates how the curriculum will align with the

	<p>proposed school's mission; and</p> <ul style="list-style-type: none"> • Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments. <ul style="list-style-type: none"> ○ The timeline must identify the following: <ul style="list-style-type: none"> ▪ responsible staff ▪ action steps ▪ deadlines ○ The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, and the proposed school's mission. ○ The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June 1st of the planning year—the deadline for having the commencement of operations approved. ○ If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico.
CSD EVALUATION: Click here to enter text.	

D. Graduation Requirements.

D. (1) Identify the proposed school's proposed requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirements, ensure they are clearly explained. For further information please see the following link:
<http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all of the proposed school's graduation requirements; • Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and • If there are variances from state minimum requirements explain the following: <ul style="list-style-type: none"> ○ why the proposed school believes the change is important ○ how the change supports the mission

- | | |
|--|--|
| | <ul style="list-style-type: none">○ how the change ensures student readiness for college, career, or other post-secondary opportunities. |
| CSD EVALUATION: Click here to enter text. | |

E. Instruction.

E. (1) Provide a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** supports and aligns with the proposed school's mission, and curriculum.

APPLICANT RESPONSE:**Educational philosophy**

Endless Sky Academy's educational philosophy is based on the simple, yet powerful principle that every child can successfully achieve to his or her potential given the appropriate support, challenges, resources, and learning environment.

The school is based on the following beliefs:

- Every student can be a leader. All students have unique talents that can be developed into leadership roles which will empower them to take control of their own learning.
- Every student possesses the ability to think critically, learn and understand information, and solve complex problems.
- The focus is on student centered learning, rigorous instruction, targeted intervention, and high expectations for academic achievement for each child.

Our graduate profile represents what students will accomplish at Endless Sky Academy. Students will:

- Have self-confidence and self-discipline.
- Understand and use their unique talents to achieve in academics and in life.
- Have developed a love of learning.
- Perform at or above grade level.
- Have a strong work ethic.
- Have compassion and empathy for others.
- Be prepared for middle school, high school, college, and career
- Be able to use the 7 Habits of Highly Effective People to improve their learning and their ability to collaborate effectively with others.
- Think critically and continually work at a higher level of learning.

We believe that in order to achieve high levels of learning, we must:

- Support scholars at their individual developmental levels to authentically meet the needs of all learners.
- Know the curriculum development must remain an ongoing process in order to adjust the instructional program to the changing needs of the students served.
- Ensure teachers are well prepared with a high level of knowledge for content.

- Design coherent and well-planned instruction to meet the needs of the individual student and to integrate technology and content.
- Provide a safe and inviting school environment designed to be flexible and responsive in order to meet the needs of all students.
- Provide effective classrooms procedures that allow for positive and respectful teacher-to-student and student-to-student relationships.
- Organize lessons that allow for consistent student-led conversations and collaboration.
- Evaluate multiple types of assessments to form rigorous and targeted instruction and interventions.
- Participate in ongoing professional learning.
- Involve and communicate regularly with parents and community.

Endless Sky Academy's core values drive us to design our program and instructional model with outcomes and methods of action.

Value 1: There is greatness in every student and every staff member.

Greatness is having strong character and unique talents. To ensure that students and staff have opportunities to use and nurture those talents, we will invest in developing a systematic leadership initiative. The genesis of the developing young leaders is to build 21st Century social and emotional skills to help improve the overall success of students. Each of the principles taught in Stephen R. Covey's 7 Habits of Highly Effective People, are aligned with educational practices that are well documented as effective at improving student achievement in an educational setting. By teaching students to be proactive, set goals, develop cooperative relationships, and build personal emotional and social capacity, these principles improve learning outcomes, enhance student experiences, and ensure the cultivation of skills that strengthen student achievement. Such learning is not only helpful, but is critical to student academic success. This leadership program will allow students to be able to communicate and listen well, possess insights into others (including others different values and points of view), have empathy toward and be supportive of their peers, be good critical thinkers and problem solvers, being a good coach, and be able to make connections across complex ideas. All of these skills are vital for students to be successful in the 21st century economy.

- **Method of Action – Create a school-wide vision:** We will engage all staff in developing a common school vision. The focus is on our belief that there is greatness in all students and staff and how it pertains to leadership outcomes.
- **Method of Action – Train all staff on The 7 Habits of Highly Effective People.** The training takes place during weekly PLC meetings. After training is completed, staff members apply and internalize the habits. This gives everyone a common language that becomes the core of the culture. Teachers continue to

discuss their progress on using the habits briefly at each weekly PLC meeting throughout the school year. By the end of the first year, teachers and staff are trained on how to integrate the 7 Habits and other leadership principles into the existing essentials: modeling instruction, curriculum, traditions, systems, and environment.

- **Method of Action - The Leader in Me (TLIM) Book Study:** All staff participates in this book study during the first 10 contract days of the school year. Throughout the school year, the TLIM will be referenced for leadership implementation and understanding of student character development. The facilitator uses resources from TLIM book study guidelines to guide discussions.
- **Method of Action - Create a Team of Leadership Specialists:** The team includes staff members who are responsible for ensuring smooth implementation of The Leader in Me. The team drafts a three-year school-wide plan that aligns with the criteria presented in The Leader in Me initiative. This includes mentoring teachers, developing leadership opportunities for students, organizing school activities, decorating common areas, overseeing morning announcements, sending newsletters to parents, and training new staff.
- **Method of Action - Assign Leadership Roles:** Teachers begin assigning leadership roles in the classroom. Giving students an opportunity to know what it feels to be responsible and how that being a leader means being a contributor and sometime doing what others will not do. As students mature, so do their leadership roles and responsibilities. With time, they may be teaching lessons, leading projects, mentoring younger students, answering phones or choosing books for the class to read. Older students are encouraged to organize service projects that benefit the school or community. With teachers or parents as “guides on the side, students identify, plan, and carry out all aspects of the projects. At our Endless Sky Academy, many opportunities are available for students to be leaders well beyond the typical student leadership team. Students can give school tours, raise the flag, lead assemblies, help in the cafeteria, do safety patrol, lead morning announcements, be greeters, join the cleaning crew, make presentations, lead clubs, and so forth. When given the chance, students come up with many of the best ideas for leadership responsibilities.
- **Method of Action - Create Deeper Leadership Learning:** Our team finds out how we can equip our school with some real-world tools and best practices for empowering students and creates a mentor program that involves our community members.

- **Method of Action – Create Leadership Notebooks:** Teachers begin teaching students how to build leadership notebooks that are more of a whole-child leadership tool. These notebooks consist of academic and personal goals and are shared with parents and guardians. We collaborate on how to develop student-led conferences.
- **Method of Action – Assessment:** The leadership team assess all areas of the program. The first step is to compare student referrals to past referral data. Evidence of Social Emotional Learning (SEL) is evident when negative behavior referrals decrease from previous years and there is evidence of students' good decision making regarding refusal skills and avoidance of engaging in high risk behaviors. Furthermore, there is evidence that students are participating in behaviors that support their positive development. This evidence is obtainable through consistent teacher record keeping and via discipline tracking software such as Power School, Orbund, or Proxischool, The dynamics of the leadership team and its roles of its members are assessed and changes, if needed, are made.
- **Method of Action: Adjustments in Program:** Adjustments to the program occur using previously collected data. The team constructs a detailed school-wide implementation plan for the following year.

Value 2: Culturally and Linguistically Responsive (CLR) Teaching

Culturally and Linguistically Responsive (CLR) teaching supports student learning by consciously creating social interactions that help them meet the criteria of academic success, cultural competence, and critical consciousness. It is the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, students. It responds to students' needs by taking into account cultural and linguistic factors in their worlds. Endless Sky Academy believes that all students, not just the underserved, benefit from culturally and linguistically responsive pedagogy.

- **Method of Action - Responsive Classroom Management:** Endless Sky Academy teachers will embrace responsive classroom management with the three Rs: Rapport, Relationship, and Respect. First, rapport speaks to a special connection between the teacher and the student that leads to an understanding based on concern and care for one another. Building of relationships is an essential component. Teachers who have built relationships with their students are trusted. Trust will liberate the teacher and the student to be what they need to be at given moments. Mutual respect between the students and the teacher

has to be in place. The respect for the teacher is very simple. The student has to have the confidence that the teacher can teach. Over time, underserved students may lose confidence in the ability of teachers to teach. For these students, the first criterion for respect is based on the teacher's ability to convey knowledge with understanding and sensitivity to the audience. With respect in place, the other two Rs are made possible.

Teachers will incorporate a positive, proactive, and preventive approach in their classroom management system. First, being positive shows love to students for who they are. It includes the intangible characteristics such as, care, empathy, sensitivity, kindness, calmness, humor, forgiveness, and patience and includes not allowing the students' behaviors to turn the teacher negative. Second, being proactive in the classroom means to be ahead of the curve. To stem disruptions in the classroom, CLR educators have to be able to predict potential problems and know where and when trouble can arise. This entails knowing more about the students' personal life that could precede any occurrence in the classroom. Functioning reactively takes time away from instruction. Finally, prevention is the tactic of the teacher choosing his or her battles. Preparing the classroom ahead of time to prevent negative behaviors saves time in the long run. For example, if the teacher knows a student has "sticky fingers" then the teacher clears the room of such temptations.

- **Method of Action - Responsive Academic Literacy Instruction:** CLR addresses development of literacy skills by focusing on academic literacy. The objectives are to engage students with culturally and linguistically responsive texts, to use engaging read-alouds in oral tradition of cultural storytelling, and to purposefully use effective literacy strategies responsively. Teachers will supplement ELA curriculum with culturally responsive resources. CLR suggests reading or interacting with one piece of culturally responsive text to go along with every standard or topic covered. According to the National Reading Panel (2000), fluency is the ability to read text with speed, accuracy, and proper expression. Research indicates that listening to skilled readers stimulates language patterns and improves fluency especial for students whose standard English is not their first language. Students will get daily opportunities and consistent practice with reading to improve their fluency. CLR teaching strategies include activities such as Hink-Pinks, Thinking Maps, Reader's Theater, Reciprocal Teaching, and Anticipation/Reaction Guide. CLR teacher must find the right fit for their students and strategize how to effectively implement the strategy with their instruction. The purpose of all of these activities is to increase student engagement. During weekly PLCs, teachers will use book lists and engagement strategies found in Appendix C, D, and E of Sharroky Hollies's book, *Culturally and Linguistically Responsive Teaching and*

Learning to plan their teaching.

- **Method of Action - Responsive Academic Vocabulary Instruction:** Endless Sky Academy instructional staff will teach vocabulary responsively. They will take into account the following:
 1. Students come to school with conceptual meaning of words intact and need to expand their home vocabulary with academic vocabulary.
 2. Teachers must focus on recommended key vocabulary strategies for word acquisition, not simple word memorization.
 3. Synonymous usage of words will be developed, particularly for nonstandard language speakers or second-language learners. Slang, profanity, and racially charged terms can become sources of academic vocabulary expansion, influencing students' word choice and awareness of situational appropriateness. Teachers will use synonyms to expand vocabulary knowledge, For some second language learners, and nonstandard language speakers, synonymous usage of words is not common place. For example, the word "bad" and its many uses. It can mean good, bad, or as a sign of regret, like in "my bad." We recognize this dynamic and will make the instructional modifications in our teaching. We also recognize we can use students' use of slang as a positive and as a bridge to academic language.

Words either embedded in the studied text, determined by the teacher as relevant, or brought to the content area from student prior knowledge will be taught the following way

 - ❑ Tiering words, level 1, 2, 3
 - ❑ Using vocabulary acquisition strategies such as context clues, word meanings and parts and synonyms and antonyms.
 - ❑ Give students multiple opportunities to engage with and interact with words.
 - ❑ Assessment that mimic standardized test-taking skills, like multiple-choice that give the students a chance to use context clues and word parts to determine word meaning. Other assessments will be used to give students the opportunity to demonstrate their knowledge. Curriculum such as Words Their Way provide these assessment resources.
 - ❑ For content-specific areas, such as mathematics and science, vocabulary instruction will be different from academic words as there are tier three words that students do not encounter as often. It is different as it is more difficult to generate synonyms Dictionary definitions, multiple opportunities to hear and practice with the words, and tools such as Thinking Maps will be used.
- **Method of Action - Responsive Academic Language Instruction:**

Responsive academic language instruction is designed to enable students to learn how to move from their home language to the language of school. To develop appropriate instructional activities, CLR teachers have to be informed about the nature of nonstandard language and subscribe to a belief system that validates and affirms the use of such language. Endless Sky Academy teachers are familiar with common rules in nonstandard languages which help them validate and affirm their student's languages. Language code switching, known as contrastive analysis, is the practice of comparing and contrasting the linguistic structure of two languages. This strategy increases students' awareness of the differences between the languages they bring from home and the language at school. Research shows three benefits of contrastive analysis to students:

1. It increases student's ability to recognize the differences between Standard English and the language of the Standard English Learners (SEL).
2. Students become more proficient editing grammar, vocabulary, and syntax in their work.
3. Students gain greater facility in the use of Standard English in both oral and written expression.

The teaching strategies and switching activities in Figure 1.0 are some examples of how teachers will incorporate them into the learning content areas.

Fig. 1.0 Language Switching Activities

Activity	Definition
Sentence Lifting	Sentence lifting is the use of literature, poetry, songs, plays, student-elicited sentences, or prepared story scripts that incorporate specific contrasts of home-and-target-language rules forms. The student performs the contrastive analysis translations to determine the underlying rules that distinguish the two language forms. For example, teachers commonly take lines of rap music and the students change those lines into standard English and then have students analyze the sound difference, effect on audience, or focus on grammar structure.
Retellings	Students first listen to a selection presented in the target language. Then, they use their home language to retell the story or piece of text. The student's retelling is taped so that it can be compared and contrasted with the language of the text.
Role Playing	Role playing gives students opportunities to practice situations through acting and writing with the targeted language. The

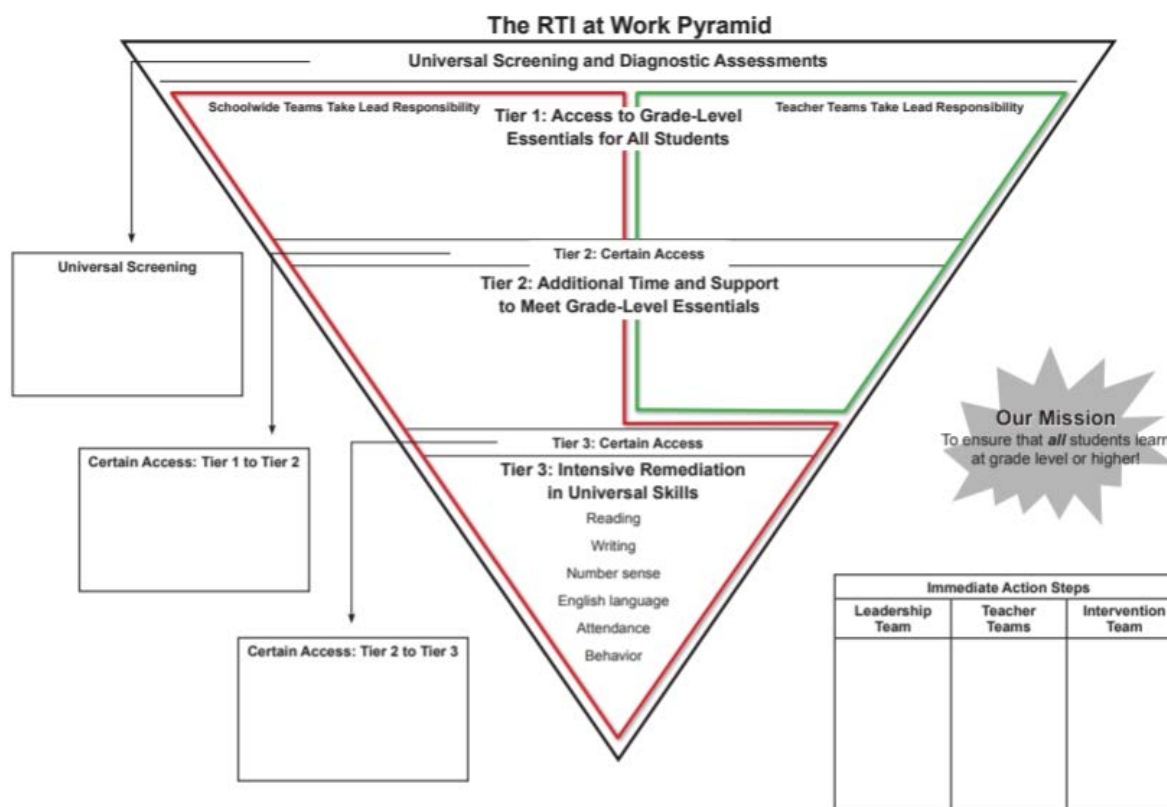
	emphasis is on situational appropriateness, which calls on students to weigh the language most suited to the environment, audience, purpose, and function.
Teachable Moments	Teachable moments are a form of contrastive analysis in which the teacher elicits spontaneous verbal responses from the students about material read or presented, creating on-the-spot opportunities for situational appropriateness in the classroom.

- Method of Action - Creating a Responsive Learning Environment:** At Endless Sky Academy, classrooms environments are framed around eight elements:
 1. Print-rich environment where 70 percent authentic and 30 percent commercially produced. This print-rich environment is important for students as they need to be exposed to letters and words that provide them with word-rich environment.
 2. Learning Centers: reading, writing, listening, math, science, and cultural. Our teachers thin beyond the traditional centers and will create ones that feature culturally related speaking and listening activities. Cultural music, ranging from the Native American flute to American Jazz might be playing. Students have the opportunity to write about the artifacts and, of course, show and tell on a frequent basis. The center acts as a living museum for the class and becomes a source of unity as all students, regardless of their culture, are expected to contribute.
 3. Culturally Colorful - Bright, dynamic, lively, and inviting colors are characteristic of a CLR classroom. Classrooms at Endless Sky Academy exude fun, student friendliness, and excitement about learning.
 4. Optimally - Classroom arrangement of furniture provide movement, viewing capability, and space for students and teachers. Desks and table arrangement will reflect the importance of interpersonal relationships in the class among the students as well as between the students and the teacher. There is space for the teacher to connect individually with the students. All of these components allow for a feeling of community, connectivity, and collaboration.
 5. Multiple Libraries - Large quantities of books organized in multiple libraries formulated through a variety of categories, such as genres, authors, topics, or reading levels. Libraries are set up in a way that is inviting and enticing to students. The books available go beyond race and ethnic identity. In fact, many books chosen will be thought of in terms of gender, social status, youth-appropriate, and economic levels.

6. Use of Technology: Interactive whiteboards, document cameras, and laptops will be infused into the instruction with transparency and frequency.
7. Relevant Bulletin Boards - Bulletin boards connect to less or content that is currently being covered or to an overall theme of the lesson. Boards will include youth culture as a way of being responsive.
8. Displayed Student Work and Images of Students - Student work is displayed everywhere and exchanged or updated at least every three weeks. The work is exemplary in nature but not exclusionary. There are some students who may not for whatever reason reach exemplary, so displaying students' work in a way that highlights the less-than-exemplary level is key.

Value 3: Response to Intervention (Rtl) is school wide.

Endless Sky Academy believes that Rtl is not a series of implementation steps to cross off a list, but a way of thinking about how teachers and staff can ensure each child receives the time and support needed to achieve success. Rtl work must be divided between collaborative teacher teams and two schoolwide teams (a leadership team and an intervention team). Together, the entire school assumes responsibility for the learning of every student. The Rtl framework is based on these four essential guiding principles—collective responsibility, concentrated instruction, convergent assessment, and certain access.



- Method of Action - Create a school leadership team to build a culture of collective responsibility;** ESA will create a culture of a shared belief that the primary responsibility of each member of the school is to ensure high levels of learning for every child. Our thinking is guided by the question. Why are we here? We will build a team that includes individuals who have influence on campus. This team includes administration, teacher leaders, and classified staff. This guiding coalition is not the school “dictatorship committee” but a team that learns deeply about best practices, assesses candidly the school’s current reality, determines potential next steps to improve the school, identifies possible obstacles and points of leverage, and plans the best way to create staff consensus and ownership. The team will meet frequently, especially at the beginning of the process, and will strive for a collective commitment to take responsibility for every student’s academic success. Administration will use the activity Building a School Leadership Team in Matto’s book, Simplifying Response to Intervention, to select members of this team.
- Method of Action - Utilize collaborative teacher teams to define essential learnings:** “Fulfilling the obligations of collective responsibility requires more than the belief that all students can learn at high levels--it also requires collaborative

structures and tools to achieve this goal” ((Buffum, et al, 2012), 2012). It is our belief that a single teacher does not have all the time, all the skills, and all the knowledge necessary to meet the individual needs of every child. But collectively, the combined knowledge and skills of an entire staff can meet the learning needs of every child. Teachers must move beyond viewing students as “my kids” and “your kids” and instead regard all students a “our kids.” Rtl must be built upon professional learning community practices; the only way a school staff can achieve the mission of learning for all students is by working together (DuFour et al, 2010). We will start by building two types of teams: teacher teams and schoolwide teams.

Collaborative Teacher Teams are teams comprised of educators who share curriculum and this take collective responsibility for students learning their common essential learning outcomes, such as grade level teams. The responsibilities of each teacher team in the Rtl Process are:

1. Clearly define essential student learning outcomes
2. Provide effective Tier I core instruction.
3. Assess student learning and effectiveness of instruction.
4. Identify student in need of additional time and support
5. Take primary responsibility for Tier 2 supplemental interventions for students who have failed to master the team’s identified essential standards.

Schoolwide Teams

In contrast to teacher teams, which focus on the specific learning outcome of a particular grade level, subject or course, schoolwide teams are designed to coordinate a school’s core instructional program and support resources across the entire building. Two teams will be developed to achieve this goal: school leadership team and a school intervention team. School Leadership Team will serve as the guiding coalition for the building. They will build consensus for the school’s mission of collective responsibility, create a master schedule, coordinate schoolwide human resources to best support core instruction and interventions, allocate the school’s fiscal resources to best support core instruction and interventions, assist with articulating essential learning outcomes, lead the school’s universal screening efforts to identify students in need of Tier 3 interventions before they fail, lead the school’s efforts at Tier 1 for schoolwide behavior expectations, ensure that all student have access to grade-level curriculum, ensure that sufficient, effective resource are available, and to continue to monitor schoolwide evidence of student learning.

School Intervention Team’s primary responsibility is to lead the school’s focused micro view on the specific students in need of Tier 3 intensive support The team includes the principal, counselor, psychologist, speech and language pathologist,

nurse, special education leader, English language development specialist, reading specialist, and general education teacher. The primary responsibilities of the team are to: determine the specific learning needs of each student in need of intensive support; diagnose the cause(s) of the student's struggles in Tier 1 and Tier 2; determine the most appropriate intervention(s) to address the student's needs; frequent monitor the student's progress to see if interventions are achieving the desired outcomes; revise the student's intervention(s) when they are not achieving the desired outcomes, determine when special education identification is appropriate.

- Method of Action - Concentrated Instruction:** Collaborative teaching teams will use this protocol to plan a team teaching - assessing cycle:
 - Define the knowledge and skills that every student must master in order to be successful in school and in life (that is, Tier 1 core instruction).
Teachers will work together in determining what is essential for students to learn using the below chart ((Buffum, et al, 2012), 2012)..

What Is It We Expect Students to Learn?					
Grade:	Subject:	Semester:	Team Members:		
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?

Essential Standards Chart

page 1 of 2

- Plan when and how the team will provide additional time and support to those who need it (Tier 1 and Tier 2 interventions).
- Create common formative assessments that will be used to monitor how well the core instructional program is working for each student.

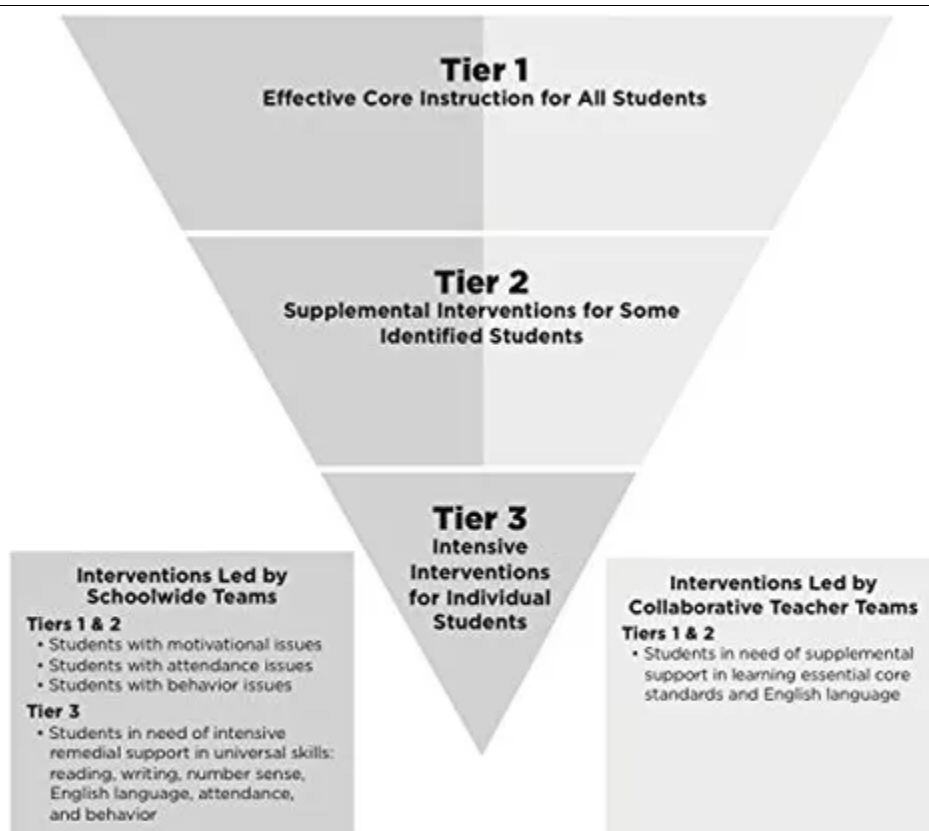


Figure 3.1: Team responsibilities in the inverted RTI pyramid.

This figure shows the collective responsibilities between teams.

- Method of Action - Teams will address complex issues, such as motivation, attendance, and behavior:** We want students to self-regulate and self-monitor. While we recognize and accept responsibility for explicitly teaching students to behave in ways that support high level of learning, our ultimate goal is for them to independently and spontaneously practice positive behaviors. In academic misbehaviors include time management, organization, note taking, goal setting, and self-motivation. Teachers will explicitly teach and reinforce self-regulatory strategies, assign high-quality tasks for students to complete, praise and encourage effort to support a growth mindset, emphasize the importance of regular attendance, and build positive relationships between adults and students. Concentrated instruction in the area of social behavior means taking collective responsibility for student behavior and committing to explicit, consistent modeling and reinforcement of agree-upon expectations. The school leadership team will take the following actions: clearly define behavior as a responsibility of the schoolwide team; identify expectations and desired behaviors; explicitly teach desired behaviors.

Value 4: Data Driven Instruction - Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Collecting and analyzing student data is critical to student achievement. Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, we can make informed decisions that positively affect student outcomes.

- **Method of Action** - NWEA (Northwest Evaluation Association) summative assessment: NWEA will be given three times per year (fall, winter and spring). This assessment provides teachers with accurate growth measures in the areas of reading, math, language and science. This program provides reports that show the teacher what students know and inform the teacher what they are ready to learn next.
- **Method of Action** - Formative, summative, informal assessments: To gain a deeper understanding of students' learning needs, teachers need to collect data from multiple sources, such as annual state assessments, interim district and school assessments, classroom performance data, and other relevant data. Our schoolwide data system allows teachers to aggregate data by classroom, content areas, or assignment type to identify patterns in performance.
- **Method of Action** - Creation of a data team: Our data team will write the school plan describing how the school will use data to support school wide goals fitting with our mission, and defining key concepts critical to PLC conversations that will drive teaching and learning. Defining what data means to ESA will be essential to Data Driven Instruction. The data team will develop common language and expectations so that a high level of accountability is maintained when assessing and using data instructionally.
- **Method of Action** - Students have knowledge of their goals: Teachers will explicitly articulate the content knowledge and skills students are expected to achieve throughout the school year; the goals for individual lessons, assignments, and performance tests; and the criteria used to assess performance toward those goals.
- **Method of Action** - Continually assess to adjust Rtl: Assessments will be used to systematically and routinely guide instructional decisions and meet students' learning needs. These varieties of assessments provide an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses.

Value 5: Community and parents considered as partners in student learning.

In a 2018 NCSL article it stated, “Children whose parents and families are engaged in and hold high expectations of their education tend to earn better grades, have higher graduations rates, and are more likely to enroll in postsecondary education.” The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. For example, schools that communicate bad news about student performance more often than recognizing students' excellence will discourage parent involvement by making parents feel they cannot effectively help their children. We believe parents also benefit from being involved in their children's education by getting ideas from school on how to help and support their children, and by learning more about the school's academic program and how it works. Perhaps most important, parents benefit by becoming more confident about the value of their school involvement and develop a greater appreciation for the important role they play in their children's education.

Substantial evidence exists showing that parent involvement benefits students, including raising their academic achievement. There are other advantages for children when parents become involved — namely, increased motivation for learning, improved behavior, more regular attendance, and a more positive attitude about homework and school in general. In addition, research shows that parental involvement can free teachers to focus more on the task of teaching children. Also, by having more contact with parents, teachers learn more about students' needs and home environment, which is information they can apply toward better meeting those needs. Parents who are involved tend to have a more positive view of teachers, which results in improved teacher morale.

- **Method of Action - Good Two-Way Communication:** The great diversity among families means that it is not possible to rely on a single method of communication that will reach all homes with a given message. It is essential that a variety of strategies, adapted to the needs of particular families and their schedules, be incorporated into an overall plan. Some strategies include:
 1. Parent teacher conferences are scheduled twice a school year. Teachers will: share academic progress and growth based on classroom observations, testing data, assessments, portfolios, and assignments; learn from parents or guardians how to be better informed about students' strengths, needs, behaviors, and learning styles; discuss enrichment or intervention strategies to support students' learning; discuss issues that may be interfering with students' learning and growth
 2. Weekly folders and/or data binders with student work are sent home for parent review and comment. Agendas are used for daily communication between teacher and parent. Teachers will make phone calls or send emails to parents, depending on the choice of the parent, to inform them of any concerns as well as to brag to them of their child's success.

3. Teachers will have updated websites with current learning targets, upcoming events, and resources for parents to help them support their child.
 4. Monthly school wide news and updates via email and on the school website. Newsletters will include updates on school operations and goals, as well as supports for parents. These supports include math strategies and videos and other tips to help their child at home.
- **Method of Action - Family Engagement Opportunities:** Our school recognizes the importance of engaging our families in school. Throughout the school year, families will be invited to attend:
 - ★ Annual Open House
 - ★ Curriculum Night
 - ★ Math and Science Night
 - ★ Literacy Night
 - ★ Annual grandparents or "special persons" days
 - ★ Volunteer Appreciation Events
 - ★ Holiday Craft Fair
 - ★ Fall and Spring Carnivals
 - ★ Annual field days

Value 6: Transformational Leadership inspires teachers to be leaders.

In a March, 2018 Education Week survey of a nationally representative group of 500 teachers suggests that leadership may be even more important than salary in keeping teachers on the job. Eighteen percent of respondents saw leadership as a key factor in any decision about whether to go or stay on the job. Endless Sky Academy has a leadership team that consists of over 75 years of experience in education and nearly 20 years in leadership. We believe leaders should act as facilitators so that others can lead. Author Ronald A. Heifetz (1999), states in his book *Leadership Without Easy Answers*, "Rather than define leadership either as a position of authority in a social structure or as a personal set of characteristics, we may find it a great deal more useful to define leadership as an activity" (p. 20).

- **Method of Action - Individualized Consideration:** Leaders will attend to each staff member's needs and will act as a mentor or coach by listening to concerns and needs. Administration will give empathy and support, keep communication open, and will challenge staff to solve their own problems. Communication will be open with a high degree of respect that celebrates the individual contribution that each person can make to the team. This will result in staff members having the will and aspirations for self-development and have intrinsic motivation for

their tasks.

- **Method of Action - Intellectual Stimulation:** Leaders will challenge assumptions, take risks and solicit staff member's ideas while stimulating and encouraging creativity in others. In addition, we will nurture and develop people who think independently. We consider learning as a value and unexpected situations are seen as opportunities to learn. All of this is to encourage staff members to ask questions, think deeply about things and figure out better ways to execute their tasks.
- **Method of Action - Inspirational Motivation:** Leaders will articulate a vision that is appealing and inspiring as well as challenge staff with high standards, communicate optimism about future goals, and provide meaning for the task at hand. It is our intent to promote a strong sense of purpose to motivate others to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. Ultimately, staff are willing to invest more effort in their tasks, they are encouraged and optimistic about the future and believe in their abilities.
- **Method of Action - Idealized Influence:** Leadership at Endless Sky Academy provides a role model for high ethical behavior, instills pride, gains respect and trust.

Value 7 : Quality staff are essential to quality teaching:

It is Endless Sky Academy's belief that hiring, supporting, and sustaining effective teachers is one of the most important responsibilities of our leaders. If we believe that teaching and learning are the core of schooling, then we also understand why good teacher selection is absolutely indispensable to high-achieving schools. In addition, identifying and selecting highly qualified individuals to facilitate learning in a productive and academically enriching classroom environment is integral to satisfying the need for capable teachers. We believe qualities of an effective teacher are related to their teaching methods, behavior toward student learning, mastery of competencies, professional decision making, and interaction of pedagogical and subject area knowledge. Important attributes teachers bring with them to the classroom are verbal ability, content knowledge, education coursework, teacher certification, and teaching experience.

- **Method of Action - Choosing Teachers with Verbal Ability:** Teachers make connections with their students through words and actions. A teacher's verbal ability has a positive effect on student achievement, as the ability to communicate content knowledge and belief in students is vital to teaching and learning (Darling-Hammond, 2000b; Haberman, 1995b; Hanushek, 1971).
- **Method of Action: Choosing Teachers with Content Knowledge:** Recruitment of teachers who achieved in course study work in the areas of

elementary and middle school education will be pursued, Response to Intervention and enrichment, and culturally and linguistically responsive teaching are content areas Endless Sky Academy will look for in candidates. Grades 3-8 teachers will be recruited for content knowledge in Science, Mathematics, Social Studies, and English Language Arts. The benefit of content-area preparation may be due to an intrinsic interest. Wenglinsky (2000) found that teachers with a major or minor in a subject are more likely to attend professional development offerings in that area and, subsequently, incorporate what they learn into instruction. In a study of 266 student teachers, educational coursework was a stronger predictor of student teaching performance than grade point average or National Teacher Exam specialty scores (Ferguson & Womack, 1993). Note:

- **Method of Action - Choosing Teachers with Certification:** Teachers assigned to the area in which they are certified have been found to have more influence on student learning than uncertified teachers (Darling-Hammond, 2000b; Darling-Hammond, Berry, & Thoreson, 2001; Goldhaber & Brewer, 2000; Hawk, Coble, & Swanson, 1985; Laczkó-Kerr & Berliner, 2002). For example, in a study comparing certified teachers who were licensed to teach mathematics with those licensed in another area, students taught by teachers instructing in their licensed field had higher levels of achievement (Hawk et al., 1985).
- **Method of Action - Choosing Teachers with Experience:** Experienced teachers have increased depth of understanding of the content and how to teach and apply it. Additionally, experienced teachers are more effective with students due to their use of a wider variety of strategies. One study found that “schools with more experienced and more highly educated mathematics teachers tended to have higher achieving students” (Fetler, 1999, p. 9). This quality indicator does not necessarily mean that more years are better. Based on data from the Tennessee Value-Added Assessment System, Sanders and Rivers (1996) found that teachers' effectiveness increased through the first seven years of teaching and became flat by around year 10.
- **Method of Action - Choosing Teachers with Good Character:** If students are to learn, they need to feel comfortable in their instructional environment. In that respect, the personal connection that an educator makes with students assists in creating a trusting and respectful relationship (Marzano, Pickering, & McTighe, 1993; McBer, 2000). The ability to relate to students and convey a sense that they are valued and that the teacher wants them to be there is vital (Haberman, 1995a). Effective teachers have been described as caring, enthusiastic, motivated, fair, respectful, reflective, and dedicated individuals with a sense of humor who interact well with students and colleagues. National Association of Secondary School Principals [NASSP], 1997; Peart & Campbell, 1999). In brief, teachers' effect on student learning is increased when students are taught by well-prepared professionals who integrate their knowledge of instruction with a deep sense of caring about the individual students they teach. As Sizer (1999)

puts it, “We cannot teach students well if we do not know them well” (p. 6). A teacher who possess these characteristics will be better prepared to part of a team of professionals who value Endless Sky Academy’s mission and vision.

- **Method of Action - Choosing Teachers with Excellent Classroom**

Management and Organization: Classroom management and organization encompass skills and approaches teachers use to establish and maintain a safe, orderly, and productive learning environment. There are fewer disruptions and off-task behaviors in effective teachers' classrooms. Effective teachers cultivate a positive classroom environment for their students by working with students to ensure that routines, procedures, and expectations are clear; additionally, these teachers take more time at the start of the school year to work with students on creating a positive class climate where individuals are treated with respect and fairness. They actively teach students their roles, offer clear explanations and directions, rehearse expectations with students, and then give students opportunities to be successful in meeting those expectations.

When a discipline issue occurs, effective teachers are not thinking about what to do; they are responding in a predictable manner to the student behavior. In establishing a productive learning environment, effective teachers are recapturing instructional time that is often lost in administrative activities, discipline, and transitions (Hoy, 2003). They remain actively involved in students' learning in an organized and positive classroom, as an organized and positive environment is associated with higher achievement gains.

- **Method of Action - Choosing Teachers Who Plan for Instruction:** The area of planning for instruction offers insights into how effective teachers prioritize and organize instruction, allocate time, and set high expectations for student achievement and behavior. Effective teachers have knowledge about their content area, common student misconceptions, and available resources to use in the classroom. They possess a deep understanding of the subject matter that facilitates their planning and instructional delivery. Furthermore, they know how the curriculum relates to the content within the educational landscape (Educational Review Office, 1998). Additionally, they review instructional standards to guide decision making. These teachers use long-range planning to map where instruction will go in combination with alignment of the curriculum to state and local standards. They identify appropriate intended learning outcomes for their students and develop means to assess students on these outcomes during the planning process (Gronlund, 2009; Marzano et al., 1993).

- **Method of Action - Choosing Teachers Effective in Implementing Instruction:** The area of implementing instruction speaks to the nuts and bolts of what occurs in the classroom. Obviously, the way a teacher presents material influences how well a student learns it. Teaching is a complex task in which educators must determine the means to instruct students on the essential

knowledge and skills to promote the acquisition of new knowledge and abilities. Effective teachers expect more from students and this, in turn, raises students' own expectations for success. They provide instruction in which students are actively engaged in minds-on and hands-on activities as they seek to construct meaning from the content while being supported by the teacher. The teacher is actively involved throughout the lesson, providing additional detail and monitoring and adjusting based on student feedback.

- **Method of Action - Choosing Teachers Effective in Instructional**

Techniques: Effective teachers know how to use instructional techniques, such as mastery learning and cooperative learning. When used appropriately, these strategies can result in student achievement that is at least one standard deviation higher than that of students taught without the use of the strategies (, 1984). Effective teachers use technology during instruction to offer more individualized student attention, to provide hands-on experiences, and to shift the focus from the teacher to the student. These educators also use the students' prior knowledge as a starting point with hands-on, inquiry-based approaches to facilitate increased levels of learning. Furthermore, effective teachers use questioning effectively. They not only ask questions, but also teach students how to ask quality questions themselves with appropriate follow-ups for prompting, redirection, and clarification. Instructional strategies are like transportation vehicles: there are many different types one can use to get to the destination. In the final analysis, effective delivery of instruction is a complex process full of decisions, deviations from the original lesson plan, and responses to student inquiry.

- **Method of Action - Choosing Teachers Who Monitor Student Progress:** The area of monitoring student progress and potential focuses on how a teacher knows that students have acquired knowledge and skills in a manner that allows pupils to demonstrate academic success. Effective teachers monitor student learning through a variety of informal and formal assessments and offer timely feedback to students (Cotton, 2000). They check for student understanding throughout a lesson and adjust instruction based on the feedback.. These educators align assignments given to students, such as homework and in-class activities, with the intended learning outcomes so they are meaningful to students in developing or reinforcing a concept and meaningful to teachers in analyzing the process and products (Cruickshank & Haefele, 2001). Effective teachers review progress over time using an accumulated body of work, such as a portfolio (Covey, 2008).

The analysis of student assessment data informs effective teachers about the degree to which students have acquired specific understandings and skills, and guides them in setting instructional goals (Cruickshank & Haefele, 2001; Gronlund, 2009). As teachers analyze student progress, they keep students

informed through timely and regular targeted feedback that can help students improve and be more successful in future work (Covey, 2008). .

Value 8 : Recruitment and retention of staff are vital to our school mission.

Teachers at Endless Sky Academy believes in obtaining a high quality staff who have many different talents. This will allow us to learn from each other and build our own capacity. Retention of staff is a priority as we believe consistency amongst staff will allow us to grow from year to year with a collective commitment to teaching and learning.

- **Method of Action - Recruitment:** Endless Sky Academy will network with New Mexico universities in order to recruit high quality teachers. These universities include, but are not limited to, University of New Mexico, New Mexico State University, New Mexico Highlands University, and Central New Mexico Community College, Eastern New Mexico University, Northern New Mexico College, and Western New Mexico University. We will also advertise on national employment websites and social media, and attend local job fairs. We will seek teachers who understand and believe in our mission and know that leadership and data in daily instruction are expectation of the school. Also, teachers must be able to communicate and be willing to share and receive ideas within their Professional Learning Communities. We will recruit individuals who will strive for our students to meet their individual level of greatness, and settle for nothing less.
- **Method of Action - Develop Professional Learning:**
 1. Collaborative learning- ESA will provide weekly PLC time so the sharing of ideas can be done in a consistent and safe place.
 2. Links between curriculum, assessment, and professional-learning decisions in the context of teaching specific content– We will provide teachers the tools to identify the gaps between what a student knows and their learning targets. Teachers will reach their students by combining formative assessment with sound interim and summative assessment data.
 3. Active learning – Daily classroom informal formative assessments are needed to elicit evidence of student learning and move the learner forward, but they must be administered well and the results evaluated properly. Informal and formal formative assessment strategies and tactics will be expected so that a classroom environment is created where students take control of their own learning.
 4. Deeper knowledge of content and how to teach it – Our teachers professional development will be go beyond techniques, they will become

subject matter experts.

5. Sustained learning, over multiple days and weeks – Our teacher professional development will be ongoing, teacher-led, and collaborative.

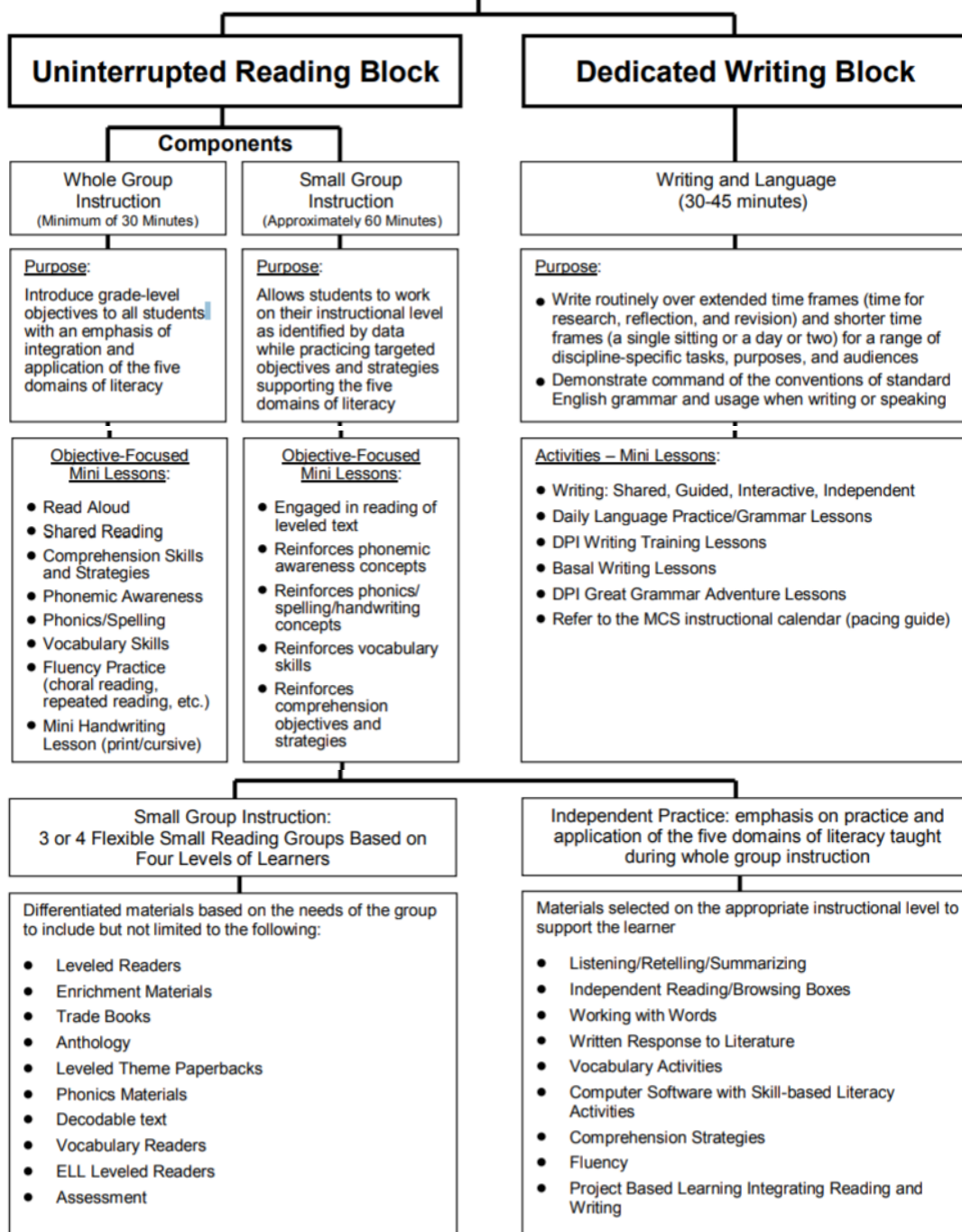
These five elements will be supported and driven by providing teachers:

1. Choice within a given framework or focus to allow them to determine their personal priorities.
 2. Flexibility to make modifications to make the new learning work best in their own classroom environments.
 3. Time to take small steps to change their practice and to be lasting so it becomes a lasting part of the teacher's routine.
 4. Both support and accountability through our PLCs so that teachers have the opportunity to develop personal action plans, report back to the group what happened as a result of implementing their plans, and reflect and receive feedback (support) from colleagues who are working on the same changes in practice.
- **Method of Action - Retention:** Our teachers will be provided the opportunity to continually grow professionally. While infusing leadership throughout the school it gives all individuals the opportunity to be a stakeholder in developing ESA's curriculum, discipline policy, professional development and administrative decisions. Our goal is to pay our teachers 20% higher than local districts and pay stipends for work beyond the duty day and yearly contract. Administration will truly have an open-door policy so that all voices are heard, and ideas are shared and acknowledged. Professional conversations on how to improve instruction will not only come from the administration but will be an expectation during the PLCs, which will be safe place to openly discuss what can be improved for the betterment of the students.

Value 9 : ELA - Provide a comprehensive literacy framework for all grades.

Comprehensive literacy is based on key principles that are firmly rooted in decades of research about language, learning, teaching, assessment, and curriculum and shaped by extensive classroom testing. At its core, comprehensive literacy reflects a profound understanding about the best ways to live and learn with students in classrooms and schools. Ensuring that all children comprehend what they read is critical to their subsequent success in school and throughout their lives. Increasing the effectiveness of teaching practice in this critical area is therefore a priority.

Comprehensive Literacy Framework



- **Method of Action - Comprehensive literacy teachers engage in continuous assessment**, so they can, at any moment, respond specifically to each student's challenges and build on each student's strengths. Teachers watch, listen, and

know every student across multiple instructional contexts: one-on-one, small group, and whole group—and engage students in self-reflection and assessment. And they teach with deep intention and compassion as well as with clear goals; every teaching move they make is informed by their knowledge of research together with their insights about each student drawn from multiple sources of formative and summative assessment.

- **Method of Action - Learning flows through language:** ESA teachers embrace the power and joy of language. They understand that learning flows through language, both oral and written; thus, they immerse students in conversation and text, creating thinking classrooms that resound with inquiry across the curriculum. Language—reading, writing, and talking across multimedia—provides the tools of discovery. Every student has opportunities to talk, present, and lead. Teachers model asking open-ended questions and they use dynamic learning language (“Let’s give it a go”) rather than fixed performance terms (“That’s too hard for you”) (Johnston, 2013). In this way, teachers help every student develop a “growth mindset” (Dweck, 2006).
- **Method of Action - Oral language is the foundation of literacy:** ESA teachers understand that oral language development precedes literacy and also parallels it; oral and written language are mutually supportive developmental language processes. The quality of the language that children hear at home, including the books they hear read aloud, shapes their language development (Hart & Risley, 2003; Cunningham & Zibulsky, 2013). Ultimately, learning to read is the “weaving together of multiple skills, understandings, and orientations, many of which have their developmental origins in infancy and toddlerhood” (Snow & Juel, 2008).
- **Method of Action - Reading and writing are purposeful and meaning-driven:** Students learn to read by reading—and as they increase the volume of their reading with expert teacher support, they build their proficiency as readers. ESA teachers never skip a day of independent reading! Every day, they encourage their students to read self-selected fiction and nonfiction at school and at home, and through interactive read-alouds, shared and guided reading, and facilitated book clubs help their students practice reading in a smoothly orchestrated way, building and strengthening their reading power and stamina. All of this is true for writing as well; students learn to write by writing for wide and varied purposes with the help of an expert teacher. And both reading and writing are mutually beneficial; students learn to control both the global meaning of written language as well as all the particulars (sounds, letters, words, and the like) while they use written language to learn. Teachers confer with students, celebrating their accomplishments while always monitoring, assessing, and teaching.
- **Method of Action - Classrooms and school are vibrant, vital learning communities:** Classrooms and our school brim with print and student projects. Every student feels at home, supported, encouraged, and loved. Creativity,

curiosity, and collaboration are the learning pulse of the classroom—and a robust library is the heart of the classroom. Students enjoy easy access to many (ideally, 1,500-plus) high quality texts across all genres. Working together, students learn to ask their own questions across the curriculum and follow a line of inquiry. Effective teachers understand that the nature of reading and writing intensifies when students are driven by real-world questions to search for real answers that they then share with a real audience. Students learn to read with purpose, power, and passion (Duke, 2015).

- **Method of Action - Students are self-directed learners who thrive with expert, thoughtful instruction:** ESA teachers place students' well-being and academic success at the center of everything they do. They rely on the Gradual Release of Responsibility model to differentiate instruction (Pearson & Gallagher, 1983): First, teachers demonstrate a new understanding and then encourage the whole class to give it a go. Finally, they invite students to try it on their own or with a partner. Always, teachers keep their eye on foundational skills making sure that their students are learning to control, within the context of meaningful reading and writing, sound/letter relationships, word recognition, fluency, phonics, spelling, punctuation, and grammar. If direct instruction is needed, teachers provide it. As literacy researcher Michael Pressley (2003) once explained: “. . . the goal of the comprehensive literacy teacher [is] to move students ahead, so that every day there is new learning; every day students are working at the edge of their competencies and growing as readers and writers.”
- **Method of Action - Families are their children's first and most important teachers:** Comprehensive literacy teachers value family and community, honor cultural and linguistic diversity, and support each child's home language and culture. Teachers recognize that every family's stories and funds of knowledge (Moll, Soto-Santiago, & Schwartz, 2013) represent invaluable learning experiences for both the family and the school. ESA teachers also provide ongoing parent education so parents understand the specifics of what they can do at home to help their children as readers, writers, and learners. The aim is open communication and collaboration with families. Bottom line: parents are valued members of the school community and are always welcome in the classroom.
- **Method of Action - Teachers are professional decision-makers:** ESA teachers embrace their own professional learning lives and align their practices with their theoretical understandings of language and learning. They also engage in continual self-renewal and maintain a robust learning life enriched by onsite, offsite, and online professional learning communities, book study groups, exchanges on social media, and more. Additionally, they fill their classrooms with authentic text—high quality YA and children's literature, newspapers and magazines, a wide range of multimedia, and access to primary sources such as historical correspondence and diaries, scientific documents, and

the like. In sum, our teachers respect their students as powerful learners and aim to help them explore their own questions, shape their own values, and imagine lives beyond the ones they live—while helping them develop the confidence, understanding, and skills they need for both academic and personal success. In comprehensive literacy classrooms, teachers and students love reading, writing, and learning. Nancie Atwell says it best:

Value 10 - ELA - Comprehensive Literacy Framework Effective teachers create strength-based, high-quality literacy instruction that helps all students learn with purpose, proficiency, power, and joy. Every day, our teachers organize their instruction around a Gradual Release of Responsibility and whole group, small group, and independent practice as they work to accomplish the following actions:

- **Method of Action - Strengthen Oral Language Skills:** ESA teachers will
 - set the stage for strong reading and writing skills later in life.
 - invite children into extended discourse that promotes understandings beyond the here and now.
 - promote basic vocabulary and grammar, which are essential to comprehension.
 - value emerging bilinguals' native language, recognizing that a strong foundation in that language promotes school achievement in English.
- **Method of Action - ESA teachers will Build Foundational Language Skills and Conventions in order to:**
 - help children learn the alphabetic principle and develop phonological awareness.
 - strengthen students' abilities to apply written conventions such as spelling, grammar, and punctuation.
 - expand students' vocabulary and conceptual knowledge.
 - foster word study, recognizing that 90 percent of the words in a text are drawn from 4,000 simple word families.
- **Method of Action - ESA teachers will Share Interactive Read-Alouds in order to:**
 - increase students' attention spans and listening skills, bolster vocabulary and conceptual knowledge, and develop comprehension strategies and story schema.
 - enable all students to access and enjoy the rich language of complex texts.
 - refine students' understanding of text—genre, format, literary elements, and text structures and features.
 - develop a literate classroom culture and shared language around books;

fosters a lifelong love of reading.

- **Method of Action - ESA teachers will Practice Guided Reading in order to:**
 - place students on an accelerated course to reading with accuracy, fluency, and comprehension.
 - offer a “just right” challenge that helps each student advance as an independent reader.
 - ensure that, every day, students read texts that are within their control, given the strategies and knowledge they have.
 - help students stretch their skills as readers, with increasingly challenging, conceptually rich, complex texts.
- **Method of Action - ESA teachers will Promote Independent Reading in order to:**
 - help students discover their identities as readers and expand their understanding of the world.
 - build strategic problem-solving skills that promote high level comprehension.
 - build a robust vocabulary and deepen analytical prowess and an ability to talk and write about text.
 - offer innumerable academic and social-emotional benefits.
- **Method of Action - ESA teachers will Promote Independent Writing in order to:**
 - encourage writing for multiple purposes and audiences, across genres and modes— narrative, informational, and argumentative (opinion).
 - help students control the traits of writing: ideas, voice, organization, sentence fluency, word choice, conventions, and presentation.
 - help students use writing as a thinking tool to organize, consolidate, and integrate ideas.
 - help students tap their creativity and strengthen their ability to compose.
- **Method of Action - ESA teachers will Integrate Reading and Writing in order to:**
 - reinforce reading and writing as reciprocal acts, with each informing the other.
 - help students read to learn, write to learn, and make meaning in the process—the primary goal of instruction.
 - realize the benefits of writing about text—and mirror the deep thinking students should do when they read.
 - enable students to be explicit about text evidence—writing information from their reading.

- **Method of Action - ESA teachers will Encourage Purposeful Reading and Writing in order to:**
 - help students engage in ambitious questioning and hands-on inquiry.
 - foster critical thinking and problem solving.
 - encourage students to write clearly and convincingly, revising and editing their work to share it with a real audience.
 - help students embrace their identities as purposeful and powerful readers and writers.
- **Method of Action - ESA teachers will Engage Families and the Community in order to:**
 - embrace the Dual Capacity Framework, establishing effective family-school partnerships that support children from cradle to career.
 - build the collective partnership capacity between families and schools through the four C's: capabilities, connections, confidence, and cognition.
 - help families understand the importance of immersing children in rich, ongoing conversation about daily home activities and read-aloud books.
 - honor each family's cultural "funds of knowledge"—while providing school based scaffolds.
- **Method of Action - ESA teachers will Optimize Learning Supports in order to:**
 - maximize learning supports by fully integrating them into instruction and school management.
 - provide physical, social, emotional, and academic assistance that enables students to succeed at school.
 - provide responsive, personalized instruction that meets the needs of all learners.
 - promote strong leadership that works to build a full continuum of essential school-community learning supports.

Key Elements of Reading Instruction and Components in a Comprehensive Literacy Framework

This chart illustrates how the key elements of reading instruction are woven into a comprehensive literacy framework. For example, if an educator is engaged in Shared Reading (e.g., reading a big book with a group) the teacher can read down this chart and see which of the six key elements are taught or reinforced in this activity. Assessment are ongoing and the teacher integrated throughout the many components.

Key Elements of Reading Instruction	*Components in a Comprehensive Literacy Framework									
	Reading Aloud	Shared Reading	Guided Reading	Independent Reading	Writing Aloud	Shared Writing	Interactive Writing	Guided Writing/ Writers' Workshop	Independent Writing	Word Study
Oral language and language development	x	x	x	x	x	x	x	x		x
Phonemic awareness, letter knowledge, and concepts of print	x	x	x			x	x	x	x	x
The alphabetic code: Phonics and decoding		x	x	x	x	x	x	x	x	x
Fluency	x	x	x	x			x	x	x	
Vocabulary	x	x	x	x	x	x	x	x	x	x
Text comprehension	x	x	x	x	x	x	x	x	x	

*Components refer to the broad category of instructional approaches that are part of a comprehensive literacy framework. The components include reading aloud, shared reading, guided reading, independent reading, writing aloud, shared writing, interactive writing, guided writing, independent writing, and word study. A teacher may use different approaches within a component.

Value 11 - MATH - ESA understand the value of teaching mathematics: Math teaches logic and order. The discipline of mind that children develop in math class can carry over into everyday life. Companies know this, as some businesses will hire math majors based on the presumption that students who are good at math have learned how to think. Math can also provide a vehicle through which critical-thinking skills are put into practice and refined. An example of mathematical critical thinking is when students are required to explain how they arrived at a solution to a complex problem or to describe the ideas behind a formula or procedure.

Math also teaches life skills. It is next to impossible to live an independent life without basic math skills. Children begin to learn about money in the early elementary grades, and in later grades can calculate percentages and fractions. People must have these skills in order to follow a recipe, evaluate whether or not an item on clearance is a good deal and manage a budget, among other things.

Math supports continuing education and careers. Even entry-level jobs in fields seemingly unrelated to mathematics require math skills. Cashiers must be able to count money accurately, while a customer service representative may need to be able to discuss a discrepancy in a customer's bill. Students who are skilled at math and who seek a higher degree will find that high-paying careers such as engineering, medicine and research become available to them. Students who are not interested in these careers must nonetheless have advanced math skills, as they are required to graduate with a bachelor's degree in any field. Students who have better math skills than their peers may obtain scholarships based on their superior performance on assessment tests such as the SAT and ACT.

Quality math instruction should incorporate techniques that are designed to demonstrate to children the relevancy of math to their daily lives, the world around them and their future careers. Math teachers must strive to provide a real-world context for the skills that they teach and must tell students the rationale behind the concept they are teaching.

- **Method of Action - ESA teachers will Optimize Mathematical Learning with these major ideas:**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

- **Method of Action - Endless Sky will use Eureka Math as the core curriculum for the instruction of the CCSS.** Eureka is a critical selection because it was developed specifically with the intention of providing a logical progression of concepts for the deep foundation of number sense and all of the CCSS. In addition, the standards for mathematical thinking which are the lifelong problem solving and critical thinking skill students will need to be able to tackle new problems and new concepts in the future, are built into the instruction and practice. Teachers will have access to the materials and manipulatives they need to teach and extend the math curriculum. Eureka Math, a Common Core-aligned curriculum students to use various mental strategies to solve problems, and to focus on the process instead of the answer, is a complete, carefully sequences the mathematical progressions into expertly crafted modules. Each lesson in *A Story of Units* is comprised of four critical components: fluency practice, concept development (including the problem set), application problem, and student debrief (including the Exit Ticket). Each component described below serves a distinct purpose. Together they promote balanced and rigorous instruction.

Fluency Practice: Almost all lessons begin with this component to support development of fluency skills for maintenance (staying sharp on previously learned skills), preparation (targeted practice for the current lesson), and/or anticipation (skills that ensure that students will be ready for the in-depth work of upcoming lessons). This component provides daily opportunities for students to gain confidence and motivation for continued learning.

Grade K-1

- Eureka Math Counting Exercises will be used to help kindergarteners understand how numbers can increase and decrease.
- Happy Counting is where the teachers uses hand signals to get the students to count up or down.
- Count Teen Numbers the students will analyzing the total as 10 ones and no ones or 10 ones and some ones (ten 9 for the number 19).
- Happy Counting by Tens is the same concept as above but students will count by tens as instructed by the teacher.
- Think counting, displaying a number chart to 30 chart. Students think-count to 20, saying multiples of 5 aloud. /then the chart is hidden students try to remember the sequence, counting slowly by fives to 20. After, they will repeat think-counting and slowly skip-counting first to 25, then to 30.

Grades 2-3

- Happy Counting by Tens, the students skip-count by tens as foundation for counting equal groups in the lesson.
- Skip-Counting by 2's, the students practice counting by 2's in preparation for their work with even and odd numbers.
- Skip-Count by \$5 and \$10 Between 85 and 205. Students apply their knowledge of skip-counting by fives and tens to counting bills in preparation for solving word problems with bills. Group Counting, the basic skip-counting skills from Grade 2 shift focus in this Grade 3 activity.
- Group-counting lays a foundation for interpreting multiplication as repeated addition. When students count groups in this activity, they add and subtract groups of two when counting up and down.
- Minute Counting, this activity reviews the Grade 2 standard of telling and writing time to the nearest 5 minutes. It prepares students to count by 5-minute intervals on the number line and clock. Students also practice group counting strategies for multiplication in the context of time.
- Fluency Practice: Sprints are fluency activities that are intentionally patterned and will be used in the K-8 grades. Students analyze the pattern of the Sprint and use its discovery to assist them with automaticity in mental math. Students have 1 minute to complete Sprint A and count the

number correct. They then participate in a whole class movement activity coupled with skip counting backward or forward. Then, Sprint B is administered for 1 minute and students will measure their growth between Sprint A and Sprint B to mark personal successes.

Grades 4-5

- Unit Counting, this fluency will deepen student understanding of the composition and decomposition of units, laying a foundation for adding and subtracting grams and kilograms. Numbers are bolded to show change in direction of counting.
- Group Count by Multiples of 10 and 100, changing units helps prepare students to recognize patterns of place value in multiplication.
- Count by Equivalent Fractions, the students will begin by counting fractions with common denominators.
- Group Count by Multiples of 10, counting by multiples of 10 will prepare students for conceptual development of using basic facts to estimate quotients with two-digit divisors.
- Happy Counting with Mixed Numbers, there students will begin by counting by $\frac{1}{2}$ up to 5.
- Count by Cubic Centimeters, students will count by 100 and include the unit of value.

Eureka Math also follows the following framework:

Concept Development: This component addresses the new content being studied. Therefore, it is often allotted the majority of the instructional period to give students time for discussion and reflection. The concept development is generally comprised of carefully sequenced problems centered within a specific topic to begin developing mastery via gradual increases in complexity. It is also accompanied by an additional set of carefully crafted problems called the “problem set.” Teachers are encouraged to make choices within this set of problems to provide their students with generally about 10 minutes of additional practice.

Application Problem: In most lessons, this component is included to provide students with an opportunity to apply their skills and understandings in new ways. Sometimes the application precedes the concept development, functioning as a springboard into the new learning of the day. Often the application follows the concept development as an extension of learning.

Student Debrief: Every lesson closes with this critical component in which the teacher engages students in a whole-group discussion, challenging them to

share their thinking and draw conclusions. This allows the teacher to gauge student understanding of the concept of the lesson, offering another chance for students to gain understanding before attempting the exit ticket.

Mathematical content naturally increases in its complexity with each grade level. In order to address the level of difficulty at the secondary level, the formats of the lessons take on different forms starting in Grade 6. Each lesson is formatted as one of four types, each driven by the specific content of the lesson, including: problem set lessons, Socratic lessons, exploration lessons, and modeling lessons. (Notice that the term “problem set” arises as an entire lesson format in grades 6–12, leading to the need for clarification.)

ESA Dailey Mathematical Framework

Math Review (10 minutes)

Skill Review

- Share 3-5 problem a day with students
- Students solve problems in their notebooks or math journals.
- Five minutes of work time and five minutes to correct.
- Correct together and have students share the various ways they solve the problem.

Fluency Practice (10-15 minutes) and Mental Math (5 minutes)

Works to develop students' mental mathematical abilities:

- Read a number problem aloud for students (should be developmentally appropriate).
- Students solve mentally.
- Students should give the correct answer (or show on a whiteboard) for a quick check.
- Build math fact automaticity:
- Have students work at their independent level practicing math facts.

Concept Development Lesson (30-40 minutes)

Instructional Approach = Construct Knowledge or Explicit Modeling

Helps students develop a clear conceptual understanding of mathematics: Problem-based interactive learning should be the foundation in teaching for understanding.

- Provide the focus of the lesson by sharing the purpose of the lesson.
- Use multiple methods and strategies.
- Incorporate concrete models that support the understanding of mathematical

concepts.

- Provide a variety of instructional opportunities from whole class to partners and small group activities.
- Make connections to aid students in the application of the mathematical knowledge.
- Provide opportunities for students to discover concepts using hands-on or problem –based learning activities.

Application of new skills

Students practice their skills in various ways.

- Problem Sets allow for students to work through a series of problems related to their new learning.
- Students work independently or with a partner.

Debrief Closure (5-10 minutes)

Provides a way to check student understanding:

- Provide time for students to share prior knowledge, reflect on new learning, make connections, and challenge them to share their thinking and draw conclusions
- Students articulate their thinking (this can be done verbally or in writing, including pictures and words).
- Use formative assessment as a post-assessment or performance task to check for understanding in the form of an exit ticket or other assessment.

Small group, centers, assessments or problem-based activities (20-30 minutes)

Allows for students to be given time to receive additional instruction, remediation or enrichment opportunities:

- Place students in differentiated instruction groups (based on assessment information gathered throughout the week).
- Students in need of remediation should be grouped together and receive direct, explicit instruction from teacher.

Helps students learn how to mathematically communicate how to solve authentic complex problems:

- Provide developmentally appropriate activities.
- Make intentional connections to the concepts being taught.
- Make sure the students understand the expectations of the activity.
- Emphasize how the problem was solved, what strategies were used, and how the answer will be shared.

Value 12 - MATH - Effective Mathematics Environment is vital for student success. There are some specific teacher behaviors that “matter” in the teaching of mathematics. In ESA’s effective classrooms, teachers:

- **Method of Action - Demonstrate acceptance of students’ divergent ideas:** ESA teachers challenge students to think more deeply about the problems they are solving and ask them to explain the solutions. Such an approach also helps students develop confidence in their own abilities to do mathematics and gain an even firmer grasp of key concepts and processes that Influence learning by posing challenging and interesting questions.
- **Method of Action** - Teachers will present questions that stimulate students’ curiosity and encourage them to investigate further. The questions encourage students to rely on themselves and their peers for ideas about mathematics and problem-solving.
- **Method of Action** - Teachers will project a positive attitude about mathematics and about students’ ability to “do” mathematics. This includes demonstrating enthusiasm for the content as well as a belief that all students are capable of learning the material, with lessons designed to encourage curiosity, interest, and Skill-building.
- **Method of Action** - Students are actively engaged in doing mathematics. They should not be sitting back watching others students solve problems.
- **Method of Action** - Students are solving challenging problems. Mathematics is a stimulating and interesting field generating new knowledge every day, and students should be exposed to this excitement and challenge, using real-world examples when possible.
- **Method of Action** - Interdisciplinary connections and examples are used to teach mathematics. For example, using literature as a springboard for mathematical investigation is a useful way to introduce authentic problem-solving situations that may have “messy” results. This engages students in connecting the language of mathematical ideas with numerical representations and develops important skills that support students’ abilities to solve word problems.
- **Method of Action** - Students are sharing their mathematical ideas while working in pairs and groups. Research shows that students who work in groups on problems, assignments, and other mathematical investigations display increased achievement. Such opportunities appeal to the social nature of most children, while thinking through problems collaboratively makes it less likely that a student will get caught in a procedural dead end.
- **Method of Action** - are provided with a variety of opportunities to communicate mathematically. During a lesson, students should have many opportunities to

communicate their ideas. They may draw a picture to represent their ideas or write them in mathematics journals. Whole-class discussions should provide opportunities to hear about and perhaps challenge other students' ideas in an environment of respect and understanding.

- **Method of Action** -Students are using manipulatives and other tools. The long-term use of mathematics manipulatives is positively related to student achievement and attitudes about mathematics. It is not enough, however, to simply provide students with manipulatives; they must be taught how to use these materials. Several steps can be taken to ensure students benefit from a lesson involving manipulatives. First, the teacher should use manipulatives that support the lesson's objectives. Next, before allowing students to handle the materials, the teacher should demonstrate how to use the manipulatives and the procedures for handling them. And finally, the lesson design should encourage the active participation of all.

Value 13 - SOCIAL STUDIES - The best social studies instruction is a balance of content instruction and reading strategy instruction. There are some lessons in which you want children to learn deeply about historical events and really delve into the material through projects and meaningful activities. In other lessons, you simply use social studies texts to teach students how to comprehend non-fiction. Children learn how to use captions, photos, graphs, charts, glossaries, bold print, and so on to help them understand what they read. This reading strategy-based approach to social studies will be done during the reading block to make the most of limited instructional time

- **Method of Action - Use social studies-related texts and NM Social Studies Content Standards to teach non-fiction reading strategies during your reading block.** This can be done with trade books, leveled books from our reading series, books from the media center, a social studies textbook, newspapers, magazines, etc. (preferably a variety of these).
- **Method of Action** - When teaching students about biographies, students research historical figures. Students research a famous person in history, create a timeline and poem, write a report and draw a picture, then dress up as the person and make a presentation. These are great ways to have your kids explore this important genre by researching historical figures that interest them.
- **Method of Action** - Use calendar, news, or sharing time to discuss the day in history. The History Place- This Month in History makes it easy to integrate social studies into the daily routine. Teachers can print out a list of interesting and important events in history by month and share them with your class during your calendar time. Teachers will check out related books from the local library and

follow-up with a read-aloud, informational text lesson, or comprehension activity. Today in History widget on teacher computer's dashboard or desktop will give the day's facts at their fingertips. Using the History Place as a resource teacher can incorporate a Photo of the Week, Speech of the Week, and links to many more History Place resources.

- **Method of Action** - During computer time students can complete historical web quests. Using resources like Kidipede and History for Kids allows teachers to guide students to an online scavenger hunts and basic overviews of various time periods in history.
- **Method of Action** - Teachers will use read-alouds to drive the social studies curriculum letting the standards guide the decision on what books to read.
- **Method of Action** - Teachers will incorporate daily current events discussions. An example of this is to ask each child to be responsible for bringing in an article once a month or once a week to share, or have them bring in things that interest them. Teachers can show students how to use newspapers, magazines, and the internet to gather their resources. A great source for interesting current events is Yahoo's Most Viewed Odd News, which gives very short briefings and photos about weird stories from around the world. (Examples: 'Nepal Boy Claims to Be Shortest in the World', 'Mooove Slowly and Don't Hug Cows, Hikers Told in Switzerland', and 'Thieves Have Their Cake But Can't Eat It' (about 2 crooks in Germany who robbed a grocery store and only took a cake). Kids adore these types of stories, and all you have to do is visit the webpage where they're compiled and print out a story or two that appeal to kids. This type of lesson gets kids interested in reading the news and following what's going on in their world. .

Value 14 - SCIENCE - The National Science Teachers Association supports the notion that inquiry science must be in the daily curriculum of every elementary school student at every grade level (2002). In the last decade, reports have highlighted the importance of early experiences in science so that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world (2002). Using the association's guidelines, Center for Hands on Learning Kits and Curriculum, and the newly adopted Next Generation Science Standards, we have developed these guidelines for science:

- **Method of Action** - ESA science program provides opportunities for students to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world. We know that elementary school students learn science best when—
 - they are involved in first-hand exploration and investigation and inquiry/process skills are nurtured.

- instruction builds directly on the student's conceptual framework.
 - content is organized on the basis of broad conceptual themes common to all science disciplines.
 - mathematics and communication skills are an integral part of science instruction.
- **Method of Action** - Elementary school students value science best when—
 - a variety of presentation modes are used to accommodate different learning styles, and students are given opportunities to interact and share ideas with their peers.
 - the scientific contributions of individuals from all ethnic origins are recognized and valued.
 - other subject areas are infused into science.
 - inquiry skills and positive attitudes are modeled by the teacher and others involved in the education process.
- **Method of Action** - Teacher preparation and professional development enables the teacher to implement science as a basic component of the elementary school curriculum. Teacher preparation and professional development for teachers includes:
 - experiences that will enable teachers to use hands-on activities to promote skill development, selecting content and methods appropriate for their students, and for design of classroom environments that promote positive attitudes toward science and technology. Teachers will be trained on how to use Center for Hands on Learning (CHOL) kits.
 - continuing science in service programs based on current educational research that encompass content, skills, techniques, and useful materials.
 - participation in workshops, conferences, and meetings sponsored by local, state, and national agencies.
 - Provide teacher training on the newly adopted Next Generation Science Standards.
- **Method of Action** - The school administrators are advocates for elementary science and provide instructional leadership by—
 - building consensus for an elementary science program that reflects Next Generation Science Standards.
 - implementing and monitoring the progress of the science program.
 - supplying appropriate materials, equipment, and

- space.
- recognizing exemplary elementary science teaching.
- encouraging special science events
- **Method of Action** - Assessment must be an essential component of an elementary science program. Assessment must be aligned with:
 - what is of value, i.e., the problem-solving model of instruction: concept application, inquiry, and process skills.
 - the curricular objectives and instructional mode.
 - the purpose for which it was intended: grading, diagnosis, student and/or parent feedback, or program evaluation.
- **Method of Action** -.Following the Next Generation Science Standards and incorporating hands on experiments via the CHOL kits students will experience science at the highest level of learning.. The chart below is the example of the CHOL curriculum and its journey through the standards.

Journey Into Science: At-A-Glance

Physical Science		
Kindergarten	Kindergarten Physical Science Students explore the properties of objects as they identify and use simple powers (pushes, pulls, and squeezes). They roll, spin, push, and pull objects in straight lines and observe the forces that cause things to move.	
First Grade	Physics of Movement Students learn mapping movement by moving themselves and their bodies what it takes to start moving, stop moving, and change direction. First, students can distinguish between objects moving in straight and curved paths. Finally, they explore gravity and design a simple catapult to launch objects in a curve.	States of Matter Students explore the properties of solids, liquids, and gases as they observe an order (arranged) the properties of each different matter. They observe how each state particle behaves (vibrates).
Second Grade	Energy Energy is an important theme in science. Here the students explore energy as change as a different. They learn to design a ball and launch it. They use energy to make things sound, and measure heat caused by a chemical reaction. Finally, students examine paper that has an unusual reaction to heat energy.	Change Students learn about month and seasonal changes, and how the moon changes throughout the night. They discover the changes that occur as they learn different solids are mixed with water, how materials change state, what happens when objects are "changed" and what changes magnets can cause.
Third Grade	Scientific Thinking Students are constantly challenged to design tests, perform tests, and evaluate results. In the physical sciences, they explore properties of objects, observe the behavior of objects, and use the scientific method to test and evaluate their understanding. Students learn to design tests, perform tests, and evaluate results. They learn to design tests, perform tests, and evaluate results. They learn to design tests, perform tests, and evaluate results.	
Fourth Grade	Engineering Toys Students learn the basic skills of physics – energy, motion, and forces – through a fun project. Students learn about, build, design, and experiment with toys as they learn to understand forces, forces and transformations of energy, and motion.	Investigating Chemistry Students learn the basic skills of chemistry – matter, motion, and forces – through a fun project. Students learn about, build, design, and experiment with toys as they learn to understand forces, forces and transformations of energy, and motion.
Fifth Grade	Simple Machines Students learn the basic skills of physics – energy, motion, and forces – through a fun project. Students learn about, build, design, and experiment with toys as they learn to understand forces, forces and transformations of energy, and motion.	Molecules and Atoms Students learn the basic skills of chemistry – matter, motion, and forces – through a fun project. Students learn about, build, design, and experiment with toys as they learn to understand forces, forces and transformations of energy, and motion.
Earth/Space Science		
Kindergarten Earth Science	Kindergarten Earth Science Students begin learning about Earth and space during second half of the year. They learn about the sun, planets, and stars, and learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere.	
Sky	Sky Students learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere.	
Soils and Rocks	Soils and Rocks Students learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere.	
Space/Our Planet	Space/Our Planet Students learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere.	
NIM Earth Science	NIM Earth Science Students learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere.	
Planet Earth/Our Universe	Planet Earth/Our Universe Students learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere. They learn about the Earth's surface and atmosphere.	
Life Science		
Kindergarten Life Science	Kindergarten Life Science Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	
Animals and Plants	Animals and Plants Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	
Biodiversity	Biodiversity Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	
Structure and Function	Structure and Function Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	
Survival	Survival Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	
Biomes	Biomes Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	
Healthy Science		
Healthy Science 1	Healthy Science 1 Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	
Healthy Science 2	Healthy Science 2 Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	
Healthy Science 3	Healthy Science 3 Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	
Healthy Science 4	Healthy Science 4 Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	
Healthy Science 5	Healthy Science 5 Students learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans. They learn about the properties of animals, plants, and humans.	

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Value 15 - PHYSICAL EDUCATION - It is our belief that daily physical education and movement empowers students by setting and working toward realistic individual goals. In addition, participating in a motivating and nurturing environment it will result in a greater sense of well-being and self-esteem.

- **Method of Action** - Provide a quality physical education program to help all students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity, so that they can adopt healthy and physically active lifestyles
- **Method of Action** - Allow for daily physical activity by scheduling at least 100 minutes a week for physical education class.
- **Method of Action** - Hire teachers with physical education certification. Students will be taught by a teacher who is highly qualified in physical education.
- **Method of Action** - Provide a safe area, as well as appropriate equipment, for students to participate in daily physical education
- **Method of Action** - Encourage community involvement. Encouraging family members and other community members to participate in physical fitness events each trimester.
- **Method of Action** - PE teachers will follow the NM Content and Performance Standards for Physical Education to develop high quality and engaging lessons.

Value 16 - VISUAL AND PERFORMING ARTS - ESA believes in the NMPED's philosophy that "...the arts are essential to a world-class education. Studying the arts helps to develop critical habits of mind—creativity, collaboration, communication and critical thinking—that lead to college, career and civic readiness. These skills have been recognized as essential to lifelong success both in and out of school..."

- **Method of Action** - Provide a quality visual and performing arts program to include visual arts and music. Indicators of a quality program include:
 - The classroom is an art and musical-rich environment, equipped with various instruments and art supplies.
 - The classroom is a safe, friendly environment in which students are encouraged to take risks without fear of retribution or negative feedback from the students or teacher.
 - The classroom is a musically print-rich and/or art-rich environment (i.e., word walls, posters, music notes)
 - The classroom has adequate space for varied musical and art activities.
 - The classroom routines and procedures are established, posted, modeled,

and followed. STUDENTS The students are allotted time to make music alone and with others.

- The students have opportunities to improvise and create music and/or art.
- The students are encouraged to use vocabulary and notation of music/art on the most skilled level possible.
- The students are encouraged to make aesthetic judgments based on critical listening and analysis.
- The student is provided opportunities (i.e. performances, field trips, collaboration with business partners, etc.) to support the musical/artistic life of the community.
- The students share responsibility for their own learning. They set goals, self-assess, and monitor their own performance.

- **Method of Action** - Hire teachers with music and art certification. Students will be taught by a teacher who is highly qualified in these areas. Indicators of a qualified teacher are:

- The teacher actively seeks to deepen his/her musical/artistic content knowledge.
- The teacher actively seeks to learn new music/art teaching methods by participating in staff development, workshops, reading professional periodicals, networking, etc.
- The teacher actively shares knowledge and experience with new teachers and other colleagues.
- The teacher models and shares his/her own joy of music/art and encourages students to continue musical and artistic learning as a life-long process.
- The teacher communicates with and involves parents in addressing their child's musical and artistic progress.
- The teacher provides in-depth and personal interaction to identify diverse musical and artistic styles and genres.
- The teacher's instructional decisions reflect the music and art standards, benchmarks, and grade level expectations.
- The teacher asks questions that require students to make aesthetic judgments based on critical listening and analysis.
- The teacher asks questions that require students to respond to music and art aesthetically, intellectually, and emotionally.
- The teacher uses assessment materials (i.e. listening tests, informal/formal observations, guided rubrics and evaluations, etc.) on an ongoing basis to determine proficiency on NM Music Content and Performance Standards.
- The teacher provides instruction that will identify the role music and art has played and continues to play in the life of mankind.

- The teacher makes wise use of the ESA's approved program and supplements with other resources as needed.
- **Method of Action** - Encourage community involvement. The teacher will encourage family members and other community members to participate in music performances and art showcases several times during the school year.

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Total Points Available	Expectations
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4	<p>A complete response must</p> <ul style="list-style-type: none">• Describe the educational philosophy of the proposed school;• Identify primary instructional methods to be implemented that align to the educational philosophy;• Identify information that demonstrates the instructional methods are research-based; and• Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.
CSD EVALUATION: Click here to enter text.	

E. (2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks, and breaks) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school's educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population.

APPLICANT RESPONSE:

The Endless Sky Academy daily bell schedule and yearly calendar provide our staff and students an environment in which we can meet our ultimate goals and mission as a school. Both schedules give our staff the ability to assess students, evaluate their individual needs, teach the Common Core Curriculum, while continually providing RTI. More than anything we will make sure teachers can assess and not just get a score but use the data from the assessment to drive instruction and meet the needs for all students. The yearly schedule provides breaks consistent with those of the surrounding school districts so that we are providing time for families.

Additional time for adult and student learning.

Based on research that tells us low income and minority student need more time in the classroom, we are providing a day that begins at 7:45 and ends at 3:15. *See the chart below that compares the Endless Sky Academy instructional hours to those of surrounding school districts.

Instructional Hours	Endless Sky Academy	Bernalillo Public School	Rio Rancho Public Schools
Weekly	32	28.75	28.75
Yearly	1108	983.25	973.75
*Instructional Days	174	171	171

*Minus PD and PTC

This schedule was created so that teachers, students and families are provided opportunity to use the information gained from all assessments to get a full picture of where the student is, what we are doing to help them grow and fill gaps and ultimately create strong foundational skills that they will carry with them to the next grade level and beyond. We are also proving Wednesday afternoons for adult learning through robust and productive PLCs. The Administration will set expectations so that the PLC leader(s) will know what our version of a PLC looks like. This means the agendas and conversation will always be focused on shared instruction and analysis of data that will drive instruction. The result of the PLCs will lead to clear and concise information for students and families so that they truly understand where their child is academically and what the teachers are doing to provide the student more than a year's growth. Teachers:

From the beginning, it will be understood what Endless Sky's mission is and how instruction will be implemented. Initial recruitment, interviews, and hiring processes will be infused with high teaching expectations embedded. Endless Sky interview committee will make sure candidates know of the extensive professional development that will be made available; from curriculum and instruction, to assessment, to reading, understanding and analyzing data so that individual students can grow to their highest level. The school year will begin for teachers and staff two weeks prior to the arrival of students. The majority of this time will be spending on curriculum and instruction professional development, as well as assessment and data analysis training. It is the belief of Endless Sky that the more a teacher understands about an individual student's skill level in a subject the better equip they will be able to grow the student and stronger the relationship with the student thus making learning more enjoyable. Endless Sky will also provide two days of staff development following winter and spring break. This will give them the time for prepare upcoming lessons so that they are fully ready for students following the extended break. Built into the weekly schedules is the expectation that teachers will hold a PLC every Wednesday. These PLCs will be entirely based on instruction and data evaluation. The PLC will be a safe

place to share ideas. The conversations will be driven by using the resources that are provided by the assessment platform we use.

Data:

The best way to personalize instruction is to look deeper than just the score a student achieves on an assessment. Endless Sky is considering either NWEA MAPS or ANCT as its primary interim assessment. It is the feeling of Endless Sky Academy that regardless of which assessment we use, teachers will be expected to dig deep in the assessment and use all resources so that they are able to get to the root cause of what is standing in the way of a student's learning. NWEA provides an overall score in reading, writing, math and science. It is paramount the teachers are provided the time to evaluate each student in all subject areas. The key is taking the time to look at the subcategories of each subject area and then focus the RTI around the student's area of need. This allotted time for teachers will directly impact student learning. The time of Wednesday will provide teachers the opportunity to individualize lesson. The weekly schedule also allows for RTI for student in small consistent groups. The time is available to provide a space where students can be comfortable and confident with their abilities and learning. By being aware and understanding where they are and what they know and why the teacher is providing so that they can fill gaps and improve their foundational skills.

Our calendar is purposefully closely aligned to the local district in the surrounding area for start and end dates, and Winter and Spring Break. This is important because we know that many of our families may have multiple children that are older or younger. Aligning schedules minimizes the chance that a family may travel or miss days of school for reasons related to another school calendar. Instructional block is minutes. Describe how the time coincides with the curriculum and how RTI ties in. Each class will begin with the teachers describing the daily objective and closing with a discussion on if objective was achieved.

Lunchtime will be 25 minutes, when students are done eating there will be time for recess.

Art and music will be implemented through an A/B schedule.

While the main focus of instructional time and the schedule will always be on the curriculum, all teachers will also be trained and expected to implement the following strategies that will help all children be lifelong learners.

1. Get Organized. Planners can help all children keep everything organized. Students should write down assignments, appointments and to-do lists, then review items in the planner at both the beginning and end of the day to stay on track.
2. Know the Expectations. ESA Students will have no surprises when it comes to how and what they will be graded on and their areas of need. Clear expectations are ways of being proactive instead of reactive to a student struggling with grade level curriculum. All student and parents will feel comfortable approaching teachers with questions about grading and assignments at any time.
3. Designate a Study Area. Students will understand the importance of focusing on the task at hand and the way to minimize disruptions when trying to complete an assignment at school or home.
4. Develop a Study Plan. ESA teachers will work with students to develop an individualized plan that fits his or her needs, while instilling effective time management tips and organizational skills. From there, students will take part in creating their study plan that will allow ample time to prepare.
5. Think Positively. ESA teachers will encourage their students to think positively when learning, studying or taking an assessment. Statements like, "I'll never be able to understand math," will be countered with the students understanding that they may have any area of need in math, but their teachers know what the issue is and they are there to fix the situation.
6. Create Groups. Our teachers will have students often working in groups small and structured to ensure the maximum benefit to participants and reduce distractions.
7. Practice Active Listening. ESA students will have an environment and classroom norms that let them concentrate and avoid distractions when their teacher is presenting.

8. Test-Taking Strategies. While it is normal for students to feel stressed when taking an assessment, there are certain strategies that will help them manage the stress and do his or her best.

Do not rush and stay relaxed.

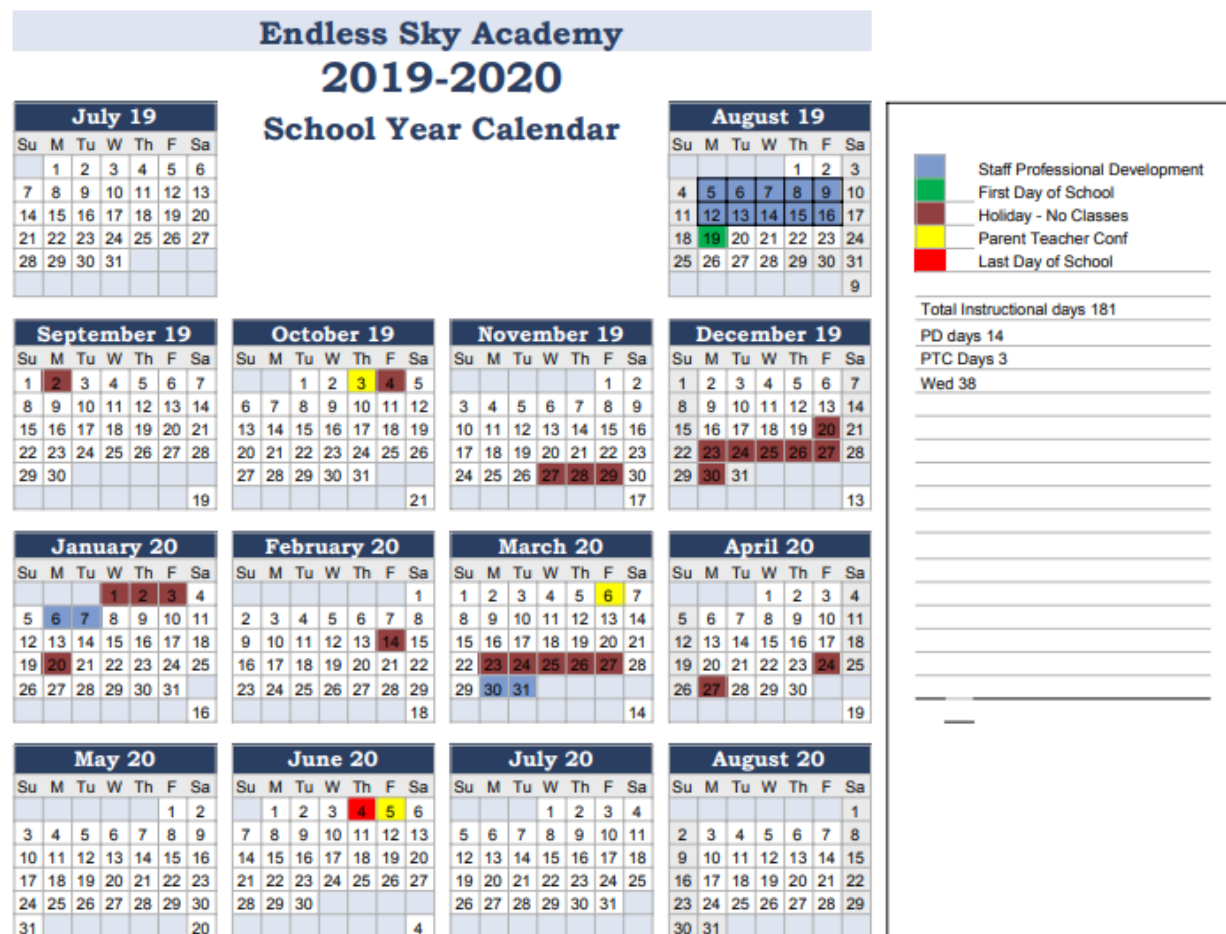
Read all of the directions pace themselves.

Answer the topics you feel most comfortable with first.

9. Read Actively. ESA students will be taught to practice active reading by asking them to make notes about the main idea of each passage and look up unfamiliar words or concepts. Make an outline of the chapter or create flowcharts and diagrams that help map out the concept at hand. After each section, will write a summary in their own words and come up with possible exam questions.

10. Look to the Future. For K-8 students, college may seem like an intangible event in the very distant future, but in reality, it isn't so far off. Starting early and instilling these concepts will provide ESA students the opportunity to be organized, set goals, understand how assessments are check ins, so that the teachers can help students grow to their full potential.

Endless Sky Academy's Calendars



Daily schedule

Wed schedule

Instructional Time:

Students at Endless Sky Academy are in school from 7:45 am to 3:15 pm, Monday, Tuesday, Thursday, and Friday and from 7:45am to 1:15pm on Wednesday. All students will also have a 25-minute lunch period and a 20-minute recess period Monday, Tuesday, Thursday, and Friday. Recess is not part of the bell schedule. Teachers will implement it so they can determine the best times and ways to give

students breaks so not to disrupt the students' learning. Below is a list that details daily instruction time for the day week and year, weekly and annual instruction time and compares ESA to other districts in the area to other school districts. Thus, allocated class time is 6 hours and 45 minutes or 4.5 hours. When calculated for the year, inclusive of parent teacher conferences and teacher development days, (both of which are crucial in ensuring that students' classroom time is effective), Endless Sky students are in school for a total of 1161.5 hours per year in 183 instructional days. These figures do not include "Kindergarten Academy", two partial days at the start of the year for Kindergarteners only. NMSA 22-2-8.1 requires that students in grades one through six participate in minimum of 5.5 hours of school directed programs per day, exclusive of lunch. Our calculation of allotted hours above excludes both lunch and recess to reach 7 hours (or 4 hours) of instructional programming per day. Within the allotted instructional time, we recognize the importance of maximizing every available minute to facilitate student learning. Our school maximizes time through smooth transitions between activities and classes, and upholding school-wide routines and procedures. Each core content class is 105 minutes long. Within each block, teachers will use the same procedures for student transitions, restroom opportunities, and materials. Between blocks, students will follow the same procedures school-wide for between class transitions. Consistent routines and procedures ultimately result in less time spent on giving directions and executing a procedure, and more time for teaching and learning. We expect that, in addition to the increase in allotted class time, our dedication to school-wide routines and procedures will increase the instructional time available to our students in comparison to many other schools. The amount of instructional time available is important, but the time for instruction must be filled with quality instruction. Quality instruction is the reason that we have chosen to schedule early dismissal on Wednesday afternoon. This time is allocated for teacher development to ensure that our teachers are engaging in meaningful learning related to their abilities to effectively plan and teach rigorous lessons that reach all learners. These hours are not early release days for staff, but rather a time dedicated and expected for teachers to learn and practice effective strategies for instruction. In addition to Wednesday afternoon professional development, our school calendar reserves 22 full days for teacher development. 15 of these days take place before students arrive, 2 take place before Thanksgiving Break, and after students take their first STEP literacy re-assessment, 1 takes place prior to students' return after Winter Break, 1 takes place after the February administration of the STEP literacy assessment, and 2 occur after students dismiss for Summer Break. (Note: the calendar shows August 9 and 10 as "Family Events", and we count these days as professional development for teachers as well because these days are Kindergarten Academy. All staff participates in supporting our newest kindergarteners with learning and practicing the routines and procedures of school in the morning and then final professional development days conclude on the afternoon of the Friday prior to the start of school). Full day professional development at these times of the year allow teachers and staff to bond as a team, plan lessons, practice instruction, and reflect on data. Full day professional development occurs 8am-4pm on designated days. Each Wednesday (noted in bold on the calendar above) is a minimum day. Students dismiss at 1pm, and teachers participate in afternoon professional development activities and collaborative meetings from 1:30pm to 4:30pm. As with our yearly calendar, we have carefully aligned our use of instructional time with our mission and school educational philosophy. Our calendar reflects our priorities and our mission to prepare all students for success in middle school, high school and in post-secondary endeavors using personalized learning, teacher specialization, character development, and high quality teaching and learning.

Provide a schedule for the best learning outcomes

When we created the Endless Sky Academy's schedules, we asked the following questions.

Question 1: Does our instructional framework guide curricula, teaching, assessment, and the learning environment?

Question 2: Do we provide targeted interventions for students who need them?

Question 3: Are all students proficient in reading?

Question 4: Are we using research-based models for professional learning and encouraging reflective practice?

Question 5: Are we engaging in continuous data-based inquiry as a school?

We answered these questions by creating a schedule that put the following in place

- Create coherence in the instructional program. During the 10 days, at the beginning of the year, administration and teachers will have ESA's curriculum aligned to state standards. We will articulate the curriculum across subjects and grade levels and identify benchmark standards.
- Employ a powerful pedagogy. The curriculum, instruction and teaching strategies will have students primarily engaged in developing various kinds of understanding, problem solving, reasoning, inquiry, and critical/creative thinking.
- Develop a shared vision of what good teaching looks like. ESA's PLCs on Wednesday will provide teachers the opportunity to discuss what of good teaching means and looks like. Part of the weekly conversation will be asking and answering, what are the core set of indications related to what teachers do and what students do when good teaching happens?
- Use research-based teaching strategies that specifically address the needs of students living in poverty. Working with administration, and receiving the professional development provided by the resources we adopt, teachers would understand that the curriculum has instructional strategies have a solid research base. This will also give them the expertise to employ research-based strategies in RTI and enhancement they provide in their daily teaching.
- Develop assessment literacy. ESA will use all assessments to their fullest in order to provide teachers with valuable individual instructional information.
- Involve students in assessing their learning. Students and families will always have an understanding of what each assessment measures, what the information it provides and what is being taught so that all students will grow to their fullest potential.
- Develop and use common formative and summative assessments. Not only will teachers use the school-wide assessments but also during the PLCs they will develop assessments and use the information gained to inform instruction.
- Provide targeted interventions when needed. ESA will use data to identify students who need additional support. ESA schedule provides extra help for students during, before, and after the school day.
- Develop reading proficiency in all students. ESA will make sure foundational reading skills are in place so that students are proficient in reading by third grade
- Link professional learning to student learning and employ research-based models. Our schedule, mission, and school vision is based on students' learning needs driving the content for professional development.
- Engage in continuous data-based inquiry. Time is provided so that inquiry will be embedded in ESA and all teachers and students are curious, eager to innovate, and encouraged to take risks.

Total Points Available	Expectations
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4	<p>A complete response must</p> <ul style="list-style-type: none">• Include a yearly calendar that identifies the following:<ul style="list-style-type: none">○ Annual start date and end date○ Teacher professional development days and times○ School-wide assessment periods○ School days, holidays, and partial days○ Teacher parent conferences;• Include a daily schedule that identifies the following:<ul style="list-style-type: none">○ Instructional times○ Break times○ Start and end times○ Differences in the daily schedule for full and partial days;• Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1;• Describe how the calendar and schedule support the proposed school's educational program;• Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population; and• Be supported by the proposed budget found in the Financial Framework section of the application.
CSD EVALUATION: Click here to enter text.	

E. (3) Provide a **clear, comprehensive, and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

APPLICANT RESPONSE:

Anticipated student population:

Endless Sky Academy will be located in the town of Bernalillo, NM. Students in this community attend schools in Bernalillo Public school, which include Algodones, Cochiti, Placitas, and Santo Domingo. Some students also attend Rio Rancho Public Schools, which can affect our population.

Projected % of Enrolled Students	
African- American/Black	0.40%
Latino/Hispanic	47%
Asian/Pacific Islander	0%
Caucasian/White	8%
Native American/American Indian	42%
Free/Reduced Lunch	100%
English Language Learners	28%
Students with Special Needs	16%

Educational proficiency upon enrollment at the school

Students in grades kindergarten through five in Bernalillo Public Schools attend Algodones Elementary, Bernalillo Elementary, Cochiti Elementary, Placitas Elementary, Santo Domingo Elementary, and WD Carroll Elementary, as well as elementary schools in the district of Rio Rancho. In reading, the average proficiency of students in grades 3, 4, 5 in all elementary schools from 2017 is the following.

Gr 3- 21%

Gr 4- 22%

Gr 5- 18%

In math, the average proficiency of students in grades 3, 4, 5 in all elementary schools from 2017 is the following.

Gr 3- 28%

Gr 4- 20%

Gr 5- 17%

While our ultimate goal is to have students proficient at grade level, ESA's focus will be growing the students foundational skills, thus making the process of achieving proficiency much more attainable and the potential of being above grade level a true reality. It is our belief if we improve the foundational skills in both reading and math, we will see a drastic increase in the proficiency rates from above and the graph below.

	SY	School Enrollment	% Reading Proficiency	% Math Proficiency	State Accountability Grade
ALGODONES ELEMENTARY	2015	199	32	14	D
	2016	213	41	8	F
	2017	193	42	10	D
BERNALILLO ELEMENTARY	2015	373	19	25	D

	2016	400	17	22	D
	2017	442	21	17	C
COCHITI ELEMENTARY	2015	174	39	22	B
	2016	199	51	29	B
	2017	208	37	19	B
PLACITAS ELEMENTARY	2015	122	74	47	A
	2016	122	69	43	A
	2017	120	63	60	A
SANTO DOMINGO ELEMENTARY	2015	232	25	≤5	F
	2016	234	39	6	D
	2017	222	22	5	F
WD CARROLL ELEMENTARY	2015	430	63	NA	C
	2016	542	39	NA	D
	2017	537	49	NA	B

Attendance and truancy trends

	Attendance %
ALGODONES ELEMENTARY	92
BERNALILLO ELEMENTARY	94
COCHITI ELEMENTARY	95
PLACITAS ELEMENTARY	95
SANTO DOMINGO ELEMENTARY	93
WD CARROLL ELEMENTARY	95

The goal at ESA will be to improve the attendance rates above with our rate never falling below 95%. The more students are in school and engaged the more they will learn. We also see a drop in attendance as students move from elementary to middle school to high school in Bernalillo.

Bernalillo MS- 92%

Bernalillo HS- 90%

This is due to student falling further and further behind as they advance and becoming less engaged due to lack of understanding in the concepts being taught. ESA will have supports in place and analyze students at an individual level so that each student is getting what they need in order to fill gaps in the areas of math and reading. This process will lead to an academic foundation that will follow them to middle school, high school and beyond.

English Language Learners

Bernalillo schools has a population of 870 ELL students, which makes up 27.5% of the total population. Only 20% of the 3rd-5th grade ELL students were proficient in reading and 10% in math on the 2017 PARCC assessment. ESA projects an ELL population over 20%, but may vary depending on the area of Bernalillo where most of our students are from. The population breakdown of Limited English Proficient

students is below.

	LEA%
ALGODONES ELEMENTARY	71
BERNALILLO ELEMENTARY	42
COCHITI ELEMENTARY	23
PLACITAS ELEMENTARY	10
SANTO DOMINGO ELEMENTARY	52
WD CARROLL ELEMENTARY	45

Other special educational needs

On average, schools in the Bernalillo Public School district serve a population of 14% students receiving special education services under IDEA. The percentages in elementary schools in the district are listed below.

	IDEA%
ALGODONES ELEMENTARY	7
BERNALILLO ELEMENTARY	12
COCHITI ELEMENTARY	11
PLACITAS ELEMENTARY	16
SANTO DOMINGO ELEMENTARY	9
WD CARROLL ELEMENTARY	11

For both ELL and IDEA students, ESA will have programs that are tailored to benefit these students and the accommodations they need to be successful. The daily, weekly and yearly school calendar was written in order to provide time for data analysis and collaboration among teachers and staff. This time will be used to put into practice the professional development concepts that were provided to enhance the resources, such as Eureka, NWEA, CLM practices, and the most effective ways to provide intervention and enhancement for all students.

Endless Sky's Important Mindsets for Supporting Struggling Math Students

The two following question will be asked by every teacher and administrator at ESA, as they are the foundation of Response to Intervention and the gateway to individual growth and achievement in the area of mathematics.

1. When and how does math remediation/intervention happen? What is working well and what is not?
2. How is instruction for below-grade-level students different from instruction for students who are on or above grade-level?

Unacceptable Mindsets

The statements below are unacceptable mindsets that will not be accepted at ESA. We must and will find ways to help students understand mathematical concepts.

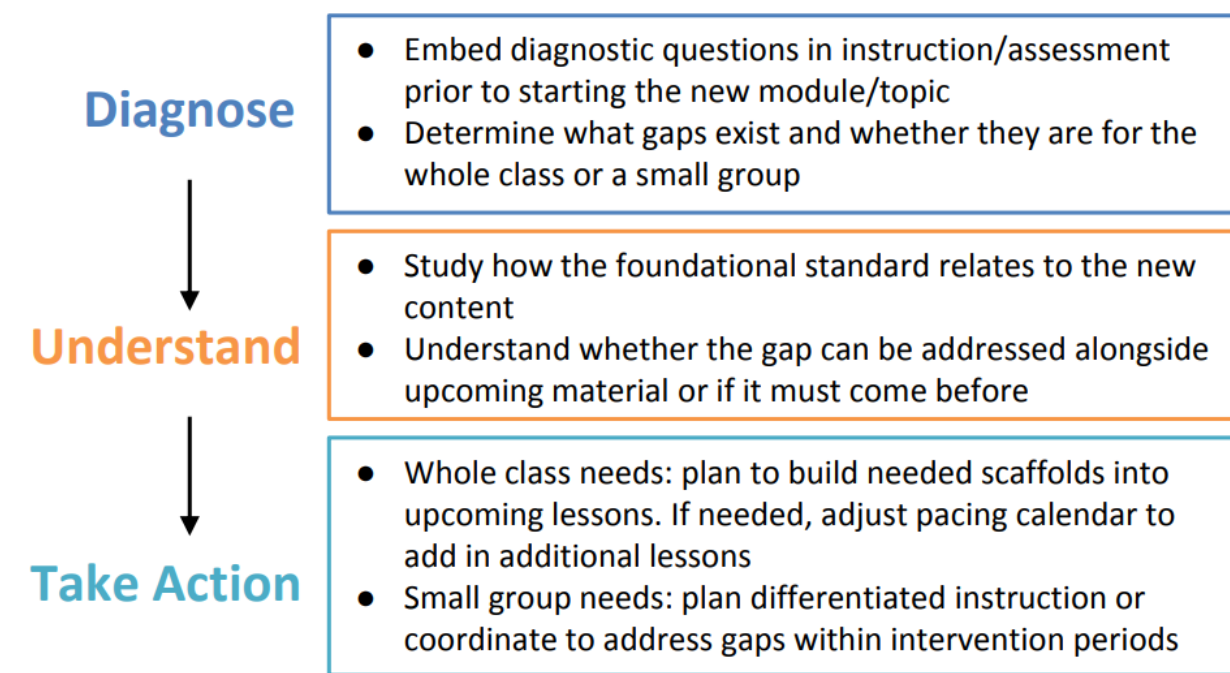
- My students are really far behind in math and there is no time to teach them the math conceptually. I have to show students the quickest, easiest way to get the right answer so that they can catch up
- My students do not know their math facts so they are not ready for on-grade-level standards. I have to get them caught up on the math facts first.
- I cannot teach my grade-level content until I have filled the gaps with previous grade level content.

Endless Sky's Key Messages for Mathematics

All students need to spend as much time as possible engaging with on grade-level content!

1. Teaching procedures without building conceptual understanding flies in the face of the standards and does not help below-grade-level students.
2. Often, students do not need to master “math facts” before learning standards on their grade level. Closely analyzing the standards is the only way to find out.
3. All students can engage with grade-level work even with gaps in prior grade level skills. Some prior grade-level content is prerequisite work, while other prior grade-level content can be mastered while studying on-grade-level content.

Endless Sky's Recommended Approach using Eureka Math



All of the focus areas above are proven methods to help struggling students catch up and maintain foundational skills so that they are working on grade level in the Eureka Math program. These methods will be part of the professional development when training teachers how to use Eureka math effectively in their classrooms.

Endless Sky's Action Steps for success in Mathematics

- Assess with a variety of item types
- Include/increase opportunities for written expression of reasoning and modeling
- Plan time for students to explore OTT on multiple occasions
- Consult practice test guide for best practices when administering and reviewing practice tests
- Teaching the standards is the best "test prep."
- ESA Professional Learning Committee support in assessing mastery of standards throughout the year.
- The biggest factor for success is time spent engaged with on-grade-level work. Any study of previous grade-level content should be done so in the context of the new learning, leveraging the coherence in the standards

The goals of the action steps above are to create math students who have conceptual understanding, procedural skills, and fluency application.

These goals are measurable in the students' ability to

Understand, recognize, and interpret

- How operations/skills are related
- How algorithms are developed
- How one skill builds a foundation for the next

Fluently, find, solve

- Accuracy, efficiency, flexibility
- Built from foundation in conceptual understanding
- Adds to foundation in application and solving more complex problems

Word problems, real world, and context

- Problem-solving in meaningful, relevant context
- Expression in mathematical reasoning
- Modeling symbolically and by design
- Interpreting what the symbolic modeling represents in the real world

<https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/eureka-remediation-tools.pdf?sfvrsn=4>

Endless Sky's Important Mindsets for Supporting Struggling Reading Students

As stated before: Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension.

If ESA assessment results (and observations) indicate that certain students struggle with phonological awareness, we can take specific steps to help them improve.

We will plan daily practice activities to develop phonological awareness. Research shows that students who struggle with phonological awareness should practice these skills in a small group setting. However, that does not mean that you have to eliminate whole-class phonological awareness instruction.

During one-on-one or small group phonological awareness activities, we will have students close their eyes. This helps them focus on just listening. We show students so many visuals throughout the day that it can be a bit confusing for them when we just want them to listen!

ESA hands-on activities will be helpful for struggling students. These same students sometimes have attention issues and can quickly get bored with activities that involve only listening to or speaking sounds. The rest of this post will focus on specific, mostly hands-on activities that you can use to teach phonological awareness.

Strategies for struggling readers will focus on foundational skills and will include:

Rhyming Activities- Using nursery rhymes, poetry, and songs in the classroom (including in a small group setting) is helpful in helping children hear and identify words that rhyme.

Sentence Segmenting- the ability to hear the individual words in sentences.

Syllable Blending- having students put together syllables to form a complete word

Syllable Segmenting- breaking words up into their syllables

Onset-Rime Blending- being able to say the complete word when the first sound (onset) and rest of the word (rime) are broken apart.

Onset-rime segmenting- is the opposite of above: students are the ones who have to break up a word into its onset and rime

Phoneme Blending- the ability to put together individual sounds to make a word

Phoneme Segmenting- requires students to be able to break apart a word into its individual sounds

Phoneme Identification- the ability to identify whether a sound in a word comes first, in the middle, or last.

Phoneme Manipulation- the ability to add, remove, and substitute phonemes in words

Getting ELL students engaged in learning

Endless Sky Academy teachers will follow the six strategies to help engage our English Language Learners and drastically increase their ability to learn at the same level of non-ell students.

1. Where is my student from?

- Recently immigrated from their country of origin
- Recently arrived from a different country than their country of origin (as in the case of a refugee camp)
- Born in the U.S.
- Moved frequently between multiple countries, such as the U.S. and Mexico
- Moved around the U.S., as in the case of migrant farmworkers

Once we learn more, it will be helpful to learn more about:

- Country of origin
- Cultural and religious traditions
- Political or historic situations that may be affecting patterns of immigration
- "DOs" and "DON'Ts" of social behavior and communication

2. What brought my student and/or my student's family here?

When getting to know a student, it is important to ascertain the situation that brought the family to this country to the extent possible. Was it something good like a new job or was it something like a tragedy? Either one can have great effect on the student's learning.

3. What should I know about my student's family?

- With whom does the student live?
- Is there a family member at home who speaks English and can serve as a primary point of contact?
- Does the student have family members who are living far away?
- Does the student have responsibilities such as caring for younger siblings or relatives?
- Does the student have a job?
- Are there any other stressors that may be affecting the student, such as financial difficulties, immigration status, pressure from parents, difficulty fitting in, or an unstable home life?

Getting to know your student's family include:

- Organizing home visits at the beginning of the year
- Holding parent meetings in the communities where ELLs live so that it makes it easier for families to attend
- Looking for ways that parents can help or volunteer in the classroom.

4. What language(s) does my student speak?

- Determine if the language is closely related to English (such as Spanish) and if so, build on those similarities with cognates
- Find clues to the student's syntax, pronunciation, or communication style in English (called

"language transfer")

- Look for materials such as books or other educational resources in that language to have available in the classroom
- Discover that an otherwise quiet student with "limited" English is in fact fluent in 2, 3, or 4 other languages

5. What kind of schooling has my student had?

What to look for: Useful information to determine includes:

- Years of schooling
- Types of school attended
- Literacy background
- Academic record
- Prior English instruction
- Any learning disabilities or special needs
- Areas of giftedness
- Favorite subjects

6. What are my student's interests?

What are some favorite hobbies, sports, and activities? The activities will be a hook to student engagement, speaking more English or to making new friends

<http://www.colorincolorado.org/article/getting-know-your-ells-six-steps-success>

Engaging IDEA /all students

Endless Sky Academy will of course follow all students IEP's and provide the required accommodations, but we will also follow the following practices for all students in order to close gaps and lessen learning frustrations.

1. Break down the assignment – complex topics can all be broken down into understandable concepts. Have the student can focus on a big idea related to the lesson. Reading passages can be simplified, math problems can be reduced by level of difficulty, or visual representations can replace written work.
2. Break down the answers – teachers can provide word banks of answers, cloze passages, Yes/No or True/False responses, or pre-written vocabulary to guide student practice with new material.
3. Take the lesson off the page - with this strategy, teachers can have the student draw a corresponding illustration, make a model, or give a presentation. For example, if the class is learning about Pioneers the student can trace a picture of a wagon (and write about it, label it or talk about it).
4. Guided practice - teachers can guide student engagement and response by providing graphic organizers, outlines, and/or a series of steps to solving a problem.
5. Provide an alternate task on the same page - if the class assignment cannot be simplified for the student, have the student complete an alternate task on the same page. For example, if a student is learning to identify numbers the teacher can have the student search for specific numbers on a class assignment that might otherwise have students solving algebra equations.

Total Points Available	Expectations
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4	<p>A complete response must</p> <ul style="list-style-type: none">• Identify the anticipated student population, including:<ul style="list-style-type: none">○ Demographic information based on the local community population○ Educational proficiency based upon enrollment at the school○ Attendance and truancy trends○ English language proficiency○ Other special educational needs;• Explain any special factors influencing the makeup of the anticipated student population;• Explain how the educational philosophy has been designed to meet students' needs;• Explain how the instructional methods have been designed to meet students' needs; and• Explain how the yearly calendar and daily schedule have been designed to meet students' needs.
CSD EVALUATION: Click here to enter text.	

F. Special Populations.

This includes those with Individualized Education Programs (IEPs) and English language learners (ELLs).

F. (1) Special Education.

F. (1) (a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted.

APPLICANT RESPONSE:

At Endless Sky Academy, we will identify and provide instructional supports and services to students with disabilities, who have IEPs or who are eligible for an IEP. This will be done in a variety of ways. Similar to the public schools nearby (Bernalillo and Rio Rancho), there will be a broad range of needs at Endless Sky Academy. The students that enroll in Endless Sky Academy could potentially bring with them a high level of academic need. We will put into place a system for early identification of students, supporting students who need acceleration or remediation. All students entering Endless Sky with Individualized Education Plans (I.E.P.s) will have their IEPs implemented within 30 days of enrollment. All teachers will have access to their students' goals and objectives, as well as their accommodations and modifications for the general education classrooms a month prior to the beginning of school to ensure that the teacher is able to make any reasonable accommodations to the curriculum to accommodate the child's needs. Child Find, a free, appropriate public education (FAPE) must be available to all children with disabilities residing in the surrounding area. The process of identifying, locating and evaluating these children is referred to in New Mexico as a Child Find. Child Find not only identifies disabilities but also can test for hearing and language needs also. In order to comply with Child Find requirements, Endless Sky will have identification procedures in place to ensure that all children with disabilities that enroll in Endless Sky, including children with disabilities who are homeless children or are wards of the state, and who are in need of special education and related services, are identified and evaluated upon enrollment.

Endless Sky will have a plan, which includes an area on the registration card, which will ask the parent concerning IEP or other services that the student has received prior to enrolling at our school. Referring families with children ages 0-3 to local Early Childhood Intervention (ECI) programs for evaluation, as well as to the Department of Health's Family Infant Toddler (FIT) Program Partnerships with YDI Head Start programs in the neighborhood to build connections to the school. They may also be referred to Abrazo's Family Support Services Family Infant Toddler Early Intervention, which serves the Sandoval County area. It is a service provided to families whose child is experiencing a delay in development or has been diagnosed with a disability, or who may have a condition, which could cause a significant delay in their development. This process will be reviewed, especially with kindergarten teachers since they could potentially have incoming students that may not have been identified, on a yearly basis. Updating staff about current, on-going "Child Find" activities implemented in the community that can support the school with early identification and support Endless Sky that for special education purposes and as a potential state-chartered school, that we can choose to serve as our own Local Education Agency (LEA). Endless Sky is familiar with the LEA's obligation to serve all students with disabilities as required by the Individuals with Disabilities Education Act (IDEA) and as an LEA, and Endless Sky assumes responsibility to conduct Child Find during the summer of the upcoming school year. The staff will conduct, appropriate evaluations, reevaluations. At Endless Sky Academy students with disabilities will be taught in their Least Restrictive Environment (LRE). Response to Intervention (RtI) is a time built into every day. This will ensure that the child's goals are worked on every day The Student Assistance Team (SAT) Process in New Mexico is a continuum of school-wide support. The SAT team will meet every 6 weeks along with the parent to revisit the interventions and to decide if changes need to be made based

on progress or lack of progress. Page 78 Application 2017 Mexico Public Education Department's Technical Evaluation and Assessment Manual (T.E.A.M.) as our guide, Endless Sky will implement the New Mexico three-tier RtI framework as outlined in subsection D of 6.29.1.9 of New Mexico Administrative Code.

Tier 2 intervention provides support using strategic and individualized strategies. These strategies can be taken from the NWEA activities that are recommended to close academic gaps. For students who are struggling or who need to be challenged in advanced ways and for whom Tier 1 instruction and universal supports are insufficient, the Student Assistance Team (SAT) will gather all the available data that has been gathered with the use of Tier 1 supports, and will design an intervention plan or a Behavioral Intervention Plan (BIP). Students who are receiving Tier 2 services will continue to receive Tier 1 instruction, but with the benefit of more targeted, intensive interventions that are recommended by the Endless Sky's Student Assistance Team (SAT) or a student's Behavioral Intervention Plan (BIP). Frequent and specific progress monitoring of interventions is also provided in Tier 2, allowing for adjustments to be made for the struggling student. Tier 3 supports are for students who are identified as needing Special Education and Gifted Education services as defined under the federal Individuals with Disabilities Education Act (IDEA) and special education services in accordance with the state criteria for students identified as gifted (NMPED Technical Evaluation and Assessment Manual, 2017). Students receiving Tier 3 supports and services will also have access to appropriate supports at Tiers 1 and 2. These students must also demonstrate a need for intensive programming and specially designed instruction in order to have access to the general education setting and with the general education curriculum.

The staff at Endless Sky Academy will receive intensive training prior to the opening of school on RtI processes and procedures, including a checklist of requirements during the screening process, and the SAT process. The staff will be trained on possible signs that a child might show who may need to be put into the SAT or Pre-SAT process for academic needs, speech and language or OT or PT needs. This training will also include how to manage referrals by parents, agency representatives, medical personnel, and other qualified professionals. All verbal and written requests for evaluation of a student will be honored as appropriate, in order to determine next steps and to develop an assessment plan in all areas of the suspected disability/disabilities and to secure permission from the parent/guardian to begin the evaluation process.

Families will be involved in every step of the way. It will begin with the contact with parents by making a phone call and discussing any concerns. We will not wait until a SAT meeting or conferences to inform parents of our concerns. Our mission at Endless Sky Academy includes a prescribed educational plan for every student. The plan for students that need to be in the SAT process or need special services will be part of this prescribed plan. Specific interventions will be put into place within the classroom and throughout the day depending on their needs. The Elementary and Secondary Education Act (ESEA), Section 9101(32), also expects schools to engage parents "in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring" that parents are included, as appropriate in decision making "to assist in the education of their child." Endless Sky's Student Assistance Team (SAT) will employ early intervention services to students who appear to be struggling academically or socially-emotionally. This team will be led by a general education teacher, who experience with the SAT process, and the team will consist of the child's teacher, another teacher (ideally one who teaches the grade level above the named student), possibly an administrator and of course the parents.

The RTI Process:

The RTI process at Endless Sky Academy will be designed to be purposeful small group or one-on-one instruction to implement interventions that were agreed upon during the SAT meeting. The

interventions are a result of test data, teacher observation, classroom testing and other information gathered by parents and outside resources. The focus of Tier 1 intervention strategies is universal screening, appropriate delivery of core instruction with differentiated instructional supports, data-based targeted interventions to support the acquisition of core content, positive behavioral interventions and supports to address the social-emotional needs of all our students. The SAT team monitors all Tier I interventions; develops and manages documentation of all Tier II interventions, and will recommend and monitor Tier III interventions for students who are not making expected gains after the more intensive strategies found in Tiers I and II. The SAT team will meet every 4-6 weeks to discuss how the interventions are working and if any adjustments need to be made. This ensures that the student's progress is always being monitored and the parents are informed in the progress of their child. At Endless Sky Academy, RTI will include daily interventions, such as small group instruction in mathematics, reading groups with targeted phonological, comprehension and fluency practice, Reader and Writer's Workshop based on Comprehensive Literacy Model practices. During the RTI block the teacher will conduct ongoing progress monitoring based on the child's intervention that was decided on during the SAT meeting. The teacher will also use assessments and data to identify struggling students and provide more targeted instruction during this time. These practices will help decide whether or not there is a need for Tier II interventions, which include consultation and support from specialists, more intensive small group and individualized interventions, changes in classroom practices and additional research-based, multisensory tools and materials. All Tier II interventions are documented and managed by the school SAT team and specific interventions will be chosen based on student needs, grade level standards as well as the results of Tier I strategies attempted. The need for a BIP (Behavior Intervention Plan) may need to be implemented for students who need support with social-emotional health and well-being. We understand that it is critical for students with special needs to receive support in these areas. Our students will have access to mental and physical health interventions at the school site through qualified staff that will work on a needs basis.

When interventions are not effective after the designated amount of time for Tier II interventions (usually 6 weeks), Endless Sky Academy will talk to the parent(s) and/or caregiver(s) during the scheduled SAT meeting and inform them that their student has not made adequate or expected progress despite additional, documented supports that have been put into place to assist their student. The parent(s) or caregiver(s) will then be asked for their consent for their child to be given comprehensive, a contracted diagnostician may conduct educational diagnostic evaluation. Once written consent is provided, the school's multidisciplinary team (MDT) members will evaluate the results within 60 days from the date that parental consent was given, in accordance with IDEA and NMAC regulations. The SAT team will provide the Multi-Disciplinary Team with all requisite screenings, academic, health and behavioral information, as well as data from all Tier I and Tier II interventions and outcomes. Eligibility/Evaluation Disciplinary Team (EDT) The Eligibility/Evaluation Disciplinary Team (EDT), which will be chaired by one of the school administrators, will help to facilitate the management of a student's educational evaluation, which will include, at a minimum, cognitive, language and academic diagnostic evaluations. An educational diagnostician and clinical providers will be employed/contracted to help serve on the EDT and will conduct all necessary assessments. They will help explain results to the family and work with the teacher in order to provide supports within the classroom. Other required members of the EDT, as mandated by IDEA (2004), include parent(s) or guardian(s), a special education teacher, a general education teacher, a representative from the LEA (Local Education Agency) and an individual who can interpret the evaluation results, and others who may have specific knowledge of the student's process. Members of the EDT will collect information from team members and formulate an Individualized Education Plan (IEP). This meeting will take place within 30 days of the determination eligibility in accordance with the New Mexico Public Education Commission,

The IEP Team will always consist of the special education resource specialist/teacher, the general education teachers who work directly with the student, the student's parent(s)/guardian(s), the student (when appropriate), and clinicians or service providers relevant to the student's identified exceptionality. Measurable, quantifiable IEP goals and objectives will be written according to curriculum standards and content.

Students with identified exceptionalities should receive as many educational services as they possibly can within the general education setting. This integrated service delivery model, often referred to as "pushing in", will require faculty members to thoughtfully align services for exceptional students within the structures that exist at the school, rather than relying entirely on a segregated program where students are "pulled out" throughout the day and risk missing important instructional time. Endless Sky Academy will foster a collaborative working relationship between all staff in order to provide each child, with quality instructional supports in his/her general education classroom setting, which will be their Least Restrictive Environment (LRE).

There are many ways that special education services can and will be provided. Special Education teacher/resource teacher support during ELA and/or Math RTI to conduct additional small group reading lessons and individual tutoring, special education teacher/resource teacher support during science/social studies to conduct small group lessons and provide individual support, team teaching in any core content class, collaborative planning between Special Education teachers and general education teachers during weekly shared planning periods and CTT meetings. The special education teacher is directly responsible for ensuring that adequate academic progress, progress towards a student's individualized goals and objectives are being met, and that each student on his/her caseload is provided with a Free and Appropriate Public Education (FAPE). Goals will be reviewed often by the special education and regular education teacher in ensure that the goals are being addressed in order to close academic gaps.

By "pushing in" and providing wrap-around supports to students in their LRE, special education teachers and can help to remove any obstacles that may be preventing the student from achieving success in his/her least restrictive setting, and allow for natural adjustment and as students become more proficient with the content. Special Education teachers will be able to modify curriculum in order to meet the child's needs. This inclusion model lends itself to effectively matching the instructional resources and practices to the needs of their students without them being singled out or missing core instruction.

Endless Sky Academy will serve a culturally and linguistically diverse population. These students may qualify for special education services but we are aware that these students must not be misidentified. The founding team is highly aware that all stakeholders including teachers, parents, and community members have a responsibility in decreasing misidentified students who are referred for special education services. Faculty will use the most recent version of the New Mexico Technical Evaluation and Assessment Manual (T.E.A.M.), as a guide to determine whether there has been any bias during the assessment and evaluation process for a student. This process includes using English Language Learner WIDA scores as a cross-reference for other assessments to ensure that all students are receiving appropriate and meaningful support. All modified instruction and supports for our diverse, exceptional students at Endless Sky Academy will be based on culturally relevant pedagogy and teaching and use of Guided Language Acquisition Design (GLAD) strategies.

The model for gifted students at Endless Sky Academy is based on our core belief that all students

deserve a personalized, prescribed learning plan. Well-designed activities that push creative thought and are purposeful in differentiating based on their needs will make this possible. This is a particularly effective approach for students who are identified with a generalized need for advanced material. Using the New Mexico Public Education Department's (PED) Gifted Education in New Mexico Technical Assistance Manual (2011) as our guidebook, we have developed an integrated system for differentiation so that students who are gifted have the opportunity to be challenged in their curriculum each day, in every class period rather than rely on the traditional pullout model, which only serves students for a short time during the day. The pullout model is not effective because they are missing core instruction. The teacher will be responsible for reasonably modifying the curriculum to meet the student's needs. Teachers will be given training and support, especially by the instructional leader in best practices when working with gifted children. Professional development will also be provided. Training that will be provided is under the preface that all students can learn. It is our responsibility to find out ways they learn best by using information gained through testing, our experiences professional development specifically designed for those students who are in need of differentiated instruction.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will identify and provide instructional supports and services to students with disabilities, who have IEPs or are eligible for an IEP; • Describe how the proposed school will ensure that students who are ELs are not over-identified as students with disabilities; • Describe how the proposed school will identify and provide instructional supports and services to gifted students who have IEPs or are eligible for an IEP; • Describe how the school will address the spectrum of needs that students with IEPs may present; • Identify specific responsibilities for school staff, classroom teachers, and special education staff; and • Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.
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F. (1) (b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

APPLICANT RESPONSE:

The progress of a student with an individualized education plan will be evaluated to ensure that they are moving toward meeting their annual goals. Their goals will be measured by the staff member providing periodic reports on the progress the child is making toward meeting these annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards). The service provider will address all areas of service provided to children with and without disabilities, including, but not limited to: supervisions, travel/transitions, screening, assessment, evaluation, progress documentation and reporting, secondary transition service planning, conference/consultation pertaining to individual students, documentation for individual students, and third party billing requirements.

This process will be used in order to determine if the student is or is not making progress and possibly changing instruction to meet student needs. Comprehensive monitoring will focus on student achievement.

Our school must provide FAPE to students with disabilities. One component of FAPE is whether student is receiving a meaningful educational benefit from the services provided. Data will be provided to be able to determine if FAPE is provided and appropriate.

Present levels of performance will be documented for the student on an IEP. Progress data that aligns with goals is an important aspect when serving the IEP student. This is not only best practice, but it is in following procedural safeguards (timelines, PR01s, etc.) and being able to demonstrate that the student made progress on IEP goals.

Why it is important to use data?

- 1- To determine if student is or is not making progress; changing instruction to meet student needs
- 2- Legal issues-denial of FAPE (Free and Appropriate Public Education).
- 3- Comprehensive monitoring will focus on student achievement

Districts must provide FAPE to students with disabilities. One component of FAPE is whether the student is receiving a meaningful educational benefit from the services provided. With the use of data, ESA can determine if FAPE is provided and appropriate. We will present levels of performance using the assessments tied to the resources such as end of unit test, chapter quizzes etc. We will also use the short cycle assessments, such as NWEA or ANet. At ESA, we will have transparent and consistent conversations about how every child is doing and areas of need or progress. Students with IEPs carry legal expectations. Thus, parents can file a due process complaint for failure to provide FAPE. ESA will demonstrate it has provided FAPE by:

- Following procedural safeguards, such as meeting timelines
- Demonstrating student made progress on IEP goals

The School Director(s) will make sure all involved in the IEP process are not only trained about the IEP, but also how to give assessments and evaluate the data for students who are on IEPs. The professional development in this area will provide valuable information for ESAs' results-driven accountability planning process to improve results for children with disabilities, including implementation of special education processes and services/supports for students with disabilities.

Progress monitoring is the on-going process of collecting and analyzing data to determine student progress. A scientifically based practice is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring involves ongoing data collection on skills to estimate student rates of improvement, and to identify students who are not demonstrating adequate progress in order to alter/change instructional components to meet the needs of individual students to improve student performance. Thus, teachers may use progress monitoring to design more effective,

individualized instructional programs for students with disabilities. When progress monitoring is implemented correctly, the benefits include accelerated learning because students are receiving instruction that is more appropriate, more informed instructional decisions, documentation of student progress for accountability purposes, more efficient communication with families and other professionals about students' progress, higher expectations for students by ESA teachers. Progress monitoring should be used to make instructional and service decisions based on student performance and determine progress on IEPs (annual goals and objectives) for students in special education. This provides ESA parents with information as to the student's progress toward annual goals (e.g., schedule, sufficient progress, data-collection procedures, etc.).

Parents

The frequency and manner of reporting to parents is determined in consideration of a student's unique needs. Progress is reported to parents in a manner that is understood by them (e.g., jargon-free) and is objective, not subjective. Specific data is included in measurable terms regarding the extent to which the student is progressing towards meeting annual goals. The information included in reports to ESA parents is sufficient to identify a student's lack of progress early enough that the Education/IEP team could, if necessary, reconvene to review and, if appropriate, revise the student's IEP to ensure the student is provided the appropriate supports to reach the annual goals.

Keys to Database

- Conducted frequently and provides an easy and quick method for gathering student performance data on important, grade-level skills/content.
- Analysis of student progress (performance across time) in order to modify instructional programs when needed and/or adjust student goals upward
- Comparison of data to individual student or to students in the ESA teacher's classroom, in the ESA as a whole, or in the other schools or districts.

Measurable Goals

ESA goals will be precise and measurable and provide a clear basis for monitoring student progress. Our annual goals estimate what outcomes can be expected in an academic year based on the student's present level of performance. The ESA objectives will provide steps for meeting the goal.

Making Data Collection Decisions

Data decisions guide the selection of a meaningful data collection tool specific to the IEP goal/objective.

Type of data needed:

Where

By Whom

How often

ESA teachers will collect data in the ESA classroom, playground, cafeteria, school hallways. Anywhere data reflecting progress can be observed and counted efficiently.

How often will data be collected?

Daily

Weekly

Monthly

Data must be gathered as frequently as necessary and no more.

Effectiveness of services and instructional method is best determined when progress is measured frequently.

If progress is monitored	Then effectiveness may
Daily, as part of instruction	Be determined within 2 weeks
Twice a week	Be determined within a month
Weekly	Be determined within a quarter

Forms of Progress Monitoring

Curriculum Based Assessment/Measurement- sensitive to short-term academic gains and can be administered frequently

At ESA the Eureka sprints, quizzes, and unit tests will be used as CBAs for our math program.

Portfolios- A purposeful collection of student work that exhibits the student's efforts, progress, and achievement in one or more areas of the curriculum. A thoughtful collection of materials that document learning over time.

ESA- School developed portfolios that represent the subject being analyzed.

Observations- A methodical and structured assessment of student learning connected to goal. They a beginning and end time.

Anecdotal Records- Written description, word for word, action for action of what child said and did
ESA will provide PD on how to observe so that it is specific to students with IEPs.

Short-cycle Assessments- These are frequent or daily formative assessments specific to an instructional goal.

ESA will provide PD on how to administer short cycle assessments so that they are specific to students with IEPs.

Performance Assessments- Requires students to demonstrate that they have specific skills and competencies by performing or producing something.

ESA will not only make sure teachers can administer a Performance Assessment but also have the tools to analyze the results.

Running Records- Focuses on a sequence of events that occurs over time, giving a more detailed picture of the behavior over time.

Work Samples- A collection of student work that demonstrates what they know and are able to do that provides a concrete example of learning

At ESA, what to collect for the running records and work samples and how it is analyzed will be the focus of beginning of the year and ongoing PD

Evaluate the Data

Data collection provides information used to drive instruction.

Data must be reviewed regularly and on a predetermined basis

Data must be evaluated to determine if the student is making progress toward the goals and objectives

Data should determine how well the student is responding to the intervention being implemented

At ESA, how to evaluate well and effectively will be an ongoing process and focus at our school.

Making Instructional Decisions

When the data patterns indicate the need to intervene, simple instructional interventions should be used first and then more intensive interventions

When instructional interventions do not result in the expected progress being made the IEP Team may need to be reconvened to reevaluate the goal and objectives

Communication at ESA will be key in making instructional decisions. Our schedules allow teachers and teams the time to analyze, discuss, evaluate and implement ideas that will be instructionally sound so to

continually grow all students but also make sure those on IEPs are held to the same expectations and standards.

<http://www.sst13.org/wp-content/uploads/2015/10/Progress-Monitoring-PPT.pdf>

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none">• Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals;• Identify specific responsibilities for school staff, classroom teachers, and special education staff;• Identify the regular intervals at which progress will be monitored and success will be evaluated;• Identify specific actions/reporting that will engage students and or families; and• Describe how the school will evaluate the effectiveness of its special education program and services.
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F. (2) English Language Learner (ELLs).

F.(2)(a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.

APPLICANT RESPONSE:

Endless Sky Academy will follow the federal and state mandates under Title VI of the Civil Rights Act of 1964 to screen, identify and provide services to English Language Learners (ELLs). The New Mexico Language Usage Survey (LUS) will be used to identify ELLs and will be completed by all parents of students enrolling in ESA. If a student transfers from another school, ESA will request their LUS through the records request process.

If a child is identified as having a home language other than English, the ACCESS/WIDA test will be administered to determine the level of need for the student. If a student shows a level of need, parents/guardians will be notified of services that will be provided within 30 days so that the school remains compliant under the Title I Parent Notification Requirements. The ACCESS/WIDA will continue to be administered annually, during the state-aligned window, until the student scores a 5.0 or higher.

ESA's English Language Arts Teacher will hold a TESOL endorsement or submit the necessary paperwork to receive a waiver through the New Mexico Public Education Department. ELLs will have equal access to all aspects of the school and will be exposed to the same, rigorous content as their peers. Because research has shown that full immersion for ELLs is the most productive way to help students acquire and retain the language, students will not be separated from their peers during their ELA block, unless focused attention on a specific skill needs to be reinforced. The ELA curriculum was carefully chosen in order to meet the needs of these students.

ESA's belief is that the ELD (English Language Development) program provides multiple ways for a student to be exposed to reading, writing and speaking the English Language. The ELA block will focus on lessons based on the New Mexico English Language Development Standards, with opportunities for speaking, listening, reading, and writing through targeted instruction. The following are strategies the ESA will utilize in order to ensure academic growth of its ELL students:

1. Increase ELL students' English language production and peer interaction.

Through the ELA curriculum, activities will be structured to support student-to-student or group interaction, ELLs will use English to explain concepts and contribute to the work. This will give teacher(s) an opportunity to gauge what the student has learned, and it demonstrates student progress in English language development. ESA teachers can also informally assess for correct use of language structures and academic vocabulary. If ELLs are having difficulty with phrases or vocabulary, the teacher will be able to offer guidance or further instruction to support language development.

2. Explicitly teach English language vocabulary and structures.

Content area lessons will identify not just the vocabulary that every student needs to know, but other vocabulary words and grammar structures that ELL students may not be familiar with.

3. Build on ELLs' Background Knowledge to Increase Comprehension

ESA teachers will work creatively to elicit background knowledge from students on content topics in order to increase comprehension of the material. This may be as simple as taking the time to do a "K/W/L" (Know, Want to Know, Learned) chart, or as individualized as asking questions about the topic

4. Increase ELL Parent Involvement

ESA believes that regular, open and friendly communication from the teacher can make a big difference in ELL parent participation. The more informed the parents are, the more likely it is that the student will get support at home and parents will have the information they need to help their child be successful.

5. Increase Writing Opportunities

ESA understands and supports that the ability to write effectively and accurately to convey a message is a very important skill for most careers. For ELLs this is particularly important. ESA students will engage in a variety of writing to develop an understanding of different types of writing and to identify their strengths and weaknesses as a writer.

As part of our integrated English Language Development model, every teacher at ESA will need to provide English Learners with access to grade level content as well as helping them to develop their English Language skills. Teachers at ESA will create and post language objectives for their lessons each and every day. Implementation of language objectives will help to ensure that English learners have equal access to the curriculum, even if they are not fully proficient in the English language.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will identify English learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs; • Identify how the school will implement the English Language Development Standards for ELs in its school; • Identify how the school will provide ELs with instruction and support to develop English language proficiency; • Identify how the school will provide ELs with access to grade-level content; • Describe how the school will address the spectrum of needs that ELs may present; • Identify specific responsibilities for school staff and classroom teachers; and • Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.
CSD EVALUATION: Click here to enter text.	

F. (2) (b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English learners.

APPLICANT RESPONSE:

Goals for English Language Learners:

ESA believes that English Language Learner students should grow at least one level per academic year, according to the WIDA ACCESS assessment (administered annually).

ELL Supports:

ESA will provide both integrated and targeted English Language Development for our ELL students in alignment with the New Mexico English Language Development (ELD) Standards. Targeted English Language Development will occur for students at Levels 1 and 2 and in accordance to their individual English language needs in small group instruction and with additional services provided as needed. Language development for students in levels 3-5 will occur in small reading groups in English Language Arts, with the ELA teacher giving students additional support as necessary according to assessment and observational data. ESA's teachers will be responsible for providing integrated English Language Development lessons using the NM ELD Framework, as well as providing for differentiated, targeted ELD instruction in alignment with the students' English proficiency levels and areas of need throughout the school day. The teachers will use the strategies outlined the NM ELD Framework, as well as other curriculum resources that have differentiated sentence frames linked to language structures and tiered academic vocabulary lessons. The focus of this integrated ELD approach for students in levels 1-5, in addition to the "stand-alone" ELD instruction for students who are at Levels 1 and 2, are to help teachers make sound instructional decisions daily about students who are not achieving proficiency on benchmark assessments. By helping our teachers to increase the academic achievement of all their students across all subject areas, and developing competencies to effectively assess and teach the continuum of language skills, academic content knowledge, and instructional strategies that promote English language proficiency and academic success, we will ensure success for all learners.

Monitoring Progress of ELL Students:

ESA's teachers will continuously monitor the progress of their ELL students and report to the school's Director(s) if the students are not making projected growth based on the ACCESS/WiDA. When concerns arise about a student and his/her lack of progress, the teacher and the Principal will schedule a time to meet with the students' family about the situation and create a plan to address student gaps moving forward.

Each year, ELL students will take the ACCESS/WiDA assessment to measure their progress toward English Language proficiency. As these results are available to the school, grade level teams (and school administrators) will review student progress on the WIDA assessment as well as in relation to state-required assessments. The school must consider:

1. Did EL students grow at least one level, according to the WIDA ACCESS assessment?
2. Did EL students demonstrate proficiency on par with their peers, according to the state-aligned assessment?
3. Did EL students demonstrate Tier I achievement according to the IStation monitoring assessments?

These questions will help the school review the instructional supports and access provided to our English Learners. Further analysis into subgroups of skills and strands on each assessment will assist the

academic team with designing interventions for students, teachers, or school-wide for the coming year to support students to acquire language skills and participate successfully in the grade level curriculum.

Monitoring Reclassified Students:

Students who are reclassified as RFEP will be monitored for at least two years in accordance with New Mexico's Serving English Learners Manual. For each assessment given, teachers will be expected to analyze a breakdown of student data by both demographic category and language status. If a teacher notices that a student did not make progress on a given assessment, he/she will remediate and support the student in the classroom to provide additional language development. If this trend continues, and the student who has been exited is not making progress academically as expected, and the student would benefit from continued supports in the English Language, a SAT team meeting must be assembled. This SAT team must have a teacher who holds a TESOL or bilingual endorsement or a second language acquisition specialist. The SAT team will gather all available data on the student and work as a team to understand why the student is not making expected academic progress. Based on the data and input from all stakeholders, the team will create a plan. If the interventions and progress monitoring demonstrate that the difficulties are related to the student's lack of English language proficiency the team can administer the WIDA screener again. If the screener indicates that the student is an English Learner, parental consent will be needed to reclassify the students as an English Learner and English Learner programming and support will need to be offered to help support the student with his/her academic language learning needs.

Engaging Families:

ESA understands that it may be the case many of our parents/guardians who have a home language other than English may not be able to directly support their child in developing and learning English, however, they can support their child's English development by keeping tabs on their child's academics, making sure he/she is finishing his/her homework, providing their child with a designated workspace for learning at home, and ensuring that their child attends school each and every day.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year; • Identify specific responsibilities for school staff and classroom teachers; • Identify the regular intervals at which progress will be monitored; • Identify specific actions/reporting that will engage students and/or families; • Describe how the school will evaluate the effectiveness of its EL program and services; and • Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.
CSD EVALUATION: Click here to enter text.	

G. 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 proposed school's student performance indicators/goals, and should be presented, along with a clear timeline for achieving these standards/indicators/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 falls 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 plan, you should 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 (e.g., PARCC, SBA, Discovery, DRA, DIBELS, NWEA 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 (e.g., reading, writing, problem-solving).

Note: Be aware that all New Mexico public schools, including charter schools, are subject to a variety of testing requirements, including the PARCC Assessments (for English language arts—ELA and math), which are aligned with CCSS and the Standards Based Assessment Program (SBA) (for science), which is aligned with state and federal content standards. For more information on NM assessment requirements, please see:

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/Test%20Graph%202016.pdf>

G.(1) Provide a **clear, comprehensive, and cohesive assessment plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that the applicant has considered the common core standards, the state-mandated PARCC and SBA, all federally and state required assessments, and the proposed school's projected student population.

APPLICANT RESPONSE: At Endless Sky Academy, student data will be used all year to drive instruction and to ensure that quality RTI instruction is taking place. Both formative and summative assessments will provide the teacher, parents and the student with the best information possible to customize a learning plan for each student. Having this plan will give the student the best plan for success going forward in their lives and educational career.

In anticipating a low-income population, it is vital that frequent assessments of student progress are frequent and provide targeted data analysis which will in turn guide instructional planning to meet identified student needs. Assessments will be given and will be reflected upon/discussed in CTT meetings, by the individual teacher and parents will be informed of the results of their student's progress throughout the year as well. Personalized learning will take place based on the information gathered. Students will be challenged academically if needed as well as those that need intense intervention will be provided this as assessments give light to individual needs. Students should be informed of their results. If they do not know where they are in relation to where they are supposed to be, it is very difficult for them to have a clear goal in mind. Creating an assessment plan that is aligned with rigorous, standards-based learning outcomes is beneficial to all our students and their success.

Baseline Assessment:

We will use instruments for collecting baseline data and the method used by teachers to find out a pupil's learning needs, their natural ability, and potential. Tests are given to establish where each pupil is in relation to a national and institutional norm. The purpose of baseline assessment is to establish a point from which future measurements and predictions can be calculated. These tests are used to generate a predicted or expected level of achievement for future performance. They can also function to highlight specific issues such as whether a pupil should be placed on the gifted and talented register, or whether they need being placed in the SAT process, what progress monitoring is needed or if a child may need to be tested to be placed in a special education program. In relation to their potential, teachers can use baseline data to plan effectively for each pupil's learning needs.

Baseline assessments will be given to be used on a whole-school level to measure the quality of education which the school is providing. This data can be shared with the governing board and the community. The results of baseline assessments will be discussed during CTT meetings to have discussions with staff about where to take the student from here.

This will be given the first week of school.

Kindergarten Observation Tool: (KOT)

The KOT will be administered to all incoming kindergarten students. The results will be used for curriculum and instructional planning. The KOT incorporates many elements of the New Mexico PreK Observational Assessment.

Teachers will use a rubric rating system to observe student behaviors and skills in the natural classroom and school environments. 6 developmental domains will be observed via the KOT process, giving the teacher a well-rounded view of the whole child that will allow teachers to better meet student's individual needs. The six developmental domains are as follows:

- Physical Development, Health, and Well-Being
- Literacy

- Numeracy
- Scientific Conceptual Understanding
- Self, Family, and Community
- Approaches to Learning

The administration of the KOT will be funded for all New Mexico kindergarten students by the PED with state-wide implementation in Fall 2016 and K-3 Plus kindergarten students participating at the beginning of the K-3 Plus summer program. All assessment processes are in keeping with the National Research Council's recommendations on early childhood assessment. Because the KOT will be used for all children entering kindergarten, special steps have been taken to ensure it is appropriate for use with New Mexico's diverse student population and that it contains culturally sensitive content. This observation tool allows for students to respond in their home language.

This will be given once a year prior to the first day of school.

The following will be the measures that will be used to indicate that students are making academic progress:

NWEA:

NWEA will be the measure to identify growth and needs. It will be given in the Spring, Winter and Fall. There are many features of the NWEA that will be implemented.

The MAP Suite is an assessment system that's all about measuring what matters—so you can support growth and skill mastery for every student. This collection of purpose-built measures from NWEA illuminates every student's learning needs, helping teachers to target instruction and administrators to make well-informed system-wide decisions.

When students show a need in a certain area, the MAP Suite will let the teacher know exactly what they need—helping the teacher support them in breaking through barriers and reaching their potential.

The MAP Suite is designed to meet the needs of students and administrators. This feature empowers administrators to screen students, measure their growth, project proficiency, assess skill mastery and create effective intervention programs. It empowers teachers by giving them the tools they need to plan instruction, differentiate instruction, track skill mastery, monitors progress and applies formative assessment practices.

Administer MAP® Growth™ interim assessments will be given up to three times a year (Fall, Winter, and Spring) in the areas of math, reading and language. This will be given to get an accurate view of how much each student has grown over time and what students are ready to learn—so you can plan instruction and group students based on their specific needs. MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead. Putting assessment into action means using MAP Growth data to pinpoint the instructional areas your students are ready to tackle—whether they're on, above, or below grade level. This will give the teacher a plan for RTI and small group instruction. Teachers use this data to differentiate instruction and pinpoint individual student needs. Higher-level reports give administrators the context to drive improvement across entire schools and systems. MAP Growth engages students and measures depth of knowledge with a special focus on the unique developmental needs of the youngest learners, including audio support. MAP Growth K-2 is an adaptive interim assessment that identifies a child's starting point as early as possible and tracks growth over time. MAP Growth K-2 also provides pre-literacy and number skills screening measures for early identification and intervention, and specific skill measures that can be used to assess mastery.

MAP Growth K-2/MAP® Reading Fluency:

Quickly assess your K-3 readers with MAP® Reading Fluency:

Our innovative new way of evaluating early reading enables teachers to efficiently measure oral reading fluency, foundational skills, and reading comprehension – with one 20-minute assessment. Group testing and automatic scoring return valuable instructional time to teachers. Teachers can use the skills mastery and progress monitoring assessments in MAP® Skills™ as often as needed between MAP Growth assessments to drill down to the specific skill gaps each student needs to master. MAP Skills shows you the discrete skills that struggling students are missing and what advanced students are ready to take on—so you can personalize instruction in the moment and monitor student progress.

Eureka math**Understand the Eureka / EngageNY Math Assessments**

The assessments within Eureka are rigorous and comprehensive. The assessments are designed to be rigorous open-ended tasks. With this high-level curriculum, teachers and administrators will be given the most accurate information to guide math instruction.

The Eureka/EngageNY Math Mid-module and End-of-module assessments provide a rich source of rigorous problems that can be included on your assessment. Additionally, selected problems can be assigned for students to work on at different times throughout the module, as review during future modules, as part of group or pair work, or as extension activities for some students while other students are provided important small group support.

Not only are there mid-module and end of module assessments, there are exit tickets that go along with every lesson. These will be given every day, graded and reviewed with the students. These are quick, effective ways to know whether the students are understanding the concepts as we go. These can also be used to form RTI groups and re-teaching if necessary. This allows standards to be reviewed and secured.

All problems within the lessons, homework and assessments go over basic skills (DOK 1 level) so that when students show proficiency with DOK 1 problems they may also show proficiency with (DOK 2 level) and then the most difficult (DOK level 3) is also given to all students. The problems begin at an easy level and become more difficult as the problems go on. The teacher is given the freedom to make choices about which concepts to assess with DOK 2 and DOK 3 type problems depending on the standard that is being focused on.

Istation:

Nationally normed Istation's Indicators of Progress (ISIP™) measure student growth by providing monthly assessments. Automatic screening and progress monitoring in 30 minutes every month save time while providing the frequency for effective data integrity. On-demand assessments offer more frequent progress monitoring to support aggressive, customized intervention. Precise measurements track student ability and skill development within subtests. Seamless placement automatically puts students on individual learning paths based on their abilities. Assessment modeling for young learners helps students practice and become familiar with the experience before taking an actual assessment. The iStation assessment will aid in differentiation of instruction and personalized learning. With Istation's essentials for blended learning create formative assessments, adaptive curriculum, personalized data profiles, teacher directed lessons, school-to-home connection, professional development, and proven results. IStation can also be used as a progress monitoring tool.

Istation's assessments:

Istation's Indicators of Progress (ISIP) Early Reading and ISIP Lectura Temprana are sophisticated, web-delivered computer-adaptive testing (CAT) systems that provide continuous progress monitoring (CPM) by frequently assessing and reporting student ability in critical domains of reading and Spanish early reading, respectively, throughout the academic year.

Istation's ISIP assessment system functions as both universal screener and progress monitoring tool for literacy for students in grades K-3. ISIP assessments monitor student progress, assist teachers and staff

with immediate feedback and analysis, and provide teacher-directed reinforcing and remedial lessons for students who need them.

Istation's ISIP provides reliable data with frequent, age-appropriate measurement for students K through 3rd grade. Adjusting to each student's ability, the interactive assessment keeps developing readers engaged while they work through fun activities.

Istation measures growth in the following areas:

Once students finish with ISIP ER, **Istation's Reading Instruction** seamlessly begins with exciting activities that captivate all learners, even Pre-K students.

- Phonemic awareness
- Letter Knowledge
- Alphabetic Decoding
- Vocabulary
- Spelling
- Comprehension
- Fluency

The assessment system provides the following:

- Monitoring student progress;
- Assisting teachers and staff with immediate feedback and analysis through multiple available reports; and
- Providing teacher-directed reinforcing and remedial lessons for students as needed.

Istation Components ISIPTM Reading Assessments

- Universal screener assessments for grades K–3
- Progress monitoring available monthly
- Online assessments completed in less than 30 minutes
- Computer-adaptive technology selects successive questions based on responses to previous questions, tailoring the assessment to each student's level

Istation provides immediate reporting. Immediate, online reporting to determine areas of student need and monitor progress. Reports prescribe teacher led interventions and are available at student, class, grade, school, and district levels.

The following instructional Tools are available through iStation:

- 2,500 + scripted lessons and activities for intervention
- Other resources include activities, games, songs, downloadable books, parent letters, etc.

Benefits

- ISIP TM ER and ISIP TM Español assessments will be provided at no cost to districts and charter schools.
- Less time (compared to the previous K-3 assessment system) is taken away from instruction for students, as the teacher does not administer the assessment individually.
- Students can access the Istation benchmark and progress monitoring measures on computers within the classroom, iPads, Chromebooks, or a lab setting. An entire class can be assessed in all measures in approximately 30–40 minutes in a lab setting. Individually, each subtest ranges from approximately 3–10 minutes.
- The interactive assessment keeps developing readers engaged while they work through engaging activities adjusted to each student's current reading level.
- Over 2,500 teacher-directed lesson plans are available for teacher use to support targeted instruction.
- Educators have immediate access to web-based reports that make it easy to monitor performance and make informed decisions about the individual instructional needs of each student.
- Parent letters are available for the teacher to regularly communicate student progress with families.

Phonemic Awareness Screener Assessment:

This assessment will be given three times a year and is given to assess a child's progress with phonemic awareness and determine if Phonemic Awareness should be part of an intervention. Each phonemic awareness skill that is assessed is part of the daily phonemic awareness lessons written by Dr. Michael Heggerty, founder of Literacy Resources, Inc. Phonemic Awareness is auditory, and will be assessed in this way. Students are not expected to read or write any of the words in assessment; the teacher says the words or sounds aloud, and the student responds orally. A phoneme is the smallest unit of sound. Students are asked to respond with the sounds the letters make, not the letter name. As the assessment administrator, you will be providing students with letter sounds, not letter names. Assessment Administration Guidelines: The assessment is meant to inform your instruction. This screening assessment can be used to determine if a child needs intervention for phonemic awareness to address a decoding concern, and it can also be used to monitor student progress or show student growth. The assessment should be given one-on-one and students provide their responses orally. Skills 10 and 11 assess a students' knowledge of letter names and sounds. This is the only part of the assessment where students will be seeing letters in print. Teachers can use the student pages provided on pages 6 & 7. When identifying letter sounds, students are expected to provide multiple sounds for some letters. An optional picture assessment is included on pages 8 & 9 for teachers to use, if needed. Teachers can extend the Letter Naming component of the assessment to include recognizing vowel teams, advanced vowels, and r-controlled vowels, to gain additional information about the students' understanding of phonemes. (See page 10) There is a section on the assessment for teachers to include comments and an evaluation of the student's strengths and areas of need. This can be especially helpful when planning intervention activities to help a child master a skill. Students who receive a score below 80% (8 correct out of 10) on a section of the assessment should be considered for a phonemic awareness intervention, if the teacher also notices that the child is struggling to decode or encode words in print. A phonemic awareness intervention can include the skill lessons in the primary (yellow book) edition of Dr. Michael Heggerty's Phonemic Awareness curriculum: The Skills That They Need to Help Them Succeed. A teacher or interventionist would plan the phonemic awareness intervention activities based on a students' area(s) of need.

At Endless Sky Academy our goal is to address foundational skills that may be missing and affecting reading progress. Our goal is also to make sure that there are not any foundational skills that are created.

https://www.literacyresourcesinc.com/assets/1/7/Kindergarten_PA_Assessments.July_2014.pdf

New Mexico Assessments:

- New Mexico Standards Based Assessment
 - One time annually
 - Students in grade 4 will take the NMSBA for Science in alignment with state mandates. The SBA provides information about the effectiveness of our K-4 science program and provides statewide points for comparison
- PARCC
 - One time annually
 - Grades 3-5 Students annually participate in the PARCC assessment (or other state-defined standardized test) in alignment with state mandates to determine curricular and instructional effectiveness and provide local and national points of comparison.
- WIDA Screener Placement Test (WIDA Screener) and WIDA ACCESS
 - On time annually in the fall for WIDA Screener
 - One time annually in the middle of the year for WIDA ACCESS
 - Grades K-5 The WIDA Screener is an English Language Proficiency screener given to

incoming students and Identified English Language Learners to determine English language learning level and the necessary supports needed for instruction. ACCESS is an assessment given to students already identified as English Language Learners (ELLs) that measures students' social and academic English language proficiency the test provides information to help teachers enhance instruction for ELLs, and gives information about the level of readiness of a student to exit English language support programs

- NMAPA (New Mexico Alternative Performance Assessment)
 - One time annually
 - Students in grades 3-5 with Individualized Education Plans (IEPs) for documented special needs may take the NMAPA, based on the Alternate Achievement Standards in alignment with state mandates. This assessment determines curricular and instructional effectiveness for the student, and provides a comparison point for students with documented special needs across the state.

*Endless Sky Academy students will take all state level assessments that are required. Endless Sky has designed its assessment program and calendar to align with state and federally mandated assessments and windows.

Alignment to Needs of Population:

Students who will attend Endless Sky Academy are diverse in terms of background, socio-economic status, ethnicity, and race. They are also diverse in terms of the academic and social-emotional strengths and needs that they bring to our school each day. In keeping with our goal of providing an excellent education that prepares them for academic and live opportunities after they leave our school, we must have a clear picture of where students are in all academic areas and what still needs to be done. Within each grade level a plan to close gaps based on quality assessments and move all students forward. By aligning our interim assessments to Common Core Standards (and by extension, the PARCC assessment) we will get a clearer picture of the needs of our students.

Total Points Available	Expectations
6	<p>A complete response must</p> <ul style="list-style-type: none"> • Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction <ul style="list-style-type: none"> ○ Include assessments/progress monitoring for special populations; • Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered; • Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction; • Describe how the data identified will be used to inform instruction; • Align with all state assessment and data reporting requirements;

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| | <ul style="list-style-type: none">• Describe how the assessment plan meets the specific needs of the proposed school's projected student population;• Describe how the assessment plan aligns to the proposed school's mission; and• Include any assessments that may be negotiated as part of the performance framework and contract. |
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CSD EVALUATION: Click here to enter text.
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G.(2) Provide a **clear, comprehensive, and cohesive** description of the how assessment data will be analyzed and what corrective actions will be taken if the proposed school falls short of achieving student academic achievement, or growth expectations, or goals at the individual (remediation/at-risk student) **and** school-wide levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

APPLICANT RESPONSE:

ACTIONS

To gain a deeper understanding of students' learning needs, teachers need to collect data from multiple sources, such as annual state assessments, interim district and school assessments, classroom performance data, and other relevant data. A schoolwide data system allows teachers to aggregate data by classroom, content areas, or assignment type to identify patterns in performance.

It is the belief at Endless Sky Academy that the key to student success is data analysis. We will create an environment that this concept is embedded in the school and all stakeholders are trained and use this process efficiently and productively in order to produce maximum results. The PD trainings will be an ongoing process throughout the year and school year after school year. We believe that quality classroom and interim assessments and the using them productively to drive instruction will be what creates the most positive gains for our students. Using the tools and resources provided in the Eureka curriculum, Istation reading assessment, and the three times a year assessment NWEA (fall, winter, and spring).

To help all students achieve, ESA teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs. Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses. Collaboration among teachers in each step of the data-based inquiry process can maximize the benefits of data use by helping teachers share effective practices, adopt collective expectations for students' performance, gain a deeper understanding of students' needs, and develop effective strategies to better our serve students.

Interpret data and develop hypotheses about how to improve student learning.

Interpreting data allows ESA teachers to identify the strengths and weaknesses of an entire class as well as individual students. As they examine the data, teachers can develop hypotheses about factors that affect students' learning and ways to improve instruction to help all students achieve. It is important for teachers to slow down and ask why during this phase of the cycle of instructional improvement. All the curriculum and assessments we are planning on adopting have resources that are geared toward this process. The most important part will be creating high expectation to use these resources and to provide PD and the time for teachers to evaluate and analyze the data. This has been the top priority when designing the schedule.

Data Warehouse

To meet the needs of a wide range of audiences, an ESA advisory council comprising a variety of stakeholders will be involved in determining our requirements and selecting and implementing the system.

ACTIONS

The ESA advisory council members can solicit feedback from their respective groups and meet frequently to discuss user concerns and ways to improve the system. Clearly articulate system

requirements relative to user needs. By working with representatives of our school data teams, the ESA advisory council can align the suggested system requirements to school-level needs. To ensure that the system remains effective as our user needs evolve requirements need to be reviewed and revised annually.

Plan and stage the implementation of the data system.

To guide data system implementation, the advisory council will develop a written plan outlining the staged implementation process, professional development sessions, strategies to identify and solve problems, and anticipated needs for maintenance and enhancements. During early implementation, arranging staged rollouts and pilot tests allows staff to adjust to the system and provides time to modify the system in response to user feedback.

Whichever Student Information System and Data Warehouse ESA settles on, we will make sure the system helps teachers to analyze student scores by:

- Organizing the questions depth of knowledge
- Aligning standards to each question
- pulling information by student's demographic, class, grade and individual levels

Delivering outcomes for our teachers, will impact ESA at the following levels

Data-driven master scheduling **RESULTS** Ensuring access and equity for all

Comprehensive student profile **RESULTS** Informing whole-child decisions

Streamlined processes **RESULTS** Focusing time and resources where they matter most

One platform **RESULTS** Targeting core data systems

Configurable user-navigation **RESULTS** Making system workflows easy

The reports that can be pulled from the data warehouse along oath reports from the other curriculum and assessment specific resources will be the basis for our Professional Learning Communities discussions. We will provide many opportunities and set the expectation to do the following:

Creating quality PLCs that use data to drive instruction.

Common formative assessments and alignment to instruction

ESA teams and Director(s) will identify PLC excellence by making sure each element below is a 10 (the highest rating).

- We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
- We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
- We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.
- We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
- We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
- We use the results of our common assessments to identify students who need additional time

and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.

When our teams respond to the statements and provide evidence that shows this is 10, we will push to take our reflections to the next level. We will utilize additional resources from experts in the area of assessment and combine those best practices with what we know our teams need to do to improve our use of common formative assessments. Here are statements we will ask our collaborative teams to reflect upon when they have demonstrated success.

- Our common formative assessments use a balance of “Depth of Knowledge” questions including performance-based questions.
- All common formative assessment questions demonstrate how each item on the assessment is aligned to an essential learning target from the course or grade level.
- Our team ensures that demonstration of proficiency on the team assessment will be highly correlated to success on high-stakes testing.
- Our team uses a team and school created protocol to drive our reflection conversations. The protocol helps ensure teachers learn from teachers and teachers learn about their students.

These customized reflection statements will help our teams continuously improve, which in turn helps our students learn at higher levels. If our collaborative team has evidence that demonstrates all or most elements are a 10, we will make sure and continually consider what reflection questions will guide our team to the next level.

First look at an overview of the data: Teachers determine the percentage of students that are proficient by target and gather their data onto one document for all members of the collaborative team to view when discussing the data (Google Docs is one possibility). Looking at this initial picture of the data allows teachers to address areas of strength and areas to grow related to student learning across the team and within each classroom. They also can discuss any surprises in the data and make sense of the student learning in each classroom compared to the whole grade level or course.

	Target 1	Target 2	Target 3	Target 4
Teacher A	62%	70%	81%	92%
Teacher B	71%	65%	68%	64%
Teacher C	82%	78%	83%	81%
Team Total	69%	72%	76%	78%

Identify student by standard proficiency: Once there is a common understanding of student learning, it is then critical to acknowledge and discuss which students are proficient and not proficient, or proficient, close to proficient, and far from proficient by target. ESA teachers will do this by listing the names of students in each category by target.

Identify trends and patterns in student work from the highest to the lowest performers: Finally, teams identify first, the trends in student thinking and work that caused a student to be proficient. What did these students do in their evidence of learning to set their work apart from the others? Next, they

address the evidence of the work shown by students close to proficiency and compare and contrast that student work to the work of proficient students. Is there something to target that might be a catalyst to move students close to proficient into the proficient category? Last, ESA teams will look at the work of those students far from demonstrating proficiency and continue the process, looking at what might be targeted in future learning.

Make re-engagement/enrichment plans: From these discussions, teachers will create a collaborative plan to re-engage students in learning.

Does the team need to stop, shuffle students, and plan a full lesson for each group of students?

Does the team need to address relearning by investing time, during the regular teaching time, by creating specific activities that reteach in a different way from before?

Does the team need to plan for focused and targeted Tier 2 or Tier 3 intervention?

In addition, are students part of the plan by identifying what they learned and what they still need to learn in this process?

Triggers to poor performance

Child's health and well-being

Infants, toddlers, preschoolers and children in the earliest grades with unaddressed developmental, vision, hearing, breathing, and even oral concerns are among those least likely to read proficiently by the end of third grade. Screenings identify children who need follow-up and are likely to benefit from intervention, services and supports to assist their development. Developmental vision, hearing and other health screenings along with social emotional development are critical because concerns in these areas can affect learning and a child's ability to read proficiently by the end of third grade. An important part of ensuring that every child enters school ready to learn and becomes a good reader is to identify concerns early, and then address them early, when interventions can be most effective. If these health issues are not found or addressed prior to beginning school, ESA cannot dismiss this as the reason for low data. If there are found to be health barriers to student learning Directors and staff will have to have discussions with families to provide nonacademic accommodations and fixes so that the student can have the opportunity to learn at the best of their ability. The accommodations and fixes can range from helping families find free health clinics, low cost eyewear, better nutritional options, and providing physical activity at the school.

Attendance

Per the US Department of Education, 1 in 7 children will miss 15+ days of school a year. In order for students to learn, they have to be in school. ESA will use their data warehouse to track attendance not only for the entire school day but also for student who miss partial days and certain classes. School discipline will also be evaluated, as this may be the cause for attendance concern. While we will hold high expectations when it comes to behavior, our goal will be to have our students in school. Therefore, the discipline matrix, and what is best for individuals, will bear that in mind. Families of students who are missing too much will have an initial discussion with the teacher and if warranted then with the Director(s) to create an action plan that directly addresses the student-specific challenge that involves support and accountability for all parties involved (school, teachers, family, student) to ensure that the student is able to attend school daily.

School Expectations

At Endless Sky we believe that assessment data can be used for productive and informed decision making about student progress as well as program effectiveness. However, students will not be performing to a fixed universal standard. They will be working toward individual goals based on their individual past performance and learning needs. While benchmark data for an age group will be used to

consider trends and learning on a larger scale, it is individual goals, growth and achievement that will determine the effectiveness of school programs and individualized instruction and learning. The concept of proficiency at a given grade level omits several factors more relevant to student learning. A student arriving at ESA two grade levels below proficiency for their age group may not in their first year be able to completely close the gap in their understanding and skills. It is the intent to work with students over time to progressively build the students' foundations and fill their skill gaps using targeted intervention while continuing to provide high quality standards based assessment. Each student will work with a teacher to understand their learning and their gaps. They will set goals and actions to achieve their goals and will be as invested in their own growth as the teachers and the school. We believe that expectations and goals are meaningless without the student's personal commitment to making changes and taking actions themselves to achieve their goals. They will learn that their only competition is themselves and that their goals are not comparable to their friends.

To support this the school will use strategies that will best meet the student population and community we are working with. Expectations for student growth will be high and successes celebrated regardless of normative age group data. Growth is growth and the goal is to shrink the achievement gap, build confidence and intrinsic learning motivation, and support learner's needs regardless of any other factors that may be at play.

Teacher Expectations

At Endless Sky we will establish and maintain high achievement standards working directly with the students to set and plan for those standards. We believe in complete and open discussion of academic gaps and goals with students. They much have complete understanding of what they are missing and what we are going to do to support them in gaining those skills.

In Teaching As Leadership there are six principles that help teachers lead their students to the academic gains we expect as a school. Teachers will be expected to integrate the four key principles into their own teaching and classroom style to achieve the academic growth their students need to close their gaps.

1. Teachers will work with students to set ambitious academic goals. Teachers need to believe that their students regardless of how far behind have the ability to grow above and beyond the norm.
2. Students will be invested in achieving these ambitious goals. When working with a student who is already falling behind it is important that they understand their gaps and that they are able to fill those and learn at the same rate as those students who are not starting behind the grade level benchmarks. Make them believe they can achieve and they will work hard to do so.
3. It is the teacher's job now to work with purpose and focus to support their students in achieving their goals. Their learning obstacles that led them to performing the way they have in the past are still there, but through targeted intervention and individualized support the teacher has the expectation to give them what they need to achieve.
4. Focus on continual, steady improvement. Teachers will reflect regularly on the effectiveness of their work with students and avoid any lowering of standards or negativity. It is critical that regardless of performance on an individual assessment the teacher continues to make the students understand that they are still growing and learning and obstacles and bumps are inevitable but not insurmountable.

Endless Sky will continually work to hold high expectations and standards when it comes to data collection and analysis. This is the key to students learning at the highest level possible.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to <ul style="list-style-type: none"> monitor academic performance and take appropriate corrective action if the school is not on track to or does not meet academic performance expectations; Address specific responsibilities related to <ul style="list-style-type: none"> meeting student academic achievement or growth expectations <u>at the school-wide level</u> and meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student); Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions; and Describe how the proposed school's processes meet the requirements of NMSA 1978 § 22-2C-6(A) and(B) and 22-2E-4(E).
CSD EVALUATION: Click here to enter text.	

G.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to students, parents, the proposed school's Governing Body, the proposed school's Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

APPLICANT RESPONSE:

At Endless Sky Academy, we believe that communication is the key to success. Student assessment and progress will be appropriately and consistently communicated with all stakeholders. This includes students. We owe it to them to know the nature of their progress and what their strengths and needs are. Information is powerful. We will communicate student data and progress towards goals with the intent of providing opportunities for members of our community to seek opportunities to improve the educational processes and resources available to all of our students.

Students:

Students will have individual data folders. In the folders they will have information such as test scores (specifically NWEA and IStation yearly goals and progress), copies of tests and personal goals to keep track of. The personal goals will follow the school-wide leadership program that addresses being responsible in school and at home. There will be reflection sheets and graphic organizers to describe their next plans of action. They will learn to take responsibility for their learning and will learn how they can improve both academically and personally. This process will give students ongoing opportunities to review their goals, and their progress toward achieving those goals. Student goal setting and reflection occur in the context of data analysis after each assessment: students receive their assessment and/or score sheets, and track their progress. They note their areas of strength, and the questions or tasks in which they need additional support. The student creates a list of key steps to take both in school and at home in order to improve on the next opportunity. At each semester, older students complete self-evaluations that accompany their progress reports. They will include evidence to support their scores. We believe that data-driven learning is a school-wide approach to continually improving outcomes, and that giving student's ownership of their education is a powerful way to ensure they are ready to persevere through middle school, high school, and various post-secondary pursuits. If students are not aware of how they are progressing and how they can improve, they many never have clear goals to work towards.

Teachers and Staff:

Classroom teachers gather daily anecdotal, computer-based, and assessment-related progress depending on the testing schedule for the school and curriculum as it is implemented throughout the school year. This information is tracked individually, and then shared in both grade level meetings weekly, during CTT meetings, and on Wednesday afternoons. In addition to sharing and analyzing these data, teachers also receive school wide data and operational data related to non-academic factors such as attendance and behavior information. The teacher leaders will be responsible to post class-level and grade-level progress toward goals (% of students reaching NWEA goals, %of students mastering standards).

Families:

Families are the heart of our school. They put their trust in us, and we intend to keep them informed of their child's progress every step of the way. It is vital that we provide ongoing and accurate data that support their understanding of how their child is progressing. We also believe it is important for us to provide ways that families can support students at home, and include their perspectives on supporting students in school. We will provide academic supports as needed so that families can help their child at

home.

Progress reports will be sent home on a regular basis. It is important that these include both character development progress and academic progress. These will be followed up with a teacher-placed call or translated note of explanation if there is a reason for concern. The School Director(s) present student data, school progress, and are able to respond to any family question/concerns in a monthly e-mail. Parents are welcome to come in and talk to the appropriate staff about any concerns. Endless Sky will hold twice-yearly parent conferences, in which all families have a scheduled time slot to come and speak with their child's teacher. Teachers accommodate parent schedules whenever possible so that they can come in a learn more about the progress of their child. At each conference, the teacher and family, any necessary ancillary staff and the student if appropriate. There will be a review of student work and student data. The teacher will help the parents understand the grade level goals, testing data the information means as far as whether or not their child is making appropriate progress. As a team, the teacher and parent will discuss what needs to be done next in order to help the child be successful in and out of school.

If a parent feels like they need to conference with the teacher concerning the progress of their child, they may do so at any time. Parent/family meetings do not have to be limited to "Parent Conference" days, and the school staff takes it upon themselves to schedule family meetings proactively to address any concerns and engage families in supporting their student and the school. By providing families a clear picture of where their student is achieving academically, we equip students and families with the tools to take ownership of the education of their child as partners with the school.

We will not let time go by without informing the parents if their child is not making expected progress. In the event that a student is not making adequate yearly progress, the school will communicate with the student's parents at the earliest sign that a student needs additional support to reach grade level goals. Parents will be invited to review the students' data as a part of the parent/teacher conference in November, which occurs before the end of the second grading period. At this opportunity, the student's teacher and family member(s) will create an action plan for supporting the student to accelerate progress to reach grade level goals by the end of the year. The school will monitor the student's progress and meet again. We will discuss the possibility of putting the child through the SAT process for extra support and monitoring. Parents will be informed at every step.

Board of Trustees

The Board of Trustees supports the mission of Endless Sky Academy and its mission to grow every child by one and a half years and to prepare it for higher education. For this support to happen, the Board must be informed, in a timely manner, of the academic and nonacademic school data. Board meetings include an agenda item that involves discussion of progress toward academic and organizational goals. Effective governing boards provide appropriate academic oversight and focus on accountability. In order to govern a strong education institution, the Board of Trustees must have timely and accurate data to make supportive and informed decisions in the best interests of the school and students.

Community:

The relationships that have been built within the community will be respected with adequate communication concerning the progress of our school. Keeping these relationships strong means committing to proactively communicating progress with the broader circle of support that surrounds us. Endless Sky Academy will send out newsletters at regular intervals with high-level (i.e. not individual student, class, or grade level) data, stories, and photographs of student work (with permission) to local community members that we have made connections with. . Our school events will be meant for anybody in the community to come and see what our school is about. Family Nights will be are open to

the community and we plan to welcome participants from across the city. We also plan to use our school website and Facebook page to post stories, news, data (without identifiers) and updates.

Authorizer:

Since we are a public charter school, we are committed to providing updates to our Authorizer according to required timelines and deadlines via the NWEA reporting system. School Director(s) have responsibility for reporting student data after assessment windows in August, January, and May. In addition to online reporting, Enchanted Sky will have data and reports prepared for the New Mexico Public Education Commission monitoring plan, site visits, and renewal application process. We are committed to being held accountable for providing a high-quality education to all students, and will provide the Public Education Commission with regular student and school data and information required for monitoring charter schools.

Total Points Available	Expectations
6	<p>A complete response must</p> <ul style="list-style-type: none"> Identify how student achievement and progress will be communicated to <ul style="list-style-type: none"> Students Parents The governing body The authorizer The broader community; Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data; Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate; and For elementary level students, ensure to address how the school will meet the requirements of NMSA 1978 § 22-2C-6 (E)-(I).
CSD EVALUATION: Click here to enter text.	

II. Organizational Framework

A. Governing Body Creation/Capacity.

A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the proposed school's administration). Provide comprehensive "bylaws", attach bylaws as **Appendix A**.

APPLICANT RESPONSE:

Endless Sky's founding Board of Trustees is comprised of individuals with strong professional skills. All have a strong commitment to the children of Bernalillo, New Mexico and neighboring communities. We believe that the Governing Board is the foundation and strength of ESA and that our board members fully support our mission.

Initial Selection of Founding Board Members:

To create a well-rounded, diverse Founding Board of Trustees, the founders of ESA began meeting with potential members in January of 2018. Potential board members were informally assessed through meetings and conversations. The founders shared with each of them the school mission and then asked each of them to share their own beliefs, and understanding of what they thought a charter school should look like. The founders discussed whether the potential candidate would be a good fit for the school and if they would be a strong support for Endless Sky, not only by promoting the school but also by being able to give constructive feedback to the leaders. Other factors that were assessed were: Does the candidate have a particular skill set that would enhance and contribute to the governing board? Does the candidate have the willingness and dedication to provide the time needed to be an active board member? Is the candidate fully invested in all aspects of being a member of the board?

The founders met with numerous individuals in order to select the best candidates for the Endless Skies Board of Trustees.

Board of Trustees Composition:

The Founding Board of Trustees will govern ESA. They will have anywhere from 5 to 13 members at a given time, and will be responsible for upholding the charter and of Endless Sky to ensure that the founders are held accountable to the mission, financially stable, and that they are following the provisions as stated in the charter. The board will always be made up of an odd number of members for the purposes of voting.

Members of Endless Sky's Board of Trustees will serve a 3-year term from the date of their appointments or in the case that an identified successor has been identified and approved/voted in by the other members of the board. A full 3-year term is considered the passing of three Annual meetings (see the Endless Sky Bylaws in Appendix A) as stated in the Endless Sky Bylaws. Trustees are not allowed to serve two consecutive terms.

Members of the Endless Sky Board of Trustees were selected based on their skillsets, willingness, dedication, and commitment to the mission of the charter. (See a description of the recruitment and selection process for the Endless Sky Board of Trustees in Section A (3) of this charter application).

Removal:

The Board of Trustees can remove any officer or member of the Board by a majority vote of the entire Board of Trustees at any regular or special meeting. This can only occur if the officer or member has

been given advance, written notice of the reason(s) of the proposed dismissal. This must be given no less than 30 days prior to any action taken by the Board. The member must be given the opportunity to be heard on the matter stated in the written notice.

Officer Structure:

The structure of the Endless Sky officers within the Board of Trustees consists of a Chairperson of the Board, a Vice Chairperson of the Board, a Secretary, and a Treasurer. These officers will be appointed by the Board of Trustees. The process for the elected positions is: The Governance Committee will present a listing of the proposed officers, based on current member of the board, to the entire Board of Trustees. This listing will be voted upon by all members. Officers will be elected annually during the last quarter meeting of the fiscal year which begins on July 1st and runs through June 30th of the following year.

The membership of the Board of Directors will elect the Chairperson of the Board, Vice Chairperson, Secretary and Treasurer at the annual meeting of the Board of Directors. The officers will remain in office until his/her successor has been elected or until his/her prior death, resignation or removal. (As specified in the Endless Sky Charter Bylaws, Appendix A).

Chairperson of the Board:

The Chair of the Board will lead the Board of Trustees in carrying out the functions as the Governing Body of Endless Sky Charter with the members of the board. The Chairperson is responsible for ensuring that the board has approved policies for the effective and compliant government of the organization and performance of the board. The Chairperson must oversee the ongoing recruitment, development, and participation of members of the Board. He/she will coordinate the annual performance review of the Endless Sky Director(s) as well as collaborate with them and the other board members to set agendas and priorities for Board meetings. The Chairperson will preside over the meetings of the Board of Directors and will have the authority and responsibility/duties as assigned by the Board of Directors.

Vice Chairperson of the Board:

The Vice Chair of the Board will be responsible for performing the duties of the Chair if he/she is absent or in the event of his/her death. The Vice Chair is responsible for assisting the Chair in creating agendas and setting priorities of upcoming Board and Committee Meetings. The Vice Chair is also responsible for organizing other related functions of the Board as well as performing other duties as assigned by the Board of Directors.

Secretary:

The Secretary of the Endless Sky Board of Directors will manage the following functions for the Board of Trustees: communication, scheduling and materials, minutes, and record maintenance. The Secretary will serve as the server of information between the Board and the school's Director(s). He/she will give notice of meetings and ensure that agendas, materials, and meetings are distributed in a timely fashion. The Secretary will keep the minutes of the meetings of the Board of Directors. This individual will take accurate records of meeting discussions and agenda items, and hold confidential to any special information discussed or presented at a meeting. The Secretary will be responsible for all organizational records of Endless Sky and understand the system of organization of these records in the case that someone requires access to them. The Secretary will keep a record of names, addresses, phone numbers, and email information for each Director for communication purposes. The Secretary will also perform other duties as assigned by the Board of Directors.

Treasurer:

The Treasurer will oversee the management and reporting of the school's finances. He/she is responsible for preparing, or facilitating the preparation of the annual budget. The Treasurer is responsible for comparing the revenues and expenditures of the budget. This person should know and understand the financial reports of the Charter. He/she will keep the board informed of financial trends, events, and/or concerns related to the budget. The Treasurer is responsible for educating the board members that lack the financial background to understand it. He/she holds a key role in Endless Sky's Finance Committee.

Committee Structure:

The committee structure for Endless Sky Charter's Board of Trustees will consist of legally required committees as well as school specific committees: (Governance Committee, Finance/Audit and Risk Management Committee, Leadership Committee and a Community Involvement Committee).

The Governance Committee will be made up two to four people that have been recommended by the Chairperson and elected by the Board of Trustees at the Annual Meeting. They will serve a two-year term in a staggered fashion to ensure smooth transitions between terms. This committee will elect its own chairperson and the responsibilities of the committee are to study the qualifications of potential Board of Trustees candidates as vacancies arise. This committee will be responsible for providing ongoing orientation and professional development to all members of the Board and to oversee the assessment process of Board members.

Finance/Audit and Risk Management Committee will be made up of a total of 4 members, who are appointed to assist the Board in overseeing all budget and financial decisions. They must know and ensure that all federal and state regulations are followed. The Board Treasurer will oversee this committee and ensure that the school's mission, vision, and policies are reflected in the budget decisions. This committee will also ensure that Endless Sky Charter is adhering to their financial responsibilities by following state and federal guidelines. The school Director(s) will also serve as ex-officio members of this committee. This team will meet with external auditors and make recommendations to the Board if questions or concerns need to be addressed following an audit.

The Leadership Committee will be trained in "The Leader in Me" and will provide continuous training and information to the Board so that they are well aware of the components of the "Leader in Me" and can support and promote the ideas behind it.

The Community Involvement Committee will support and promote community involvement in ESA. This committee will be responsible for promoting the school at community events, meeting with constituents to answer questions about the school and gather ideas for future recruitment of students, etc.

These committees, roles, and terms for Governing Body Members (Board of Trustees) are articulated in the Governing Bylaws for the ESA, [which can be found in Appendix A](#).

Board Member Discipline and Removal Process:

A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none">• Include governing body bylaws in Appendix A; and• Summarize <u>key</u> governance components in the application response as follows:<ul style="list-style-type: none">○ Membership structure (number, roles, length of terms)○ Officer structure (roles, election process, responsibilities, length of terms)○ Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms)○ Member selection, discipline, and removal processes.
CSD EVALUATION: Click here to enter text.	

A. (2) Enumerate the qualifications desired for governing body members that will ensure the proposed school's governance is competent to operate a public school. Provide a **list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the **membership reflects** the diverse experiences and skills necessary to oversee all aspects of the proposed school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (e.g., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school's compliance with legal obligations).

APPLICANT RESPONSE:

ESA's founding governing body, also known as the ESA's Board of Trustees, will ensure that the Director(s) of the school are competent in operating a public charter school in the state of New Mexico. They will oversee the policies and processes of the school to make sure that the school is delivering on its mission that states that Endless Sky Academy will prepare students to succeed academically at every grade level, higher education, and as a productive member of the workforce in the 21st Century. Our charter will highlight students' unique talents to be a leader within the school community. Endless Sky will provide every student with access to rigorous and in-depth learning of the Common Core State Standards. Each child's learning will be based on individual evaluation of academic need through comprehensive response to intervention and enrichment programs. Family involvement will be highly encouraged through consistent, purposeful communication and active roles within our school. The applicant team believes that the governing board members have a diverse skill set with the following characteristics:

Mindsets:

Aligned with the Endless Sky Mission, in order to be a member of the founding charter school team, the member must work as a contributing team member keeping an open mind and be willing to participate in the functions of the board. The member must present a willingness to commit the time required to do the work. Finally, the member must hold the belief that Endless Sky Academy will prepare students to succeed academically at every grade level, higher education, and as a productive member of the workforce in the 21st Century. Our charter will highlight students' unique talents to be a leader within the school community. Endless Sky will provide every student with access to rigorous and in-depth learning of the Common Core State Standards. Each child's learning will be based on individual evaluation of academic need through comprehensive response to intervention and enrichment programs. Family involvement will be highly encouraged through consistent, purposeful communication and active roles within our school. The Leader of the school should be held accountable for making this happen.

Background:

The members of the governing body should have somewhat of a personal connection to the community, city, and state that Endless Sky Charter will be serving. They should have experience with and knowledge of the New Mexican Culture and have ties to New Mexico, whether it be through family, education, business, or other form).

Skills:

Professional or volunteer experience and/or a connection to:

1. Organizational management
2. Community outreach
3. Law
4. Facilities Management/Realty
5. Education
6. Government
7. Finance
8. Public Relations
9. Human Resources
10. Strategic Planning and Resource Development

It is important that the Board of Trustees represents a diverse group of individuals when it comes to background and skill sets. The above mentioned skills should be spread across all board members in order to:

- Ensure the success of ALL students
- Oversee the use of public funding
- Ensure that legal obligations are being met for the operation of public schools
- Hire an effective School Director or Directors
- Supporting and ensuring the transition from applicant to operational school and Governing Body

ESA's applicant wants to ensure that Board candidates have diverse backgrounds and skill sets that will complement the board as a whole. It is the belief of the applicant that having a diverse Board of Trustees will allow for multiple areas of the community to be represented.

The Founding Board of Directors has the leadership and professional skills to properly oversee the functions of ESA. Their skills include, but are not limited to: Educational Leadership/Administration and Teaching, Business and Financial understanding, law, marketing, community relations, etc.

Proposed Governing Board of Trustees:

ESA's proposed Board of Trustees will include (#) initial members:

Matt Geise: Matthew Giese was born and raised in New Mexico. He has spent the last fourteen years working in the computer aided drafting department at Intel, in Rio Rancho. He has logged many volunteer hours with the United Way, as well as volunteering his time with local elementary schools, and Sunset Little league. He has four children who have all attended RRPS, with the oldest currently attending New Mexico Tech. He believes that all students can reach their full potential in academics, but not necessarily through a standardized approach. Every child learns in different ways and what may work for one child may not reach another in the same way. He hopes to bring more of a parenting approach to his role, having seen through the years what works and what doesn't work in the education of his children.

Paul Aguilar: Hipolito "Paul" Aguilar was most recently the Public Education Department's Deputy Secretary of Finance and Operations and is now retired. Mr. Aguilar was charged with overseeing the Department's budget and New Mexico's Public School Support budget, promoting greater efficiency and effectiveness to better serve New Mexico's students, schools, teachers and parents.

Mr. Aguilar began his career in education as a teacher and administrator in the Bernalillo Public School District. He earned his Bachelor's Degree in Elementary and Special Education and a Master's Degree in

Education Administration, both from New Mexico Highlands University. Prior to being appointed as Deputy Secretary, Aguilar served as Principal Analyst at the Legislative Finance Committee of the New Mexico State Legislature where he provided ongoing fiscal and policy oversight of New Mexico's Institutions of Higher Education, the New Mexico Higher Education Department, Public K-12 Education, the Public Education Department and the Public Schools Facilities Authority. Mr. Aguilar has served as a trustee on the New Mexico Educational Retirement Board, a member of the Public School Capital Outlay Council and as the State Commissioner for the Military Interstate Children's Compact Commission. Mr. Aguilar served in the U.S. Army during the Vietnam era as Senior Gunner on the Chaparral Missile system and as an operations and training NCO for a Chaparral – Vulcan Battalion. Professionally, he has served as an Architect Planner with the Public Education Department's Public School Capital Outlay Unit and prior to that worked in the public sector focused on military research, started a residential construction development company and managed a small private sector business.

Veronica Sanders: Veronica Sanders began her career as a 2nd Grade Teacher in the city of Grants, New Mexico. She went on to teach for a total of 15 years from grades 2 through 6 as well as serving as an Elementary School Principal, Elementary School Asst. Principal, Middle School Assistant Principal and Middle School Principal. Ms. Sanders also worked as the Asst. Director of Parent, Community, and Staff Engagement for the Rio Rancho Public School System. Veronica believes that ALL students can learn when they feel a personal connection to what they are doing. She believes in building respect and trust with the students and families she works with in order to have a true team approach to educating our children. Ms. Sanders is the parent of four children, two of which are attending New Mexico Colleges and two that are currently in High School.

Amanda Bader: Amanda Bader was born and raised in Albuquerque, New Mexico. She has two daughters in high school, and her husband of nineteen years is a retired police officer. She has worked for Rio Rancho Public Schools for eighteen years. During that time she has taught English and social studies in grades 9-12 at Rio Rancho High School. She has been the Instructional Leader for both the English and social studies departments, and worked as an instructional coach, supporting all of the high school English teachers in the Rio Rancho District. She also served as the Activities Director at Rio Rancho High School for two years. Amanda works as a consultant for NMSI (National Math and Science Initiative) helping prepare students across the country for the AP Language and Composition exam and for ETS, where she scores the AP World History exam every summer. Amanda believes in New Mexico and in the power of education. She knows that a "one size fits all" approach to education is insufficient and that our students deserve a strong foundation in literacy and numeracy skills.

Name: (Insert Bio)

The following table represents the individuals and skillsets that each possess as they form the ESA's founding board as well as the potential committees that each will serve on:

Founding Board Member	Area of Expertise	Potential Committee
Matt Giese	Education Technology Community Relations	Social-Emotional Learning and Culture
Paul Aguilar	Education Budget Community Relations	Governance Finance
Veronica Sanders	Education Budget Community Relations	Governance Student Achievement Social-Emotional Learning and Culture
Amanda Bader	Education Community Relations	Student Achievement Social-Emotional Learning and Culture

How the Governing Body will ensure that the school remains effective in the execution of the functions set out:

As illustrated in the above descriptions and table, the Board of Trustees includes members with multiple skill sets and a diverse background of expertise. It is important to note that although each member has his/her specific skill set, all members should have a solid understanding of each core function. In order to ensure this, all members will participate in professional development that is aligned to the requirements of school boards laid out by the State of New Mexico. These individuals will also be responsible for providing training in each of their respective areas of expertise.

Core Function 1: Ensure the success of ALL students: ESA's Board members will be trained in assessment procedures as well as curriculum in order to ensure that all students are receiving the same opportunities to be successful. Director(s) will keep the Board informed of changes, as well as improvements being made and areas for growth for all students.

Core Function 2: Oversee the use of public funding: ESA's Governance/Finance and Audit Committee will work closely with the School's Director(s) to assess the budget, make adjustments, and ensure that decisions are aligned with the school's mission, vision, and values. As each new term for Board members approaches, the remaining board will ensure that there is someone with a financial background and knowledge base that will maintain continuous support of this.

Core Function 3: Ensure that legal obligations are being met for the operation of public schools: The Board will function along the New Mexico State law. All Board meetings will be announced and open to the public. The Board will meet a minimum of 10 times per year. Members will be provided trainings on governance and Board responsibilities. ESA will also work with lawyer(s) to ensure that we have non-partial consultants and representation, should the need for this type of consult arise.

Core Function 4: Hire an effective School Director or Directors: The Board is responsible for hiring the School's Director(s). In-turn, the Director(s) are responsible for implementing and executing the policies and procedures issued by the Board of Trustees. The Director(s) will be responsible for reporting on all elements of the school's academic program and operations. The Director(s) will be hired, supported, and evaluated by the Board of Trustees.

The leader(s) of the school, the Director(s), will be responsible for the following:

1. The management of the day-to-day operations of the school as well as the staff
2. Reporting to the Board the academic and financial progress of the school
3. Implementing the educational program and ensuring it is aligned with the school's mission and vision
4. Hiring, supporting, and evaluating teachers and staff
5. Oversee long term planning for the school
6. Engaging with students, staff, parents, and community members
7. Reporting all information to the board in order to keep them informed and able to perform their duties.

When the need arises to hire a school Director, the Board of Trustees will convene a Search Committee of selected members of the board and other stakeholders, including a parent and a teacher. The Search Committee will use a job descriptions and evaluation tool to ensure that each applicant meets the requirements of the position and is committed to the mission and vision of ESA. The committee will post the position through various means including websites for professional job seekers.

The Committee will collect the applications and work through a process of screening applicants. Once the finalists are decided upon, they will set up interviews, which will include a written portion as well as a presentation component. The Committee will make their final recommendation to the Board and the candidate will then either be approved or rejected. The New Mexico Public Education Department's Office of Charter schools will be notified immediately when there is a change in school leadership.

Core Function 5: Supporting and ensuring the transition from applicant to operational school and Governing Body: Throughout the application process, the ESA's Board members have been involved in the planning of the school based on its mission, vision, and goals. This allows for a smooth transition from application to operational status. The Board will have selected a Director that they will work closely with in order to ensure a successful transition.

The Board of Trustees will be well informed of the mission, vision, and goals of the school. The Director(s) will provide them with the information so that they can oversee the financial aspects as well as the academic success of the students. Board members will receive information prior to the meetings so that they have time to review and be prepared with any questions they may have.

ESA's Founding Board looks forward to supporting the school as they transition from applicant to operational.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular membership; • Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school; • Include a list of all proposed initial governing body members, describe each

	<p>proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require; and</p> <ul style="list-style-type: none">• Specifically address how the governing body will have the skills to<ul style="list-style-type: none">○ Ensure student success and academic achievement;○ Oversee the stewardship and management of public funds and responsible government accounting;○ Ensure compliance with legal obligations related to government organizations and public schools;○ Select and oversee a qualified and highly effective school leader; and○ Support the applicant team in moving from an application to a fully operational school.
CSD EVALUATION: Click here to enter text.	

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how governing body members will be recruited, evaluated, and selected as vacancies arise.

APPLICANT RESPONSE:

Endless Sky Academy will have board members who believe in the mission of our school. The Board will be made up of individuals who have a passion for improving education in Bernalillo, New Mexico and believe in school choice. The Board will consist of not only individuals who have experience in education but also individuals from all walks of life. They will bring personal and professional experience to adapt to changing situations, stay true to our mission, vision, and purpose, and always consider the clients' (students of Endless Sky Academy) needs at all times.

The school board's primary responsibilities are to:

- Help maintain and support the vision and goals for the district/charter
- Adopt policies that give the district/charter direction to set priorities and achieve its goals
- Evaluate the superintendent
- Adopt and oversee the annual budget

Endless Sky Academy Founders will develop a recruitment process so that a strategically composed Board will be in place for Year 0, to help develop the school in its initial stages, and will be in place for all expected duties opening day of Year 1. Endless Sky Academy Founders have had numerous discussions with individuals throughout the greater Albuquerque area in search of people who can fill the skill sets listed below.

1. Organizational management
2. Community organizing, outreach or relationship building
3. Law
4. Real estate or facilities management
5. Science, Technology, and/or Engineering
6. Education
7. Development
8. Government or City Management
9. Finance
10. Marketing/Public Relations
11. Human Resources
12. Strategic Planning

The following will be used as Endless Sky Academy's Board of Trustee's recruitment plan:

Establish year-round committee. Because board recruitment and nominations are such an important activity, Endless Sky will have a year-round Governance Committee function. The ongoing, year-round function will consist of prospecting, contacting, recruiting, orienting, supporting, providing ongoing training, and evaluating board directors.

Link recruitment to our strategic plan. It is important to match the Endless Sky Academy board recruitment and development activities with the new requirements and demands called for by our strategic plan. The Endless Sky Academy ideal time to do this is right after the strategic planning process has been completed. The Endless Sky governance committee, reviews the mission, vision, goals and

strategies, and then determines any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the board to do its part in advancing the strategic plan.

Profile the current board. At the same time, we need to analyze the status of the current board. The governance committee can create a profile of the current board using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors are arranged down the side of the matrix. The names of current board directors are listed along the top of the matrix. The Committee then uses the matrix to complete the profile. Sample matrix:

Categories to Consider	Mike M.	Leo J.	Jane G.	Allen S.	Doris G.	Sherm H.	Jim S.	Doris C.	Randy H.
Area of expertise/professional skills:									
• Organizational and financial management				X	X	X	X	X	X
• Community development		X	X	X	X	X			
• Administration				X	X	X	X		X
• Academic/education									
• Business/corporate									X
• Accounting									
• Banking and trusts									
• Investments									
• Fund-raising (both professional fund-raisers and those with leverage in getting funds)							X	X	
• Charter school law/regulations		X	X						
• Government representative		X	X						
• Law	X								
• Marketing		X	X						X
• Personnel									
• Physical plant (architecture, engineer)									
• Strategic or long-range planning									
• Public relations									
• Real-estate	X		X	X					

Focus the recruiting priorities. By reviewing the Endless Sky strategic plan, the performance requirements of the Endless Sky contract, as well as the profile of current board strengths and weaknesses, the governance committee identifies the gap between the skills and knowledge needed on the board, and what board directors currently possess. Based on this analysis, the board development committee can now set clear recruiting priorities for future board recruitment.

Write a board director job description. The governance committee will develop and write clear and concise expectations for the board of director's position. For the Endless Sky governing board to operate successfully each member must understand and accept the specific duties and responsibilities that come with board directorship. Developing a written statement with these clearly defined will help the committee to seek and recruit members that will be most beneficial to the school. This statement serves as a job description and clarifies board responsibilities. The job description, in very clear language, sets forth the expectations Endless Sky has of its board directors.

Share Recruitment Priorities with the Board of Trustees. The Governance Committee will share the results of the needs assessment and recruitment priorities with the entire membership of the Endless Sky Academy Board. This process will also allow the entire Board to begin to think about prospective candidates who might be a good fit for the Endless Sky board.

Develop an Initial List of Prospective Candidates. Endless Sky's Governance Committee will then work on developing an initial list of prospective candidates for the board. Once the initial list has been developed, it should then be examined more closely to reflect recruitment priorities.

The Governance committee will use the process as follows for recruiting and maintaining a high quality Endless Sky Academy Board of Trustees:

Initial Contact with Prospective Candidates. The Governance Committee will reach out to prospective candidates via email, mail, and telephone calls and share the Committee's interest in their participation on the Board of Trustees. The initial contact will provide the potential member with the mission and vision of Endless Sky, description of the process for becoming an Endless Sky board member, the roles and responsibilities, school information including demographics, curriculum, and instructional practices. Finally, the Endless Sky Academy will let individuals know of areas of need and how they can strengthen the board and the school.

The Governance Committee will reach out to prospective candidates a second time through a personal phone call or face to face meeting to answer any questions that the candidates may have and to gauge the candidate's interest in being of the Endless Sky Board. Candidates who wish to be seriously considered for the Board of Trustees position will then be asked to submit a resume.

Attending a Board Meeting. Potential candidates will be invited to a board meeting and have the opportunity to see the inner workings of how the board functions in decision-making. As a group, or individually, the board members will have the opportunity to meet with a potential candidate in order to evaluate whether the individual has the potential to improve the Endless Sky Board.

The Board members and the Governance Committee will use the following questions on a four-point rubric to assess the candidate's value as a board member.

1. What do you see as the opportunities and challenges in the Endless Sky Academy's school area, Bernalillo and the surrounding areas?
2. What are the outputs that matter most to you? How will you be accountable for them as a board member?
3. Here are performance data from five schools from Bernalillo Public Schools. What stands out to you in this data and what do you think the board should do to ensure Endless Sky is achieving above this average, if anything?
4. What experience do you have with complicated budgets? When you are given a budget for Endless Sky Academy, what will be your process to determine if it is a good budget for the school?
5. Tell us about your personal and professional experiences and how those experiences will help you to provide guidance to support Endless Sky Academy's mission to improve the educational experiences and outcomes of its students.

a. In the event that there are not vacant positions on the board, the Governance Committee will notify candidate and explain the status of Board seats, as well as a potential timeline for Board membership/placement. Candidates will then be added to an ongoing list of approved potential board members who can be called upon in the event of an unforeseen vacancy.

b. In the event that a sudden vacancy occurs the Governance Committee will evaluate the preapproved potential board members for the most appropriate candidates for the vacancy. The candidates are contacted and asked if they are still interested and available to be part of the Board. A meeting will be set with the potential candidate, a current member of the Board, and a member of the Governance Committee. At this time the candidate will be provided with information about Endless Sky, and the skills, requirements, and responsibilities for being a member of the Board. The candidate will be assessed for their ability to meet the needs of the Board. If the candidate is a good fit for the vacancy, they will be given the opportunity to meet with the other members of the Board and get a feel for the

dynamics of the group. At this time, the Board and the Governance Committee will meet to determine the best candidate to fill the vacancy.

This process will lead to quality candidates who will become quality members of the Endless Sky Board, thus allowing the Board to improve and increase the overall quality of Endless Sky Academy.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties; • Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties; • Describe how the processes will ensure that all governing body vacancies are filled within 45 days; • Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2); and • Describe how the processes will ensure that governing body members are vetted appropriately to ensure they are able to meet the obligations and fulfill the responsibilities of governing body service.
CSD EVALUATION: Click here to enter text.	

B. Governing Body Training and Evaluation.

B.(1) Provide an **ongoing, clear, comprehensive, and cohesive plan** for annual Governing Body training that complies with state requirements, meets your governing body training needs, includes training on the Open Meetings Act, and is **completely supported** by the budget you propose.

APPLICANT RESPONSE:

ESA believes that continuous learning and development is crucial to developing and maintaining an effective school. Teachers will participate in embedded professional development; the leadership team will seek and provide learning opportunities from other practitioners and school leaders as well as provide ongoing training and professional development for the Board of Trustees. This will include, but is not limited to: Initial training for the board, training for new board members, and ongoing training for all members.

Initial Training for Founding Board of Trustees:

Original members of the Board of Trustees will become involved in the work of the school immediately. A system will be in place to allow new members to learn processes and procedures as soon as they join the Board. Ensuring that a system is in place for training will be critical in making sure that current and future membership of the Board is committed to the goals and mission of ESA.

All new members to the Endless Sky Board of Trustees must complete 10 hours of governing body training as required by Public Statute 22-8B-5.1 and New Mexico Administrative Code 6.80.4.20. This training, provided by the Public Education Department, will focus on school governance, ethics and responsibilities, charter school fiscal requirements, understanding and evaluating academic data, open government requirements, and legal and organizational performance requirements. Before the beginning of the fiscal year on July 1, Board of Trustee members will be provided a calendar of training events for the summer and fall. The Secretary of the Board will keep track of each member's participation and completion of training to ensure that all members meet State Guidelines. Funding for registration and travel for required training will be included in the overall school budget.

Once approved, ESA's Founding Board of Trustees will begin the process of Board training through the New Mexico Public Education Department. Additionally, the Board will create a Board Meeting calendar and formalize procedures such as:

- Meeting dates and times – not to conflict with holidays.
- Meeting preparation – time needed to distribute materials to all members
- Agendas – Clear agendas to include who is responsible for action items, materials needed for such, and a set timeline for completion of task
- Record keeping – Board Secretary will take and distribute minutes promptly for all members to review and give feedback. Once approved, minutes will be posted to Endless Sky Charter's website.
- Physical Layout – area of meeting will provide a functional set up to ensure a mindfulness of participants, guests, etc.
- Open meetings and Voting – all meetings will be open to the public and will comply with the state laws and ESA's Board of Trustees Bylaws
- Training Topics – The Leader in Me, Common Core State Standards, Assessment Tools - NWEA and ANet, Eureka, Comprehensive Literacy Model other curriculum specific Professional Development

New Members to the Established Board:

Along with the New Board Member training required by Statute and the New Mexico Administrative Code, the ESA Board of Trustees will also conduct their own training opportunities for incoming members.

The following will be the process for Endless Sky Board of Trustees to follow when bringing on new members:

1. New Trustees will attend an Orientation Meeting

Each new member will be provided with an overview of the following:

- A. What you need to know about Endless Sky Charter including the mission and vision of the school.
- B. Board member roles and responsibilities to include expected time commitments
- C. Processes and procedures for the board including leadership expectations
- D. Calendar of events (meeting dates and times) and schedule of important board activities/training opportunities and expectations
- E. Organizational chart to include committees

ESA will provide each Trustee with:

- ESA's mission, vision, and core values
- Bios of current Board members along with contact information for each
- Board of Trustees job descriptions and expectations
- Endless Sky School's Conflict of Interest policy
- Endless Sky School's Bylaws and Charter
- Calendar of Board meetings and Board activities for the year
- Calendar of PED Board Professional Development Trainings
- Information on the Board of Trustees' and Committee Officers' insurance coverage
- Personnel policies

Providing this key information will ensure that Endless Sky Board of Trustees runs as an efficient organization. Additionally, each new member will be assigned a mentor on the Board in order to get questions answered. New members will have the opportunity to meet with their mentor in order to get a strong understanding of what the school is doing and the impact of their membership in working with students of Endless Sky.

Ongoing Training for All Board Members:

Every year, ESA's Board of Trustees will participate in the number of required hours of training, according to the New Mexico Administrative Code. Prior to the school year, the Board Secretary will create a list of current board members, training opportunities provided by the Public Education Department as well as other training opportunities available along with the number of training hours each member must complete. The Secretary will notify the board members of the requirements for the year. Each board member is responsible for communicating their training intentions (per the list of dates) as well as completions to the Board Secretary so that he/she can track compliance according to Statute and Administrative Code. The Board Secretary will communicate any changes to requirements to the members of the Board as well.

If the Board Chairperson seeks to receive additional training with an external provider and if it meets the needs of ESA, adjustments in the budget can be made to allow for this.

Following all Professional Development, the Board members will fill out a survey to evaluate their

training using the following format:

- What part of the training was effective?
- What part of the training was ineffective?
- What new information did you learn?
- What information, if any, did you get that was not helpful?
- What comments or suggestions do you have to improve the training?
- What professional development needs do you still have after today's training?

At the end of each year, each Board member will also complete a self-evaluation. The components of this will include attendance, committee participation and feedback on ways to improve the overall effectiveness of the Board of Trustees. This feedback will assist the Chairperson to guide and plan for the following year.

All Board members will be encouraged to educate themselves on current issues facing schools and the population ESA serves. They will share new knowledge and findings with the other members of the Board as well.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties; • Identify a plan for annual governing body training, including action steps, timelines, and responsible parties; • Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements, including any requirements that may change from year to year; • Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and • Ensure the onboarding process and training plan address training on the open meetings act and responsibilities.
CSD EVALUATION: Click here to enter text.	

B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

APPLICANT RESPONSE:

Exceptional Governance

The Board of Trustees partnership between the school, administration, and the community is what will advance ESA towards its mission and increasing academic achievement. Accountability through a quality evaluation process is what will keep ESA Boards of Trustees from underperforming. Repeatedly, an effective ESA Board will lead to an effective ESA school. Laws are in place to hold charter school boards accountable by the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner.

Ensuring board competency is not just what is best for ESA it is a legal responsibility. However, ESA board's legal and fiduciary responsibilities are just the beginning. Our board cannot be truly effective and meet all Charter Board standards unless it has also focused on exemplary governance practices. ESA board will focus on student achievement, act strategically, recruit an exceptional school leader, raise and use resources wisely, and fulfill all compliance expectations. The ESA Board will manage themselves by investing in proven governance best practices regarding board composition, committee structure, meetings, and dynamics.

The Endless Sky Academy's Board of Trustees will use the following standards and professional practices.

The standards are:

VISIONARY TEAM: Operate as a visionary governance team in partnership with the school director(s).

- **Vision and Planning** – Develops a shared vision and plans for student achievement that reflects common values and core beliefs of the school community.
- **Operating Practices** – Uses productive practices for its own operations and development.
- **Decision-Making** – Ensures board decisions are based on data and deliberation.
- **Board/School director(s) Relations** – Cultivates a strong relationship and partnership with the school director(s), based on clear expectations and accountability.

CULTURE: Foster a culture that enables excellence and innovation.

- **High Quality Staff** – Empowers the school director(s) in hiring and developing the best employees available to meet ESA's goals.
- **Shared Leadership** – Supports structures that develop instructional leadership and collaboration.
- **Staff Learning** – Supports research-based staff professional development aligned with district goals.
- **Environment** – Fosters a safe and secure environment for all students, staff, and visitors.

POLICY & LEGAL: Lead through sound policy, ensuring transparent, ethical, legal operations.

- **Policy Leadership** – Develops sound, written policy to clarify the board's intent for district direction.
- **Legal** – Ensures that board and district actions comply with state and federal laws, appropriately addressing legal issues when they arise.
- **Ethics** – Models ethical and legal behaviors, which enable the board to stay, focused on district goals.
- **Transparency** – Establishes policies and ensures processes that are open and accountable.

FISCAL RESPONSIBILITY: Sustain and enhance district resources through planning and fiduciary oversight.

- **Financial Health** – Monitors and evaluates the financial health of ESA's, ensuring accountability and transparency in board decision making.

- **Financial Forecasting** – Ensures strong financial planning for ESA's.
- **Budgeting** – Ensures ESA's budget aligns with district goals and multi-year plans.
- **Risk Oversight** – Ensures sufficient risk management is in place to protect district resources.
- **Facilities** – Ensures school facilities enhance and enrich student and staff learning.

The above indicators and measurement tools aligned to each Standard will be a key part of the Board Self Evaluation process. This evaluation process is a year-long practice that involves layers of feedback, data, and analysis articulated below:

ACTION STEPS TIMELINES

ACTION STEPS	TIMELINE S
The board confirms the vision, mission, and core values, and co-develops annual goals for the school.	Summer
The Board collectively defines its own annual priority objectives that have measurable targets to be completed in 10-12 months, and are in alignment with the school's goals. The Board of Trustees professional development/improvement plan is reviewed. This plan will support the Board's priority improvement goals and annual priority objectives.	Summer/ Early Fall
The Board reviews and agrees upon the evaluation process, instruments, rating method and possible supporting documents, information, and data to be used to measure performance against school standards and goals.	Early Winter
The Board Chairperson will review the evaluation process and instrument with new board members. Individual Trustees will complete the self-evaluation instrument and submit their completed instrument to the Board Chairperson for compilation. Evaluation too will be sent to Director(s), staff, parents, and stakeholders, to receive feedback from all parties.	Early Spring
Board Trustees and the Chairperson will meet to discuss evaluation results and determine the board's official evaluation rating and commentary. Professional development suggestions may be included as part of the final evaluation.	Spring
Repeat Cycle	Annually

Endless Sky Academy's Board of Trustees will conduct a self-evaluation annually. Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning and local control of the educational system is demonstrated when boards lead by example. ESA's Board self-evaluation document is designed to provide both a clear objective system for board evaluation and flexibility.

STANDARD 1 LEADERSHIP: MISSION, VISION AND GOALS

The Board of Trustees reviews ESA's vision and mission statements annually and support ESA's mission and goals.

Indicators:

- The board, along with the school director(s), continually reviews and rewrites the ESA's vision and mission statements in order to achieve high levels of student learning.
- Board members can clearly articulate the vision, mission and goals of ESA's.
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic school director(s) updates as part of regular board meetings.
- The board has delegated to the school director(s) the authority to administer and evaluate the adopted action plans.
- The board and school director(s) have mutually agreed which goals and expected performance indicators will be included in the school director(s)'s formal evaluation.
- The school director(s)'s evaluation instrument for the current year have been developed and adopted by the board.

Board performance for this standard:

0 UNACCEPTABLE No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD More than half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT All the indicators for this standard have been completed. The board needs to maintain performance on this standard.

Comments:

STANDARD 2 CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community. Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the school director(s) to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.

Board performance for this standard:

0 UNACCEPTABLE No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD More than half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT All the indicators for this standard have been completed. The board needs to maintain

performance on this standard.

Comments:

STANDARD 3 ACCOUNTABILITY, EXPECTATIONS, POLICY

The board constantly monitors progress towards district goals and compliance with written board policies using data as the basis for assessment.

Indicators:

- The board models a culture of high expectations throughout Endless Sky Academy.
- The board's priority and focus are on curriculum, student achievement and student success.
- The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement. Student results are measured against expectations set by district standards.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

Board performance for this standard:

0 UNACCEPTABLE No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD More than half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT All the indicators for this standard have been completed. The board needs to maintain performance on this standard.

Comments:

STANDARD 4 FISCAL RESPONSIBILITY

The board will sustain and enhance resources through planning and fiduciary oversight.

Indicators:

The board monitors and evaluates the financial health of ESA, ensuring accountability and transparency in board decision making.

- The board's priority and focus are on curriculum, student achievement and student success.
- The board ensures ESA's budget aligns with goals and multi-year plans.
- The board Ensures strong financial planning for ESA.
- The board and all stakeholders Ensures sufficient risk management is in place to protect district resources.
- The board Ensures school facilities enhance and enrich student and staff learning.

Board performance for this standard:

0 UNACCEPTABLE No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

1 NEEDS IMPROVEMENT Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD More than half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT All the indicators for this standard have been completed. The board needs to maintain performance on this standard.

Comments:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards; • include action steps to obtain feedback from, at a minimum, parents and families and all willing staff; • The plan must include action steps to evaluate the effectiveness of the governing body in the following: <ul style="list-style-type: none"> ○ maintaining regular membership that has all of the required qualifications and skill sets identified in question A.(2) ○ ensuring student success and academic achievement ○ ensuring fulfillment to the school's mission ○ overseeing the stewardship and management of public funds and responsible government accounting ○ ensuring compliance with legal obligations related to government organizations and public schools ○ selecting and overseeing a qualified and highly effective school leader ○ addressing grievances received from staff and parents and families; and • Describe how the identified plan will focus on and support continuous improvement.
CSD EVALUATION: Click here to enter text.	

C. Leadership and Management.

C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education.

APPLICANT RESPONSE:

ESA believes that student data should drive all instructional practices. Professional development will be provided so that there is an understanding of all assessments and how the data will be used to ensure our mission and vision is being achieved. This understanding will not only be at the teacher and staff level but also with the students, parents, and Board of Trustees. The assessments and data analysis will continuously be analyzed and improved. If new resources are adopted, professional development will continue to be provided.

This understanding of all stakeholders will provide transparent data so that the Board of Trustees can participate in monitoring of all academic outcomes and in making informed decisions in order to enhance school progress.

1. Reading Achievement - ESA students will test 3 times per year using the NWEA MAP. The expectation will be the equivalent of one and one half years growth based on the baseline fall score of each individual student.
2. Math Achievement - ESA students will test 3 times per year using the NWEA MAP. The expectation will be the equivalent of one and one half years growth based on the baseline fall score of each individual student.
3. Language Achievement - ESA students will test 3 times per year using the NWEA MAP. The expectation will be the equivalent of one and one half years growth based on the baseline fall score of each individual student.

The NWEA Assessment will also provide data to ensure this growth is achieved by all students regardless of ethnicity, language and income. ESA will ensure that all students with IEP's will be provided the proper accommodations in order to allow score validity.

Monitoring Organizational Outcomes:

The Board of Trustees will continually monitor and make sure that ESA's organizational structure always has stability and the personnel needed to be successful. This process will always be aligned with the schools mission and vision, while always adhering to State and Federal laws. Any concerns in the areas of equity, governance, facilities, and federal and state reporting will be discussed at the monthly board meetings so that there is complete transparency in all areas. In the area of equity it is especially important that ELL and Special Needs students are provided all of the resources that the law requires. The Board will have to analyze not only the law, but the budget as well, to ensure that money is available for these resources. It is important that the Board of Trustees works with the school Director(s) to hold high standards in the area of governance. These standards must be effective in providing the opportunity for the mission and vision to be achieved. The governance over operations must meet all ESA Bylaws and be in compliance with State and Federal law. The Board will need to be trained so they know the expectations of a New Mexico School Board and the role of the school Director(s) so that both can legally carry out their duties.

Safety of students, staff, and community will be the top priority. The Board will have the responsibility to oversee, establish policy and follow all laws to ensure everyone's safety. This will be maintained through health and safety professional development, fire inspections, and discussions/training with local authorities in order to provide zero access for individuals who could potentially harm ESA students or

staff.

Federal and State Reporting Requirements:

The Board of Trustees is responsible for ensuring that the school is complying with all relevant reporting requirements required by the New Mexico Department of Education. The Trustees will also ensure that ESA is also meeting all other relevant compliance requirements, including the Charter agreement, meeting requirements for all licensed and certificated personnel, insurance, lease and all other compliance documents. The Director and the Facilities Committee give regular updates to the board with the critical data necessary to review these outcomes at each board meeting.

In order to support ongoing monitoring of the abovementioned organizational components, the board will review key metrics with the following factors that impact ESA's organizational viability:

1. School Attendance: to ensure that ESA's attendance rate exceeds 95% with less than 1% truancy rate

- Percentage of attendance per grade level
- Number/percentage of students qualifying as "truant" and the action plans in place to support students and remedy the issue

2. Enrollment and Demographics: to ensure that the school is a diverse learning environment that mirrors

- The demographics of the community and city as a whole
- Number of students enrolled
- Number/percentage of students enrolled by ethnicity
- Number/percentage of students enrolled by special programs
- Number/percentage of students who qualify for free-and-reduced lunch

3. Student Retention: to ensure that the school retains at least 90% of students throughout the school year and 80% of students between school years

- Number/percentage of students leaving each grade level during the year
- Percentage of students retained between school years

4. Governance Requirements: to ensure that the school governing body remains compliant in membership, committees, training, and Open Meetings Act

- Number of Board Members compared to Bylaws
- Committees and composition throughout the year compared to Bylaws and required statute
- Board Members and training completed prior to voting participation
- Publication and notice practices of any Board Meeting to be reviewed prior to each meeting

5. School Staffing: to ensure that that 100% of Endless Sky staff members have the appropriate licensure background, and conditions for employment

- Number of staff and type of licensure
- Updates regarding waiver and licensure status
- Background check outcomes

6. Educator Experience and Evaluation: to ensure that Endless Sky hires, develops, and retains high quality teachers and leaders

- Demographics of teaching staff: experience level, salary, incoming NMTEACH level

- Status of Teacher Evaluations and Outcomes (by level of effectiveness)
- Percentage of teachers retained, percentage of highly effective/effective teachers retained

7. School Environment: To ensure that the school's facility is safe and supportive of the instructional program.

- PSFA Review Status
- E-occupancy status
- Timelines for submitting School Health and Safety Plans
- Number and timing of safety drills throughout the year: calendar for drills
- Number of teachers completing safety training

Monitoring Finances:

The financial stability is of the utmost importance so that ESA can remain open and grow and achieve the mission and vision in the present and future. The Board of Trustees will be responsible for the financial status of ESA. The Board must make sure that all state and federal laws are in place and being followed when it comes to financial statements, expenditures, and quality of resources that are being purchased. During each monthly board meeting, the current budget will be discussed so that all stakeholders have updated financial information. This update will be provided by the Finance/Audit and Risk Management Committee. They will also be responsible for the school following Generally Accepted Accounting Practices. ESA will consider proper stewardship of public funds as one of the top priorities. Open and honest communication between all stakeholders will provide the opportunity for student success on all levels.

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; and • Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity.
CSD EVALUATION: Click here to enter text.	

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take **into account the mission of the proposed school**. Include **evidence of a clear plan** (e.g., job search process, timelines) to hire and evaluate a highly qualified administrator no later than July 1.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.

APPLICANT RESPONSE:

Endless Sky Academy will make sure that we always have a School Director in place who shares the mission and vision of the school and has the following characteristics.

A Director(s) Must Exhibit Leadership

Every Director(s) must possess this characteristic. The Director(s) will be the instructional leader of the ESA building. The ESA School Director has to take responsibility for the successes and the failures of their school. He/she puts the needs of others in front of their own, is always looking to improve ESA, and then figures out how to make those improvements no matter the challenges that stand in the way. Leadership defines how successful any school is and the quality lead we put in place will always for stability, growth and consistent success.

A Director(s) Must Be Adept at Building Relationships with People

ESA School Director will connect with each person on a daily basis. They will work to find common ground and earn their trust. Every group requires a different approach and individuals within a group are unique in their own right. Understand that people come in with a variety of emotions including happiness, sadness, and anger. The School Director will be able to deal with each of those situations effectively by connecting to the person and showing them that you care about their unique situation.

A Director(s) Must Balance Tough Love with Earned Praise

For both ESA students and teachers the school Director must balance the implementation of teaching all children at a high level, but also take the time to praise all the good things that are happening throughout the school and in individual classrooms. Mediocrity is not an option and will be addressed before it leads to failure. Expectations will be set high and hold all teachers and staff to those same standards. The ESA school director will always recognize those students who excel in the areas of academics, leadership, and/or citizenship.

A Director(s) Must Be Fair and Consistent

ESA directors will pride themselves on being fair and consistent. It will be important to use a discipline matrix so that similar issues will have consistent consequences

A Director(s) Must Be Organized and Prepared

Because no school day is predictable, ESA directors will always be organized and prepared. The school leader deals with so many variables that lack of these characteristics will lead to ineffectiveness. Each day they will come in with a plan with the understanding that it can change drastically and quickly. When dealing with many people, so many unplanned things that occur. Having policies and procedures in place to deal with situations is part of the necessary planning and preparation to be effective and

maximize learning and providing safe environment.

A Director(s) Must Be an Excellent Listener

ESA directors will deal with challenging individuals and stop situations from escalating by being an exceptional listener. You can disarm most difficult situations simply by showing them that you care enough to listen to what they want to say.

They will be willing to go the next step in helping them resolve their issue. Sometimes that might be mediating between two students who have had a disagreement. Sometimes it might be having a discussion with a teacher to get their side of a story and then relaying that to the parent. In any case, it all begins with listening.

A Director(s) Must Be a Visionary

ESA directors will know believe and make sure the mission and vision of the school are implemented in all aspects of teaching and learning. This also means that they will look forward and keep an eye on how to improve. This will always be an ongoing process. Even your best teachers can get better. It is his or her job to see that no one gets comfortable and that everyone is working to improve continuously. This means providing professional development, being consistently in classrooms, and giving immediate and constructive feedback.

Qualifications/Experience

Minimum of Bachelor's Degree; Master's or Advanced Degree preferred.

New Mexico Education Administration License (PreK-12) or an Education Administration License from another state. (In the case of hiring a qualified leader from another state, s/he must have the ability to receive a NM Education Administrative License within six months of his/her beginning of employment.)

Minimum of two years of experience teaching in an urban classroom and realizing significant gains in student achievement.

Minimum of one-year experience as a school leader in a high performing school or school with demonstrated experience in leadership and management of both adults and students.

These identified leadership characteristics and qualifications were developed with the mission and vision of Endless sky Academy in mind. As part of ESA's dedication to ongoing learning and improvement, we have researched the characteristics and competencies that other high-quality charter schools use to identify and hire their best school leaders. The competencies above were created borrowing from competencies used by other high-performing schools (the Knowledge Is Power Program (KIPP), Rocketship Education, and YES Prep Schools). This list of core competencies and skills is designed to be used to ensure that School Director(s) at Endless Sky Academy have the required capacity to lead innovative school-wide initiatives, foster a strong and inclusive school and community culture, and support the achievement of academic excellence and the growth of Endless Sky Academy. The above competencies and qualifications are a robust set of mindsets, skills, licenses, and experiences that have been shown to predict successful school leader performance in charter schools, schools serving high need student populations, and in New Mexico. (Cavazos and Ovando, 2012, and Marzano, 2015). The competencies also align to the requirements for Director(s) evaluation as outlined in NM

AC 6.69.7.8. Please see Appendix B for Head Administrator Job Descriptions.

Planning Year

Upon approval by the New Mexico Public Education Commission, the Endless Sky Academy's Board of Trustees may begin an Initial Search Committee for a School Director. The Board of Trustees is confident that hire of the founding School Director(s) will be able to be accomplished within 60 days. The Board of Trustees has prioritized an early process for sourcing and hiring School Director(s) to execute key student recruitment, curriculum development, and systems development activities in the founding year.

Hiring Timeline School Directors for Planning Year

Once approval by the New Mexico Public Education Commission, the Endless Sky Academy's Board of Trustees Search Committee will start their search for a School Director. This process will happen quickly so that a qualified individual(s) will be in place within 60 days.

Action steps for School Director(s) Hiring:

1. Endless Sky Academy's Board of Trustees Search Committee will establish a hiring timeline for the vacancy.
2. Endless Sky Academy's Board of Trustees Search Committee will announce vacancies for Director(s) positions and advertise both locally and nationally through online postings and social media.
3. Endless Sky Academy's Board of Trustees Search Committee will meet with the community and with to develop a school leadership profile.
4. Endless Sky Academy's Board of Trustees Search Committee will review the applications, verify qualified candidates, facilitate interviews, and develop a pool of quality applicants eligible to participate in the formal interview process.
5. Qualified candidates will have a screening interview with a committee, including parents.
 - If candidates do well, they are then evaluated by multiple steps in the applicant process, and successful candidates are then in the "Final Pool".
 - Applicants in the Final Pool are compared with the needs of the schools and considered by the Search Committee, who will discuss their recommendations with the Board of Trustees
6. Endless Sky Academy's Board of Trustees Search Committee will meet with the community and with the staff to develop a school, leadership profile and then will make a recommendation to the Board of Trustees for final selection.
7. Once the candidate is selected for the position, the Board of Trustees will contact the candidate and offer the position, contingent upon completed and approved investigation, criminal background and reference checks. The candidate will be asked to maintain confidentiality until the employment contract is signed and hiring process is completed.
8. Once the candidate is selected for the position, the Board of Trustees will contact the candidate and offer the position, contingent upon completed and approved investigation, criminal background and reference checks. The candidate will be asked to maintain confidentiality until the employment contract is signed and hiring process is completed.
9. Board of Trustees Search Committee will contact the candidates interviewed, who were not selected for the position.

Once ESA is established the hiring of future School Director(s) will be the same process as above but will

include input from teachers and staff, along with their participation in the search committee.

Once the entire Board of Trustees is established, they will be made aware that two founding members, Paul Lockhart and Dana Petro, are going to apply for the Two School Director portions. Both are qualified candidates. See resumes in appendix B.

Why Co leadership?

Leadership throughout the school will be a foundation of Endless sky academy. This will begin with the co-director model. This model will provide the opportunity for each leader to use their specific skill set to provide learning opportunities for students. This will be based on the following

1. Defined Roles based on individual strengths and skills
2. Sharing a vision and passion
3. Having personal and professional respect so they can productively function at a high level
4. Strong as individuals, even stronger as a team

The below chart is an overview of the roles that each director will focus on in order to provide great stability at Endless Sky Academy.

	Endless Sky Academy	
	Co-School Director Division of Responsibilities	
Director 1a- Academics and Instruction	Shared Roles	Director 1b- Culture, Operations, Compliance
Curriculum	Teacher instruction and feedback	School Culture
Professional Development	Mission, Vision, and Strategic Planning	Student and Family Handbook
Teacher/Employee Handbook	Governance	Discipline
Assessments and Academic Data Analysis	Management and Organization	Transitions/Emergency Procedures
Family Involvement in Academics		Oversight of Office Coordinator, IT Coordinator
Instructional Coaching and Development		Attendance/Tuancy
Oversight of Instructional Staff		Special Education Compliance
Character development curriculum		Facilities and Plant Management
English Language Learner Support		Reporting and Compliance
Oversight of Dean of Curriculum and Instruction		Community Outreach and Recruitment

These roles align to the vision and mission of the school and are referred to in the areas of curriculum, instruction, as well as many other parts of the application.

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none">• Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards;• Identify all leadership characteristics and all qualifications the head administrator must possess;• Explain why and how the identified leadership characteristics and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public school;• Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school;• Describe how the identified process will ensure the school is able to identify and hire a highly qualified, licensed administrator no later than July 1, 2018; and• If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.
CSD EVALUATION: Click here to enter text.	

C. (3) Describe how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school's mission, goals, and educational philosophy. Attach the job description as **Appendix B**.

APPLICANT RESPONSE:

The Board of Trustees is responsible for making sure the roles and responsibilities of the School Director(s) are being followed. As with any new Charter school, we know that change will be necessary as it is developing so it is important that the Director(s) remain flexible and willing to be able to do what needs to happen to make the school successful. They must work closely together to prepare the school for opening in August 2020.

A school leader's responsibilities have expanded over the past several years as there are many issues we must address in order to best meet the needs of all of our students and their families. Some of these responsibilities include budgeting and fiscal aspects, instructional practices, professional development, community involvement, data and accountability, ensuring that all students have equal access and opportunities to be successful, and the list goes on. ESA is committed to ensuring that the Director(s) of the School will work to support its mission, vision, and goals.

ESA will utilize a co-head administrator model that will clearly define the roles and responsibilities of both Directors. By following this model, each Director will be aware of his/her job responsibilities, as will other members of the school. Retainment of Director(s) will be much easier using this model.

Process for Delineating School Director Job Descriptions:

The steps ESA will take to clearly define the roles and responsibilities for the Principal and the Director of Culture, Operations and Compliance is:

1. The Founding Team will list all activities and responsibilities that are necessary to run a school
2. The Team will review the list with role descriptions as compared to other school leadership responsibilities.
3. Once all responsibilities are added to the list, they will be categorized under the different Director titles. (Consideration will be given to the various responsibilities and how they fit together and complement each other).
4. Once these responsibilities are categorized, the founding team will create job descriptions for each of the roles, Principal and Director. (The job descriptions will be reviewed to ensure they meet the requirements for New Mexico Head Administrators for charter schools).
5. The founding team will approve the job descriptions and then post them in order to recruit and hire ESA's School Director(s).

Process for School Director Selection in Founding Year:

Before posting the job description and hiring for the Founding School Director position(s), the Board of Trustees will review job descriptions and ensure that the roles and responsibilities of the Director(s) are clearly defined and aligned to the school's mission, vision and values.

Once the School Director(s) have been identified, the Board will review the specific job descriptions with everyone. Director(s) will be asked for feedback on whether they feel that the job descriptions are in line with what it takes to be a quality school administrator.

Especially during the founding year, it is the expectation that the job duties of the two Director(s) may overlap. This will ensure that both are understanding and familiar with each other's job responsibilities

and will hopefully compliment support each other's roles. This process will continue to be part of the hiring process in coming years.

Ensuring the School Director's understanding of the Charter Contract:

It is important that Endless Sky's Director delivers on its mission through effective implementation of the school's charter. In order to do this, the Director will go through a process that includes reading and discussing the charter contract between Endless Sky and the New Mexico Public Education Commission. When a new school Director is interviewed, part of the process will be answering specific questions from the charter application and contract. He/she must demonstrate an understanding of, and ability to implement plans that are outlined in the application and contract.

In the founding year, the Director(s) have been involved in the application and charter-writing process. The Board of Trustees believes that Paul Lockhart and Dana Petro's involvement and participation in this process will ensure that they are highly familiar with the mission and vision of ESA and that they will successfully deliver the plans outlined in the application.

Job Overview of School Principal:

The Principal (Principal, abbreviated) is responsible for ensuring that the school's academic and instructional program results in high quality instruction and high levels of student achievement and growth. This includes managing, supporting, coaching, developing, and evaluating teachers; overseeing the development of rigorous, aligned, and standards-based curriculum and lesson plans; analyzing student achievement and school level data related to academics and instruction; proactively involving families in the school; and overall remaining accountable to the Board of Trustees for high quality academic outcomes for all students. [\(See Appendix B for Job Description and Qualifications\)](#)

Job Overview of School Director:

The Director (Director) is responsible for ensuring that the school's organizational and operational systems support a high quality instructional program that supports all students. The Director plans, coordinates, and supervises the day---to---day business operations of the school, relieving the Principal of plant management duties so that he/she may focus relentlessly on being the instructional leader of the school. This includes coordinating school-discipline when necessary; preparing, processing, and communicating school-wide procedures and requirements; coordinating services for school activities; managing and supervising the school's Special Education services and providers and the Student Assistance Team (SAT); processing and training volunteers; and ensuring that the school meets requirements for state and local compliance measures. [\(See Appendix B for Job Description and Qualifications\)](#)

It is expected that both School Directors are expected to work closely together, and in collaboration with the Board of Trustees to ensure that the school provides all students with a high quality education that prepares students to be successful academically and personally.

Total Points Available	Expectations
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4	<p>A complete response must</p> <ul style="list-style-type: none">• Identify the process the governing body will use for annually conveying and delineating the roles and responsibilities of the head administrator;• Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract and the requirements of all elements of the plan contained in this application; and• Attach a job description in Appendix B that includes the following:<ul style="list-style-type: none">○ Lists all major responsibilities of the head administrator○ Includes responsibilities that are unique to charter school leaders○ Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy○ Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications.
CSD EVALUATION: Click here to enter text.	

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.

APPLICANT RESPONSE:

The School Director(s) for ESA will be held accountable by the Board of Trustees to make sure that it is always aligned to the mission and vision and continuously setting short as well as long-term goals. The mission and vision will be achieved by our school Director(s) maintaining a high standard for themselves, students, staff, the level of instruction, and school safety. They will be held accountable through an evaluation system which will include a rubric with specific components that will rate the school Director(s) on the areas mentioned above. The evaluation system will not be limited to a checklist, it will be more rigorous, to include a self-evaluation piece that will be compared to the evaluation by the board and staff surveys. **Complete self-evaluation located in attachments**

A pre-assessment will be conducted in the fall that will consist of expectations set by the staff, the board, and the Director(s) themselves. At midyear, another assessment will be conducted to measure the Director(s) progress based on the observations and surveys of the board and staff. Feedback will be given to the Director(s) that will include commendations in areas of strength and recommendations for areas in need of growth.

Even though as described in the previous section the Director(s) do not have the same roles and responsibilities, the expectations and evaluation process to see if the expectations have been met, will be the same. The specific areas to be evaluated will be:

- Academic Outcomes based on Student Performance
- Quality of the Operations, Facilities Management, and Budget
- Teacher Surveys (Culture and Instructional Support)
- Governing Board Observations of the School Director(s)

Academic Outcomes based on Student Performance:

1. Beginning of the year - expected achievement on the NWEA in the areas of Math, Reading, and Language for each grade level at the end of both the Winter and Spring testing windows.
2. Mid-year - evaluation of the Winter results in the areas of Math, Reading, and Language on the NWEA
3. End of Year - evaluation of the Spring results in the areas of Math, Reading, and Language on the NWEA. The end of year evaluation will include areas of achievement as well as areas of need. This will be an honest reflection from teachers and staff, the board, and the Director(s) themselves.

Performance will not only be based on academic achievement, but also on the expected attendance rate of students set at 95%. A survey will also be provided to families at the end of the year that will allow them to evaluate the culture of the school and the satisfaction of their child's level of learning throughout the school year.

Quality of the Operations, Facilities Management, and Budget:

A rubric based assessment that evaluates the Director(s) ability to:

1. Balance the school budget
2. Provide a clean and safe building and handle facility issues that arise in a timely manner
3. Utilize available resources and meet expectations according to State and Federal law

Teacher Surveys (Culture and Instructional Support)

A survey will be completed by teachers and staff that will provide a clear picture of how the Director(s) are performing in the areas of instructional support and culture. The surveys will consider the Director(s) performance from different, specific angles while allowing them the opportunity to provide open-ended feedback.

Governing Board Observations of the School Director(s)

The Governing Board will need to observe the Director(s) multiple times throughout the year in order to complete the rubric based assessment so that it provides constructive feedback for the Director(s). The rubric will be based on the following areas of ability to:

1. Balance the school budget
2. Provide a clean and safe building and handle facility issues that arise in a timely manner
3. Utilize available resources and meet expectations according to State and Federal law

Both the specific areas to be evaluated and the rubric will be the same at the beginning, middle, and end of year and for the teacher and staff the board and the Director(s) themselves. Please see below, and example of the rubric and standards that are evaluated.

School Director(s) Rubric Examples below. **Complete Rubrics located in attachments**

The rubrics use a four-level rating scale with the following labels:

4 – Exemplary 3 – Proficient 2 – Basic 1 – Unsatisfactory

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
New Leaders Learning & Teaching	Implements rigorous curricula and assessments tied to both state and college-readiness standards				
	Implements curricula aligned to state or national college-readiness standards	Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Common Core and state standards to effectively address all students learning needs	Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to Common Core and state standards to meet student learning needs	Develops and supports the implementation of standards-based curriculum; attempts to align to Common Core and state standards to meet student learning needs	Supports staff use of a curriculum that is not aligned to college readiness standards
	Supports the development and implementation of standards-based lesson and unit plans	Builds the capacity of staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes	Leads analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; oversees revisions to unit and lesson plans based on student outcomes	Encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans; adjusts some unit and lesson plans based on student outcomes	Supports staff use of misaligned lesson and units that are disconnected from year-end goals; rarely adjusts lesson or unit plans based on student outcomes
	Implements high-quality, effective classroom instructional strategies that drive increases in student achievement	Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and assessments to ensure that all students master content	Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that are meet to student needs and drive student learning; adapts instruction and assessments to ensure that all students master content	Provides staff limited support in the use of instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation	Rarely ensures instructional strategies support student learning; rarely adapts instructional practices
	Monitors multiple forms of student level data to inform instructional and intervention decisions				
	Tracks student level data to drive continuous improvement	Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates system for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends, prioritize needs, and drive continuous improvement	Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring and uses data to inform continuous improvement	Uses limited forms of data and does not ensure consistent collection of data for analysis; draws conclusions about instruction with limited data	Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs
					<ul style="list-style-type: none"> • Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track • Instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed tests • Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Common Core content standards • Rigorous course content is accessible to all students • Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the standards • Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that they effectively incorporate into lesson plans • Instructional decisions throughout the year are based on student outcome data • Student performance data is readily available and can be organized by cohort, grade, subject, sub-group, etc. • Elementary students who are not yet proficient (basic) are identified and supported to ensure they make progress <p>(continued on next page)</p>

	Exemplary	Proficient	Basic	Unsatisfactory	E
Supports data-driven instruction	Builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching; holds teachers accountable for analyzing student work and learning data; builds the capacity of staff to create structured data meetings	Supports and develops staff ability to analyze qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching strategies; holds teachers accountable for analyzing student work and learning data; implements structured data meetings	Attempts to develop staff ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies; inconsistently holds teachers accountable for analyzing student work and learning data	Rarely supports staff's use of data to guide grouping or re-teaching strategies; inconsistently holds teachers accountable for analyzing student work or learning data	
Uses disaggregated data to inform academic interventions	Engages all staff in analyzing disaggregated student-specific data to determine appropriate differentiations and interventions based on individual students' learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or sub groups not making progress	Focuses staff on analyzing disaggregated student-specific data to determine appropriate differentiations and interventions; uses data to make updates to the intervention plan for students or sub groups not making progress	Provides limited differentiation in instruction and implements academic interventions for high need students; implements limited adjustments to interventions	Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions	

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria; Include action steps to evaluate the effectiveness of the head administrator in the following: <ul style="list-style-type: none"> ensuring student success and academic achievement ensuring fulfillment to the school's mission overseeing the stewardship and management of public funds and responsible government accounting ensuring compliance with legal obligations related to government organizations and public schools addressing grievances received from staff and parents and families; Describe how the plan specifically takes into account the mission and goals of the proposed school; and Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.
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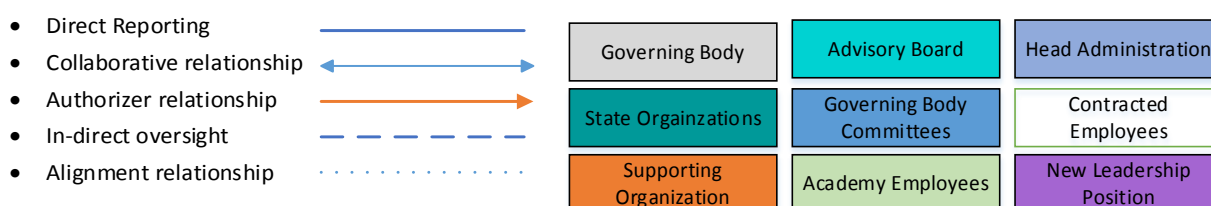
D. Organizational Structure of the Proposed School.

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the proposed school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.

APPLICANT RESPONSE:

D. Organizational Structure

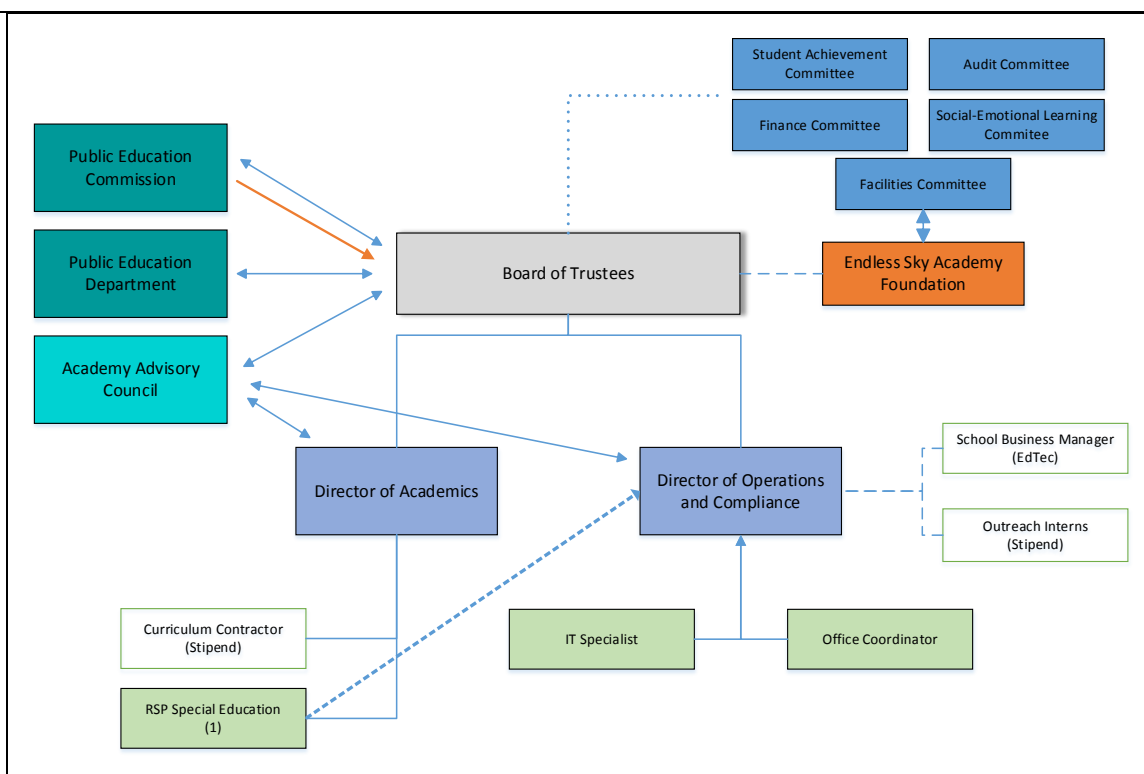
The figures below represent the proposed organizational structures and relationships that are essential to the successful operation of Endless Sky Academy in the first five years after authorization. This key describes the reporting relationships and the personnel and entities depicted in the organizational charts that follow as part of this section.



D.1 Planning Phase - Year 0

The initial planning phase will focus on the development and creation of key advisory and leadership structures. The Board of Trustees, Key Governing Body Committees, and Supporting Organization will be formed during Year 0, and key leadership positions will be filled by the Board of Trustees. Essential staff will be hired or contracted as necessary to meet the implementation milestones. Figure 1 details the organizational structure for this critical developmental stage.

Figure 1: Year 0



The Endless Sky Academy Board of Trustees will assume full responsibility as the Governing Body of the academy. The Board of Trustees will have an ongoing relationship involving collaboration and accountability with the Public Education Commission and Public Education Department. The Public Education Commission is illustrated in the organizational chart with two distinct levels of that relationship, one as the authorizer and one of collaboration and accountability as shown in Figure 1 above.

The Academy Advisory Council (AAC) will be formed during the planning phase. The AAC will serve as an advisory body comprised of academy administrators, and parent and community representatives to address issues of budget, student assessment, data, policy relating to instructional issues and curricula, parent and community involvement, and business partnerships. The members will work together to better the academy through active discussion and problem-solving to recommend policy solutions to issues relevant to the students, parents and staff at Endless Sky.

Key committees of the Board of Trustees are represented as working in alignment with the entire Board of Trustees, and, in some cases, with the Endless Sky Academy Foundation. The Foundation will provide funding and other means of support to enhance the mission of the academy. The primary focus of the Foundation will be to support the educational pursuits of students through programming, facility enhancements, and supplemental faculty resources. This related organization will also have a collaborative relationship with the Facilities Committee, and will also be subject to in-direct oversight, according to the provisions under which the organization will file for non-profit status. In the fall of 2018, the Endless Sky Academy Foundation will file a Form 1023 with the Internal Revenue Service as a Supporting Organization of the academy. The Board of Trustees will approve the Governing Board of the Endless Sky Academy Foundation to ensure alignment between the two entities. Thus, the relationship

is shown as a short-dashed line, indicating in-direct oversight.

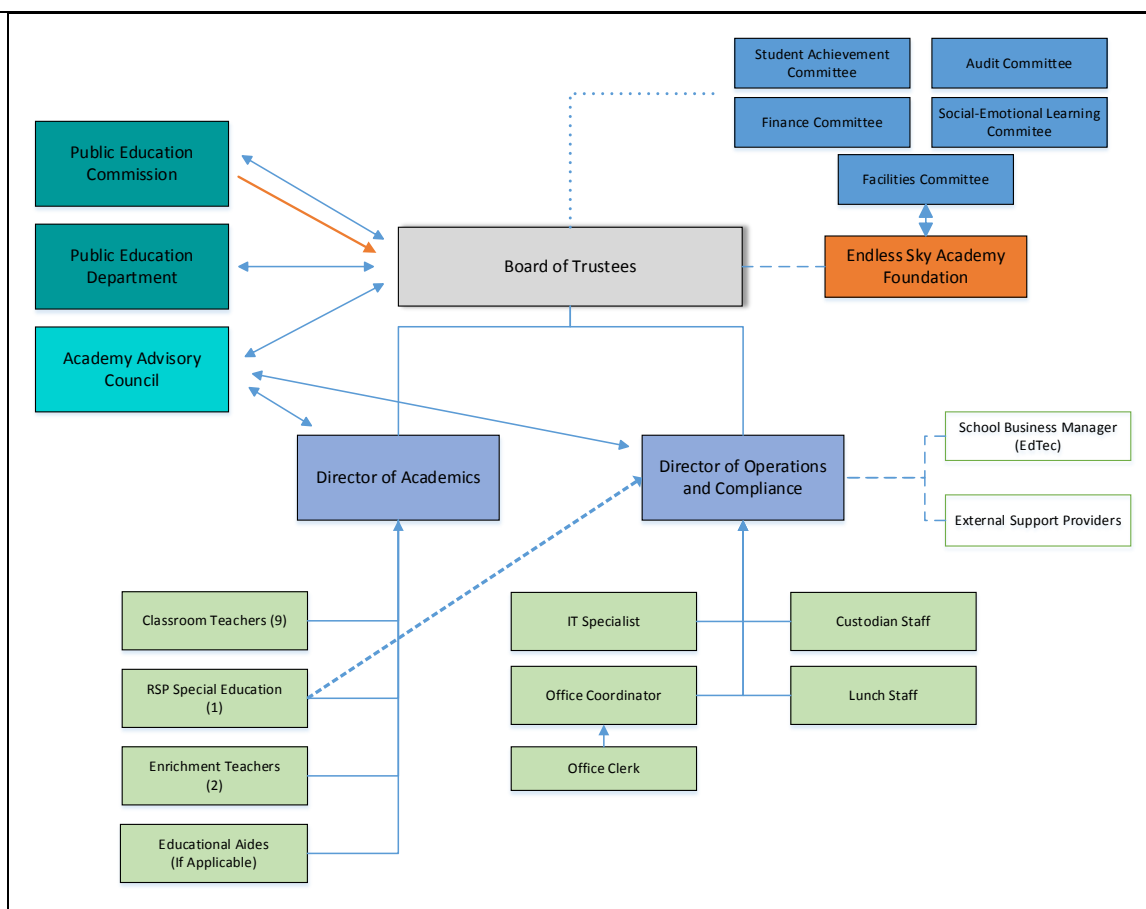
Endless Sky Academy will operate during the planning year with two employees, co-Directors, hired by the Board of Trustees to ensure that the academy is prepared to open with facilities, curriculum, teachers, and students in August of 2019. The Director of Academics will collaborate with a contractor Curriculum Consultant throughout the late fall, winter, and spring to ensure that scope and sequences and unit plans are complete for grades K-2 in English Language Arts, Math, and STEAM/ Social Studies. The Director of Operations and Compliance (Director of Operations, abbreviated) will oversee the work of a contracted Business Manager to ensure that the academy's finance, payroll, reporting, and operational systems are functional and supportive of the academy goals and program. The Director of Operations will also supervise UNM Community Engaged Learning and Research center volunteer interns to execute the academy's robust student recruitment and family outreach plan. Both Directors will have heavy involvement in the recruitment and outreach plan.

In the middle of Year 0, Endless Sky will begin contracting with an Office Coordinator and Information Technology Specialist managed by the Director of Operations to ensure that the academy's systems and facilities are prepared for teachers and students to start in the fall of 2019. The Board of Trustees will evaluate the Co-Directors through the Head Administrator evaluation process yearly.

D.2 Academic Year 1

Fall 2019 will represent the initial academic Year 1. Prior to this inaugural operational year, we will focus on hiring an experienced team to support the Endless Sky's mission. As indicated in Figure 2 below, Endless Sky leadership will recruit teachers and support staff that will create the foundation for the academy.

Figure 2: Year 1



In Year 1, the Endless Sky Co-Directors will manage the two sides of the academy's organizational structure. The Director of Operations supervises the operations, finance, and non-instructional components, and manages services provided by external support consultants (namely, for Special Education services). The Director of Academics is responsible for managing the academic side of the program, including overseeing professional development and coaching of teachers, curriculum selection and adaptation, and ongoing alignment between content areas and grade levels. During this initial school year, the Directors may share teacher coaching responsibilities, to ensure that all teachers have individualized coaching from a certified administrator. Likewise, the Directors will share responsibilities in certain areas to ensure that internal control procedures are executed according to school and state policy. Job responsibilities and performance objectives will be clearly articulated to ensure role clarity and allow for each Director to be independently evaluated and supervised by the Board. For more information regarding the Director roles, see Section II. C.3.

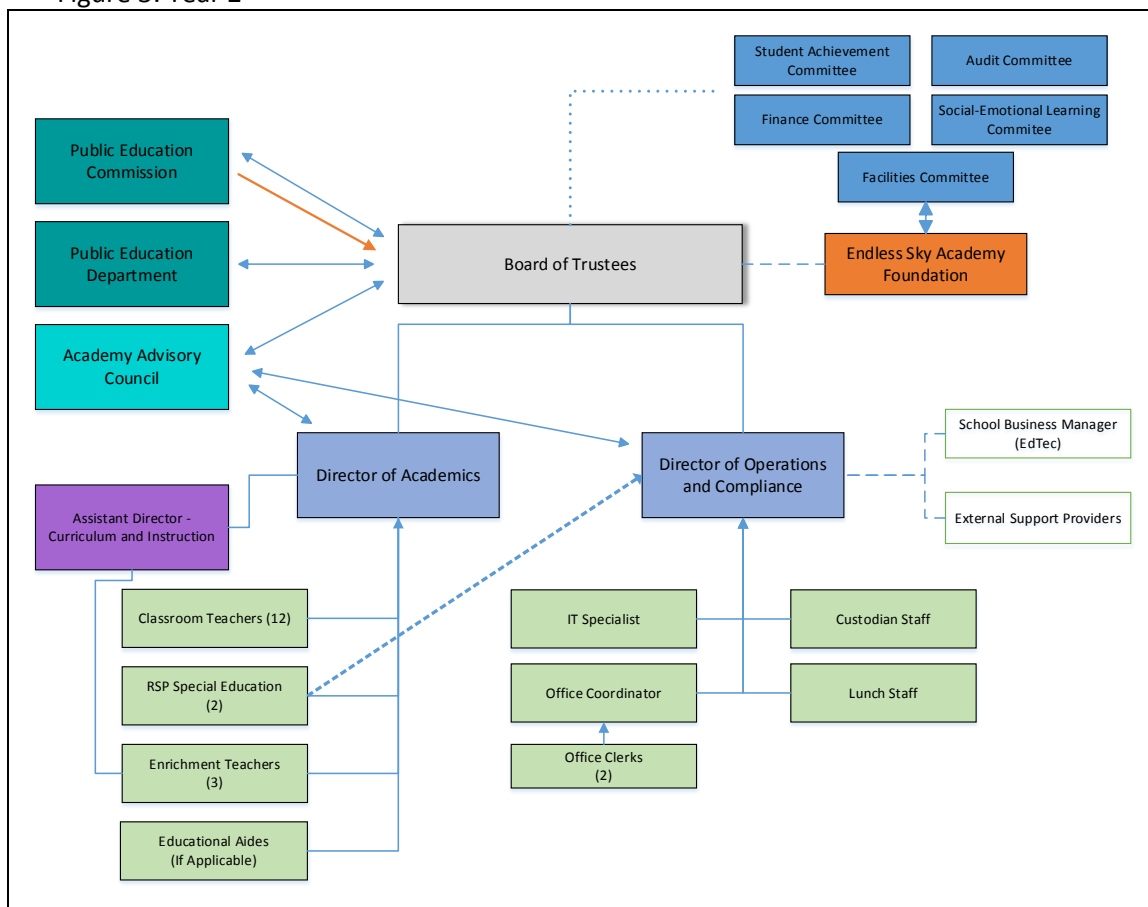
The Academy Advisory Council (AAC) is an advisory body that allows educator, parental, and community input and involvement in academy governance. This body does not have supervisory power, rather it provides an opportunity for meaningful participation from stakeholder groups to advance the academy's proposed mission. For more information on the AAC role, see Section II. F.1.

D.3 Academic Year 2

In Year 2, Endless Sky Academy adds three classroom teachers in core content areas to serve grades K-

3, and an Enrichment teacher to support the growing student population and to ensure that all teachers receive sufficient and meaningful planning and collaboration time. Depending on the needs of our student population, we will also employ more educational assistants to support students with special needs, and the early grade classrooms as necessary. Figure 3 below details the expansion of teaching staff and reorganization of reporting structure.

Figure 3: Year 2

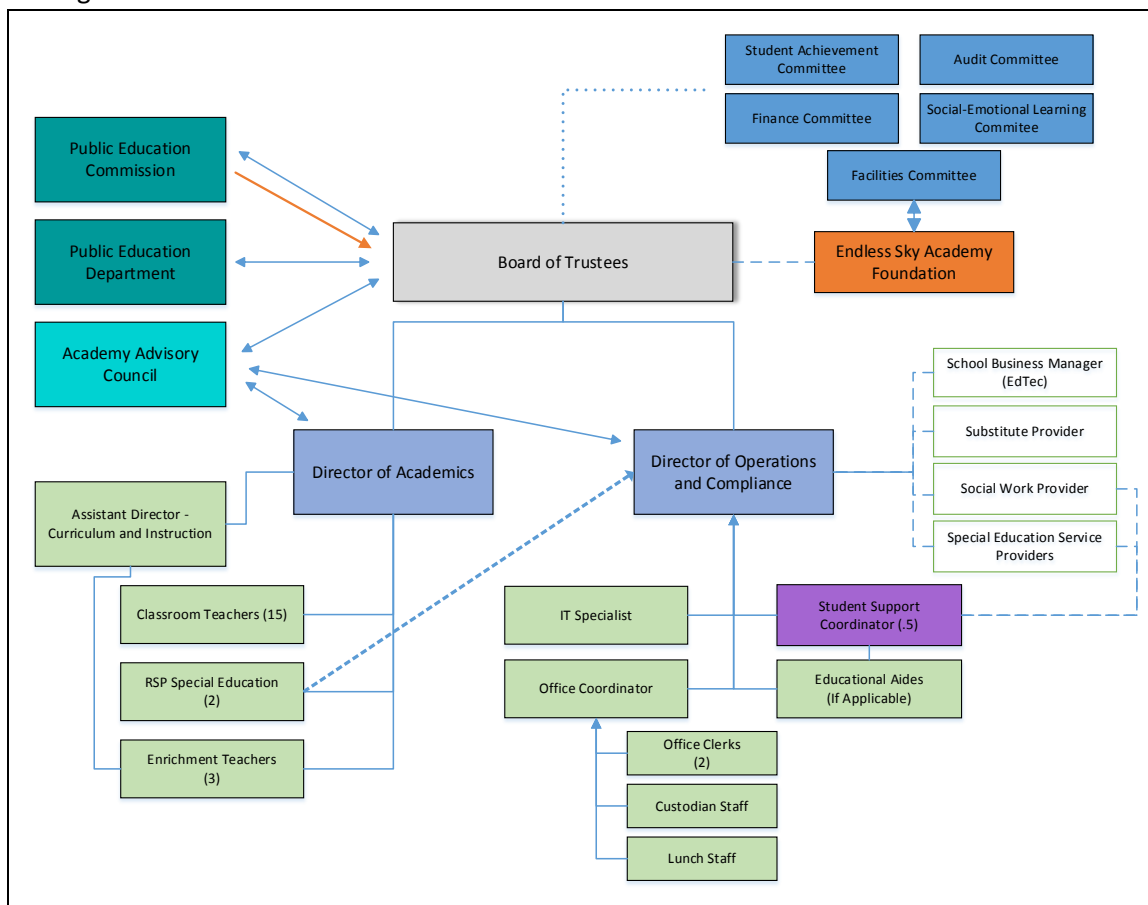


In Year 2, as Endless Sky Academy adds 3rd grade, the academy will also add an Assistant Director for Curriculum and Instruction to the academy's leadership team. This individual reports to the Director of Academics, and is critical in supporting teachers with instruction and classroom culture, and with assisting the Director of Academics with facilitating professional development that is targeted to meet teacher and student needs across the academy. As the academy adds upper grade levels, the Assistant Director will also be responsible for supporting the alignment of upper grade curriculum, or with supporting early grade teachers while the Director of Academics manages the creation of the program for upper grades. This division of responsibilities and roles will be created and clarified as the skillset and expertise of potential candidates is determined. This individual will coach a caseload of teachers and the composition of this caseload is dependent on the individual and his/her skillset.

D.4 Academic Year 3

In Year 3 of operation, Endless Sky Academy's program grows to grades K-4, adding an additional 66 students and three core content teachers. Figure 4 below illustrates the operational changes to support the additional grade and expected student growth.

Figure 4: Year 3



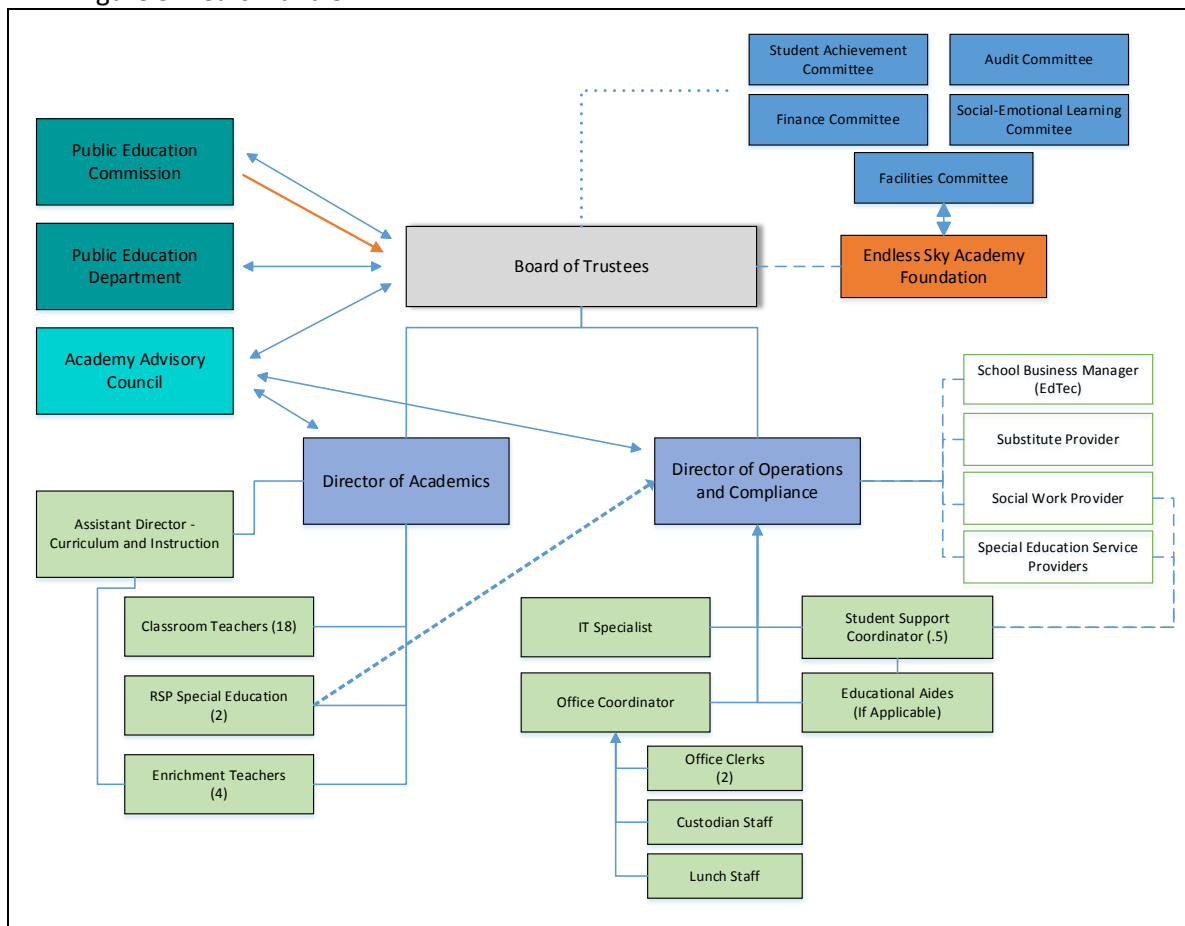
To support the growing student body, we add a half-time (.5 FTE) Student Support Coordinator supervised by the Director of Operations. This individual supports the Special Education program by coaching Special Education teachers and coordinating the Educational Assistants to ensure all students have the appropriate support to succeed academically. The Student Support Coordinator also coordinates with the Director of Academics to ensure that the academy's Response to Intervention process effectively identifies and intervenes on behalf of students who may struggle academically. At this point in the academy's operation, the Office Coordinator begins to manage the Lunch and Custodial Staff. This allows the Director of Operations to focus on developing the capacity of other individuals at the academy site to develop leadership and management skills as part of an internal leadership bench-strengthen program. As the number of teaching faculty grows, the Directors will have more teachers to coach and supervise, and the Director of Operations will be able to support this important work as well, as the Office Coordinator takes a more expanded management role.

D.5 Academic Year 4 and 5

Starting Academic Year 4, Endless Sky Academy will add an additional grade, reaching the goal of serving grades K-5. Figure 5 below illustrates the operational changes to support the additional 66

students, including recruiting 3 new teaching faculty. Academic Year 5 will mark the first year that enrollment and staff numbers are consistent from the prior year. For this reason, the organizational structure of the academy will be consistent from year 4 to year 5.

Figure 5: Years 4 and 5



At full enrollment, the academy will serve 396 students in grades K-5. In Year 4, the Student Support Coordinator takes on additional responsibility coordinating with external providers for special education services. The Director of Operations continues to supervise the Student Supports Coordinator. We will continue to add positions to support our yet unknown numbers of students with documented special needs in order to provide meaningful support to all our students. This may include adding an additional Resource Specialist Provider (RSP teacher) or additional Education Assistants, depending on the needs of our students.

Supervisory Relationships: The Director of Academics and Director of Operations, and Compliance report directly to the Endless Sky Academy Board of Trustees. Over time, we will grow our leadership team to ensure manageable management ratios that allow members of the leadership team to invest significant amounts of their time on developing their teams and providing ongoing coaching and support.

The Student Support Coordinator, the Assistant Director for Curriculum and Instruction, and the Office Coordinator will each have supervisory responsibilities; however, the responsibility to hire, evaluate, and terminate employment belongs to the Directors, and is further clarified in their roles and responsibilities. The responsibility to hire, evaluate, or terminate the Directors belongs solely to the Board of Trustees.

The Endless Sky Academy organizational charts are Attachments

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none">• Include an organizational chart;• Include a narrative that describes the structures and relationships represented in the organizational chart;• Include all entities essential to the operation and success of the proposed school; and• Reflect an understanding of the appropriate relationship between each of the relevant entities.
CSD EVALUATION: Click here to enter text.	

D. (2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and **appropriate** reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as **Appendix C**.

APPLICANT RESPONSE:

Endless Sky Academy's staffing plan will start promptly upon authorization. During the planning year (Year 1), Endless Sky Academy will employ a School Director and Principal to support with school start up activities. These two positions will be co-Head Administrators, and will be the only two administrative positions in the first two years of operations. These two positions will coordinate, plan and organize all the elements Endless Sky needs to be successful in the opening year and beyond. Over the course of the planning year, the administrators will hire the IT coordinator and Office Assistant. During the planning year, the administrators will focus on recruiting and hiring school personnel who will be strong team members. During the first year of opening, the administrators will provide coaching, support, and professional development that will strengthen the schools ability to achieve its mission and vision for students. Additionally they are responsible for maintaining the academic, environmental, and cultural success of Endless Sky.

The Director of Endless Sky Academy will manage the operational integrity of the school; ensuring Endless Sky Academy is fully compliant with all local, state, and federal laws, meets all expectations held by the authorizer, and for creating and managing systems, structures and routines that allow the school to operate efficiently. The Director will ensure that the curriculum, assessments, professional development, and coaching plans and structures are created to guarantee quality instruction in all classrooms and high levels of student achievement.

The Office Assistant is the connection between Endless Sky and families, and will manage the smooth operation of the office, maintain organization of records, keep families, staff and the community confident in the function of the school. To support Endless Sky Academy's mission and rigorous learning goals, an Information Technology person, with the skills to set up and implement hardware, software, and network supports will be a critical member of our initial startup team as well as in years beyond.

Vital team member positions have been identified, and the hiring plan includes the process for hiring personnel early in the school's planning year prior to operation. Endless Sky is devoted to hiring highly driven leaders who will support and strengthen our mission. However, we are interested in a diverse staff with different experiences, qualifications, and skills to fill the ideal roles to make Endless Sky a success for our students. The following table illustrates the essential qualifications and responsibilities for the administrative team that will grow within the first five years of operation.

Role	Qualifications	Key Responsibilities
School Director Year 1 Hire	Required: <ul style="list-style-type: none"> • Mission-driven, creative systems oriented individual with experience leading a high performing school • Experience building a strong, positive team of staff 	Work with the Principal to recruit, hire, develop, evaluate and retain staff members committed to achieving and maintaining the mission of Endless Sky Academy.

	<ul style="list-style-type: none"> • Administrative license in New Mexico, or state with reciprocity and ability to acquire license prior to May of the year of start. • Bachelor's Degree • Master's Degree • Successful completion of background check. <p>Preferred:</p> <ul style="list-style-type: none"> • Bilingual/knowledge of spoken language other than English • Experience working with diverse families and student • Management and project management experience 	<p>Lead and empower staff to create a school environment and culture that is rigorous, positive, structured, diverse, and innovative that will lead to high level student achievement and passion for learning.</p> <p>Work closely with the Board and Principal to ensure that Endless Sky Academy is governed effectively, fiscally healthy, and in full compliance with all expectations in the charter.</p> <p>Ensure operational functions of Endless Sky ranging from arrival to nutrition to payroll.</p> <p>Develop, evaluate, and manage the Office Assistant/Manager and any part-time staff that supports school operations.</p> <p>Reports to Board of Trustees</p>	
School Principal Year 1 Hire (part time)	<p>Required:</p> <ul style="list-style-type: none"> • Mission-driven, creative systems oriented individual with experience leading a high performing school • Experience building a strong, positive team of staff • Administrative license in New Mexico, or state with reciprocity and ability to acquire license prior to May of the year of start. • Bachelor's Degree • Master's Degree • Successful completion of background check. 	<p>Work with the Director to recruit, hire, develop, evaluate and retain staff members committed to achieving and maintaining the mission of Endless Sky Academy.</p> <p>Lead and empower staff to create a school environment and culture that is rigorous, positive, structured, diverse, and innovative that will lead to high level student achievement and passion for learning.</p>	

	<p>Preferred:</p> <ul style="list-style-type: none"> • Bilingual/knowledge of spoken language other than English • Experience working with diverse families and student <p>Management and project management experience</p> <p>Preferred:</p> <p><input type="checkbox"/> Bilingual/knowledge of spoken language other than English</p> <p><input type="checkbox"/> Experience working with diverse families and students</p> <p><input type="checkbox"/> Management and project management experience</p>	<p>Work closely with the Board and Director to ensure that Endless Sky Academy is governed effectively, fiscally healthy, and in full compliance with all expectations in the charter.</p> <p>Provide thoughtful strategic leadership in the development of Endless Sky Academy curriculum and assessments and support Special Education services to ensure Endless Sky Academy is supporting all learners.</p> <p>Reports to Board of Trustees</p>	
Office Coordinator Year 3 Hire	<p>Required</p> <p><input type="checkbox"/> Mission-driven, organized, and customer service focused</p> <p><input type="checkbox"/> Experience working in community engagement and school environment</p> <p><input type="checkbox"/> Prior experience in an administrative assistant position</p> <p><input type="checkbox"/> Strong organizational and writing skills</p> <p><input type="checkbox"/> Ability to relate well to adults and children</p> <p><input type="checkbox"/> Proficiency in computer – based programs including, Word, Excel, and Google.</p> <p><input type="checkbox"/> Strong trouble-shooting, communication, and customer service skills</p> <p><input type="checkbox"/> Presents a professional image and presence when making oral and written presentations</p> <p><input type="checkbox"/> Successful completion of background check</p> <p>Preferred</p> <p><input type="checkbox"/> Student Recruitment experience</p> <p><input type="checkbox"/> Bilingual</p>	<p>Maintain organized student and staff records</p> <p>Develop and maintain a list of school property describing in detail each item that is worth more than \$100, so that they can be easily claimed if stolen or damaged</p> <p>Update this inventory list with the yearly renewal of insurance</p> <p>Ensure the school is fully enrolled annually through active student recruitment.</p> <p>Offer a warm and welcoming environment for families. Keep families and community well informed about school functions, policies, and procedures through frequent and clear communication.</p>	

		<p>Work with the Director to maintain school operational systems.</p> <p>Reports to Director</p>	
Information Technology Coordinator	<p>Required:</p> <p><input type="checkbox"/> Mission focused, organized and committed to supporting innovative use of technology in classrooms and school</p> <p><input type="checkbox"/> New Mexico Level II or III Teaching License in K-8 Education with Technology Education or Information Tech Coordinator Endorsement</p> <p><input type="checkbox"/> Advanced computing skills, knowledge of networking technologies, and experience database management</p> <p><input type="checkbox"/> Successful completion of background check</p> <p>Preferred:</p> <p><input type="checkbox"/> Technology project-management experience</p> <p><input type="checkbox"/> Data compilation and analysis skills</p>	<p>Manage Endless Sky Academy's Instructional Technology implementation plan and ensure the school facilities are equipped to support Endless Sky Academy's instructional program</p> <p>Develop school-wide technology use policies, systems, and procedures</p> <p>Maintain and support school-wide technology use on a continual basis</p> <p>Reports to Director</p>	
Classroom Teacher(s) Year 1 Hire (three positions year 1, remaining positions will be filled for year 2)	<p>Required:</p> <p><input type="checkbox"/> Creative, innovative educator with commitment to the mission and vision of Endless Sky</p> <p><input type="checkbox"/> Devotion to ongoing professional development and growth</p> <p><input type="checkbox"/> Team mindset</p> <p><input type="checkbox"/> New Mexico Level I, II, or III teacher's license or eligibility to apply for license/reciprocity prior to July of the year of hire for K-5.</p> <ul style="list-style-type: none"> If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of hire <p><input type="checkbox"/> Minimum of a Bachelor's degree</p> <p><input type="checkbox"/> For English Language Arts</p>	<p>Plans, facilitates, and implements rigorous standards based lessons that engage students and lead to high levels of student achievement</p> <p>Uses data to plan, adjust, and individualize lessons for the greatest outcome</p> <p>Actively collaborates with content and grade level teams to provide high-quality, individualized learning for all students.</p> <p>Implements, guides, and reinforces school wide systems, routines, and procedures.</p>	

	<p>Teachers: TESOL/Bilingual Endorsement</p> <p>Preferred</p> <p><input type="checkbox"/> Track record of results-oriented work in urban education, including teaching experience (preferred)</p> <p><input type="checkbox"/> For Math and STEAM/Social Studies Teachers: Bilingual /TESOL Endorsement</p>	<p>Communicates proactively and regularly with students and families.</p> <p>Commits to growing professionally and innovatively, in the spirit of continuous improvement to benefit students.</p> <p>Participates in the school beyond classroom instruction: serves on at least one school committee and actively contributes to professional development.</p> <p>Report to the Principal</p>	
<p>Enrichment Teacher(s) Year 2 Hire</p>	<p>Required:</p> <p><input type="checkbox"/> Creative, innovative educator with commitment to the mission and vision of Endless Sky</p> <p><input type="checkbox"/> Devotion to ongoing professional development and growth</p> <p><input type="checkbox"/> Team mindset</p> <p><input type="checkbox"/> New Mexico Level I, II, or III teacher's license or eligibility to apply for license/reciprocity prior to July of the year of hire for K-8.</p> <p> <input type="checkbox"/> If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of hire</p> <p><input type="checkbox"/> Minimum of a Bachelor's degree</p> <p><input type="checkbox"/> Endorsement (or documentation of waiver application) in necessary enrichment area (Art, PE, Technology etc.)</p> <p><input type="checkbox"/> Successful completion of background check</p> <p>Preferred:</p> <p><input type="checkbox"/> Track record of results-oriented</p>	<p>Plans, facilitates, and implements rigorous lessons in arts, dance, PE, or technology that result in student growth and achievement.</p> <p>Implements, guides, and reinforces school wide systems, routines, and procedures.</p> <p>Communicates proactively and regularly with students and families.</p> <p>Participates in the school beyond classroom instruction: serves on at least one school committee and actively contributes to professional development</p> <p>Commits to growing professionally and innovatively, in the spirit of continuous improvement to benefit students.</p>	

	work in urban education, including teaching experience	Report to Principal
Special Education Teacher(s) Year 2 Hire	<p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative, innovative educator with commitment to the mission and vision of Endless Sky <input type="checkbox"/> Devotion to ongoing professional development and growth <input type="checkbox"/> Team mindset <input type="checkbox"/> Special Education License in New Mexico or eligibility to apply for reciprocity from another state prior to July of year of hire <ul style="list-style-type: none"> o If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of hire. o If the teacher will serve gifted students, must have a Gifted Endorsement or waiver application filed within 10 days of offer of employment <input type="checkbox"/> Successful completion of background check <input type="checkbox"/> Highly organized and able to create and maintain systems <p>Preferred:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Track record of results-oriented work in urban education, including teaching experience <input type="checkbox"/> Detail oriented and self-reflective 	<p>Provides educational instruction as outlined in the IEP for identified individuals with exceptional needs and monitors implementation of the IEP</p> <p>Implements, guides, and reinforces school wide systems, routines, and procedures.</p> <p>Communicates proactively and regularly with students and families.</p> <p>Commits to growing professionally and innovatively, in the spirit of continuous improvement to benefit students</p> <p>Maintains accurate records of student services provided and collaborates with staff and parents to ensure students receive support that leads to meaningful progress.</p> <p>Report to Director (Years 1-3, and Student Support Coordinator in Years 4 and beyond)</p>
Educational Assistant(s) (1 position for every 60 students)	<p>Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative, innovative educator with commitment to the mission and vision of Endless Sky <input type="checkbox"/> Associate's Degree or higher <input type="checkbox"/> Educational Assistant License, or ability to secure license prior to July 1 of year of hire <ul style="list-style-type: none"> o If the educational assistant intends to apply for a waiver for this license, the individual must supply 	<p>Supports individual and small groups of students with access to individualized programs</p> <p>Commits to growing professionally in the spirit of continuous improvement to benefit students.</p> <p>Report to Director (Years 1-3, and Student Support</p>

	<p>documentation of the waiver submission within 10 days of hire.</p> <p>Preferred:</p> <p><input type="checkbox"/> Organized</p> <p><input type="checkbox"/> Demonstrated ability to form strong relationships with students and staff</p> <p><input type="checkbox"/> Experience working with students and in schools</p>	Coordinator in Years 4 and beyond)	
Lunch Staff (When funding permits)	<p>Required:</p> <p><input type="checkbox"/> Commitment to the mission and vision of Endless Sky Academy</p> <p><input type="checkbox"/> Ability to form strong relationships with students</p> <p><input type="checkbox"/> Successful completion of background check</p> <p><input type="checkbox"/> Experience working with students and in schools</p> <p><input type="checkbox"/> Experience working with food</p>	<p>Reinforces school wide systems, routines, and procedures in cafeteria spaces</p> <p>Reports to Director in Years 1-2, and Office Manager in Years 3 and beyond</p>	
Custodial Staff	<p>Required:</p> <p><input type="checkbox"/> Experience with facility management or custodial management</p> <p><input type="checkbox"/> High School Diploma or other recommendation required</p> <p><input type="checkbox"/> Verifiable experience with schools and public facilities</p> <p><input type="checkbox"/> Successful completion of background check</p>	<p>Ensures Endless Sky Academy's facility is clean and well maintained.</p> <p>Reports issues or challenges directly to the Office Manager or Director</p> <p>Reports to Director in Years 1-2, and Office Manager in Years 3 and later.</p>	
Instructional leader (Year 1 Hire)	<p>Required:</p> <p><input type="checkbox"/> Creative, innovative educator with commitment to the mission and vision of Endless Sky</p> <p><input type="checkbox"/> General Education License in K-8, 5-9, or 7-12 (Level II or III), one of the following endorsements is preferred: language arts, social studies, math, science, reading, TESOL or bilingual.</p> <p><input type="checkbox"/> Administrative License in New Mexico or state with reciprocity (and ability to apply for NM license prior to July of year of hire)</p> <p><input type="checkbox"/> Minimum of Bachelor's Degree</p> <p><input type="checkbox"/> Evidence of student achievement and coaching success</p>	<p>Continuous coaching of Endless Sky Academy teachers to support the realization of ambitious student achievement goals</p> <p>Provide leadership and support in developing Endless Sky Academy curriculum and assessments as the school fills upper grade level.</p> <p>Develops and implements the facilitation of professional development to support continuous</p>	

	<input type="checkbox"/> Successful completion of background check Preferred: <input type="checkbox"/> Minimum of 3 years working in education with a history of significant student achievement gains or growth <input type="checkbox"/> Masters' Degree <input type="checkbox"/> Bilingual <input type="checkbox"/> Curriculum development experience	teacher growth and development. Supports school-wide routines and procedures Reports to Principal
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The leadership team of Endless Sky Academy will increase to ensure we have the operational and instructional foundation to serve students and achieve our mission. New positions will be added throughout years 3, 4, and 5 to ensure that management ratios remain low, and every member of the Endless Sky Academy team is receiving support towards continuous growth and improvement.

The leadership team will include an Instructional leader to support the Principal with developing the growing instructional program for upper grades and developing and facilitating professional development for all teachers. In Year 3, we will include a Student Support leader to support the Principal and Special Education Department. These additional leadership positions are essential for ensuring that Endless Sky Academy is able to provide the supports for all students in order to achieve our mission for exemplary student achievement. Both positions will be teacher leader positions with the team members also being classroom teachers.

Why these roles are essential to Endless Sky Academy's success:
 Endless Sky Academy believes that building a leadership team that focuses on teacher support and development will guide committed and creative teachers to be more innovative in their lesson development and implementation thus leading to higher student achievement and growth. We have taken student support, teacher growth and support, and operational need into consideration in developing what positions will achieve the highest quality educators to provide the instructional development to provide the best quality and most supportive educational environment for all of our students.

☐ Director (CeHead Administrator)
 The Director is a licensed administrator. The Directors focus is on the operational functions of the school. This person is responsible for leadership of non-academic staff, developing and maintaining an organized school environment, and that the functions of the school fully support the execution of a high quality academic and social program for the students and staff.

☐ Principal (CeHead Administrator)
 The Principal is a licensed school administrator. This person is responsible for developing and maintaining Endless Sky's academic goals, developing and implementing professional development and coaching for teachers, and monitoring and managing the complete implementation of Individualized Education Plans for students with special needs.

☐ Benefits and goals of a CeHead Administrator Model:
 One of the critical elements of Endless Sky is the leadership model that relies on all team members

having area expertise to support other teammates. This begins with the administration. Separating the operational functions from the academic development allows each administrator to focus on their area of expertise all the while supporting each other. The model allows for the administrators to balance one another, and builds in a system for internal control wherein each head administrator supports a system of checks and balances and segregation of duties. They will each have the opportunity to think critically about the needs their area of focus. This is not to say they are not invested in participation in the other aspects of leadership. It is a shared model that requires collaborative strategizing in all areas. With all the competing requirements and expectations of successfully running a school, this model is essential to allowing all the aspects to be met, allowing the administrators to prioritize according their the most essential function within their role.

☐ Office Manager

The Office Manager's key role is the recruitment and maintenance of students as well as interacting with families and keeping them informed of all the events at Endless Sky. In addition to being the familiar, welcoming face of the school they will be responsible for managing requests, fielding phone calls and messages, and marketing the school. The Office Manager will be key in the maintenance and organization of school record. As the school grows they will also be responsible for the management of some of the non-instructional staff.

☐ Information Technology (IT) Coordinator

Endless Sky Academy is committed to the implementation of a highly technology integrated academic program. The Information Technology Coordinator is essential to ensure the school is equip with the hardware, software, and network to make the school run smoothly. In addition to establishing and maintain a safe, consistent network, they will support students and staff with the use of technology in the classroom.

☐ Classroom Teachers

We believe that high academic achievement starts with quality instruction delivered by talented and creative teachers. Teachers at Endless Sky will be committed to achieving the mission of the school and meeting the needs of all their students so they can achieve their highest potential. Endless Sky teachers will be devoted to their own professional growth goals as well as sharing talents and leadership for the benefit of their peer's growth. As the people our students interact with the most their impact on student outcomes is immeasurable.

☐ Enrichment Teachers

At Endless Sky, the enrichment teachers are essential for providing all student opportunities above and beyond the general academic. Their focus will go beyond standards but also provide opportunities to learn through exploration. The time students spend with the enrichment teachers will be the planning period for the classroom teachers with their grade level peers. This shared planning time will facilitate collaboration and professional opportunities for the teachers while giving student access to integrated arts education. Students will have one enrichment class each day.

☐ Special Education Teacher(s)

We look forward to educating and supporting a diverse group of students Endless Sky Academy and who are enrolled through our lottery process. This includes students with special needs, who are legally granted services through Individualized Education Plans (IEPs). Our Special Education teachers will ensure that Endless Sky Academy students receive the academic and behavioral supports needed to make successful progress toward achieving grade level and individual goals. These teachers work in conjunction with Enrichment and classroom teachers to support all students' needs.

☐ Educational Assistant(s)

Endless Sky Academy Educational Assistants support students with special needs and the individualized academic program in general. These positions will be added to the Endless Sky Academy team as student needs become evident through the registration and Special Education identification process.

☐ Lunch Staff

Endless Sky Academy serves lunches during the school day. Our lunch staff serves food to our students, and oversees the cafeteria to ensure that students eat a healthy lunch each day. Our lunch staff (contracted or hired in-house) maintains high expectations of students during lunch, as we believe that every minute at school can be an important learning opportunity. At this time it is not clear when this position will become available.

☐ Custodial Staff

Endless Sky's custodial staff is an important part of our operations team, creating a welcoming, safe, and clean learning environment will supports student achievement. Custodial staff maintains the cleanliness of the school, allowing for other staff and students to focus on student achievement and student learning. The custodial staff is the front line in the operations management process, notifying the Director of any facilities concerns as soon as possible, so that the Director can arrange for repairs with any necessary property or vendor partners.

☐ Instructional Leader

The instructional leader position will be a teaching position with additional responsibilities to lead instruction based professional development and coaching. As the school grows, it will be important to have a school leadership team capable of supporting all aspects of the school. The addition of another academic leader will support the development and implementation of curriculum as well as coaching and developing additional teachers. The instructional leader will work closely with the Director to oversee implementation of curriculum and assessment and coach enrichment and general education teachers. The decisions of who coaches who will be made with this individual's strengths in mind. Ideally, the instructional leader would be an Endless Sky Academy teacher who has demonstrated outstanding results and the ability to guide and support the growth of their peers through modeling and sharing within the school. Any candidate would need to have demonstrated classroom results, data analysis skills, and the ability to adjust instruction to meet student needs.

☐ Student Support Leader

The Student Support Leader responsibilities will be to assist the Director and Principal with providing and managing student support services and partners. In the Student Support Leader will assist them in ensuring that students receive the services and supports necessary to access grade level curriculum. This role includes monitoring special education IEPs, consulting with outside service providers, managing Educational Assistants and Resource Specialist teachers as well as supporting school-wide Response to Intervention.

Job descriptions for the staff positions described in this section are included in [Appendix C](#), describes the staffing positions at Endless Sky Academy, and the number of individuals holding each position over the planning year and the first five years of implementation.

Total	Expectations

Points Available	
4	<p>A complete response must</p> <ul style="list-style-type: none">• Identify the following:<ul style="list-style-type: none">○ all certified and licensed staff identified in the application○ all non-certified or unlicensed staff identified in the application who could be considered essential to the operation and success of the proposed school○ any non-traditional roles or positions;• Describe why the identified roles are key to the operation and success of the proposed school; and• Attach staff job descriptions as Appendix C for all of the positions identified in the application response and include the following:<ul style="list-style-type: none">○ List all major responsibilities of the positions○ Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy○ Identify all hiring requirements including qualifications and licensure or certification○ Identify reporting lines ("reports to") that aligns to the organizational chart.
CSD EVALUATION: Click here to enter text.	

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school's staffing needs, is **reasonable and adequate** to support effective and timely implementation of the academic program/curriculum, and is aligned with the budget and projected enrollment. Include evidence of a clear plan (job search process, timelines etc.) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

At Endless Sky Academy, we believe that quality teachers deliver quality instruction, and that thoughtful hiring processes allow us to find, recruit, interview, and hire individuals who are mission-aligned, innovative, and driven to ensure that all Endless Sky Academy students leave with bright futures and opportunities ahead of them. Endless Sky's staffing plan begins in year 1, prior to opening the school with students. The Year 1 team, described below, is responsible for launching the systems and processes necessary for beginning a great school.

<i>Year</i>	<i>Role</i>	<i>Number in Role</i>
<i>Year 1</i>	<i>Director</i>	<i>1</i>
	<i>Principal</i>	<i>1</i>
	<i>Instructional Leader</i>	<i>1 (stipend)</i>
	<i>Teacher Consultant</i>	<i>3 (stipend)</i>
	<i>Total</i>	<i>6</i>

Year 1: In year 1, Endless Sky Academy will hire the Director and Principal. These individuals will be tasked with implementing the processes and projects associated with school launch including, but not limited to: hiring highly qualified staff, facilitating the preparation of a facility, negotiating contracts with vendors for nutrition services, preparing and reviewing the first year's curriculum plans, procuring technology and software, and recruiting and enrolling Endless Sky Academy's founding kindergarten, first, and second grade classes. One of the critical tasks delegated to the School Director(s) is the hiring of highly qualified individuals that will become the Endless Sky Academy team. Once hired, the Principal and Director will work to source, interview, and hire an Instructional leader to support the Principal in developing curricular scope and sequences, unit plans, and interim assessments for each of the three grade levels that the school will serve in Year 2 in English Language Arts, Science/Social Studies, and Mathematics. The School Director and Principal will also source, interview, and hire the school Information Technology Coordinator. The IT Coordinator will support the Director and Principal to ensure that the facility has the necessary infrastructure, the school has the necessary hardware and software licenses, and that there are systems in place to support teachers with implementing technology rich classrooms.

<i>Year</i>	<i>Role</i>	<i>Number in Role</i>
<i>Year 2</i>	<i>Director</i>	<i>1</i>
	<i>Principal</i>	<i>1</i>
	<i>IT Coordinator</i>	<i>1</i>
	<i>Instructional Leader</i>	<i>1</i>
	<i>Classroom Teacher</i>	<i>5</i>
	<i>Enrichment Teacher</i>	<i>2</i>
	<i>RSP Teacher (SPED)</i>	<i>1</i>

	<i>Educations Assistant(s)</i>	<i>As needed to support students</i>
	<i>Custodial Staff</i>	<i>2</i>
	<i>Business Operations Manager</i>	<i>Consultant</i>
	<i>Total</i>	<i>13</i>
<i>Year</i>	<i>Role</i>	<i>Number in Role</i>
<i>Year 3</i>	<i>Director</i>	<i>1</i>
	<i>Principal</i>	<i>1</i>
	<i>Office Coordinator</i>	<i>1</i>
	<i>IT Coordinator</i>	<i>1</i>
	<i>Instructional Leader</i>	<i>1</i>
	<i>Classroom Teacher</i>	<i>6</i>
	<i>Enrichment Teacher</i>	<i>2</i>
	<i>RSP Teacher (SPED)</i>	<i>2</i>
	<i>Educations Assistant(s)</i>	<i>As needed to support students</i>
	<i>Lunch Staff</i>	<i>If funding provides</i>
	<i>Custodial Staff</i>	<i>2</i>
	<i>Business Operations Manager</i>	<i>Consultant</i>
	<i>Total</i>	<i>17</i>
<i>Year</i>	<i>Role</i>	<i>Number in Role</i>
<i>Year 4</i>	<i>Director</i>	<i>1</i>
	<i>Principal</i>	<i>1</i>
	<i>Office Coordinator</i>	<i>1</i>
	<i>IT Coordinator</i>	<i>1</i>
	<i>Instructional Leader</i>	<i>1</i>
	<i>Classroom Teacher</i>	<i>8</i>
	<i>Enrichment Teacher</i>	<i>2</i>
	<i>RSP Teacher (SPED)</i>	<i>3</i>
	<i>Educations Assistant(s)</i>	<i>As needed to support students</i>
	<i>Lunch Staff</i>	<i>If funding provides</i>
	<i>Custodial Staff</i>	<i>2</i>
	<i>Business Operations Manager</i>	<i>Consultant</i>
	<i>Total</i>	<i>20</i>
<i>Year</i>	<i>Role</i>	<i>Number in Role</i>
<i>Year 5</i>	<i>Director</i>	<i>1</i>
	<i>Principal</i>	<i>1</i>
	<i>Office Coordinator</i>	<i>1</i>
	<i>IT Coordinator</i>	<i>1</i>
	<i>Instructional Leader</i>	<i>1</i>
	<i>Classroom Teacher</i>	<i>10</i>
	<i>Enrichment Teacher</i>	<i>2</i>
	<i>RSP Teacher (SPED)</i>	<i>4</i>
	<i>Educations Assistant(s)</i>	<i>As needed to support students</i>
	<i>Lunch Staff</i>	<i>2</i>

	<i>Custodial Staff</i>	<i>2</i>
	<i>Business Operations Manager</i>	<i>Consultant</i>
	<i>Total</i>	<i>25</i>

Sourcing Teachers and Staff:

Discovering, recruiting and retaining talented and creative teachers is the cornerstone to Endless Sky Academy's achievement of its mission to provide outstanding educational opportunities to all students and supporting their development of academic skills that will give them the best opportunity for success in all future endeavors. For students to close their learning gaps and grow to their full potential we will be seeking the best veteran teachers in the field as well as the most innovative new teachers who are seeking the opportunity for their own professional growth within our supportive yet rigorous environment. We will be seeking teachers locally and nationally in the hopes to bringing excellent teachers to our state. A portion of our planning year budget is dedicated to the pursuit of finding the teachers of all levels of experience who will best fill our classrooms.

We will have a presence on the campuses of University of New Mexico and Central New Mexico Community College to seek the fresh educational views of new teachers graduates who know the culture and community of New Mexico and are committed to working within our community for the long term. Word of mouth and networking are going to be some of our most valuable recruitment tools both in the first year and in all future years. Promotion of open positions through social media such as Facebook and Twitter, as well as the use of job search sites will give us a far reach in this technology based society. Additionally, we will work with local charter coalitions to promote all open positions.

Our recruitment and hiring process will begin early fall of 2018, however it will be an ongoing process to ensure that we are looking continuously for the best and most innovative teachers. Teachers with the highest potential may have an expedited hiring process.

Hiring Timeline

Hiring Goal: Endless Sky Academy will hire 100% qualified staff (instructional and non-instructional) prior to July 1, 2019. In an effort to ensure our classrooms are staffed with the most appropriate teachers for our students we have set a goal to have all classrooms staffed by early May of each upcoming academic year.

September – November: Endless Sky Academy Director prepares for outreach and recruitment by analyzing the hiring data from prior years. Based on past hiring success data, the Director creates a recruitment and hiring plan, that includes calendar and list of all Winter-Spring Hiring Fairs for local colleges and universities with teacher preparation programs, as well as other opportunities to find and source teachers and staff. The Director will develop any recruitment informational materials to be distributed, ensures that the promotion message across social media and other recruitment sites is consistent and aligned to the goals for hiring, and creates a profile for the ideal candidate based on the needs of the school for the next year.

November- January: The Director reviews the job description and staffing plan and compares this against the anticipated needs of the school in the upcoming year based on anticipated enrollment data (Intent to Enroll Forms). The projected needs are also compared to current student performance, to ensure we hire individuals that will effectively support the needs of the school program. The Director finalizes job

descriptions before January.

January: Director prepares a list of vacant and new positions to be filled for the following academic year, and publicly posts for available positions via social media, local college and university job boards, job search sites and within informal community networks.

February – April: Director and Principal review resumes and cover letters and schedules in person interviews. If a candidate has a successful interview, the School Director(s) will check the candidate's references. As applicable, the hiring team (initially this will be both School Directors, and later, there will be a school hiring team that consists of teacher leaders as well as the school leaders) will offer candidates' positions on the Endless Sky team, pending a clear background check. See below for more information on the specifics regarding the Endless Sky Academy hiring process. Throughout this time period, the Director will continuously repost job descriptions as needed to ensure that opportunities to join the Endless Sky team are current and visible to potential applicants.

April –June: Depending on the outcomes and persons hired in the February-April window, the Director will conduct another search for educators. The hiring process detailed below will be continuous to ensure that Endless Sky staffs the school with highly qualified, mission aligned educators who are ready to grow in their profession and lead their students to high achievement outcomes. As new staff members sign offer letters and commit to the upcoming year as a member of the Endless Sky team, the Director, Office Assistant, and consultant Business Operations Manager prepare the necessary documents and files to create their staff profile (email, payroll paperwork, insurance/benefits, user accounts for curriculum software, etc.) In June, the Director finalizes all hires and the Office Assistant supports with communicating materials to bring to the start date, which is the first day of the beginning of year kickoff.

Hiring Process

The hiring process at Endless Sky Academy is designed to pull in individuals who are dedicated to the mission and philosophy behind Endless Sky Academy. We believe that excellent teachers share characteristics, and our hiring mission is to find the teachers who are best prepared to provide the highest quality education to all students and to learn and grow professionally themselves. These qualities for all staff include, but are not limited to:

- *Commitment to serving a diverse population and reaching each learner*
- *Desire for professional feedback and growth*
- *Willingness to take risks in the drive for innovation and creative approaches to reaching high academic goals*
- *Dedication to using data to drive decisions, goal setting and lesson planning*
- *Desire to work closely with stakeholders, especially students and families*
- *Focus on students and their needs*
- *Team orientation*

When we hire instructional staff (including administrators, classroom teachers, enrichment teachers, and special education staff), we look for indicators that suggest that the individual has:

- *Teaching ability*
- *Classroom management*
- *School fit*
- *Critical Thinking*
- *Achievement Orientation*

- *Personal Responsibility*
- *Professionalism*
- *Drive for constant learning*

Step 1 Application When Endless Sky roles are posted to public job search portals; there will be a link to complete an online application. Endless Sky's website will also have a link that says "Join Our Team", and through this portal, an applicant finds posted open roles, role descriptions, and directions to send a cover letter and resume to the Director. Upon review of the individual's cover letter and resume, the Director will conduct an initial licensure check to confirm that the individual has the necessary qualifications for the position for which s/he is applying. If so, the Director will send the individual an application which asks applicants to describe their background and experiences that led them to apply to Endless Sky, contact information for references (to be used at a later time) and submit of copies of their instructional license/teaching credentials.

These steps are designed as a preliminary screen for qualifications such as credentials and teaching experience, mission alignment, and assessment of communication skills. Applications are reviewed using the ideal candidate profile that the Director created in the September–November time period.

Step 2: In-Person Interview

On a continual basis throughout January- May (and June, if necessary), the Director and the Principal, along with a hiring team created after Year 1, will review applications and select individuals who meet criteria to come to an in-person interview. The in-person interview includes scenario-based questions, based on challenges that are likely to occur in a school or in a new, growing school. The objective of these questions is to discern how the person functions in various situations, their ability and willingness to have a productive conversation with a colleague, and their ability to stay focused on our mission and ambitious goals for student outcomes. The candidate will have the opportunity to ask questions of the hiring/ interview team, and we believe that these questions themselves also provide information about what the candidate values and how they approach inquiry with colleagues. After the candidate asks his/her questions, s/he is walked out, and told that the team will be in touch with any next steps. The interviewers will debrief, comparing the candidate to the ideal candidate drafted in September–November. If there are further questions, or they would like clarification or follow up, someone on the interview team will reach out to the candidate to talk more. If the hiring team is interested in potentially offering the candidate a position, someone is designated to conduct reference check calls to references listed on the candidate's initial application.

Step 3: Reference Check

Either the Director or the Principal will reach out to references of a candidate of interest to hire at Endless Sky. We are looking for insight into the person's expertise, working style, and mission-alignment. If an individual has good reference checks that align with the team's sense of the individual from the application and interview, the team will reach out with a verbal offer of employment.

Step 4: Offer Letter

Verbal offers will be followed directly by written offer letters containing the position title, start date, salary, pay period, sick and personal time, responsibilities as an employee, information regarding termination or departure, request for I-9 documentation, and the fact that employment is contingent upon successful completion of background check.

Step 5: Background Check

Per NMSA 22-10A-5 (2007), Endless Sky Academy requires that any employee complete a successful background check prior to being hired as an employee of the school. In addition, the school will review background checks on contractors or contractor's employees with unsupervised access to students at the school. In the applicant's offer letter, or accompanying communication, the applicant will be given directions regarding how to submit a background check, fees, and locations. Provided that the individual's background check raises no cause for concern at the school site, the offer letter commitment is held, and the Office Assistant or Director will communicate with the employee regarding logistics for the first day of employment, handbooks, and other paperwork (I-9 and W-2 forms, etc.) necessary for beginning work as a member of the Endless Sky team.

Process for Non-instructional staff (Office Coordinator, IT Coordinator, Custodial Staff, Lunch Staff)**Step 1: Application**

At Endless Sky, non-instructional roles are valued as much as instructional roles, because we recognize the importance of operations to a sound organization. Operations team members support the inner working of the school and support the structures which allow students to achieve great outcomes. Endless Sky "Join Our Team" portal supports both instructional and non-instructional roles. For non-instructional positions such as Custodial Staff and Lunch Staff, applicants will also submit a cover letter and resume. Upon review of the submitted materials, the Director will send the applicant an application that asks the individual to describe their background and experiences that led them to apply to Endless Sky, and contact information for references (to be used at a later time). Applications are reviewed using the ideal candidate profile that the Director created in the September–November time period.

Step 2: In-Person Interview

Throughout January– May (and June, if necessary), the Director will review non-instructional position applications and select individuals who meet criteria to come to an in-person interview. The interview will have questions, similar to the instructional interview to gauge the candidate's mission alignment and willingness to work with the entire school team to ensure great outcomes for all Endless Sky students.

Step 3: Reference Check

The Director will reach out to references of a candidate of interest to hire at Endless Sky Academy. Reference checks for non-instructional team members are equally as important as for instructional team members. We believe that speaking with individuals who have worked with a candidate previously can provide insight into the person's expertise, working style, and mission-alignment. If an individual has good reference checks that align with the team's sense of the individual from the application, model lesson, and interview components, the team will reach out with a verbal offer of employment.

Step 4: Offer Letter

Verbal offers will be followed directly by written offer letters containing the position title, start date, salary, pay period, sick and personal time, reporting line (manager), responsibilities as an employee, information regarding termination or departure, request for I-9 documentation, and the fact that employment is contingent upon successful completion of a background check.

Step 5: Background Check

Per NMSA 22-10A-5 (2007), Endless Sky Academy requires that any employee complete a successful background check prior to being hired as an employee of the school. In addition, the school will review background checks on contractors or contractor's employees with unsupervised access to students at the

school. In the applicant's offer letter, or accompanying communication, the applicant will be given directions regarding how to submit a background check, fees, and locations. Provided that the individual's background check raises no cause for concern at the school site, the offer letter commitment is held, and the Office Assistant or Director will communicate with the employee regarding logistics for the first day of employment, handbooks, and other paperwork (I-9 and W-2 forms, etc.) necessary for beginning work as a member of the Endless Sky Academy team.

Onboarding and training plan:

Prior to beginning to work in their role at Endless Sky, new team members will be trained in our educational philosophy, core values, and approach to students and learning. For teachers, this training takes place two weeks prior to the students arriving each year prior to the start of the academic year. Section D.4 below describes the Endless Sky Plan for Professional Development for instructional staff. Non-instructional staff will be on-boarded through an orientation day/half day (depending on the role), in which team members practice scenarios interacting with students, internalize the language of the REACH core values (Responsibility, Empathy, Agency, Curiosity, and Humor/Hard Work) and learn how they reinforce the values through their roles. Non-instructional staff will, like teachers, receive regular feedback and support through coaching by the Director in order to ensure that each individual at Endless Sky Academy feels valued, supported, and like they are continually growing.

Mid-Year Hiring Plan:

It is possible that due to life and unforeseen circumstances, the Endless Sky Academy Director(s) may need to fill a position (instructional or non-instructional) in the middle of an academic school year. We know that the Endless Sky Academy team is strongest when capable, mission-aligned individuals fill all roles. Every effort will be made by the School Director(s) to ensure that this happens as quickly as possible in the event of a vacant position.

Posting

If a position becomes vacant in the middle of the academic year, the Director posts the role at the earliest indication that a vacancy will exist. If a team member departs of his/her volition, the individual must give 10 days' notice. Upon receiving that notice, the Director will post the most current job description on the Endless Sky Academy website, to college and university preparation program job boards, to Teach for America alumni sites, and other vehicles that the school uses to source teachers. In the event that, for any number of reasons, the School Director(s) dismiss a teacher or other staff member, the Director will post the role as soon as it is prudent to do so (i.e. after notifying the individual in question of the timing of his or her departure.)

Reviewing Applications

As it is critical to fill vacant roles quickly, the Director will review applications on an ongoing basis and invite interviewees to come to the school on an expedited timeline.

Conducting Interviews

While time is an important factor when hiring to fill a vacancy mid-year, ensuring organizational fit and alignment is also crucial. The Director and the Principal will conduct interviews for school positions mid-year in the same way they are conducted for hires starting at the beginning of the academic year.

Checking References

The Director will check references for individuals who are successful in their in-person interview. Though time and expedited processes are important in mid-year hiring, reference checks remain an important component to ensuring that former supervisors can confirm (explicitly or implicitly) that the individual is

a good fit for the Endless Sky Academy team.

Offer Letter

If an individual's reference checks align with the School Director(s) assessment of the candidate's fit with the organization, the team will reach out with a verbal offer of employment that will be followed directly by written offer letters containing the position title, start date, salary, pay period, sick and personal time, reporting line (manager), responsibilities as an employee, information regarding termination or departure, request for I-9 documentation, and the fact that employment is contingent upon successful completion of a background check. For mid-year hires, the start date will be negotiated with the school and the future employee, and the Director is tasked with ensuring that there is as little lag time as possible between offer and start date. Additionally, mid-year hires may be hired on a short-term (until end of the academic year) basis, with an opportunity to review performance and be offered a position for the following year based on this performance review.

Background Check

Per NMSA 22-10A-5 (2007), Endless Sky Academy requires that any employee complete a successful background check prior to being hired as an employee of the school. In the applicant's offer letter, or accompanying communication, the applicant will be given directions regarding how to submit a background check, fees, and locations. Provided that the individual's background check raises no cause for concern at the school site, the offer letter commitment is held, and the Office Assistant or Director will communicate with the employee regarding logistics for the first day of employment, handbooks, and other paperwork (I-9 and W-2 forms, etc.) necessary for beginning work as a member of the Endless Sky Academy team.

Data Analysis of Hiring Systems:

Each year, the Director will gather and analyze data regarding teacher hiring, including sources, competencies, and processes that supported successful hires of Endless Sky team members. Data will be gathered from applications submitted, as well as data kept from interviews and teacher recruitment events. The data collection process will support analysis of the following questions:

- *Where did successful applicants hear about Endless Sky?*
- *What convinced successful applicants to apply?*
- *Where were successful applicants trained?*
- *What was the source of the applicant?*
- *What costs were associated with the source for the applicant?*
- *Which sources and strategies provided applicants that fit the school's model of the ideal applicant?*

The Director will use this data in September-November to create a strategic plan for teacher and staff recruitment and hiring for the upcoming cycle.

How the staffing process is reasonable to support timely implementation of the program:

The Year 1 staffing process is timed to fill all school roles before July 1, 2019. Each subsequent year of operation, the school will also seek to fill vacant and new positions before July 1 of start of the academic year. We believe that successful schools start planning early, and that the more time that the School Director(s) have to implement the plans contained in this charter application, the more successful Endless Sky will be in its initial years. To this end, the Board of Trustees will hire the Director and the Principal in September of 2018.

By hiring two highly qualified and mission-driven School Directors early in the planning year, Endless Sky

Academy will have the entire planning year to build key systems, build on partnerships, and implement critical plans, including early hiring of other key staff.

Information Technology (IT) Coordinator and Instructional Leader are other key Year 1 hires, and both play an important role for preparing the school for launch. The IT Coordinator is a critical role in the setting up and implementing Endless Sky Academy's innovative blended learning model. This person will support the school facilities team in ensuring that the network and internet infrastructures are set up to support school wide connectivity as well as procuring, setting up, and aligning the school's selected online and computer based instructional programs, data platforms, and student information system. The Instructional Leader is the right hand to the Principal for helping to prepare for professional development, curriculum and instructional strategies, and other critical instructional areas. We intend to hire new staff members prior to July 1 so that the School Director(s) have sufficient time to prepare Professional Development sessions that support the needs of the staff as a whole. Endless Sky Academy new year kickoff for staff begins during the end of July and early August, and hiring staff members prior to July 1 allows all parties to plan ahead and make arrangements to ensure that the time spent on adult training and development is effective and well utilized.

Alignment to budget and enrollment:

The Endless Sky Academy staffing plan outlined above in this section is aligned to the budget proposed in Appendix G that is based on the SEG funds calculated in the Form 1095 attached as Appendix F, which is based on projected enrollment of 50 students per grade level. To support 50 students in each grade level, Endless Sky Academy will employ two classroom teachers per grade; with an increasing number of enrichment teachers each year as the number of classes grows. The number of special education teachers increases over the first four years to accommodate providing services to the population of student with special needs as the school grows. The Principal directly supports these teachers with case management and coaching to ensure that students with special needs are served meaningfully. It is important to note that Endless Sky Academy strives to create a diverse learning environment so that all students can thrive in a community that mirrors the global one in which they will participate as young adults and adults. Thus, it is important that Endless Sky Academy's teacher and staff recruitment and hiring plan includes priorities to recruit a diverse, highly qualified team of adults. We believe that it is important for the school to be diverse, inclusive, and equitable at all levels, and will work strategically and in a data-driven way to ensure that our adult team is diverse.

Adjustments to Staffing Plan in the event of enrollment differences:

In the event of enrollment differences, we intend to follow our core beliefs while maintaining an operationally and fiscally healthy organization. In the event that we enroll significantly fewer students than we anticipate:

- Condense student classes to two for the applicable grade level (example: from three*
- 2nd grade classes to two 2nd grade classes), and decrease the number of teachers for that grade level by 1.*
- Employ one part-time (.5 FTE) enrichment teacher and one full-time (1FTE enrichment teacher) instead of two enrichment teachers.*
- Decrease number of lunch staff as well as the number of periods in which lunch is served. The Director will also support lunch supervision in this event.*

In the event that we enroll higher numbers of students with documented special needs than we anticipate:

- Hire an additional RSP (Special Education licensed) teacher*

- *Adjust enrichment teacher schedules to allow for part-time employment for at least one enrichment teacher to account for the difference in staffing needs*
- *Adjust scope of work of Principal to more directly support case management for a greater number of students and adjust Director role to support more teachers through coaching and professional development activities so that the shift in the role of the Principal does not impact other classroom – based activities.*

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties; • Describe how the staffing plan and process will ensure the school is able to hire highly qualified staff, no later than two weeks prior to the start of the proposed school year, on an annual basis, and fill all vacancies within a reasonable time; • Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/curriculum during the planning year and for all subsequent years; • Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and • Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.
CSD EVALUATION: Click here to enter text.	

D. (4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements and supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

APPLICANT RESPONSE:

At Endless Sky Academy, the great teachers who are working directly with students drive our success. We believe that teachers who are invested in furthering their professional learning and continually learning and growing are the best asset for our school. In order to support are veteran teachers in their continued learning as well as develop and foster the greatness in our newer teachers, Endless Sky is committed to devoting time and resources in quality and relevant professional development throughout the year. The focus of this professional development will be largely driven by school wide data and goals, with emphasis on the needs at the school, grade level, classroom, teacher, and student level. The structure for this ongoing professional development is outlined below:

1. Annual School Year Kickoff
2. Daily Grade Level Collaborations
3. Weekly Professional Development (Wednesday afternoons)
4. Individualized Teacher Coaching
5. Four Scheduled Professional Development Days

This section will provide detail on each of these five professional development expectations. In alignment with the New Mexico Administrative Code, Section 6.65.2.8 and Section 6.65.2.10, Endless Sky Academy professional development for staff is focused designed activities that improve student learning, facilitate adult collaboration, support data analysis and decision-making, improve school climate, emphasize the importance of diversity and serving all learners, and help all staff members to set and maintain high expectations.

The professional development areas we feel are most critical for the success of teachers and students include Effective Teaching Strategies, Standards Based Lesson Planning, Designing and Diverse Learners-SAT and Special Education, Assessment and Data Analysis, School Culture, Systems and Procedures for teachers and students. While some of the professional development will be proactive and developed with specific school mission development goals, others will be based on the data trends and specific staff and school needs that arise from open dialogue between teachers and leadership.

Professional Development Area	Example Elements (Activities)
Effective Teaching Strategies	<input type="checkbox"/> Execution of curriculums (Eureka Math, selected reading, etc.) <input type="checkbox"/> Classroom management strategies with a heavy emphasis on Positive Behavior Supports <input type="checkbox"/> Teacher instruction recording analysis and reflection <input type="checkbox"/> Lesson execution and in-the-moment practice
Standards Based Lesson Planning	<input type="checkbox"/> Fundamentals of successful lesson plans and unit plans <input type="checkbox"/> Norming on using rubrics <input type="checkbox"/> Project-based learning approach <input type="checkbox"/> Differentiation and individualization
Diverse Learners-SAT and Special	<input type="checkbox"/> Interventions for Tier 1, 2, and 3 students (RtI)

Education	<input type="checkbox"/> Referral process for Special Education <input type="checkbox"/> Implementation of IEPs <input type="checkbox"/> Behavior Intervention Plans <input type="checkbox"/> Accommodations and Modifications
Assessment and Data Analysis	<input type="checkbox"/> Familiarity with all assessment (NWEA, formative and summative) <input type="checkbox"/> Data analysis <input type="checkbox"/> Planning instruction and intervention with student data <input type="checkbox"/> Individualized student monitoring and learning plans <input type="checkbox"/> Informal data collection and anecdotal notes <input type="checkbox"/> Behavioral and Academic data collection and analysis
School Culture	<input type="checkbox"/> Teambuilding <input type="checkbox"/> Book Clubs and shared reading (Leader in Me) <input type="checkbox"/> Common language to support our mission and values <input type="checkbox"/> School vision and mission <input type="checkbox"/> School wide behavior management
School Systems and Procedures	<input type="checkbox"/> Creating and practicing consistent classroom expectations, routines and procedures <input type="checkbox"/> Teaching and practicing common area routines, such as transitions and bathroom usage <input type="checkbox"/> Development of school wide transitions including arrival, dismissal, lunch, recess, etc.
School Operations	<input type="checkbox"/> All HR needs for staff <input type="checkbox"/> Safety drills and procedures <input type="checkbox"/> Supply ordering <input type="checkbox"/> Technology disbursement and support <input type="checkbox"/> Data Reporting (attendance, discipline, etc.)

To meet the professional development needs of our staff we devote 14 full days throughout the year to teacher development and learning. With half day Wednesdays and common preps for grade level collaboration teachers will have additional opportunities to work together to ensure the needs of their classrooms and students are being met. These opportunities will help us build a positive, united and well-prepared staff to serve all students. The table below describes the general purpose intended for each type of professional development schedule.

Professional Development Schedule	Purpose and Description	Duration
Annual School Year Kickoff	Two weeks prior to the arrival of student on the first day of school, our staff participates in this professional development kickoff. The focus of these days will be on understanding and working towards Endless Sky Academy's mission, establishing school routines and procedures including the implementation of The Leader in	2 weeks

	Me, understanding the assessments we will be using throughout the year, analyzing data, learning the standards and selected materials to support the standards, lesson and unit expectations, staff team building, and teacher collaboration.		
Weekly Professional Development	Each Wednesday after student dismissal, teachers will participate in either proactively designed professional development or learning based on the observations of the leadership team during classroom visits or data analysis. Often these sessions will be individualized to meet the areas of need of individual or groups of teachers.	3 hours per week	
Individualized Coaching	Each teacher will be coached by a member of the leadership group to ensure they are achieving at their best and that all their professional needs are being met. This coaching will be based on observation of their classroom and will include shared ideas and suggestions from veteran teacher leaders. In addition to instructional observation and reflection, teachers will receive support in data analysis and differentiation.	Monthly or as needed	
Professional Development Days	Professional Development Days are built into our calendar (see Appendix K and Section E.2) to allow teachers the opportunity to prepare for students to return from breaks. These days will be much like the school year kickoff. They will offer time to review policies and procedures, analyze and reset any school culture needs, analyze data and plan for new lessons or strategies to meet the ever-changing needs of our students and build our school team.	4 days throughout the year	
Additional Outside Professional	At Endless Sky, we are committed to the continual growth and learning	Ranges from several hours to several days annually	

Development	for our teachers. There will be open dialogue with teachers at all times about their professional needs and goals. If at any time a teacher is interested in attending a professional opportunity above and beyond the opportunities within the school, they will have the procedure to follow for requesting time and/or funds to participate.		
<p>Professional development will be designed, planned, and implemented as a model for classroom expectations. Each professional development activity will be designed to be meaningful for the teachers so they feel that their time is valuable and respected. The purpose of each professional learning session will be to provide reinforcement of the mission and vision of Endless Sky and to provide skills and new ideas that can be implemented immediately to meet the needs within every classroom.</p> <p>The professional development will often be differentiated to focus on the planning and instructional needs that vary by content and even grade level. The intention being a direct impact on what teachers need to become the best instructors for their students and growth towards excellence as measured by NMTEACH. While there will also be a need to discuss and disseminate facility based issues, these professional development sessions are not intended to be staff meetings. Any training related to compliance or site needs will be focused, clear and concise, so as to ensure the majority of time is spent on professional learning.</p> <p>Developing a plan for professional development: As stated earlier, each professional development session will be carefully developed to provide the highest quality, relevant learning for our teachers. During the planning the Director, Principal, and instructional leaders will work collaboratively to develop a plan for the most proactive needs of our staff, and plan the professional development activities that will best provide them with an excellent start to a new school and new year. This plan will include all five of the areas listed at the beginning of this section. Each year after the planning year this leadership will develop the professional development plan using school wide data, teacher and staff survey, and leadership evaluations and observations.</p> <p>Continual Internal Professional Development evaluations: In alignment with the New Mexico Administrative Code Section 6.65.2.9, Endless Sky Academy will conduct yearly and ongoing evaluations of the school's Professional Development program. Throughout year two, the first year with students and the first year of implementation of the professional development plan, the leadership team will collect data through survey and observation of the implementation of the targeted strategies learner through the professional development sessions. The team will review and analyze the data collected alongside the student academic data to make changes and additions to the professional development plan. This analysis will be used to develop new ideas for the next years professional development plan including adjusting the methods and/or content within the professional development sessions. The surveys used to gather teacher and staff input will be kept anonymous and will give the staff the opportunity to rate the quality and relevancy of professional development throughout the year, the opportunity to self-assess their implementation of the skills and strategies and gather input on areas they feel they need additional supports or have interest in learning</p>			

more.

Providing Supports and Developing New Teachers:

Endless Sky leadership knows the value of supporting and building new teachers is critical to the retention of these amazing resources. The first few years of teaching can be overwhelming and exhilarating and is the best time to have ample access to high quality professional development and coaching to ensure success both in their classroom and in their new career. Endless Sky will include individualized coaching and mentoring to all new teachers in alignment with New Mexico Administrative Code 22-10A-9, Endless Sky Academy provides additional, targeted support to novice (Level I) teachers. Additionally, these teachers will have a teacher mentor at their grade level. This mentor will serve as a support in instructional practice as well as a navigator in school policies and procedures. The novice teacher and mentor will be pair up as early as possible before the start of the new year professional development.

The novice teacher will work regularly on a daily bases through the professional development activities and in their planning time to develop lesson planning skills, data analysis, and classroom management. The mentors will be given additional professional development on the effective ways to mentor. This includes building a positive, supportive relationship as well as providing effective instructional support and modeling. Endless Sky believes that developing mentoring skills is valuable growth both for the mentor and the overall school culture. These trained mentors will be the leaders within the school and mentoring will be a gateway toward other leadership opportunities.

Mentors are not evaluators. Part of the relationship building between the mentor and novice teacher is the solid understanding that their conversations and observations will never be used in an evaluative manner towards the novice teacher. Opportunities for the mentor to observe the novice teacher and vice versa will be part of the professional learning process. These observations will serve as the subject of their meetings with each other to debrief, reflect, and grow.

Every year, Endless Sky Academy Administrators (Director and Principal) will conduct Summative Evaluations to monitor a teacher's growth and to provide for licensure renewal and applications for advancement as well as to evaluate the effectiveness, growth, and development of a teacher. The data based evaluation of the school wide professional development plan will include the review of the teacher mentorship program and the effectiveness of the program to support the professional growth of Endless Sky's novice teachers. The leadership team will consider this data to inform changes or adjustments to the program. While this is specifically in reference to the end of the year evaluation of teachers and the mentor program, Endless Sky is committed to continuous improvement and the program will be evaluated regularly to ensure it is effective in preparing and growing new teachers so they are able to best educate our students.

The following is an outline of the information that will be gathered to inform changes and improvements to the regular professional development sessions and the new teacher mentorship program:

Professional Development Trainings:

- Survey feedback from all teachers and staff after trainings
- Interim student data school wide
- Analysis of teacher retention data
- Student success data of retained teachers versus those who were not retained

- Evaluation of student data for new teachers compared to experienced teachers
- Review of observational data of classroom implementation of professional development focus areas
- Summative teacher survey data of the overall focus of the professional development program

New Teachers Mentorship Program:

- New teacher retention data
- Analysis of student achievement data from new teachers in comparison to experienced teachers
- Evaluation of data collected from teacher surveys regarding coaching and mentorship

The Director, Principal, and leadership team will use this data to determine the areas for improvement including the plan for facilitation and content focus in the next year's professional development plan. Examples of possible adjustments would be changing the modes of delivery for new trainings, implementation of more training on classroom management, or even greater focus on using data to inform instruction.

It is the goal of Endless Sky to ensure that every student has access to a complete, inclusive, equitable, and high-level education that will build a foundation, inspire dedication to self-growth and learning, and will lead them on a path toward any educational future they choose. Exceptional teachers with that same drive and passion for professional growth are the core of creating this school culture. We believe that the best way to foster this is through quality, systematic, and innovative professional development provided on a regular basis. Using data and staff input increases the relevance of the learning opportunities and the effectiveness of new training. Constant coaching and mentoring provide the support and accountability to continually strive for providing the best instruction focused on the needs of each classroom and student.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs <ul style="list-style-type: none"> ○ Describe how the plan meets state requirements found in NMAC 6.65.2.8, 6.65.2.9, 6.19.8.10 ○ Describe how the school will ensure professional development time is not used for routine staff meetings; • Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of NMAC 6.60.10.8; and • Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur: <ul style="list-style-type: none"> ○ are supported by the budget ○ support the implementation of the proposed school's educational plan, mission, and performance goals ○ not only address required annual trainings but are also tailored to address school- and teacher-specific professional development needs.

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E. Employees.

E. (1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation of** how you will address employees' recognized representatives.

APPLICANT RESPONSE: ESA's holds its employees as valued members of the school's team. For this reason, ESA believes that the terms and conditions of employment for all ESA employees are clearly outlined, communicated, and exist in alignment with state and federal laws governing employment in New Mexico.

Classes of Employees:

ESA will hire a range of classes of employees in order to best meet the needs of the school and the community.

Administrative: The Board of Trustees hires the head administrators. Administrative positions are exempt salaried employees hired for a work year of 245 days.

Professional: The School Director(s) hire the following types of professional employees: teachers, office coordinator, Information Technology Coordinator, Dean of Curriculum and Instruction (in Year 2) Student Services Coordinator (in Year 3). Depending on the role, professional employees are hired for a 198-day year (teachers). Professional employees are salaried, and exempt from overtime per the Fair Labor Standards Act (FLSA).

Term: ESA may employ a term employee for duration shorter than 9 months in the event that there is a vacant position in the school that must be filled in order to deliver high quality educational opportunities to all students. This may include a teacher vacancy that we hire a short-term teacher for the remainder of the school year, and subsequently make a determination of that individual's employment status for the next academic year. If a position is to exist for a predetermined amount of time, the employee will receive a short-term assignment. The short-term employee does not become a full-time employee unless the School Director and the short-term employee create a written agreement to extend or change the employment terms, offer, and (possibly) scope of work.

Certificated: Certificated employees are those with specific licenses necessary to execute their job function. These employees include: teachers, administrators, speech therapists, nurses, and other similar functions. (Note: ESA may contract for ancillary certificated staff to serve students with Special Needs.)

Non-certificated/classified: Non-certificated employees have high school diplomas or an equivalency, but do not need a specific credential or license to execute their job function, with the exception of Educational Assistants, who are classified as "instructional non-certificated staff". Non-certificated staff can be classified as non-instructional or instructional staff, with various accompanying required qualifications depending on their job description. Educational Assistants must have a High School Diploma and an Associate Degree, or have completed 48 hours of specific academic credits, or have passed the Educational Assistant Assessment.

Contract Providers: Special Education Service Providers, Substitute teachers, and School Business Manager. A contracted employee works according to specific provisions of a contract between the school and their companies/entities or between the school and the individual him or herself.

Hourly: Office clerks, Lunch Staff, and Custodial Staff are considered hourly employees, paid in

alignment with the agreed upon hourly rate and documented hours.

Hiring Processes

ESA is responsible for ensuring that all staff members submit the following forms required either by our charter, insurance carriers, or state law:

- A valid teaching certificate and transcripts for teachers
- A TB test
- Department of Justice fingerprint clearance
- Employee benefit forms, if applicable
- A W-4 form
- An I-9 form

Other required forms will be listed as part of a new hire checklist that will be provided to all new employees. Additionally, all employees must consent to a background check as a condition of employment, and will be required to disclose any criminal convictions as a part of this process. This background check is a formalized part of the ESA hiring process.

Daily work schedules

ESA's faculty and staff is expected to be at school every workday at least 15 minutes before school begins in order to be ready for classes or work, (7:45 am, therefore, duty day starts at 7:30 am) or at the time directed for other school events/responsibilities. (ESA reserves the right to require up to 3 additional hours per month, per staff member, if needed).

Other school staff (administrators, business office managers, and other support staff) may be required to be on campus earlier because of their specific job responsibilities. These responsibilities may include morning supervision, breakfast duty, and office hours beginning at 7:15am.

Unless otherwise indicated or required, teachers are expected to be at school until 3:30 p.m. daily. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other management staff and administrators are expected to be at the school until 3:30 p.m., although later hours may be needed to fulfill specific responsibilities. Supervisors will determine individual schedules, which will be clear and transparent in offer letters and work agreements.

Overtime pay for non-exempt employees will be paid in accordance with state and federal laws and the Fair Labor Standards Act (FLSA). Exempt employees include administrators, teachers, business managers, and other employees whose responsibilities allow them to be exempt from overtime pay. Each individual's contract of employment will state the employee's exempt or non-exempt status.

Annual work calendars

ESA has 181 instructional days a year including 14 days of embedded professional

Development. ESA's teachers will be hired for a 198-day year.

Endless Sky Academy's work calendar for teachers includes:

181 instructional days with students

10 days of professional development at the beginning of the year

24 School Holidays (including Thanksgiving, Winter, Spring Breaks and nationally observed holidays)

4 Mid-year professional development days

3 Teacher/Family Conference days

6 Sick days

2 Personal days

Coordinator-level positions (Office Coordinator, Information Technology Coordinator, Student Support Coordinator) will work a 208-day year, in order to fully prepare to support teachers and students during instructional or professional development days.

181 instructional days with students

10 days of professional development at the beginning of the year

24 School Holidays (including Thanksgiving, Winter, Spring Breaks and nationally observed holidays)

4 Mid-year professional development days

3 Teacher/Family Conference days

6 Sick days

2 Personal days

10 additional days of work, to be agreed upon by the School Director(s) and employee based on the needs of the position.

Administrative positions (e.g. Director of Academics and Director of Culture, Operations and Compliance) are exempt salaried employees hired for a work year of 245 days.

181 instructional days with students

10 days of professional development at the beginning of the year

24 School Holidays (including Thanksgiving, Winter, Spring Breaks and nationally observed holidays)

4 Mid-year professional development days

3 Teacher/Family Conference days which include 4 half-days of instruction and half days of conferences.

6 Sick days

2 Personal days

47 additional days to be allocated over the course of the year, to be agreed upon with the School Director(s) and Board of Trustees, according to the needs of the position(s).

Compensation and Pay Terms

Endless Sky Academy believes that compensation levels should reflect the capabilities of our employees. It is our objective to attract and retain talented and dedicated team members. We want to be able to offer compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals. ESA hopes to pay all regular employees' wages and salaries that are competitive

with surrounding local school districts. ESA will compensate its teachers with salaries that reflect a 10% increase over nearby school districts. The school will also set aside stipends for TESOL endorsements and possibly bilingual endorsements as well. ESA's Director(s) will work toward implementing a schoolwide bonus for student achievement as the school becomes more established.

Classified employees' annual salaries will be based on work experience and qualifications, as well as an above-market rate for similar positions. Classified employees will be paid on a semi-monthly basis.

Certificated employees (teachers) annual salary will be based on ESA's Teacher Salary Schedule (attachments). Employees' annual salary will be based on verification of education and work experience. Certificated employees will be paid on a semi-monthly basis over 12 months, less statutory and other authorized deductions. Employees must understand that his/her position is exempt from overtime under State and Federal law and other applicable wage and hour laws. All new certificated (teachers) employees will be paid at the equivalent of Step 1, Column 1 until appropriate verification forms and transcripts are submitted.

Certificated teachers have the ability to move across the Salary Schedule once a year. All official transcripts must be submitted by October 1st for movement. ESA will not retroactively adjust salaries due to incomplete transcripts or receiving late documents.

Salary agreements are generally made on an annual basis and are renewed in approximately April or May preceding the upcoming academic year in alignment with the process for contract renewal described below. Staff members who do not intend to return to the school the following year, as a professional courtesy, should inform the School Directors of that decision by April 1st, and as a part of the process for terminating contracts also described below.

Mandatory Benefits

ESA will provide benefits such as workers compensation, unemployment insurance, Medicare and social security. The school will also provide life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement. plans to offer employee participation in the NMPSIA Employee Benefits Group Plan. The School Director of Culture, Operations, and Compliance will provide all enrollment applications and paperwork to new and eligible employees as a part of the staff hiring process.

Employees are eligible for health, dental and vision benefits if: they are active at work and work a minimum of 25 hours per week, as outlined by the New Mexico Public Schools Insurance Authority (NMPSIA) Employee Benefits Program.

ESA's contribution and the employee contribution will vary depending on the employee yearly salary and the plan that the employee selects. For an employee earning less than \$15,000, he/she may pay depending on the selected plan and number of dependents covered. Accordingly, the school would pay between and for the selected plan.

Below is an illustration of the breakdown of payments for monthly cost sharing benefits based on salary and employer minimum contribution requirements for the year beginning October 1, 2017.

(Insert benefits table)

Salary Range	Employee Pays (Lowest)	Employee Pays (Highest)	School Pays (Lowest)	School Pays (Highest)
Less than \$15000	\$107.92	\$416.52	\$323.80	\$1,249.58
\$15,000 - \$19,999	\$129.52	\$499.82	\$302.20	\$1,166.28
\$20,000 – \$24,999	\$151.10	\$583.12	\$280.62	\$1,082.98
\$25,000 and over	\$172.68	\$666.44	\$259.04	\$999.66

Employees will opt in to benefits as a part of their hiring paperwork. Benefit coverage will take effect the start of the month after their date of hire. (For example, for an employee hired on July 12, the first day of coverage will be August 1.)

Employees are eligible for life insurance benefits if they work the minimum hours per week (15 hours), regardless of whether or not the employee is eligible for other benefits through NMPSIA.

Retirement

ESA will make required contributions for employee retirement benefits, including the New Mexico Educational Retirement Board and federal social security. According to the 2015-17 New Mexico Educational Retirement Board Schedule of Contribution rates, for employees who make over \$20,000 per year, ESA will have an employer rate contribution of 13.90% and a member rate contribution of 10.70%. Eligible certificated and classified employees participate in the New Mexico Educational Retirement Board, in which the employer and the employee each contribute the statutory amount. ESA will also provide an option to participate in a 403b retirement plan with no employer match.

ESA is aware that charter schools have the choice to opt-out of Social Security, under section 218 Social Security Agreement, which we have no intention to do. All employees will participate in the Federal Social Security Program.

Leave

Request for Leave forms must be completed and submitted to the Director of Culture, Operations, and Compliance. The School Director may approve leaves with or without pay.

Sick Leave: Regular full time employees are entitled to 6 sick days per school year; other contract employees are entitled to the number of sick days stated in the contract.

Personal Leave: Personal leave up to 2 days per year may be granted to all eligible employees.

Family and Medical Leave Policy: In alignment with the Family and Medical Leave Act of 1993 (Amended 2008), ESA will provide eligible employees with unpaid, job-protected leaves of absence to attend to medical and family needs. Family and Medical Leave Act (FMLA) will be granted to employees who have worked for ESA for at least twelve (12) months and who have worked at least the equivalent of a full work year in the previous 12 months. FMLA is limited to 12 weeks of unpaid leave per rolling calendar year. Intermittent leave will be addressed according to FMLA Law.

Maternity/Paternity Leave: ESA will offer paid leave for expectant mothers and/or fathers in conjunction with FMLA. To be eligible for parental leave, an employee must have worked for ESA for a minimum of 1 year, per FMLA requirements. ESA employees may take the first 6 weeks

of maternity/paternity related FMLA leave as paid maternity/paternity leave of up to 30 days with appropriate medical documentation, and then employees may take the remainder of their FMLA leave as unpaid FMLA leave.

Jury Duty: ESA will allow teachers and staff to participate in civic responsibilities without using sick or personal days (e.g. Jury Duty, provided that the teacher attach documentation of summons or subpoena to the leave request).

Other types of leave: ESA is aware that there are other types of leave that may be necessary to grant to employees in the event of extenuating circumstances such as family illness, military leave, etc. In this event, employees will submit a request to the School Director(s), which will be reviewed for approval using similar schools and local district policies as a guideline.

Major Conditions of Employment

ESA expects that each staff member should be held accountable for his/her actions so that the organization can function at its best. It is expected that school staff remain professional at all times. The following are ESA's professional expectations:

All staff must -

- Practice professional and respectful discourse in all communications with one his/her colleagues, students, parents, community members and school partners.
- Wear appropriate professional attire.
- Model punctuality and appropriate attendance for students. Be on time to school, class, meetings, etc.
- Follow meeting norms, office norms and other agreed---upon norms.
- Model appropriate leadership and respectful behavior at school and all school related events.
- Work together as a team and handle situations and/or conflicts professionally with one another.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment and one that is free of workplace injuries.

Employee Discipline

ESA will take professional expectations seriously. The following will be causes for discipline:

- Discourteous or disrespectful treatment of others, including parents or staff.
- Conduct that is vulgar, obscene, threatening, intimidating, or harassing is not acceptable.
- Dishonesty, including any falsifying of employment records, employment information, or other ESA information.
- Theft or deliberate or careless damage or destruction of any ESA property, or the property of any employee or student.
- Unauthorized use of ESA equipment, time, materials, or facilities
- Possession of any firearms or any other dangerous weapons on the premises of Endless Sky Academy at any time
- Possession of any intoxicant on ESA school grounds, including alcohol or controlled substances
- Conviction of any felony or crime
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of School Director(s)

- Absence without leave, repeated tardiness, or abuse of leave privileges
- Unprofessional conduct; violation of the expectation of treating all of our student clientele, their parents and/or guardians, school visitors, and fellow employees in a respectful manner
- Violating any safety, health, security or ESA School policy, rule, or procedure or engaging in any conduct which risks injury to the employee or others
- Engaging in conduct which constitutes a material conflict of interest
- Committing of or involvement in any act of unlawful harassment of another individual
- Failure to maintain appropriate credentials required for the position
- Failure of good conduct either during or outside duty hours tending to injure the public service
- Abandonment of position

Process for Employee Discipline

Should an employee's work habits, performance, or overall attitude, conduct, or demeanor become unsatisfactory based on violations of the above, the employee will be subject to disciplinary action, up to and including termination in alignment with the School Personnel Act, 22-10A.

Over the course of any disciplinary action, the employee will be allowed to relate his/her version of events and provide any justification or rationale he/she sees as relevant. A policy of progressive discipline may be implemented if the ESA Director(s) decide it is appropriate given the surrounding circumstances. ESA School Director(s) have the authority to take disciplinary action he/she decides befits the situation.

Progressive discipline may include:

Verbal Reprimand: In general, a verbal reprimand will serve as the first step in the discipline process. A verbal reprimand is a warning to an employee that his or her conduct is unacceptable given the requirements and expectations of employment at ESA. A record of the verbal reprimand may be made and placed in an employee's file.

Written Reprimand: Should an employee's behavior and/or performance continue far below the ESA School's standard, or if a verbal reprimand does not result in changed employee behavior, the School Director(s) may issue a written reprimand to an employee. The written reprimand will describe the unsatisfactory behavior/performance and specify key changes and improvements. A copy of the written reprimand will be given to the employee, and a copy of the written reprimand will be placed in the employee's file.

Suspension (without Pay): If an employee's conduct is severe enough to warrant a stricter penalty short of discharge or termination, he/she may be suspended without pay for a period of time (at the discretion of the School Director(s)) If the period of time exceeds 10 days, the employee will be entitled to due process.

Termination/Discharge from Employment: The final step in the ESA progressive discipline procedure is termination (in the case of a non-certificated employee) or discharge (in the case of a certificated employee). If an employee does not meet the standards and requirements of behavior and performance expected at ESA despite prior attempts through the progressive discipline process described above, ESA may proceed with terminating or discharging the employee in accordance with the School Personnel Act in NMSA 22.10A.24.

If the employee is a certified employee with less than three years of experience at the school, ESA may terminate the employee's contract at the end of the contract as described in NMSA 22.10A.24. This process includes:

1. The employee will receive a written notice of termination.
2. The employee may request the reasons for the discharge, which will be provided within 10 days, but will not be publicly disclosed by anyone from the ESA organization.
3. The reasons will not constitute grounds for an appeal.

If the employee is a non-certified employee with less than three years of experience, ESA may terminate the individual's employment pursuant to NMSA 22.10A.24, with written notice. If the employee is a non-certified employee with more than three years' experience at ESA he/she will be entitled to due process in alignment with NMSA 22.10A.24 as a part of the termination process, which includes the steps described below:

If a certificated employee with three consecutive years' experience is terminated (i.e. contract is not renewed for the upcoming year) as a result of misconduct, the school will follow termination procedures as described in NMSA 22.10A.24 in order to ensure just cause. This includes:

1. Due process, including documentation of unsatisfactory performance, attempts at remediation, and other procedures undertaken in order to support the employee to perform his/her role satisfactorily.
2. Written intent to terminate the contract
3. The opportunity to request a hearing, and request the reasons for termination, within 5 days of receiving the notice of termination.
4. Within 5 days of the written request for reasons of termination, the head administrator or Board of Trustees will supply the reasons for terminations in written format.
5. If the employee submits a request to make a statement to the Board of Trustees, the employee may write a statement to contend that the termination decision was made without just cause. This statement must be submitted within 10 working days from the day he/she receives the written reasons for termination. (This is not more than 20 days after receiving the first notice of termination, according to the above timeline.)
6. The Board of Trustees will meet to hear the statement submitted in the step above no less than 5 days and no more than 15 days after receiving the statement. This hearing will follow the requirements as laid out in Section E of NMSA 22-10A-24.
7. Within 5 working days of the meeting, the Board of Trustees will notify the employee of their decision.

Contracts

Employment contracts will be written according to the guidelines specified in NMSA 22.10A.21, and all contracts for certificated personnel will be for one school year. Exceptions include contracts intended to fill vacant positions during the school year and programs funded federally when the status of funding is unknown upon the start of the year.

Process for Renewing Contracts

ESA staff members will receive a written notice of reemployment or termination prior to the last day of the school year, in accordance with NMSA 22.10A.22.

The processes for renewing teacher and other employee contracts at Endless Sky follow similar steps that are designed to ensure that employees and supervisors alike are clear regarding expectations and

conditions of employment and the offer. The process for renewing teacher and other employee contracts and placements begins in March preceding the upcoming academic year.

Step 1: Desire to return form (March) In March, the School Directors will ask all current employees to complete a non-binding survey that articulates their intent/desire to return to the school, and what their preferred placement is.

Step 2: School Director-Employee Conference (April) After The School Directors have reviewed the staff desire to return surveys, employees schedule a time to meet with one or both of the school directors. This conversation covers the employee's desire to return and the School Director's assessment about potential fit and placement for the upcoming academic year. The conversation may also discuss the employee's strengths, areas for growth, and potential opportunities for leadership development as the school grows, depending on the teacher's capacity and interest.

Step 3: Offer Letter for Renewed Employment (April/May) The School Directors renew the contracts of staff members returning for the following year, including adjustments to salaries, hours, and any other specific terms of employment for the upcoming year.

Complaints, Employee Conflict and Grievance Procedures

ESA School Director(s) are committed to addressing concerns and complaints in a timely manner. Complaints and suggestions including, but not limited to, job-related issues, working conditions, or the treatment that one may be receiving by an ESA School employee should be addressed with the School Director(s).

School Directors want to hear good---faith complaints, questions, and suggestions. When an issue or complaint arises, the following steps should be followed to facilitate an efficient solution resolved as close to the problem as possible:

- Bring the situation to the attention to the School Directors, who will then investigate and provide a response or explanation.
- If the issue persists, describe the issue in writing and present it to the School's Directors, who will investigate the matter further and provide a written response or explanation.
- If the issue is not resolved, it may be presented in writing to the Chairperson of the Board of Trustees, who will attempt to reach a final resolution.

This procedure cannot guarantee that every problem will be resolved in the manner in which the complainant would like, however, ESA will support the notion that all members of the ESA community should feel free to raise issues of concern, in good faith, without the fear of retaliation.

For all complaints, the following will be adhered to by the School's Directors and the Board of Trustees:

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non---Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the School's Directors) or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Complaints against Employees by a third-party

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Board of Trustees as soon as possible after the events that give rise to the employee's work---related concerns. The written complaint should state the factual basis for the employee's complaint.

The complainant will bring the matter to the attention of the Chairperson of the Board of Trustees as soon as possible after attempts to resolve the complaint with the Director of Schools have failed or if not appropriate; and in processing the complaint, Chairperson of the Board of Trustees (or designee) shall abide by the following process:

- The Chairperson of the Board or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Chairperson of the Board of Trustees (or designee) finds that a complaint against an employee is valid, the Chairperson of the Board (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Chairperson of the Board (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Chairperson of the Board of Trustees (or designee's) decision relating to the complaint shall be final.

Employee Unions or Other Representatives

ESA employees are not covered under any collective bargaining agreement and are not employees of a school district. ESA does not intend to have an employee bargaining unit.

The ESA Board of Trustees will approve a current Employee Handbook that will be distributed to all staff at ESA. Work terms, conditions, and policies will be clearly outlined, and the handbook updated annually prior to board approval to ensure that all ESA employees benefit from clearly communicated, fair, inclusive, and equitable policies of employment.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract); • Identify the primary conditions of employment for each class of employees, including: <ul style="list-style-type: none"> ○ Benefits and pay terms ○ Daily work schedules and annual work calendars ○ Major conditions of employment ○ Employee conflict and grievance resolution processes ○ Employee discipline, re-contracting, and contract termination processes; and • Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.

CSD EVALUATION: [Click here to enter text.](#)

F. Community/Parent/Employee Involvement in Governance.

F. (1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** the proposed school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

APPLICANT RESPONSE:

With a diverse parent population, Endless Sky Academy will offer ample opportunities for all parents to be involved, regardless of their family, work and personal situations/obligations. Our parent involvement strategies will range from involving the entire parent community to having individual parents assume specific roles within the school. Being upfront with parents, early on and often, about their roles and responsibilities as members of the school community is essential not only for student success, but also for the charter school's survival as a school of choice. A clear sense of direction is a factor that is key to success. When goals are clear, parent participation efforts are focused. Research on the benefits of parent involvement has not established a definitive correlation between parent involvement and student achievement, however qualitative research suggests that students' performance improves when parents are actively involved in their school. For students, parent involvement can help increase personal accountability and learning opportunities. The parent involvement opportunities fulfill our mission of consistent and purposeful communication and ongoing active roles within our school.

Parent involvement practices at Endless Sky Academy will have active parent groups that meet often to assess school needs and determine how they can contribute. Parents will be able to choose from various committees. The school will offer parent workshops and trainings specific to the committee on which they serve. Endless Sky Academy will use both outside experts and in-house experts from the school or the parent population to lead committees and share their expertise. As our school grows and its needs grow, experts will lead programs focusing on topics (e.g., child development, school governance, and education reform) that help prepare parents to serve in decision-making roles. Volunteers will be given the opportunity to give a meaningful contribution to the governance, the achievement of the mission and to become a stakeholder in the education of the children.

To generate strong parent involvement, Endless Sky Academy will:

- Provide a walk throughs of the school to welcome parents and build connections among teachers, administrators, parents, and community members. Walk throughs will be done at the beginning of the school year or can be scheduled at any time throughout the year if a parent is interested in enrolling their child.
- Hold two family involvement activities each quarter to keep parent involvement ongoing. This will be an exhibition of student work centered around a math or English Language Arts theme. The students can show their work to their parent and be their guide in the classroom. This fosters pride in the student and helps the parents feel a connection with the school and the work that their child is doing.
- Exhibit student work in the school and broader community. Community members (business owners) will be asked if artwork would be allowed to be displayed in their place of business.
- Survey parents about their goals for their children and then help them reach those goals through parent education.

- Develop “job descriptions” to help parents understand how they can best participate in their child’s education and how they can best serve the school.

Parent-teacher conferences will be held three times per year. Prior to conferences the data team will share important information in order to pass it along to parents concerning their child’s progress. Together, parents and teachers will discuss the student’s strengths and areas he or she needs to improve. Formative, summative, informal assessments that the child has taken will be discussed. If the student is having difficulty, the discussion is a way for the student, parents, and staff to begin working on a prescribed plan to address the issues as a team. Students will have knowledge of their goals as they change throughout the school year. Although a face-to-face meeting is preferred, we will give parents many options in order for their conference to be completed including phone conference or forms of technology that can be accessed in order to meet. This supports our mission, which states that “Every child’s learning will be based on individual evaluation of academic need through a comprehensive response to intervention and enrichment programs.” The teachers and staff will evaluate each student throughout the school year and have open, productive conversations with the parents regarding the next steps for academic success. The results of NWEA (Northwest Evaluation Association) summative assessment will be shared with parents. This assessment provides teachers with accurate growth measures in the areas of reading, math, language and science. This program provides reports that show the teacher and parents what students have learned.

At Endless Sky Academy we will create an atmosphere in which there is open, consistent communication between staff members and parents. We understand that there may be times when we are not getting valuable information and input from all stakeholders. When and if this happens a survey will be created to specifically provide Endless Sky Academy with information in order to improve the area of need within the school. We will make necessary changes to our program to move forward. Surveys will be provided so all people regardless of their situation can make their voice heard.

There will be monthly Board Meetings. Endless Sky Academy Board of Trustees meetings will have be organized and will allow time for public comment and input. Non-board members may address the board to give feedback, share ideas, and suggest opportunities for improvement. Parents and family members are welcome to participate in Board Meetings. Board meeting agendas and meetings will be posted and published in advance to allow stakeholders to plan ahead. Non-specific agendas

For parents who do not feel comfortable presenting at the board meetings or do not have the time to attend, will be provided the opportunity to meet with admin monthly in an informal setting.

- Parents will feel comfortable sharing concerns in an open and non-confrontational manner. The goals of these types of meetings is to:
- Communicate openly about issues and concerns before situations become extreme.
- The meetings through public support help engage parents and give them the opportunity to truly be a stakeholder in the school.

CTT time- faculty members are expected to keep in close contact with parents. To encourage such partnering, Endless Sky Academy will build time into the workweek in order to contact parents and connect with the community.

Orientation meetings will be held at the beginning of the school year for families interested in enrolling

their children in Endless Sky Academy to clarify expectations of the administration, parents and students. Such approaches help ensure the entire school community is working together as a team toward a particular vision.

RTI VOLUNTEER READING PROGRAM A common practice in school is that students are required to read for a minimum of 20 minutes night. The information is then reviewed and students are identified if they are in need of a volunteer reader. Some reasons they may not be reading is because of language issues at home or literacy levels of parents. In order to ensure that all students are reading, we have parents that volunteer their time to read with certain students. If students are not reading at home it puts them at a significant disadvantage. The more exposure a child has to literature, the more prepared they will be for higher grades. A student relies on their parents to expose them to a variety of experiences and different types of literature. If a parent cannot provide these experiences for their child, we feel it is our responsibility to fill that void. One parent that has been a positive role model for these students has been involved in our Volunteer Reading Program since September. She has given numerous students the experiences needed to be successful readers. She comes to school every morning @ 7:30 and reads with a group of 4-6 students. As she spends time with alternating students, the other children are reading to each other. The students are receiving experiences that they would otherwise not have. When students read to each other they work on specific skills that they are taught in reading class. This parent has a solid knowledge of our reading program and relays those skills to the children she works with. It is this commitment that makes LCCS a unique experience. It is another goal that we have a minimum of twenty volunteer readers throughout the school year. In talking with this parent, she has noted the remarkable progress that she has seen over the last few months. She has seen how Success For All ® has worked with her group as well as her own child. Students are taught strategies to become independent, critical thinkers. These strategies are implemented and modeled by teachers and parents. It is because of this commitment by parents that help make our school a success.

Contract: (paper) Orientation- informs parents of expected volunteer options at orientation. Academic, fundraising, cafeteria, academic nights, committees

Contact person:

Have a contact person who is easily accessible, someone other than the classroom teacher. Parents should feel comfortable approaching this person for ideas and suggestions on ways to volunteer. The contact person should be in charge of collecting the information and keeping track of the volunteers and reaching out to volunteers in the community when they are needed. The contact person will have a ready list of ideas for parents to volunteer. This list should include committees, suggestions and leave room for ideas. Parents should pick from this list and return it to the classroom teacher. It is important that a copy of the form is given back to the parent (just as a reminder). Staff and teachers will be informed about ways they can utilize parent volunteers and encourage them to approach parents individually (face- to- face contact, email, telephone calls or notices individually addressed, etc.) instead of sending home general information requesting parent volunteers. Throughout the school year parents will be reminded about volunteer opportunities. Opportunities will be announced at school-wide events and will also come from classroom teachers and administration. Acknowledgement of parents that have volunteered will have certificates and their names printed in school newspaper or displayed throughout the school.

School Advisory Council:

Endless Sky Academy Advisory School Councils will include parent, school staff, and community members. The school principal and superintendent will serve as an active member of the

council. Endless Sky Academy will have at least seven members: two school staff members, two parent members, two community members, and the principal/superintendent.

- School employee members must be currently employed by Endless Sky Academy.
- Parent members must have a child currently enrolled at our school.
- Community members must reside in Bernalillo or must have a child enrolled in Endless Sky Academy.

Per state law, school councils “assist the principal in an advisory capacity with school-based decision making and . . . provide parents with the opportunity for greater involvement in their child’s education.”

State law defines the following specific responsibilities school councils are expected to perform:

- Work with the school principal and give advice, consistent with state and school district rules and policies, on policies relating to instructional issues and curricula and on the public school’s proposed and actual budgets;
- Develop creative ways to involve parents in the schools;
- Where appropriate, coordinate with any existing workforce development boards or vocational education advisory councils to connect students and school academic programs to business resources and opportunities; and
- Serve as the champion for students in building community support for schools and encouraging greater community participation in the public schools.

The Endless Sky advisory council will meet a minimum of twice semester, and may meet more often at the discretion of the principal and the council or as issues arise. The council will establish norms so that the meetings will allow for ideas to be shared openly and honestly. Endless Sky academy will encourages members of the council to act as liaisons to our school PTA and to the school community so that there is complete transparency when there are changes and how those changes they came about.

Parent Math Night

Endless Sky Academy will hold a parent math night so that parents will have a glimpse of what to expect in the year ahead with Eureka Math as it is quite different from the way most parents learned math. A Eureka Math Parent Night is a great way to inspire and engage parents. Our team has assembled a library of resources to help introduce parents to Eureka Math and how it works. Parents are their child’s chief advocate and most essential teacher - at homework time and always. To assist in this crucial role, we have assembled a suite of resources that will help them support their child in becoming proficient in math.

Our Math Night Resource Pack includes a selection of resources and handouts to support educators with facilitating a Family Math Night at their school/district, including:

- Handouts (a letter introducing parents to Eureka, sample problems, resource

postcard, and more)

- Family math night invitation and follow-up templates
- A sample math night evaluation form
- A PowerPoint template
- Tips for how to host a successful math night

Homework Helpers — A grade-level resource that provides explanations of how to work problems similar to those found in Eureka Math homework assignments. There is a Homework Helper to go with every homework assignment in the curriculum. • **Parent Tip Sheets** — Topic-level tip sheets that explain math strategies and models, provide key vocabulary, sample problems, and links to useful videos for step-by-step support.

Homework helpers are grade-level; spiral bound books, which provide step-by-step explanation of how (and why!) to work problems similar to those found in your child's Eureka Math homework assignments. There is a Homework Helper to go with every homework assignment in the curriculum. Available for all grades, K-12.

Parent Tip Sheets

Eureka provides a series of free Parent Tip Sheets (K-8) at the topic level that include suggested strategies and models, key vocabulary, connections to previous learning, and tips for how you can support your child's learning at home. Available in English and Spanish.

Introducing Number Bonds

Parents often ask why their children need to learn multiple strategies for solving problems. This video demonstrates the number bond model that is used throughout grades K-5. This is just one of the models students use in the Eureka Math curriculum. It provides another tool for understanding mathematical concepts and problem solving.

Engaging Families With a Recognition and Response Model

Early childhood models of Response to Intervention (RTI), such as Recognition and Response (see "[A Model for RTI in Pre-K](#)" for information), are designed to help educators (in collaboration with parents) to respond effectively to the learning needs of all young children, ages 3-5, including those who are experiencing problems with early learning and those who may be at-risk for learning disabilities. With minimal additional planning and a bit of flexibility, parents can be helpful in supporting the implementation of any number of the core components of Recognition and Response such as systematic observation, screening and recording data, monitoring progress, and helping to implement effective teaching practices

Here are two studies that offer insight into the benefits of parent-school partnerships:

Researchers at the University of Oxford found that children whose parents participated in the Peers Early Education Partnership (a program geared towards supporting families of children ages 0-5) "made significantly greater progress in their learning than children whose parents did not participate." These strides were found in children ages 3-5, and included progress in vocabulary, language comprehension, understanding of books and print and number concepts. In addition, these children also exhibited higher self-esteem in comparison to children of non-participating parents (Evangelou & Sylva, 2003).

A study published in the *Journal of Instructional Psychology* reported that improving parental involvement in the classroom can also improve schools in general (Machen, Wilson & Notar, 2005). The authors describe how everyone within the school community can benefit when parents and teachers work as partners.

Ways Endless Sky will engage ongoing parental interest and involvement:

Host a variety of special events. Endless Sky will plan activities such as informal breakfasts, class trips and book fairs featuring educational books and toys throughout the school year. Eliciting ideas for these events from parents may encourage them to be more involved in developing and planning. The school will consider whether parents have preferences about when during the day or evening these activities should take place.

Communicate frequently. Whether in person (parent-teacher conferences,), through printed materials (flyers, newsletters, school bulletin boards) or online (school Web sites, group or individual e-mails), Endless Sky will to make frequent contact with parents. We will be sure to ask parents whether the information being shared is useful and how it can be improved, both in terms of content (e.g. about school activities, upcoming events) and format.

High expectations count. Our school will help make parents aware of the school's high standards for achievement, learning goals, curriculum and strategies for helping every child succeed. Don't be reluctant to invite parents to become involved in decision-making and planning ways to help the school community meet these goals.

Celebrate achievements through work sampling. We will create portfolios, scrapbooks, and/or other collections of children's experiences in the classroom for parents to look at whenever they visit the classroom.

Encourage peer networking among parents. Endless Sky will network by creating a parent contact list. We will be sure to include teachers, aides and other relevant school personnel. Eliciting help from a few parent volunteers may be especially helpful, as this will encourage them to take ownership of this activity.

Identify and make useful resources available to parents. Some parents will need reassurance and guidance about behavior management. Endless Sky Academy will be prepared to lead parents to these and other types of resources, either through a lending library in the school, through local agencies or via helpful resources on the Web.

Invite parents into the classroom. We will extend frequent invitations for parents to visit their child's school and spend time in the classroom. Whether parents are invited to be silent observers or to help with activities, these visits can be most helpful and enjoyable.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify school operation and governance structures that will provide the following: <ul style="list-style-type: none"> ○ A meaningful opportunity for parental input and participation ○ A meaningful opportunity for professional educator input and participation ○ A meaningful opportunity for community input and participation; • Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission; • Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, disenrolling, or otherwise differentiating treatment of a student; and • If the school plans to have a suggested amount of parent service or contribution, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's suggested service or support commitment.
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F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and ensures a timely and meaningful response from school administration and the governing body.

APPLICANT RESPONSE:

With all of the variables in the education realm, it is possible that stakeholders such as parents or community members may have concerns or complaints about school decisions that have been made, policies put in place, curriculum, programs or current social issues they see as needing to be addressed in a certain manner. At Endless Sky Academy we will make every attempt to understand/validate issues that are brought up and come to a consensus with all parties involved. The goal will always be for conversations to be productive and always have the students' best interest at heart. We are focused on the students and will let this drive our decisions.

Formal Complaints vs. Informal Complaints

The complaint policy should be clear in the distinguishing processes between formal and informal complaints.

Formal Complaints:

A formal complaint involves an alleged violation of the law generally, the Act or of the education corporation's charter including its provisional charter or certificate of incorporation. The Endless Sky Academy complaint policy will address the formal complaint process, clearly outlining the steps necessary to file a complaint, as well as who will review the complaint once received (board of trustees or its designee) and approximately when a response might be expected. We consider the following to be violations of law/charter, and are examples of formal complaints:

- Improper discipline of a special education student (violation of the Individuals with Disabilities Education Act (IDEA) or applicable federal regulations);
- Billing the wrong district for a student
- Child abuse in an education setting

The complainant will have only one mandatory stop (the board or its designee) before appealing to the Board. For example: A policy cannot refer complainants to the school principal first, and then appeal that decision to the education corporation board. That being said, voluntary steps may be offered so long as the policy clearly delineates such steps as voluntary. The education corporation's response to a formal complaint should:

1. Be in writing

2. Clearly set forth the reasoning of the person or entity making the decision; and, 3. be given to the complainant within the time frame set forth in the complaint policy unless a sound reason exists for delay. In the absence of a specific time frame, a response should be given to the complainant within a reasonable amount of time (generally, 45 days), which should give the education board time to meet and decide the complaint. If the education board fails to comply with these requirements, the complainant will be within their rights to file an appeal with the Institute. Please know that the Institute will then ask for the written decision or for the board to decide the complaint within a date certain. Responsibility for handling complaints rests almost exclusively with the education c board of trustees.

3. Upon resolution of a formal complaint, the education board must provide to the complainant: 1. Its written determination including any remedial actions to the taken; 2. A written notice to the

complainant that he or she may file an appeal with the Board if the complaint involves a violation of law or charter; and, 3. A copy of the school's Grievance Guidelines (available on the Institute's website which will be available on the school website).

The Board acts on behalf of, and exercises authority for, the Trustees with respect to complaints.

Informal Complaints:

Many types of complaints do not involve violations of law or the charter; rather, they are informal complaints. We highly recommended that the complaint policy address the informal complaint process. Informal complaints should ideally be handled by school staff, not by the education corporation's board of trustees. Unlike the formal complaint process, a multi-tiered review process is acceptable for informal complaints. For example, an informal complaint may be handled in the first instance by a teacher, then a dean or assistant principal and then the principal, etc.

The following instances are examples of informal complaints:

- "Michael pulls my daughter's hair. Can't she move seats?"
- "I want my son in a different class."
- "I think my child deserves an 'A' in that course, not a 'B.'"

The complaint policy at Endless Charter Academy will address responses to informal complaints and specify whether a written decision to such complaints will be given. The policy will also clearly delineate that formal complaints do not have to use a multi-tiered process. In all cases, we, at Endless Sky Academy will document informal complaints and resolutions for possible future reference. If the informal complaint policy uses a multi-tiered appeal process for informal complaints, the policy must clearly delineate the informal from the formal complaint appeal process. After reviewing the complaint, the designee/designees will respond in writing to the complainant within a reasonable amount of time (10 calendar days). Before the passage of 10 calendar days, the Chairperson of the Board of Trustees or the Chairperson's designee/designees will provide the complainant with written notice. If, after receiving the written response from the Chairperson of the Endless Sky Academy School Board of Trustees and/or the Chairperson's designee/designees, the individual or group determines that the Board has not adequately addressed their complaint, the complainant may contact the New Mexico Public Education Department Charter School Division, at 505.827.6909, or email them at Charter.Schools@state.nm.us. The New Mexico Public Education Department Charter School Division will have the power and the duty to take remedial action to resolve the complaint, as appropriate.

The Appeal Process:

The Board's role in the formal complaint process is a limited one, and it is generally restricted to appeals after the education corporation's board of trustees (or designee) has handled the complaint. Again, the Board will not handle appeals of informal complaints. This fact should be clearly communicated to all complainants. If a complainant who properly appealed an education corporation's formal complaint decision to the Board is unhappy with the Board's final decision on the matter, the complainant may appeal to the New Mexico Education Department.

In some instances the Board, as the education corporation's authorizer with general oversight authority, may get involved in the process before a formal appeal or formal complaint has been filed. Specifically, the Board may make an initial inquiry and conduct an investigation on its own initiative when it receives allegations of:

- Child abuse;
- Health or safety violations;
- Criminal activity;
- Special education violations;
- Compulsory education violations (including lack of alternative instruction)
- Suspension or expulsion without due process. 5 Important Guidelines Please remember it is a violation of the education corporation's charter not to follow its complaint policy. The following are important guidelines regarding the education corporation's complaint policy.
- It is a violation of the education corporation's charter not to have its complaint policy readily available to parents, i.e., available in the school office. One of the most frequent complaints of parents contacting the school is that they have not been able to get a copy of the complaint policy and/or contact information for the school.
- The complaint policy must be distributed to parents (i.e., as part of the school's Parent Handbook, as a separate handout or mailing, etc.) as well as to the Institute. This directive includes major amendments to the policy.
- If the complaint policy does not reflect the reality of how complaints are typically handled, the board of trustees should amend the policy. Send copies of any amended complaint policy to the Institute for legal review and for its files, and to maintain compliance with the charter agreement.
- From the conflict of interest standpoint, the person or persons handling complaints at the decision level should not be directly involved in the substance of the allegations. Therefore, it will be policy for the complaint policy to address alternate decision-makers.
- Issues involving violations of law and/or the charter agreement (i.e., formal complaints) may be voluntarily resolved informally, as long as the complainant has the option of initiating the formal process at any time.
- Documentation is extremely important in any complaint process. Keeping accurate records of all complaints—both formal and informal—will save both time and money.
- Legal counsel will be involved when necessary.
- Communication is the key to complaint resolution: - Clear policies and clear communication regarding those policies; - Clear communication with parents regarding violations; - Clear communication to complainants regarding decisions made by the school; and, - Clear communication regarding the appeal process.

It is the responsibility of Endless Sky Academy to comply with all applicable federal and state laws and regulations. We will be responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs that they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints

(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race,

ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in al program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, Every Student Succeeds Act (ESSA), migrant education, career technical and technical education training programs, the McKinney-Vento Act, child care and development programs, child nutrition program.

Endless Sky Academy acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process.

Compliance Officers

Two compliance officers will be appointed to receive and investigate complaints and to ensure the Charter School's compliance with law. These compliance officers- who can also be School Directors, Board Chairperson, and/or any other Board Trustee- have the ability to thoroughly investigate complaints and are knowledgeable about the laws and programs for which they are responsible.

A written decision will include all factual information upon which the determination was made, including the legal basis in support of the decision. If the decision is again deemed to be unfavorable to the complaining party, the decision and all supporting documentation will then be forwarded to the New Mexico Public Education Department. The complaining party may choose to appeal to the PED directly within five (5) calendar days of Endless Sky Academy's final decision.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties; • Include a final step in the process that provides grievants a meaningful opportunity to be heard by, and receive a response from, the governing body; if they are unable to obtain resolution from the head administrator; • Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and • Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes.
CSD EVALUATION: Click here to enter text.	

G. Student Recruitment and Enrollment.

G. (1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment/enrollment timelines presented are **reasonable**.

APPLICANT RESPONSE:

At Endless Sky Academy we understand that student recruitment and community outreach are the first part of the larger student enrollment process, starting in the early in Year 0, and continuing through late spring 2019. This process will continue year after year and we are committed to the recruitment process and outreach 7-8 months out of the year.

ESA will have a team that includes the Director(s), Board members and teachers that will develop student recruitment and marketing plan for the year, and our team who will own that plan throughout the process. Everyone involved in student recruitment will know what the plan is for the year, agree on when each action needs to be completed (and by whom), and have a solid understanding of what success will look like with corresponding metrics.

Develop Clear Branding for Your School

At ESA we have a vision of what the educational process should look like and how it will create a successful academic outcome for all students. The keys to this success are

- Hiring teachers who believe in the ESA vision and mission
- Providing quality and consistent support
- Creating an environment for both the teachers and students to be successful
- Using assessment and data to effectively find students areas if need
- Creating individualized instruction along with a rigorous and viable curriculum so we will see a year and a half of growth for all students

Knowing the Channels that best message ESA. They are listed below.

1. Avenues to get the ESA message out

Most parents heard about the school they applied to by a referral. Because of this ESA will be very deliberate about how we are enabling parents to share information about your school with other parents.

We will have very clear speaking points that we want parents to own. We will also create a referral programs or other ways to facilitate sharing of this information. By engaging in the platform's below we are able to display a need for our school and give ourselves the opportunities to sell our ideas.

Realtors that are located and have listings in Bernalillo and Sandoval county

Share and publicize information about the school via events attended by realtors

- Provide space to table at Real Estate events

Bernalillo Pre K schools

- Share school options with parents whose students attend a PreK school in the Bernalillo Public Schools district
- Include school options in regular bulletins/communication a PreK school in the Bernalillo Public Schools district

Youth Development Inc. Head

- Presentation to families about choosing an elementary school and include information about Endless Sky Academy

Various Churches

- Send home flyers with students participating in programs
- Presentations to congregation

2. Community functions

We will have a presence at as many Sandoval county, Bernalillo, and the surrounding pueblos community functions as we can. We will have informational flyers, applications, and have representatives that can answer questions. It is important for the pueblos to understand that the school is open to them and we will do everything we can to transport their students to and from school and create a culturally sensitive environment that will enhance the learning of all Native Americans. We will make sure that we are in constant communication with the pueblos in the area and attend as many of their functions as possible. Endless Sky Academy will make sure that the native American population is heard and their concerns about the educational system and what their students need will be part of our curriculum and goal as we grow their population in our schools

3. ESA Online

Schools are also getting creative about their online presence: for example; they use Twitter to engage with the community or establish strategic partnerships and reach out to funders. Many schools now have their own pages on these online environments. ESA will have an active Facebook and Twitter account beginning June of 2018. Both will be used to advertise informational events and how to access our application, to communicate with the community and advertise events, while also providing informational links to how ESA will be different and improve the education in the community.

4. Open Houses

More than anything Endless Sky needs to message what is different about our educational environment. Passing out literature and having discussion will not be enough. We will also make sure data is presented to parents and families, so they can see the what is currently lacking and how we plan to change it. We will need to show first hand to parents and families how our teaching methods will be different. We will do this by having open houses in the local community that will target the difference areas of teaching. The different areas are as follows your

- Eureka math
- CLM reading and how reading ties to writing
- Giving and using assessments productively
- How we will teach students that have special needs

Year 0 Recruitment Timeline

It will be the goal of Endless Sky Academy to meet our projected numbers by June of 2019.

Time	Venue	Topic
Summer 2018	Press-release	
	Website goes live	
	Community Walk	Going door to door to hand out information and have conversation
	Community Presentations	Attend community meetings to discuss our vision and mission
	Enrollment Page	
	Mass mailer	The first mailer will have our website and enrollment timeline and invitations to scheduled events
	Continued Community Presentations	Overview of ESA and Q &A

Fall 2018	First Open House	Eureka Math
	Continued Community Presentations	ESA progress Q&A
	Second Open House Community Walk	CLM reading and how reading ties to writing Going door to door to hand out information and have conversation
Winter 2018/ 2019	Mass mailer	Second mailer will have our website and enrollment timeline reminders and invitations to scheduled events. Along with how the community can get involved
	Continued Community Presentations	ESA parents and families why intend to enroll
	Third Open House Community Walk	Giving and using assessments productively Going door to door to hand out information and have conversation
Spring 2019	Social media	Follow up conversations with families who have shown interest in attending ESA
	Continued Community Presentations	ESA parents and families who intend to enroll
	Fourth Open House Community Walk	How we will teach students that have special needs Going door to door to hand out information and have conversation
Summer 2019	Social media	Information on registration, committees, roll out of the initial school year. How parents and families can get involved in the summer.
	Continued Community Presentations	How the community can help make sure all in place for ESA opening in August. Information on June ESA open house at the new school site
	Fourth Open House Community Walk	How we will teach students that have special needs Going door to door to hand out information and have conversation
August 2019	Social media	Information on registration, committees, roll out of the initial school year. How parents and families can volunteer to make sure all is ready for August opening. Information on June ESA open house at the new school site.
	Opening of Endless sky Academy	First Day of School
Ongoing Recruitment Plan: Endless Sky Academy commitment to growing a diverse student body and maintaining an intentionally diverse community requires thoughtful and ongoing student recruitment that targets diverse populations within the Bernalillo and the surrounding areas.		
Strategies to continually increase enrollment		

STEP 1: DEFINE THE EXPERIENCE

Ask ESA families the following

- What words would you use to define your ESA experience?
- What unique programs and services do we offer?
- Why did your family choose our school?
- What does the community and you as a family value and expect from our school?

STEP 2: RETAIN FAMILIES

An important way to assess your success is by the number of families who re-enroll every year. It is important to continue to work on your relationship with your families even after they are committed to your school.

- Retain the families at ESA by letting them know they are valued and asking them to stay
- Thank families for choosing ESA
- Share the unique experiences that ESA offers.
- Articulate the commitment our staff make every day to the students and their families.
- ESA teachers will communicate regularly with parents; they will communicate content-relevant questions for parents to ask their children about what they are learning.
- ESA will anticipate and provide information that parents want and need.
- Send a satisfaction survey to parents at the end of the year to gather feedback on how to improve your school experience. Communicate the results.

STEP 3: GROW ENROLLMENT

- ESA will obtain student lists for schools within close geographic proximity in order to target our marketing.
- ESA will Target transition year teachers at nearby pre-schools. We will share information about our school and obtain information about their students. We will invite them to experience our school during the school day. Continue to invest time in cultivating and sustaining these relationships.
- ESA will hold events for transition year students at our school. Provide opportunities for students and their families to visit and experience ESA.

STEP 4: USE AMBASSADORS

Who are the ambassadors?

- Students
- Parents and Parent Teacher Organization (PTO)
- Teachers
- Staff
- Volunteers
- Board Members
- Student and Family Alumni

How ESA use ambassadors.

- As a reference for prospective students and their families.
- To lead school tours or share their experience during a school tour or open house.
- To provide positive testimonials of their experience.
- To serve as a liaison/buddy to new students and their families.
- To host “meet-and-greets” in their homes for prospective families in the area.
- To address community groups to publicize the school, help recruit board members and create community ambassadors.

Activating ESA ambassadors.

TEACH THEM TO CONNECT

We will teach them the skills to be a good storyteller and presenter. Provide them with the messages we want them to communicate but encourage them to make those messages their own.

CREATE A PROJECT

Align talents, skills, passion, and knowledge with opportunities. Give great public speakers a forum and those who are extremely personable, one on one opportunities.

LET THEM LEAD

Ask our ambassadors to create opportunities to promote ESA and let them lead in organizing. ESA will continuously invest in the school by making the site look modern, clean and updated. We will also make sure to grow technology and the professional development that will be needing to make it successful. Also, continue to display and discuss our data proudly so how and where we are succeeding and how. We will apply for all grants that can assist the school financially and have an impact on learning. We will make sure all current, future, and potential families know of how we are constantly trying to improve and find resources to move forward and grow students to their fullest potential.

Why Recruitment and Enrollment Timelines are Reasonable:

We recognize the challenges of recruiting students to fill each class at Endless Sky Academy in our first year. For this reason, we begin our active family outreach and student recruitment activities in September, immediately upon authorization. We have already begun working with community partners to identify ways to best reach families with children of the correct age to attend the founding grade levels at Endless Sky

Academy, and we will execute these plans as early as September of 2018. Over the course of the 2018-19 planning year, the Endless Sky Academy founding team will prioritize the outreach and recruiting activities listed above, adding events when necessary to stay on track toward reaching our enrollment targets by summer of 2019. This plan allows for 10 months of various outreach and recruitment strategies and includes specific supports for assisting families with the enrollment process. We plan to align to statutes regarding lottery and enrollment processes (see Section G.2. below for more information)

and have also planned outreach events that stretch beyond the day of the application deadline in anticipation of needing additional time to ensure we have full classes on the first day of school.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs; Describe: <ul style="list-style-type: none"> how the plan is tailored to ensure equal access to the school why the plan is likely to attract a student body that is demographically reflective of the local community and school district; Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan; and Explain why the recruitment and enrollment timelines are reasonable.
CSD EVALUATION: Click here to enter text.	

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes and **support equal access** to the proposed school; include how a wait list will be maintained. Please provide tentative timeframes or dates.

APPLICANT RESPONSE: Endless Sky Academy will abide by all legal admission policies, and will be nonsectarian in all its programs, admissions policies, employment practices and all other operations, will not charge tuition, and will not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Applications will be accepted during the open enrollment period. Should we have more applicants than seats available, we will hold a random public lottery process to place students within the school. Once students are enrolled into the school, families will be invited to participate in an orientation in which they will be able to become more familiar with Endless Sky Academy, our model, and our culture. The orientation is where families will be able to ask additional questions of the school leaders, and turn in registration paperwork. This orientation is held two weeks after the lottery.

Pre-Lottery Entry

As described in Section G.1, Endless Sky Academy plans an extensive outreach and recruitment process in order to encourage equal access and to recruit a diverse student body. Between September and December of each year (and particularly in 2019) to recruit our founding classes, Endless Sky Academy team members and volunteers will attend a wide range of community events, hold our own community meetings, and build on our network of community supporters to meet and build relationships with future Endless Sky Academy families. As a part of this outreach and recruitment process, we will distribute and collect Intent to Enroll forms. Intent to Enroll forms will be available on our website, Facebook page, and in hard copy at all recruitment and outreach events, and in multiple languages. These forms will help us tabulate interest from families and parents about Endless Sky Academy, as well as create a list of families to whom we can reach out once our enrollment period is open. Our enrollment and application submission period lasts for 14 weeks, from January 1st each year to the first Friday of April. For our first year, the enrollment period will run from January 1, 2019 – April 6, 2019. Once our enrollment period is open, we will contact the families who have submitted Intent to Enroll forms, and invite them to fill out an application for enrollment. This application for enrollment will, like the Intent to Enroll forms, be available in multiple languages and in both hard copy and electronically via our website and social media outlets. Families have until the first Friday in April to either submit their application electronically or in person. We have set the close of the enrollment period one week prior to the lottery, so that the Endless Sky Academy operations team has time to prepare the lottery drawing, which will take place on the second Friday in April.

Lottery:

Endless Sky Academy School will conduct an open and public lottery with all application forms submitted prior to the end of the enrollment period in the first week of April. The date, time, and location of the lottery will be advertised on the school's web page, social media outlets, and posted around the exterior of the school. If appropriate, the school may also announce the lottery via other publicity outlets. We will also publicize the lottery date at any events we attend or wherever we have a presence for recruitment and outreach. The goal is to ensure awareness of the enrollment period, process, and the lottery date. The lottery will take place during the second week of April for the upcoming school year.

At the end of the enrollment period (the end of the first week of April), the Director of Operations (with support from the Director of Academics and, after the planning year, the Office Assistant) will ensure that all student names are placed on individual cards, grouped by grade level, and (when it is time for that grade level lottery), the cards will be placed in a secure box or bucket. Pursuant to the publicly announced time and at the publicly announced location, the Director of Operations will conduct the lottery by randomly selecting names by pulling cards. Each grade level will have a separate lottery. For the first lottery, 2nd grade cards will be drawn first, followed by 1st grade, and then 3rd grade. The Director of

Operations will pull cards to fill all available spots. As each card is pulled, the Director of Academics or other designated assistant will list the names of students into a spreadsheet that is then projected for display. After each grade level lottery is complete, families of students whose names are drawn will be given the enrollment paperwork to complete. (See below: Post-Lottery Registration) This process will be repeated for each grade level.

In all other years (e.g. when the school is in operation), each grade level will have a separate lottery for all available open spots. The Director of Operations will pull the number of cards corresponding to the number of available spots for all grades 1 and above. For kindergarten, all students applying for enrollment who are siblings of current Endless Sky Academy students will be placed at the top of the list of students accepted for the coming year. Their cards will not be included in the lottery drawing. Potential students who are not siblings will then be entered into the lottery for filling the remaining spaces in the grade level.

Post-Lottery Registration:

After the conclusion of each grade level lottery, students who have been admitted may pick up registration forms in person. If the family or a representative from the family is not in attendance, the family will be called and asked to pick up registration paperwork to complete in order to secure the student's spot for the upcoming school year. Families have 2 weeks from the day of the lottery to turn in their paperwork in order to hold their child's spot. The last Friday in April is the due date for registration paperwork. Families will be invited to attend an orientation in which we will discuss the school academic program, instructional and social-emotional supports, and school culture. Families can ask questions and raise concerns. This is also the time when families will turn in their registration paperwork.

Registration paperwork packets must be fully complete for a student to enroll at Endless Sky Academy. Enrollment packets include a records release form, medical forms, a media waiver, general field trip permission slip, an emergency contact card, and free and reduced price lunch form. Also included will be information packets with resources regarding summer reading, uniform order slips, orientation and home visit sign ups, and the school calendar.

Beginning in May, the Director of Operations, their designee, or the office assistant will begin notifying families on the waitlist if there are spots for their child. At the time that the family turns in their paperwork, families will participate in a mini-conference with a school leader that is modeled on the family orientation that is held after the lottery.

As enrollment packets are collected, the Director of Operations, with support from the Director of Academics, will oversee the development of student cumulative files. Any necessary follow up will be conducted within one week of receiving the completed packet. Necessary follow up includes outreach to families regarding additional paperwork, including the Home Language Survey. As described in Section 1, F.1, the home Language Use Survey (LUS) will be included in kindergarten registration packet. For students who are coming to Endless Sky Academy from another school in New Mexico, the Director of Operations or Office Coordinator will request the Language Use Survey (and student cumulative file) from the prior school. After 3 documented tries, the Office Coordinator will reach out to the family to come to the school to complete the survey.

Waitlist Maintenance and Entry

All students who are not drawn to fill the available spots in a grade level (the number available, or for each incoming kindergarten class, 66) will continue to be drawn, and added to the waitlist in the order in which they are drawn. Students who submit an enrollment application after the enrollment period ends and/or after the lottery is held will be added to the end of the waitlist for that grade level in the order that the application is submitted.

If, by the end of the registration period a student who was admitted via lottery has either declined their spot or not turned in their registration forms, students on the corresponding grade level waitlist will be admitted in order of their spot on the waitlist.

Once a family is notified that they have been granted a place at Endless Sky Academy for the upcoming year, they are able to pick up the registration paperwork. The family has one week to return the registration forms to secure their student's spot for the upcoming year.

Students will continue to be admitted off the waitlist over the course of the spring and summer, depending on the decisions of families who have been admitted. In the event that a student leaves the school mid-year, we will offer that seat to a student on the waitlist.

Equal Access

All students submitting an application during the enrollment period for Endless Sky Academy will be placed in the lottery. The only exceptions to the lottery process for new students are siblings of students who are already enrolled in the school. Each year, any student who has been admitted to the school for the prior year will be re-admitted without having to participate in the lottery process.

Our outreach program and student recruitment plan, outlined in Section G.1 are wide-ranging and robust: we dedicate over four months to specific outreach and relationship-building activities between September of 2019 and December of 2019 during our outreach period. We will have hard copies of Intent to Enroll forms at all events between September and December, and we will use these forms to support additional outreach to ensure wide and equal access to our enrollment process. Our proactive outreach and recruitment activities do not stop once we enter our enrollment period in January of 2020. We will reach out to families who have submitted Intent to Enroll forms and support them with filling out applications, and we will continue to attend neighborhood events, conduct our community meetings, and otherwise follow our recruitment and outreach plan. At these events, we will have copies of our application forms in multiple languages, and we will also direct families to our website or Facebook page where they can access the enrollment application form electronically. By having enrollment application forms in multiple languages and formats, we intend to provide a variety of ways for parents and families to apply to enroll at Endless Sky Academy.

To support our construction of a viable lottery process, we will consult several resources, including parents, community stakeholders, other charter leaders, and staff.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties; Describe each of the steps of the process to include the following: <ul style="list-style-type: none"> Pre-lottery entry Lottery Post-lottery registration Waitlist maintenance and entry; and Describe how the lottery process supports equal access to the school.
CSD EVALUATION: Click here to enter text.	

H. Legal Compliance.

H. (1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

APPLICANT RESPONSE:

Endless Sky Academy's Conflict of Interest Policy (attachment) specifically addresses the following four provisions of NMSA 22-8B-5.2 regarding family members, governing when conflicts of interest are present, and chartering authority members:

A. A person shall not serve as a member of a governing body of a charter school if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the charter school contracts directly. Individual liability for knowing violation.

B. No member of a governing body or employee shall participate in selecting, awarding, or administering a contract with the charter school if a conflict of interest exists.

C. Chartering authority member may not serve on charter's governing body.

D. Definitions of immediate family member.

Part A is addressed in Article Two (2), Section 2.18, of Endless Sky Academy's Bylaws, which states:

"Endless Sky Academy desires to limit third party agreements to those that are negotiated at arms' length with terms fair and reasonable to the School. A potential conflict of interest exists if a contract or a transaction is proposed between the School and any of the following: a Trustee, a member of the Trustee's immediate family (spouse, parents, children, brothers, sisters, brother-in-law, sister-in-law, daughter-in-law, son-in-law) or an entity in which a Trustee or member of its immediate family holds an ownership interest or governance position. If a contract or transaction is proposed in which a Trustee (or family member or related entity as described above) has a personal or material financial interest, the Trustee shall promptly disclose the material facts of such matter and potential conflict in writing to the Secretary for distribution to all Trustees. When any conflict of interest becomes relevant to any subject requiring action by the Board or any of its duly constituted committees, the Trustee having the conflict shall not vote on the subject."

Part B of NMSA 22-8B-5.2 Statute is addressed in Endless Sky Academy's Conflict of Interest Policy, Article

Three (3), sections one (1) and two (2), centering on a duty to disclose and determining whether a Conflict of Interest exists. These sections state the following:

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Endless Sky Academy's Board of Trustees and members of various Board committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Trustees or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

NMSA 22-8B-5.2, Part C, is very clear that "Any employee, agent, or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation of charter school renewal process of a charter school is ineligible to serve on the governing body of the charter school chartered by the governing authority." Endless Sky Academy will abide by this regulation. Endless Sky Academy's Board of Trustees will also ensure that no member of its governing body or employee of the school participates in the selection of any such contract with Endless Sky Academy if a potential conflict of interest exists.

Part D of NMSA 22-8B-5.2 specifically defines immediate family members, which are specified as a

“spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, or any other relative who is financially supported.” This is delineated in Article One (1) of the Endless Sky Academy’s Conflict of Interest Policy, which states, “A potential conflict of interest exists if a contract or a transaction is proposed between the School and any of the following: a Trustee, a member of the Trustee’s immediate family (spouse, parents, children, brothers, sisters, brother-in-law, sister-in-law, daughter-in-law, son in-law) or an entity in which a Trustee or member of its immediate family holds an ownership interest or governance position.” Endless Sky Academy’s Conflict of Interest Policy and the Conflict of Interest Disclosure Form are located in Appendix U. All Board Trustees, School Directors, and Board Committee members not serving the school in the capacity of a governing board member, will have to sign a statement yearly that reads as follows: “I have read the Endless Sky Academy’s Conflict of Interest Policy in its entirety below and agree to comply fully with its terms and conditions at all times during my service as a member of the Endless Sky Academy’s

Board of Trustees. If at any time following the submission of this form, I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Endless Sky Academy’s Board of Trustees Chairperson in writing.”

A sample conflict of interest statement might read:

“I have the following conflict(s) of interest [insert other boards – non-profit or for-profit- the board member or spouse sits on, any for-profit businesses for which the board member or an immediate family member are an office, director, or majority shareholder, and the name of the board member’s employer and any businesses the board member or a family member own].”

This Disclosure Form will be signed at the first Board of Trustees Meeting of the new fiscal year, which begins on July 1 and will be thoroughly reviewed and discussed prior to signing the document. The Chairperson will oversee the Conflict of Interest Disclosure Process and will follow the Procedures for Addressing the Conflict of Interest, as outlined in the Endless Sky Academy Conflict of Interest Policy. This process is outlined as follows:

1. The individual with a potential conflict or real conflict may make a presentation at a Board of Trustees or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The chairperson of the Board of Trustees or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - a. After exercising due diligence, the Board of Trustees or committee shall determine whether Endless Sky Academy can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - b. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Trustees or committee shall determine by a majority vote of the disinterested Trustees, whether the transaction or arrangement is in Endless Sky Academy’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement. Any violations and failures to disclose actual or possible conflicts of interest can result in disciplinary and corrective action, including dismissal from the Board. At all times, our Board of Trustees and school representatives, will be mindful that we must always uphold the principles of this Conflict of Interest Policy, conscious that holding a public office is also a public trust. Endless Sky Academy’s Conflict of Interest Policy and Endless Sky Academy’s Conflict of Interest Policy Disclosure and Signature Page can be found in [Attachments](#).

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none">• Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties;• Describe how the policy meets the requirements of NMSA 1978 § 22-8B-5.2(2011); and• Include all forms the governing body will or may be required to submit pursuant to the policy.
CSD EVALUATION: Click here to enter text.	

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

I. (1) If there is /are third party relationship(s) (partner organization, a contractor, etc.) that are essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify any third-party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application; • Describe, in detail, the relationships; • Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school; • If any such relationships exist identify the following: <ul style="list-style-type: none"> ○ The specific, identified organizations ○ Contact information for that organization ○ Specific individuals in the organization that will be associated with the proposed school; and • Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.
CSD EVALUATION: Click here to enter text.	

I. (2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third-party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A response is only required if relationships were identified in questions I. (1)</p> <p>A complete response must</p> <ul style="list-style-type: none">• Identify all MOUs or formal agreements that are attached in Appendix D;• Include proposed formal agreements or MOUs that are signed in Appendix D; and• Identify the responsibilities, activities, and costs of both sides.
CSD EVALUATION: Click here to enter text.	

J. Waivers.

J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers, specifically identify statutes or state rules for which a waiver is requested. For all, describe how the waiver will support the proposed school's plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school's mission and the educational program and curriculum**. 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	Utilized	Description of how waiver will support school's plan.
Individual class load	<input checked="" type="checkbox"/>	All classes in grade K -1 will have 25 students. This waiver will support class size alignment throughout the elementary years at the school, allowing Endless Sky Academy to enroll 25 students in kindergarten and first grade to keep class sizes and numbers of students in each grade level consistent throughout all six years of elementary school. This will also allow us to dedicate funding to teacher development, curriculum, and technology instead of hiring educational aides for the kindergarten and first grade classrooms
Teaching load	<input type="checkbox"/>	Click here to enter text.
Length of school day	<input type="checkbox"/>	Click here to enter text.
Staffing pattern	<input checked="" type="checkbox"/>	Teacher support during transitions throughout the day will support school wide supervision and student adult relationship building to create an inclusive and supportive school environment. In order to further differentiate instruction, Enrichment teachers may also support students in small group reading and math during specifically scheduled blocks of the day. Per the requested waiver for class load, our staffing plan for Kindergarten and First Grade will not include an Educational Aide for each class above 15 in Kindergarten and 25 in First Grade. We also plan to hire College of Education students for Wednesday afternoon enrichment courses. In addition, both the Director(s) and the instructional coach (which are all licensed teachers) will push into classrooms to provide classroom time Rti.
Subject areas	<input type="checkbox"/>	Click here to enter text.
Purchase of instructional materials	<input checked="" type="checkbox"/>	Endless Sky Academy seeks to be a leader in school innovation. In this regard, it may be necessary for them to adopt instructional materials that have not yet been approved by the state to build our blended learning, individual based curriculums and instruction and leadership-based instruction.

Evaluation standards for school personnel	<input type="checkbox"/>	Click here to enter text.
School principal duties	<input type="checkbox"/>	Click here to enter text.
Drivers education	<input type="checkbox"/>	Click here to enter text.
Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1	Description of how waiver will support school's plan.	
NMSA 22-10A-20 (Class Load)	<p>Endless Sky Academy plans to maintain consistent class sizes and staffing patterns throughout the elementary grades. In order to do so, we request a waiver for class load requirements so that our kindergarten and first grade classrooms can educate 25 students without an additional educational assistant assigned to the classroom. We are confident that through our professional development plan, school-wide structures, and our station-rotation blended learning model, our teachers will be able to effectively instruct and our students will be able to master grade level content in a room with 25 students and 1 teacher. This waiver will allow us to maintain consistent staffing and class sizes while providing more funding to support instructional materials and teacher development for our instructional staff, rather than educational aides in each lower grade classroom. The approved Endless Sky Academy School 5-Year Facilities Master Plan/Educational Specifications document includes educational specifications and space planning to accommodate 25 students per classroom and as many as 50 students per grade level for each year as the school grows to full enrollment.</p>	
NMSA 22-10A-20 (Staffing Pattern)	<p>Per statute, teachers may not be required to perform non-instructional duties such as noon hall duty, lunch duty, and cafeteria duty. At Endless Sky Academy, teachers may supervise morning arrival, transitions, recess, and dismissal depending on staff schedules and availability. Teacher visibility during non-instructional time is linked to increased school safety and improved student-adult relationships. This waiver provides the school with the flexibility to increase supervision and support for students throughout the school day and to create a calm, safe, and supportive learning environment. We also will structure regular lunches in which students can eat with their teachers, to see positive role models regarding health and nutrition. We believe that students seeing their teachers eat lunch with them, and greet them in the hallways before and after school supports formation of strong relationships between students and teachers that then become a critical support in students' achievement at high levels.</p>	

Total Points Available	Expectations
3	<p>A complete response must</p> <ul style="list-style-type: none"> Identify all non-discretionary waivers that will be utilized; Describe how the non-discretionary waiver will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum; Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested; and Describe how the discretionary waivers will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum how the school will meet the requirements for being granted a discretionary waiver.
CSD EVALUATION: Click here to enter text.	

K. Transportation and Food.

K. (1) *If applicable*, state how the proposed school plans to offer transportation to its students. Provide a **clear description** of how student transportation needs will be met that are supported by the proposed budget.

For further information, please see the following link: <http://ped.state.nm.us/div/fin/trans/index.html>.

APPLICANT RESPONSE:

Endless Sky Academy is committed to including transportation in order to meet the needs of students whose families want to attend our school. Also, we will follow the specifications of student IEPs, should transportation be included as part of a student's individualized education plan.

At this time, Endless Sky Academy does not have sufficient funding to supply transportation to the students who will attend the school. We are in the process of exploring options for funding transportation. Should we be able to support a transportation program, the School Director(s) will work with families and community members to identify busing options, routes and partners in providing services for transportation. We believe the option for education should not have an obstacle of lack of transportation. We will also identify equipment and/or contracting needs necessary, create job descriptions or requests for proposals for contractors, and work with charter school and district school leaders as well as the Public Education Department transportation bureau to establish training and inspection processes as recommended.

Total	Expectations
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Points Available	
4	<p>A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission.</p> <p>These are awarded as “preference points” if the school plans to provide to and from school transportation to all students.</p> <p>All schools must be prepared to meet IEP transportation requirements.</p> <p>A complete response must</p> <ul style="list-style-type: none">• Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following:<ul style="list-style-type: none">○ Identifying equipment purchase or contracting needs○ Identifying hiring and or contracting needs○ Hiring or contracting○ Establishing training needs and inspection process needs○ Establishing travel routes and pickup/drop off points○ Establishing transportation policies and practices○ Identifying student transportation needs;• Identify how the school will fund the transportation plan costs; and• Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.
CSD EVALUATION: Click here to enter text.	

K. (2) *If applicable*, provide a plan to offer food services to students (e.g., contracting with approved/appropriate food service vendors, providing free and reduced lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

APPLICANT RESPONSE:

Food Services

Endless Sky Academy is committed to establishing a food service program for our students to provide them with well-balanced meals that will contribute to the health and well-being of our students. We understand that a nutritional meal is important for the following reasons.

- Promoting childhood nutrition
- Encouraging healthier food choices
- Increasing the availability of food
- Adhering to science-based nutrition standards
- Ensuring that children get nutritious food, year-round a student's development, lifelong health, and a child's potential for learning.
- Hunger cannot get in the way of a quality education

Our meal program will be managed in accordance with the USDA National School Lunch and Breakfast Program (NSLBP) and The National School Lunch Program (NSLP) After School Lunch Program.

Contracting with Approved Food Service Vendors

At this time Endless Sky Academy has not finalized a contract with the food vendor. We're looking at the following the options:

1. Contract with local districts such as Bernalillo Public Schools Rio Rancho Public Schools to see if we can create a contract that is beneficial for the District, the food vendor, Endless Sky Academy and the students and families.
2. Contracting with other local charter schools in the Rio Rancho and Albuquerque area. Once again creating a contract that is beneficial for the other charters, the food vendor, Endless Sky Academy and the students and families.
3. Continue to meet with NMPED approved food service vendors.
4. The majority of students at Endless Sky bringing a sack lunch for the 2019-202 school year but we will make sure we are able to provide a well-balanced meal for the students in need.

If a vendor is found that fits the first year budget of Endless sky Academy we will of course follow the RFP process and make sure we are in compliance of all procurement guidelines.

Food Service and Training Needs

Once a meal plan has been finalized for Endless Sky Academy the campus will be equipped with the following

- Warming oven
- Restaurant grade refrigerator
- Steam well
- Industrial sink
- Salad bar
- Any other equipment as needed

In our Year 0 planning budget (because this will need to occur prior to July 1, a \$6500 budget cost is not reflected in the budget submitted as part of Appendix G) as well as in the plan to equip the facility with the necessary infrastructure to support the program.

The food vendor will provide a trained, certified server to assist with food service.

Endless Sky Academy is responsible for the following. Fingerprinting and background checks will be our responsibility and managed by the Director. Developing a job description for lunch staff personnel, should we need to hire for that position. (See Appendix C for staff job descriptions). Our first year, we do not anticipate having any full-time contracting needs, but will consider employing one (or more) the community members (who meet the requirements of the position) to help us with kitchen needs part-time. Endless Sky Academy will apply for grants that help with food services for schools and also the training of potential staff so that we are compliant with all health and safety expectations.

Training and Inspection Processes

All schools participating in the National School Lunch Program (NSLP) must obtain a minimum of two food safety inspections per school year, as required by the 2004 Child Nutrition and WIC Reauthorization Act. The New Mexico Environmental Department will be in charge of one inspection, while local credentialed inspectors can conduct the other inspections. In the case that the school is unable to find someone to do a second inspection, the school will maintain documentation demonstrating that there was an attempt to find someone to do a second inspection and that the local government agency was unable to comply during that school year. It will be the responsibility of the school to inform the New Mexico Public Education Department about the two food safety inspections each year by June 30th. It will be understood by both Endless Sky and the food vendor that a Food Safety Inspection must be held every school year for the Vended School Sponsor Meal Site. We anticipate that our first Food Safety Inspections will be planned for the summer, prior to the start of the school year. NSLBP Relevant Program Application and Reporting Requirements. Upon charter approval, Endless Sky Academy will begin the application process for new USDA National School Lunch and Breakfast Program (NSLBP) and National School Lunch Program (NSLP) After School Lunch Program applicants. Endless Sky Academy will be responsible for all reporting requirements and anticipate that we will have to cover costs for meal payments until reimbursements for programming from the government are received. Base on research of Bernalillo Public Schools we anticipate that we will have 70% percent of students who will qualify for Free and Reduced Lunch and will be applying for federal reimbursement for breakfast and lunch program, including after-school snacks for students in our enrichment programs.

Total Points Available	Expectations
4	<p>A response is only required if the school plans to offer food services at the school. These are awarded as “preference points” if the school plans to participate in free and reduced lunch programs.</p> <p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> ○ Identifying equipment purchase or contracting needs ○ Identifying hiring and/or contracting needs ○ Hiring or contracting ○ Establishing training and inspection process needs ○ Identifying and completing relevant program application and reporting requirements; • Identify all federal and state food service programs the school plans to participate in;

- | | |
|--|--|
| | <ul style="list-style-type: none">• Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and• Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services. |
|--|--|

CSD EVALUATION: [Click here to enter text.](#)

L. Facilities/ School Environment.

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 Friday, April 20, 2018**.

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.

L. (1) Complete, **submit, and attach as Appendix E**, the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.

APPLICANT RESPONSE: *Endless Sky Academy submitted a Five-Year Facilities Master Plan and Educational Specifications Checklist for 2019-2023 to the Public-School Facilities Authority. This plan was accepted by PSFA, as evidenced by the attached letter. The PSFA approved the submitted Master Plan Ed/Spec Checklist. The approval letter is attached to this application as Appendix E.*

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Demonstrate the applicant submitted a Facilities Master Plan to PSFA no later than April 20, 2018; and • Demonstrate the PSFA has approved the applicant's Facilities Master Plan.
CSD EVALUATION: Click here to enter text.	

L. (2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

APPLICANT RESPONSE:

Outreach and Research into Public Facilities:

We are trying to locate existing public-school facilities through email communication with Bernalillo Public Schools that could be potential homes to Endless Sky Academy. We attempted to contact the Bernalillo Public Schools Superintendent. To date, we have not received a response from Bernalillo Public Schools regarding our inquiry. See Appendix V for documentation of the outreach attempts to locate public facilities in the Town of Bernalillo. These efforts at communication with individuals with information regarding public school district did not yield any viable options of public facilities in which to locate Endless Sky Academy. Accordingly, we have begun to seek options for privately owned facilities that may be negotiated into lease purchase agreements to comply with HB-283 and NMSA 22-8B-4.2.

Research Regarding Multiple Facilities in the Targeted Geographic Location:

In April of 2018, Endless Sky Academy facilities planning committee began the process of researching facilities in the Town of Bernalillo. We have instructed Dave Hill of Maestas and Ward to focus on land, current real estate for rent and vacant buildings as potential sites. Mr. Hill has experience in providing real estate that will meet the State of New Mexico's specifications to safely house a charter school in our state. At the time of the writing of this application, we have only visited one site. The information is listed below.

Address	Type of Property	Size	Notes/Viability
160 E. Highway 550 BERNALILLO, NM 87004	Retail- Commercial	1,200 SF	Small for initial year, no eOccupancy, would need to add neighboring spaces to accommodate our space needs

At this point, we have not been able to invest the time into finding and visiting potential real-estate sites. This will be the top priority beginning in June of 2018. As a foundational team we will take the time to research, discuss, and visit as many properties as it takes so that we can find the best fit for the students and staff at Endless Sky Academy.

Potential Viable and Appropriate Facility Located in Bernalillo:

Representatives of Endless Sky's Facility Committee would visit multiple sites at the beginning of June of 2018. ESA facilities team will research facility in our targeted geographic region. To come to this conclusion, the Facilities Committee took the following steps:

1. Initial visit with team realtor and owner realtor
2. Repeat visit with additional Committee members
3. Schedule visit from architect and developer to assess steps to take to prepare facility for eOccupancy

and school operation

4. Discuss tentative intent to lease and process for charter approval and the necessary requirements for any lease agreement with the realtor representing the owner.

Plan to Prepare the Facility for Opening August 2019:

Between June 2018 and June of 2019, Endless Sky Academy will follow a clear timeline for facility acquisition and preparation.

During this time, the Director of Operations and the Board of Trustees Facility Committee are responsible for ensuring that the plan is executing according to the timeline so that the facility is ready for staff to begin Summer institute in August of 2019 and for students to arrive on the next week in August of 2019.

The below activities are key actions that will be taken over the course of the planning year to ensure that the facility is complete, meets eOccupancy standards and wNMCI requirements.

1. Schedule visit from PSFA to assess adequacy and weighted New Mexico Condition Index (wNMCI)
2. Work with developer/architect to test and fit the space plan to the space
3. Preliminary construction bids
4. Lease Intent
5. Construction Drawings
6. Construction Bids
7. Construction permits
8. Construction
9. Complete Construction
10. Move in to facility
11. Start of Summer Institute
12. Start of school

Funding:

Per NMSA 1978 22-8B-4.2, our discussions with the realtor representing the building owner have covered the fact that the owner will make the updates to the facility to ensure that the building meets E-occupancy and adequacy standard requirements.

Preparing a facility for the first days with teachers and students, however, requires more than simply renovating the property to meet code and adequacy standards. Schools also must consider furniture, signage, and procedures that enable the school to properly utilize the space they intend to occupy. To this end, Endless Sky Academy will explore potential partners in facilities development. Endless Sky Academy will develop a robust fundraising and development plan to support the acquisition of an appropriate and viable facility for the school. This plan involves grant seeking to support the costs of purchasing furniture and classroom supplies and materials, as well as fundraising efforts from local

individuals and corporations. Grants include Charter School Program Grants from either the New Mexico Public Education Department or the United States Department of Education for initial charter school planning and preparation. Endless Sky Academy will, in advance of operation, apply for lease assistance funds through the Public-School Capital Outlay Council (PSCOC) in advance of the 2019-20 school year. Based on our projected enrollment for each year, the school's requests for PSCOC lease reimbursements will likely be:

Year	Type of Funding	Per Student Amount (Based on FY18)	Proposed Enrollment (#s students)	Total Funding /Year
2019-20	PSCOC Lease Assistance	\$730	60	\$43,800.00
2020-21	PSCOC Lease Assistance	\$730	85	\$62,050.00
2021-22	PSCOC Lease Assistance	\$730	110	\$80,300.00
2022-23	PSCOC Lease Assistance	\$730	160	\$116,800.00
2023-24	PSCOC Lease Assistance	\$730	260	\$189,800.00

To support some of the funding requirements in addition to PSCOC Lease Assistance, Endless Sky Academy will build relationships with funders who support charter school start up processes, including facilities-related costs. When the school's charter is accepted, this separate entity will file a Form 1023 to the Internal Revenue Service seeking non-profit status as a 509 (a)(3) "Supporting Organization" of Endless Sky Academy. This entity will then be able to support Endless Sky Academy with facilities acquisition and other development related activities. This entity is shown in the Organizational Charts in Section II D1 as a supporting organization, because the Endless Sky Academy of Trustees will maintain oversight of the process to select and approve board members for the Endless Sky Academy's supporting organization to ensure close alignment in values and practices between the two organizations.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Demonstrate the applicant has done the following: <ul style="list-style-type: none"> ○ Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable

	<ul style="list-style-type: none">○ Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership;• Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location;• Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs; and• Identify how the project to prepare the facility will be funded.
CSD EVALUATION: Click here to enter text.	

III. Financial Framework

A. School size.

State the requested enrollment, grade levels to be served, and student/teacher ratio.

A. (1) Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	60	K-1	24:1
Year 2	85	K-2	14:1
Year 3	110	K-3	14:1
Year 4	160	K-5	15:1
Year 5	260	K-5	19:1
At Capacity (Enrollment Cap)	260	K-5	19:1

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the anticipated number of students for each of the first five years and “at capacity”, based on the long-term strategic plan; Identify the grade levels requested to be served in each of the first five years (phase in plan) and “at capacity”, based on the long term strategic plan; and Identify the student/teacher ratio (not student/staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and “at capacity”, based on the long term strategic plan.
CSD EVALUATION: Click here to enter text.	

B. Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding of all areas of the budget.

B. (1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, using appropriate values and computations for each year of the five-year budget plan (use current unit value and for special education, please budget the state local district's percentage of special education unless the school has a sufficient justification for why it will have a larger population). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement**, New Mexico public school funding.

- **APPLICANT RESPONSE:** Please see the attached 910B5 worksheet in Appendix F. The totals and calculations on each sheet are the following:

- Year 1:

- Total: \$610,328.14
 - Calculations:

Grades	Kinder and 1 st
Unit Value	\$4,084.23
Grow Units	N/A since this is the first year
Small School Adjustment	50 Members, since it is only calculated on regular education population
Special Education	Total 16%, Level A 3%, Level B 9%, Level C 2%, Level D 2% There are a total of 10 students with SPED needs using this assumption.
Adjusted Ancillary	.035*10 = .3500
T&E Index	1.065
At Risk Index	.121
Fine Arts Revenue	60 members participating in the fine arts program

- Year 2:

- Total: \$1,015,413.75
 - Calculations:

Grades	Kinder, 1 st , and 2 nd
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Unit Value	\$4,084.23
Grow Units	25 additional students
Small School Adjustment	71 Members, since it is only calculated on regular education population
Special Education	Total 16%, Level A 3%, Level B 9%, Level C 2%, Level D 2% There are a total of 14 students with SPED needs using this assumption.
Adjusted Ancillary	$.035 * 14 = .49$
T&E Index	1.065
At Risk Index	.121
Fine Arts Revenue	85 members participating in the fine arts program

○ Year 3:

▪ Total: \$1,208,468.52

▪ Calculations:

Grades	Kinder, 1 st , 2 nd , 3rd
Unit Value	\$4,084.23
Grow Units	25 additional students
Small School Adjustment	92 Members, since it is only calculated on regular education population
Special Education	Total 16%, Level A 3%, Level B 9%, Level C 2%, Level D 2% There are a total of 18 students with SPED needs using this assumption.
Adjusted Ancillary	$.035 * 18 = .49$
T&E Index	1.065
At Risk Index	.121
Fine Arts Revenue	110 members participating in the fine arts program

○ Year 4:

- Total: \$1,706,545.27

- Calculations:

Grades	Kinder, 1 st , 2 nd , 3 rd , 4 th , 5 th
Unit Value	\$4,084.23
Grow Units	50 additional students
Small School Adjustment	134 Members, since it is only calculated on regular education population
Special Education	Total 16%, Level A 3%, Level B 9%, Level C 2%, Level D 2% There are a total of 26 students with SPED needs using this assumption.
Adjusted Ancillary	$.035 * 26 = .91$
T&E Index	1.065
At Risk Index	.121
Fine Arts Revenue	160 members participating in the fine arts program

- Year 5:

- Total: \$2,575,193.68

- Calculations:

Grades	Kinder, 1 st , 2 nd , 3 rd , 4 th , 5 th
Unit Value	\$4,084.23
Grow Units	100 additional students
Small School Adjustment	None b/c basic ed membership is over 200
Special Education	Total 16%, Level A 3%, Level B 9%, Level C 2%, Level D 2% There are a total of 42 students with SPED needs using this calculation.
Adjusted Ancillary	$.035 * 42 = 1.4700$
T&E Index	1.065
At Risk Index	.121

	Fine Arts Revenue	260 members participating in the fine arts program
We received the SPED percentages, adjusted ancillary FTE calculation, T&E Index, and At-Risk units at a PED training. These numbers are specific to Bernalillo .		

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none">• Include a complete 910B5 Worksheet in Appendix F;• Use appropriate values and computations in each year;• Use current unit value; and• Budget the correct special education percentage based on the local special education population, unless the school has a sufficient justification for why it will have a larger population (provide justification, if applicable).
CSD EVALUATION: Click here to enter text.	

B. (2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, based on the 910B5 SEG Revenue Worksheet, that clearly supports the proposed school's mission and aligns with the proposed school's five-year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

APPLICANT RESPONSE: Please find Appendix G included in this application. Our proposed five-year budget plan is based on the 910B5 Revenue Worksheet in Appendix F. We have also included additional revenue and expense assumptions, listed below that are included in our 5-year budget.

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Include a five-year budget plan in Appendix G that is based on the 910B5 SEG Revenue Worksheet from Appendix F; • Support the proposed school's mission and all elements of the proposed program laid out in the application; and • Align with the proposed school's five-year growth plan.
CSD EVALUATION: Click here to enter text.	

B. (3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

APPLICANT RESPONSE:

Revenue Assumptions:

109B5 – Please reference section B. (1) and Appendix F.

Charter School Program (CSP) Grant- Incorporated into this budget is CSP funding. If Endless Sky is authorized, we plan to apply for CSP funding. The amounts incorporated into this budget are the full CSP assumption. We understand that two schools will be awarded CSP funding, but the amount of funding will be based on score each school receives on their application. The funding assumption in this budget is based on \$2,200 per student at full enrollment, which equals \$572,000.

National School Lunch Program- After talking to Felix Griego at the Student Success and Wellness Bureau, he said that the federal reimbursement for food services would most likely cover roughly 85% of all food expenses. We used the following assumptions to estimate the amount we would receive in food reimbursements. We got these numbers from the Federal Food Service Reimbursement rates and from talking to Mr. Griego:

NSLP - Breakfast – Paid	\$0.29
NSLP - Breakfast – Reduced	\$1.74
NSLP - Breakfast – Free	\$2.04
NSLP - Lunch – Paid	\$0.32
NSLP - Lunch – Reduced	\$2.78
NSLP - Lunch – Free	\$3.18

Lease Reimbursement - We will apply for lease reimbursement. The assumption we have in the budget is that we will be reimbursed \$580/student. We understand that the current rate is \$720, but we know that by the time our school is opening this might decrease to \$580, so we wanted to use the more conservative estimate.

Transportation Funding- We understand that we will not be eligible for transportation funding until our second year of operation. We also understand that we will only be reimbursed based on the previous year's enrollment. We contacted Antonio Ortiz at PED, to get a rough estimate about how much we might receive in transportation funding in year two. He estimates that we would receive about \$680 per student. Our funding assumption is based on 35% of the previous year's enrollment using transportation.

Title I- The Title I Bureau does not give out projections for new schools. Given that we could not get information from the Bureau we researched what other schools in Bernalillo get for Title I funding through the stat books. Based on our research Bernalillo schools receive about \$367 per student in Title I funding. This is the assumption we used to create a Title I revenue estimate.

Title II Funding – I received an estimate from the Title II Bureau. I talked to Cherise Urioste at the Title II Bureau. She estimated that Endless Sky would receive about \$44/student, based on their current allocation method.

Instructional Materials- For the 2018-2019 school year schools are receiving about \$33/student for Instructional materials reimbursements. This is the amount we used to estimate what we would receive. We understand that this amount does change year to year. Below are the estimates included in the budget:

IDEA – The IDEA Bureau explained that I should use the SPED estimates for the district, to calculate IDEA funding. I used a conservative estimate of \$300/student with 16% of the population being SPED. After to talking to several EdTec consultants around the country, \$300/student was the most conservative estimate I could use.

Private Funding Sources- We did not include any private funding sources in this budget. We have started talking to Excellent Schools New Mexico. We have just begun these conversations and don't feel comfortable including any revenue for ESNM in this budget.

Expense Assumptions

Operational Fund – Total Expenditures: \$6,424,402

- Instructional 11000-1000: \$2,985,966
 - Salaries \$1,774,422 – This includes regular education, special education, and kindergarten teachers. Our base pay starts at 38,000 for regular education teachers and \$48,000 for special education. This is above the minimum teacher salary requirements. We plan to grow our teacher staff each year in line with our student growth. The staffing structure is as follows for general education and special education teachers
 - Year 1: 1 Kindergarten Teacher, 1 1st grade, and .5 special education teacher
 - Year 2: 2 Kindergarten Teachers, 2 1st grade teacher, 1 2nd grade teacher, 1 special education teacher
 - Year 3: 2 Kinder, 2 1st grade teachers, 1 2nd grade teacher, 1 3rd grade teacher, 2 special education
 - Year 4: 2 Kinder, 2 1st grade teachers, 1 2nd grade teacher, 1 3rd grade teacher, 1 4th grade teacher, 1 5th grade teacher, 2 special education
 - Year 5: 2 kinder, 2 1st grade teachers, 2 2nd grade teachers, 2 3rd grade teachers, 2 4th grade teachers, 2 5th grade teachers, 2 SPED teachers

- Employee Benefits \$798,172 – These are based on the following benefit assumptions:

Educational Retirement	13.9%	Current Rate
ERA - Retiree Health	2%	Current Rate
FICA Payments	6.2%	Current Rate
Medicare Payments	1.45%	Current Rate
Health and Medical Premiums	\$6,480/yr.	Current NMPSIA plan adjusted 8%
Life	\$31/yr.	Current NMPSIA 25k plan
Dental	\$635/yr.	Current NMPSIA plan adjusted 8%
Vision	\$110/yr.	Current NMPSIA plan adjusted 8%
Disability	\$60/yr.	Current NMPSIA 60 day wait plan

Unemployment Compensation	3.20%	Current rate for new organization
Workers Compensation Premium	1.10%	Current Rate
Workers Compensation Employer's Fee	\$9	Current Rate

NMPSIA believes that by the time Endless Sky opens the medical premiums will be 8% more than the current rates, so we built that assumption in.

- Purchased Professional and Technical Services \$12,147 – This is for PD that will take place in years 3, 4, 5. We will pay for professional development for staff each year, we plan to use CSP money for the first years of operation to ensure our staff are professionally developed.
- Supplies \$312,576 – The majority of this expense is classroom supplies and materials that are consumable and will need to be replenished each year. CSP funding cannot be used on these types of expenses. We used an average of \$140/student to estimate this expense. This assumption is based on the average that EdTec business managers, see other schools are spending during a school year on similar materials. Other expenses that fall into this category are our replacement textbooks and instructional materials that we will purchase after CSP money runs out. We estimate needing about \$175/student for new instructional material or replacement instructional material. This estimate is based off free materials from Eureka math and only needing to purchase supplements to that program. We will use our Fine Arts funding by purchasing supplies for the program. These supplies include GamePlan and materials for music and Davis Art and materials to support the art program.
- Property \$88,648 - This will be used to replace classrooms with desks, tables, chairs, and other instructional furniture. We plan to use a large portion of our CSP money for these types of expenses in Year 0, 1, and 2 to initially furnish all the classrooms. These totals are based off a recent quote that the new charter schools received from Staples. It is about \$125/student for replacement furniture and \$300/Chromebook. If we don't get CSP money, we would look at less expensive furniture and have a higher student to Chromebook ratio.
- Support Services – Students 11000-2100: \$250,366
 - Contracted and Ancillary Services \$250,366 – We plan to contract with CES for some of our special education services. You can see the CES list of services and prices included as Attachment B (3). We used the CES price sheet to help us estimate our expenses. We understand that these expenses will fluctuate given the special education population that attends our school.
- Support Services – Instruction 11000-2200: \$36,479
 - Professional and Technical Services \$24,890 – We will include the initial wiring and set up of the technology for the school in the CSP grant, since that is a onetime expense. We know that we will need ongoing technical support throughout the year. We based our estimates on a conversation with Document Technologies around how much tech support for a school our size might cost.
 - Software \$23,177 – We plan to purchase most of our onetime assessment needs with CSP money. We plan to use NWEA Maps for our assessment. This amount is to help us buy additional testing materials that might be needed and is based on 12.50/student.
- General Administration 11000-2300: \$716,476
 - Salaries \$392,384 – This is to pay for Director of Operations. The Director of Operations

will be functioning like a Superintendent for Endless Sky.

- Employee Benefits \$145,905– These are based on the following benefit assumptions:

Educational Retirement	13.9%	Current Rate
ERA - Retiree Health	2%	Current Rate
FICA Payments	6.2%	Current Rate
Medicare Payments	1.45%	Current Rate
Health and Medical Premiums	\$6,480/yr.	Current NMPSIA plan adjusted 8%
Life	\$31/yr.	Current NMPSIA 25k plan
Dental	\$635/yr.	Current NMPSIA plan adjusted 8%
Vision	\$110/yr.	Current NMPSIA plan adjusted 8%
Disability	\$60/yr.	Current NMPSIA 60 day wait plan
Unemployment Compensation	3.20%	Current rate for new organization
Workers Compensation Premium	1.10%	Current Rate
Workers Compensation Employer's Fee	\$9	Current Rate

NMPSIA believes that by the time Endless Sky opens the medical premiums will be 8% more than the current rates, so we built that assumption in.

- Purchased Professional and Technical Services \$169,438 - These costs include audit expenses at \$13k/year and legal expenses at 8k in year 1, \$16k in year 2, and \$24K every year after that. The audit costs are based on actual audit changes that current schools incur, and the legal estimates are from InAccord Law Firm. We also plan to join the NM Coalition of Charter Schools and the current rate is \$12.50/student.
- Other Purchased Services \$5,607 – this is to ensure our board is properly trained each year. Depending on when and who is officer PD for boards we may need to pay \$100 - \$150/board member. This is based off NM Coalition of Charter Schools current pricing.
- School Administration 11000-2400: \$1,109,056

- Salaries \$784,561 – This includes a full instructional coach, a Director of Academics, and an office manager starting in year 3. The Director of Academics will take on the role of office manager as part of their role in the first two year.
- Employee Benefits \$145,905– These are based on the following benefit assumptions:

Educational Retirement	13.9%	Current Rate
ERA - Retiree Health	2%	Current Rate
FICA Payments	6.2%	Current Rate
Medicare Payments	1.45%	Current Rate
Health and Medical Premiums	\$6,480/yr.	Current NMPSIA plan adjusted 8%
Life	\$31/yr.	Current NMPSIA 25k plan
Dental	\$635/yr.	Current NMPSIA plan adjusted 8%
Vision	\$110/yr.	Current NMPSIA plan adjusted 8%
Disability	\$60/yr.	Current NMPSIA 60 day wait plan
Unemployment Compensation	3.20%	Current rate for new organization
Workers Compensation Premium	1.10%	Current Rate
Workers Compensation Employer's Fee	\$9	Current Rate

NMPSIA believes that by the time Endless Sky opens the medical premiums will be 8% more than the current rates, so we built that assumption in.

- Supplies \$3,442 – This is the fee to maintain our student information system. The expense associated for the training and support is located in professional development.

This assumption came from estimates from PowerSchool.

- **Central Services 11000-2500: \$380,830**
 - Purchased Professional and Technical Services \$308,955 – This includes EdTec’s and our payroll service for the first five years of operation.
 - Purchased Property Services \$18,641 – This based off the quote from Document Technologies for one copier lease. They estimate it would be about \$300/month to lease one copier.
 - Other Purchased Services (Advertising) \$2,500 – This would be for additional teacher recruitment after our CSP money is gone.
 - Supplies \$48,234 – This is for copier and office supplies for the school. Document Technologies estimates it would be about \$100/month for copier supplies and after talking to Staples and EdTec consultants most schools spend about \$700/month on front office supplies.
 - Supply Assets \$2,500 – This would be any additional office furniture we would need to buy after the CSP money is gone.
- **Operation and Maintenance of Plant 11000-2600: \$886,908**
 - Purchased Property Services \$753,351 – This includes utilities, rent, janitorial services, repairs & maintenance for a building. For the janitorial services we are using a quote from JaniKing. For all the building and maintenance expenses, these are estimates based on what Altura and Albuquerque Collegiate have discussed with their facilities people. We know we will be in Bernalillo, but we won’t know the exact location and specifics of the contract until we later in the year, if we are authorized.
 - Other Purchased Services \$115,866 – This is our liability insurance. This is about the amount that POMS quoted the other new schools like ours – Altura and Albuquerque Collegiate. We increased the amount slightly since we are in Bernalillo and want to make sure this is a conservative estimate.
 - Supplies \$17,690 – This is custodial supplies for the 5 years and is based on an estimate from JaniKing.
- **Food Services Operations 11000-3100: \$86,766**
 - Other Services \$86,766 – This is the estimated amount that will not be covered through the student nutrition program and we will have to cover with operational funds. We are estimating that about 15% of our expenses won’t be covered. This is based off our conversations with other schools and Felix Griego at the Student Wellness Bureau.

13000 Pupil Transportation Expenditures -\$200,000

- **Transportation Contractors 13000-2700 – \$200,000** – We will only provide transportation if we are awarded CSP money to provide it in the first year. If we do get funding for year one, we will use part of our transportation reimbursement for this expense. The current amount we are assuming we will get for transportation does not cover the full cost of transportation. Right now, we have only budgeted one bus a year at \$50,000. This is the quote that Herrera Coaches quoted for the cost of one bus for the year. Depending on demand and funding, we might provide additional buses to serve more students’ transportation needs.

14000 Instructional Materials - \$22,275

- **Instructional Materials 14000-1000 – \$22,275** – Our funding in this category will match our funding from PED. We will most likely always purchase more instructional materials than we are allotted through the instructional materials program, and plan to purchase any additional

materials with operational funds.

21000 Food Service Operations - \$578,440

- Food 21000-3100 – \$578,400 – Based on the information from the Student Success and Wellness Bureau, this is the amount we will be reimbursed, so the total in this fund matches the amount in the corresponding revenue fund. We have additional food expenses in 11000-3100-53414-0000 for the cost that most likely will not be covered by the student nutrition program.

24101 Title I Expenditures - \$123,863

- General Supplies and Materials – \$123,863 – Our estimated expenses match the estimated revenue that we will receive each year. Given how little funding we are estimated to receive we cannot plan to hire an additional staff member with this funding. We have put all the funding in general supplies so that we can provide additional materials for our students for a school wide program.

Potential instructional purchases are the following

- Supplemental, Research-based Reading/English Language Arts Instruction
- Supplemental, Research-based Writing Instruction
- Supplemental, Research-based Mathematics Instruction
- Supplemental, Research-based Social Studies Instruction
- Supplemental, Research-based Science Instruction
- Supplemental, Research-based Foreign Language Instruction
- Supplemental Campus-Based Parent Involvement
- Supplemental Campus-Based Professional Development
- Supplemental Guidance and Counseling
- Supplemental Health/Dental/Eye Care
- Transition Services/Vocational Career
- Tutorials
- Small-Group Instruction
- Individualized Instruction
- Computer-Aided Instruction
- Extended-Learning Opportunities

24154 Title II Expenditures - \$123,863

- Professional Development for Teachers and Admin – \$29,700 – Our estimated expenses match the estimated revenue that we will receive each year. We plan to use this funding to provide additional professional development opportunities for our staff. We would use this funding to provide additional PD to our staff from NWEA, Balanced Literacy – Effective Shared Reading, Data Analysis, and Eureka math.

24106 IDEA-B Expenditures - \$7,800

- Contracted Services – \$7,800 – Our estimated expenses match the estimated revenue that we will receive each year. We plan to use this funding to provide additional support for our special education students. Given that we are a new school, we will need to understand the needs of our students before we plan how to use this funding. We will make sure the funding provides opportunity for our IDEA population to grow and prosper.

24146 CSP Expenses - \$572,000

- Instruction 24146-1000 – \$319,825 – Professional Development, curriculum, computers for

students, classroom furniture

- Support Services - Instruction 24146-2200 – 9,941 – NWEA assessment set-up
- General Administration 24146-2300 – \$77,913 – Director of Operations salary and benefits, and student recruitment
- School Administration 24146-2400 – \$15,000 – Student Information Systems – PowerSchool, School Mint
- Central Services 24146-2500 – \$57,171 – Staff recruitment, back-office set-up, school tech set-up, and office furniture
- Operation and Maintenance of Plant 24146-2600 – \$42,151 – Lease Deposit and website set-up
- Transportation 24146-2700 – \$50,000 – A bus for year one, until we start receiving transportation funds

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Explain basic assumptions; • Identify reliable sources for each assumption; • Include priorities consistent with the proposed school's mission; • Include priorities consistent with the proposed school's educational program; • Include priorities consistent with the proposed school's staffing; and • Include priorities consistent with the proposed school's facility.
CSD EVALUATION: Click here to enter text.	

B. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or to address the failure to receive any anticipated funding sources. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula, the proposed school will only receive additional funding during the next school year.

Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

APPLICANT RESPONSE: CSP Funding

We currently have two budget plans one with and one without CSP funding. You can see a five-year snapshot of both below:

With CSP Funding

Endless Sky Charter School

Proposed Charter School Budget

As of 5/15/18

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	Year 0 with CSP Funding	2019-20 Preliminary Forecast	2020-21 Preliminary Forecast	2021-22 Preliminary Forecast	2022-23 Preliminary Forecast	2023-24 Preliminary Forecast
SUMMARY						
Revenue						
State Revenues		647,492	1,082,343	1,294,687	1,831,829	2,774,318
Federal Revenues	235,752	172,006	322,683	120,615	175,494	285,253
Local & Other Revenues	-	-	-	-	-	-
Total Revenue	235,752	819,498	1,405,026	1,415,302	2,007,323	3,059,570
Expenses						
Personnel	50,000	298,800	445,536	569,931	712,920	902,532
Payroll Taxes & Benefits	11,403	123,504	190,009	246,628	308,426	390,534
Contracted Services	31,171	161,981	217,605	261,673	333,642	477,471
School Operations	108,178	157,977	382,866	160,155	185,762	332,016
Facility Operations & Maintenance	35,000	77,235	142,684	162,757	200,766	280,083
Depreciation & Amortization		-	-	-	-	-
Total Expenses	235,752	819,498	1,378,699	1,401,145	1,741,516	2,382,636
Operating Income (EBIDA)	-	0	26,327	14,157	265,807	676,934
Beginning Fund Balance		-	0	26,327	40,484	306,290
Ending Fund Balance	-	0	26,327	40,484	306,290	983,224
Operating Income as % of Total Revenues		0.0%	1.9%	1.0%	13.2%	22.1%
Fund Balance as % of Total Revenues		0.0%	1.9%	2.9%	15.3%	32.1%
Total Revenue Per Student		\$13,658	\$16,530	\$12,866	\$12,546	\$11,768
Total Spending Per Student		\$13,658	\$16,220	\$12,738	\$10,884	\$9,164

Cash Flow:*Reimbursements:*

We also understand that within the first year we will only receive 3 of the 4 lease reimbursement payments, since this is done on a quarterly reimbursement schedule. A table of the reimbursement schedule is below for year 1. We understand that after year 1, we will receive 4 payments in each fiscal year. We will work with our landlord to create a lease that works within our cash-flow model. This might look like only paying a small portion of the rent until we get our first lease reimbursement payment. After talking to Jeremy Nelson, a commercial realtor in the area, he has seen this type of agreement happen many times and thinks that a landlord would be open to it.

Fiscal Payment received	Year is	FY20	FY20	FY20	FY21
Reimbursed Months		July, Aug, Sept	Oct, Nov, Dec	Jan, Feb, March	April, May, June
Month Payment is received		October	January	April	July

Year one:

We also understand that in year 1, the first 6 months of cash allotments will be based on our March student projections, with the assumption they are all regular education students. This means that we will not receive SPED money for our students with special needs, Title I, and II funds, IDEA allocations, or any other federal money we may qualify for until early to late spring of our first year. If we receive CSP funding, we will have little to no cash flow issues, because we can help alleviate many of the costs with opening a school with the one-time purchase of items that are approved to purchase with CSP funds. Also, many of the expenses that we have in our current year one budget we don't need to purchase until we received the federal funding for them – IDEA, Title I and II. We will provide SPED services to our students with special needs regardless of when we get the revenue from the state. We will have at least one staff member with a SPED certification, to ensure the students are getting the services that they need. If they need any additional ancillary services in the first six month, we will work with CES to provide those services and discuss payment after we get our 40th day adjustment.

Also, most of our staff won't start until August, which means that we will only have building expenses and Director of Operation and Academics to pay in July. We will use the additional money from the July Allocation to help fund any revenue shortfalls until we do receive the money. Also, we will work with our landlord to not start our lease until after we get our first lease reimbursement in the fall.

We have built a budget around a very conservative amount of 60 kids. We fully anticipate reaching our projected enrollment. We will be very conservative in our hiring, to make sure we are only hiring for the students that we think will be enrolled. Within our current headcount model, there are multiple places where we can reduce staff, if our enrollment does not meet our projected numbers.

Total Points Available	Expectations
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4	<p>A complete response must</p> <ul style="list-style-type: none">• Describe budget control strategies <u>as well as</u> budget adjustments that will be made to meet financial budget and cash-flow challenges;• Describe budget control strategies <u>as well as</u> budget adjustments that will be made to address the failure to receive any anticipated funding sources;• Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials;• Address how special education students will receive services <u>before</u> special education funding is provided, based on accurate 40-day counts; and• Address how gaps between budgeted students and actual enrollment will be addressed.
CSD EVALUATION: Click here to enter text.	

C. Financial Policies, Oversight, Compliance, and Sustainability

C. (1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.

APPLICANT RESPONSE: Please see Appendix H

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all the internal control procedures that have been attached in Appendix H; • Attach in Appendix H internal control procedures the proposed school will utilize to assure the following: <ul style="list-style-type: none"> ○ safeguard assets ○ segregate its payroll ○ segregate cash and check disbursement duties ○ provide reliable financial information and promote operational efficiency ○ ensure compliance with all applicable federal and state statutes, regulations, and rules; • Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and • Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in Appendix H and other internal control procedures that will be developed and implemented by the school.
CSD EVALUATION: Click here to enter text.	

C. (2) Identify the appropriate staff to perform financial tasks and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (e.g., job search process, timelines) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

Business Manager – Right now we are planning to use EdTec for our financial services. If we can't afford their services, the Director of Operations will take on these duties and get licensed appropriately.

Governing Council – Will have an audit and finance committee. Paul Aguilar will be head of the finance committee and we will ensure that our audit and finance committees have board members with financial experience on them.

Director of Operations – The current candidate has a BBA from Anderson School of Business, so he would qualify for his Business Manager license if he needs to have it.

The Director of Operation and Director of Academics - have a combined 8 years of experience with school budgets, given their roles of school admin.

Recruitment of board members – As previously stated in the application we will always have a bench of board members and ensure that at least one of them has financial experience.

Recruitment of staff for financial management – Starting year 3 we will have an office manager with financial experience. The Director of Operations job description will also include a finance requirement. If we work with EdTec, we will have financial expertise working with our staff.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the appropriate staff to perform each financial task identified in the response to B (1) and all other required financial tasks; • Align completely with the organizational chart from response to D (1) in the Organizational Framework; • Align completely with the budget in A (1) and A (2) responses in Financial Framework; • Describe appropriate qualifications and responsibilities for each of the identified positions; and • Include a plan that will result in the recruitment, identification, the evaluation of candidates, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.
CSD EVALUATION: Click here to enter text.	

C. (3) Provide a **clear, comprehensive, and cohesive plan for** how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school's overall governance and management.

APPLICANT RESPONSE: Endless Sky will do the following things to ensure that the school is financial sustainable:

1. It will establish a Board of Finance.
2. Follow the Financial Policies and Procedures outlined in Appendix H.
3. It will establish a finance committee that is composed of two governing board members with financial experience. This committee will work with the business manager and the school leaders to ensure the school is financial compliant and sustainable. The business manager will meet with the finance committee monthly to give financial updates and discuss decisions that the board needs to vote on to ensure the school's financial sustainability. This will include but isn't limited to contract approvals over 10k, BARS, cash-flow discussions, understanding revenue projections and enrollment, and discussing 60 day and 90-day terms with vendors.
4. Endless Sky will also establish an audit committee. The audit committee will be comprised of the following: 2 board members, one volunteer member who is a parent of a student attending the school, and one volunteer who has experience in accounting or financial matters. The Director of Operation and Business Manager will also serve on this committee. The audit committee will perform monthly audits on 2-3 of the policies and procedures in Appendix H, to ensure that the school is compliant with the governing board approved policies and procedures. If a policy or procedure is not being followed correctly, the audit committee will be responsible for discussing how to course correct for this oversight, with the Director of Operations, who will then ensure that the school staff make the proper adjustments.

The school will hire a law firm to represent them. They will also have a board member with legal expertise to help them understand and navigate all laws pertaining to the school.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> ○ Function generally ○ Ensure proper legal oversight ○ Ensure proper financial oversight; • Describe how the proposed school's audit and finance committees will interact with the school's management; and • Describe how the audit and finance committees will interact with the full Governing Body.
CSD EVALUATION: Click here to enter text.	

IV. Evidence of Support

A. Outreach Activities.

A. (1) Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to develop community support for the proposed school. Provide clear descriptions of outreach activities, demonstrating that the applicant is attempting to reach a broad audience and understand the community's needs.

APPLICANT RESPONSE:

Endless Sky Academy believes that a school should be the cornerstone of the community in which it operates. Bernalillo is a small community with strong roots and we want to value this. We intend to make engaging the community a priority in our work to build a solid foundation for Endless Sky Academy. This work will continue throughout the planning year, and once Endless Sky Academy opens its doors. ESA had open communication, during the application process, with a variety of individuals throughout the Bernalillo, Albuquerque and Rio Rancho area. The majority of these conversations focused on areas of educational need in Bernalillo and how Endless Sky will fill the gaps and increase student learning in the area. We have to make significant progress in the upcoming planning year and will do so by increasing our connections with the community of Bernalillo and surrounding areas through the following activities. We will hold meetings with individuals in community based organizations, neighborhood associations, businesses, not-for-profit organizations, local charter schools, district schools in Bernalillo, faith based organizations, elected officials, university personnel, national charter school advocates and organizations, and families in the areas in which we seek to locate. We will hold focus groups with families who live in our proposed geographic region and we participated in regular community meetings and visioning activities.

Community members and organizations will be engaged during the recruitment of potential board members and community supporters beginning in the Fall 2018, and throughout the spring of 2019 to solicit feedback and community input on the school's instructional model and family engagement strategies. The Endless Sky Academy's team has prioritized building deep and sustained relationships with key community groups and individuals, and we believe that these strong relationships will be instrumental in broadening the reach and scope of our outreach and recruitment efforts in the planning year prior to opening.

We also believe that not only will Endless Sky Academy be part of the community of Bernalillo and the geographic area, but also part of a broader state and national charter community. To this end, we began developing relationships with school leaders who have proven results either with similar models or as charter schools in New Mexico.

Endless Sky Academy has reached out to in the greater Albuquerque area in general to discuss their mission, curriculum, organizational blueprint and overall what makes them successful.

Evidence and Outcomes of Meetings with Community Members

The Endless Sky Academy School team met with a wide range of individuals from local businesses, community organizations, government, and schools to inform our planning and build a wide-ranging base of support for launching Endless Sky Academy in the fall of 2019. We will increase our community outreach activities in the upcoming planning year.

Month	Activity
Fall 2017	<p>Paul Aguilar, Bernalillo native, Educator, ESA Board Member Mike Kloppel, Director of Community and Economic Development, Bernalillo Craig Brandt, Former Rio Rancho Schools Board Member, NMPED rep Amy Robles, Director of Albuquerque Charter Academy</p> <p>Tanya Baker, Teacher and Instructional Coach Rio Rancho Public Schools Katie Harvey, Retired Educator, Former Principal Gary Tripp, Former School Administrator, Former President of NMAA, Director CES Walt Gibson, Former Administrator, Former Superintendent Los Lunas, NM Tiffany Avery, Director of Marketing & Communications, Sandoval Economia Alliance</p>
Spring 2018	<p>JoAnn Mitchell, Director of Mission Achievement Success Hope Morales, Director of TeachPlus NM Joann Wondra, Local business owner, Education advocate Juaquin Moya, Director of Bosque School Carl Koestner, Former Educator, Charter school advocate Kim Johns, Pre K Principal Ruth Gallegos, Educator, Teach Plus Fellow La Petite Academy, Amanda Bader, Educator and board member Matt Giese, Community member and board member Elizabeth Lyle Educator Mike Briggs, Businessman, Community member and parent Beverly Ann Bennett- Community member and parent</p>
Outcomes	<p>Paul Aguilar – Given a thorough history of academics and resources in Bernalillo. Paul gave Endless Sky team a sense of the need for things to change and improve so that less students once reaching high school and failing or dropping out.</p> <p>Tiffany Avery- discussed the need for school reform, what a quality Board looks like and other contacts in Sandoval County.</p> <p>Mike Kloppel –Mike provided real estate and property information for Bernalillo and contacts to further discuss community involvement in the school. This was an excellent resource, as we want to build relationships with the community and need to find a physical space for Endless Sky Academy.</p> <p>Craig Brandt– Provided legislative information in terms of the future of charter schools and the importance of having a diversified school board.</p> <p>NMPED rep – We discussed the need for school change in Bernalillo and he provided contacts at the</p>

state level and in Bernalillo.

Amy Robles – Amy has experience with opening a charter school and with high population of special ed needs student and students living in poverty.

Tanya Baker – We discussed the need for foundational skills in math and science so that a larger percentage of middle school and high school students continue to gain skills so that they are ready for a science and math-based careers.

Katy Harvey – Katy has the experience of opening a first-year high school. We discussed many of the issues that are involved with a new school and how to approach them.

Gary Tripp– He is a director with Cooperative Educational Services (CES), which provides opportunity and resources for schools such as procurement and contractual work. We will be partnering with him in these areas.

Walt Gibson – Walt helped with clarifying our vision and mission statements. He also has experience working with a population that is largely bilingual or ELL.

JoAnn Mitchell – JoAnn is the director of a Charter school in Albuquerque. We discussed hiring quality teachers that have your vision and mission. We also discussed ways to create an aesthetically pleasing school.

Hope Morales – Hope is the directory of a non-profit group that promotes education advocacy in New Mexico. She helped with networking and providing contacts both at the state and local levels.

Joann Wondra – She helped us by giving a parent’s perspective of what students need both emotionally and academically in order to be successful once they reach high school.

Beverly Ann Bennett- She helped us by giving a parent’s perspective of her concerns about the schools in the Bernalillo area and why she sent her kids to schools out of the area.

Juaquin Moya – Helped with how to provide interventions efficiently and productively throughout the school day.

Carl Koestner– Carl has vast experience with charter schools and what makes them successful. We discussed how to create a strong board and curriculum and maintain a consistent vision and mission.

Kim Johns– She gave us an administrative perspective of continuing the individualized learning that happens at the Pre K level and analyzing data for individual student growth.

Ruth Gallegos– We discussed education advocacy and policy issues in New Mexico. She also gave us instructional strategies for native American population.

Amanda Bader– Discussed strategies for improving foundational skills so that when students attend high school they are able to read literature that is age appropriate and respond to that material in language, both written and oral.

See attached Letters of Support

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none">• Describe an outreach program to develop community support for the proposed school that has been implemented during the application process;• Describe specific activities that have been implemented, include evidence of implementation;• Include evidence that demonstrates the activities reached a broad audience that is representative of the whole community; and• Describe how this outreach has enabled the applicant team to understand community needs.
CSD EVALUATION: Click here to enter text.	

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable, and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. (For instance, 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 support earlier descriptions of the anticipated demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender, type of current school (home, private, public), or other pertinent data.

APPLICANT RESPONSE:

There is a need and want for high-quality educational options in the Bernalillo area. This is based on the school data that is reported in this document along with the conversations we have had with community members. Endless Sky Academy's Community Outreach plan will be a multi-application, planning year, and into Year 1. During the application process, the team prioritized building key relationships with core individuals living and working in, near the Bernalillo and surrounding areas. ESA will ramp up the community involvement piece drastically in June of 2018. This will also continue not only in the initial stages of the school but continue throughout ESA's existence.

Plans to gather Data Demonstrating Support from a Broad Audience

Throughout the planning year the Endless Sky team will gather data that shows support from community partners and potential supporters. We plan to participate in community meetings and focus groups. Our team will launch a school Facebook and Twitter account page the summer of 2018 to increase interest and provide information about our school. Endless Sky Academy team members will conduct community walks throughout Bernalillo and the surrounding areas to engage neighbors in discussions about their educational opportunities and feedback and potential support of Endless Sky Prep. As part of the outreach and conversations with families and neighbors in the community walk areas, team members will give individuals a survey to document their feedback and extent of support. In addition to the community walks, that will reveal the level community support, the Endless Sky team will hold focus groups that included families and community members. We believe that not only will Endless Sky Academy become part of the local community and the community in the Bernalillo area, but we will also become a part of the broader, national charter school community.

Support from Community of Specific Areas

Focus groups and community meetings will be held and attended within Bernalillo and the surrounding area. Endless Sky Academy's Community Input Survey will be distributed via social media and our email newsletter. Endless Sky founding team members will also organize a community walk and will go door to door in the neighborhoods surrounding our targeted location. We will go with families and community members and collect a sample of at least over 25 survey responses that will indicate the number of families with children or grandchildren in grades K-1 that will be interested in sending their child to Endless Sky Academy when it becomes an option. On a second date, the team will target Placitas and the northern Rio Rancho area to gather a second round of survey responses. Finally, we will make sure and get surveys to the surrounding pueblos. Because the pueblos are far apart we will provide mailers, emails, and organize meeting with the pueblos so that we have their very important input.

Why the Evidence Demonstrates the School will be Embraced and Supported in the Community

In addition to the above mentioned, we have and will continue create and expand strong networking relationships with key influencers in the Bernalillo area. We recognize the importance of trust and relationships in our state, city, and community, and have prioritized ensuring that we have key individuals and groups who are supportive of and invested in our vision for Endless Sky and committed

to helping families have access to great school options. We know the voices of families, community, and leaders are critical to the success of achieving our target enrollment and growth goals. Family engagement and outreach will become even more of a focus upon charter approval. We believe that we have initial support as a part of Bernalillo community, which has not only demonstrated need but is looking for an alternate public path towards accessing high performing schools.

In making decisions about the best way to gather and demonstrate support, the Endless Sky Academy team will continue to follow and cultivate the belief that sustained partnerships with families and community organizations are critical to ensuring that the school is able to execute the outreach and recruitment strategy planned for the beginning of summer of 2018 year, prior to opening the school. We believe that the initial support for school choice in the Bernalillo area and the confidence our supporters have in the Endless Sky team, that our school will be embraced as part of the community, especially through the engagement, outreach, and communication process planned for the planning year.

We will make sure that the Endless Sky Academy team will let people know that we are bringing vast school experience and a strong and unique vision and mission to the academic setting in Bernalillo. From our research the following are the survey questions that will be asked in order to raise awareness and provide support for a charter school in the area.

1. INTRODUCTION:

We are investigating the possibility of adding a charter school for students in grades K-5 for the 2019-20 school year. Key components of this discussion thus far include:

1. A charter school is a free public school open to all interested resident students.
2. The proposed Charter School would be designed for students with varied interests and backgrounds who feel their learning needs would be best met in an individualized, non-traditional, data-driven learning environment.
3. Students will receive direct individualized instruction from teachers in reading, writing, and math skills. Students will take assessments that provide information on their specific, individual needs.
4. Instead of formal, subject-oriented classes, students choose, plan, research, and complete academic study and hands-on projects that result in tangible, real-life products.
5. The creation of individualized learning experiences will make students comfortable in their learning environment and promote significant student growth.

It is early in our planning process and there are many logistical questions still to be answered. However, we are interested in trying to determine about how many families may be interested in this type of learning opportunity for their student.

Thank you in advance for completing this short (6 questions) interest survey by June 15, 2018.

- 1. What grade is your son / daughter currently in?**
- 2. Choose your child's current level of reading?**
- 3. Has your son / daughter attended Pre-K?**
- 4. What is your opinion of Bernalillo Public School?**

5. What does the highest level of education have any of your children completed?

6. What response best describes your reaction to the charter school proposal at this time?

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none">• Include quantitative data that demonstrates community support from a broad audience for this proposed school;• Include qualitative data that demonstrates community support from a broad audience for this proposed school;• Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and• Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.
CSD EVALUATION: Click here to enter text.	

C. Community Relationships

C. (1) Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

APPLICANT RESPONSE: Community Support

Once writing the Notice of Intent to submit our application for Endless Sky School, the founding team began to build our network of supporters in Bernalillo and surrounding areas. Currently, Endless Sky has been fortunate to be the beneficiary of support from educators, business leaders, and community leaders, but we have a lot more work to do. Their support has translated into input into the school's vision and support for our mission.

Creating Relationships:

As described in Section IV. A.1, engaging with and learning from the community in Bernalillo has been a priority over the application period and will be an even greater push by the ESA team as we move forward towards receiving the charter. Our conversations and outreach have yielded key relationships in the Bernalillo area. We are and will continue to create a roster of diverse partnerships that can support the school with outreach to students and families. Our top priorities will be, access to professional development opportunities for the school leadership team and staff, improving the health and wellbeing of our students as well as access to medical and social work opportunities outside the school. It will also be important to grow relationships with current charter schools that are succeeding with high need students. Sharing ideas and professional development time with these schools will benefit leaders, staff, and students.

Endless Sky Academy would like to become involved in meeting and programs to create a healthy community for its children. Endless Sky Academy will strive to be a key partner in the conversations around bringing extended opportunities to the children in this area. We are reaching out to both local preschools to discuss the curriculum and how we can work with them to improve the student's foundational skills as they move towards kindergarten. We will also work the services at the Sandoval County Health Commons to see how we can support student's mental and physical well-being. We have planned, upon authorization, to attend specific parent classes and meetings to speak with parents in a group setting to provide information regarding options for elementary schools and to share more about the ESA education and personalized learning instructional approaches.

Endless Sky Academy, upon authorization, will also seek to join the New Mexico Charter School Coalition to build our network and connections to charter school leaders and capitalize on training and support offered by the body. We believe that the opportunity to work with other charter organizations and leaders here is a valuable asset, and that we can learn from others who have started schools here while simultaneously adding our perspective and innovative strategies and plans to local networks.

Evidence Endless Sky Academy will be beneficial to the Bernalillo area:

Upon authorization, Endless Sky Academy will join

- The national charter school community
- FIVE SANDOVAL INDIAN PUEBLOS, INC.
- Galloping Grace Youth Ranch
- La Petite Academy of Bernalillo
- P B & J Family Services Inc.

- Greater Sandoval County
- Faith based organizations
- Sandoval Health Collaborative
- Sandoval Economic Alliance

When thoughtfully informing, inquiring and involving Bernalillo families and community representatives, school improvement leaders and staff seek to inspire more of them to share their knowledge and enthusiasm, persuade others and actively campaign for school options. The Strategies for Community Engagement in School Turnaround report recounts efforts in Denver and Louisiana, where community members, parents and educators sat on advisory groups that met regularly to review and take part in decision making about school improvement plans, budgets and progress reports. The communication and effort to reach out to the community at various levels does not stop upon submission of this application.

Offering meaningful opportunities:

ESA will make sure to provide meaningful ways to involve parents and community members in school improvement and support for student achievement. We will create opportunities for parents to develop skills to better support their children academically. ESA specifically will provide parents with strategies to support student learning at home and become effective advocates for their students. Daylong trainings will be held two or three times each year will feature a keynote address and three sets of 12 concurrent sessions. Sessions will cover both academic topic, such as understanding fractions and out-of-school issues that affect student achievement, such as adolescent nutrition and financial literacy. To encourage attendance, ESA will try to not charge a fee, provide childcare and meals, and offer sessions in Spanish. The goal will be, with community partnerships that securing public backing for ESA, this will evolve into support to help students and families improve academic achievement, attendance, and behavior.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; • Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; and • Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.
CSD EVALUATION: Click here to enter text.	

D. Uniqueness and Innovation.

D. (1) Provide **clear evidence** demonstrating the **uniqueness, innovation**, and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling demand for the proposed school's educational program.

APPLICANT RESPONSE: Endless Sky Academy's mission will be dedicated to improving student learning on an individual level. It is our goal for all students to have the resources and instruction necessary to reach their full potential. Teachers will progress monitor their students and identify those students who need additional supports to assist students in their academic progress. By assessing in a manner that will be efficient and productive and a schedule that will provide ample time for teachers to provide intervention with consistency and purpose, every student will have the foundational skills to make, comprehend and have access to all grade level curriculum and instruction in their future. ESA will focus on providing the academic and non-academic skills for each student to be successful in the 21st century. This is what makes ESA unique. By using all these techniques, we will have the ability to create an individualized academic plan for each and every student in order for the to make a year and a half of academic growth within one school year.

Endless Sky Academy Curriculum

At the heart of a high quality and unique curriculum is the premise that all students can learn and are capable of being successful. Therefore, a high-quality curriculum is one built on high expectations, aligned with state standards, and is highly rigorous. The highly trained staff at Endless Sky Academy will focus on the needs and exceptionalities of every child.

Our curriculum will be focused on critical thinking and strong 21st century communication skills. It will consist of the relevant, high-interest information, fostering a creativity to fit the needs of today's classrooms that are comprised of students with diverse needs. Students will be able to apply what they learn, share ideas, determine various ways to solve problems, and be able to justify their thinking. Critical thinking is a skill that will be focused on. In today's world, critical thinking is a must. The students at Endless Sky Academy will be expected to engage in healthy struggle both academically and personally for growth to happen.

The Endless Sky curriculum will focus on vertical and horizontal alignment between grades to scaffold and build the learning experience. Therefore, it will be developed through collaboration with teachers representing all grade levels and disciplines to achieve cohesiveness that targets the success of every child. The staff will work together during CTT's to ensure consistent instruction. All staff are responsible for all students, not just if they are in their class.

The curriculum at Endless Skies Academy will practice culturally and linguistically responsive teaching and learning. The staff will make sure to supplement core texts around themes, standards, or learning objectives with culturally responsive books, articles, stories, and references. Students' reading development will be supported with appropriate and frequent read-alouds which will be effective, and responsive to student's cultural needs and interests. Teachers will focus on making connections relevant for students so that texts are high interest and meaningful.

ELA

Beginning with a K-2, a strong balanced literacy program will include comprehensive literacy model

practices, and explicit phonemic and phonological awareness instruction. The literacy program at Endless Sky Academy will implement all the various parts of a balanced literacy program including a quality writing program.

Every classroom will have shared reading. Shared reading is an interactive reading process in which a teacher and student share in reading a text and the teacher models the skills of a proficient reader. When doing a shared reading, the text is available for both the student and teacher to see, whether it be looking at the same book or a projected reading on a screen. The students and teacher will interact with the text, asking questions and pointing out connections to their lives, the world and other texts. During small group instruction, the teacher will have a rotation system. The students will rotate through spelling, writing, computer and small group rotations. The small group rotation will be with the teacher. The teacher will work on reading fluency, comprehension and word work skills. This is also an opportunity for literature groups for higher level readers. These practices are unique in that students will be practicing multiple skills to advance their reading skills every day based on the standards and where they are in their learning.

Math

The mathematical curriculum will establish clear goals for the mathematics standards that students are learning, coordinates goals within learning progressions, and uses the goals to guide instructional decisions. The curriculum Great Minds curriculum will engage students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Our students will be engaged in making connections among mathematical representation to deepen understanding of mathematics and concepts and procedures and as tools for problem solving. Students at Endless Sky Academy will build shared understanding of mathematical ideas by analyzing and comparing the approaches and arguments of their peers. Purposeful questions will be asked to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. The math curriculum will concentrate on building procedural fluency from conceptual understanding. This will be put into place so that students, over time become skillful in solving contextual and mathematical problems. The students will be provided with, both collectively and individually, the opportunities and supports to engage in productive struggle as they explore mathematical ideas and relationships. The teachers and staff will use evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

The uniqueness of our math program lies in the idea Endless Sky Academy will provide intervention in mathematics based on the recommended best practices for Response to Intervention. These best practices include:

1. Screen All Students to Identify Those at Risk
2. In-Depth Instruction of Whole Numbers through Gr. 5 and Rational Numbers in Grades 4-8.
3. Explicit and Systematic Instruction
4. Instruction on Solving Word Problems
5. Visual Representations of Mathematical Ideas
6. Progress Monitoring

7. Building Fluent Retrieval of Basic Facts
8. Motivational Strategies

Endless Sky Academy Instruction

Endless Sky will implement the following instructional programs and their uniqueness will help improve the quality of instruction.

Response to Intervention- There will be a school-wide intervention, or RTI time. During this time, the teacher will work with individual students or students in a small group to concentrate on specific skills that may be missing. These skills are identified through testing and classroom observation. The skill could be working on certain letter patterns, or math fact fluency. The uniqueness of the RTI process is that it is customized, instruction with attention given to certain students, concentrating on certain skills that may be off grade level but necessary for understanding of current grade level concepts.

ESA's assessment plan has four main objectives:

1. To identify students as early as possible who are at risk, or already experiencing difficulties and need extra instruction or intensive interventions. Additionally, students who have reached benchmarks are identified for enrichment to achieve beyond standards.
2. To monitor students' progress during the year to determine whether students are making adequate progress in critical skills and to identify students who may be falling behind or needs enrichment.
3. To inform instructional planning to meet the most critical needs of groups or individual students.
4. To evaluate whether the instruction or intervention will enable all students to learn a year and a half of content in an instructional year, or for students who are behind to close the gap within a reasonable time.

The four objectives outlined will be achieved through four types of assessments conducted during the school year

screening

diagnostic

progress monitoring

general outcome measures

They correspond roughly to the four objectives, but all play a key role in helping to plan effective instruction and interventions.

Both the objectives and assessment types will be the cornerstone of the ESA professional development for the assessment process we will implement.

SCREENING

Universal screenings provide an additional advantage in that it allows schools to add systematic formative evaluation to current practice, as seen below:

For Teachers (and Students)

- Early Identification of at risk students, and who may need further assessment
- Instructional planning for Tier I and Tier II
- Identifies students who may need more frequent progress monitoring

For Parents

- Opportunities for communication/involvement

For Administrators

- Resource allocation/planning and support
- Provides greater self-determination of year end accountability outcomes

Diagnostic

Diagnostic tests are not given to all students, unless there is a clear expectation that they will provide new information about a child's learning difficulties or identify a child who demonstrates early behavior warning signs that indicate a risk for developing an emotional or behavioral disability, and can be used to provide more focused, or more powerful instruction/interventions. ESA staff will be trained on who, how, and when to give diagnostic assessments.

Key Features of Progress Monitoring

- Brief assessments conducted frequently based on level of need
- Assessments which occur throughout core/intervention instruction
- Results are used to find instruction/intervention that works
- Results which are regularly charted/graphed/analyzed by the School RtI Leadership teams to determine student progress (individual or group gap analysis, aimline, standard)
- Decisions rules which determine when a student(s) is not adequately responding to the instruction/intervention (positive, questionable & poor response)

Knowing how to give assessments and properly use the data will be an expectation of all ESA and will be used to drive instruction and discussed weekly at PLCs.

Outcome assessments

Outcome assessments are given at the end of a school year to evaluate the overall effectiveness of the instructional programs and to evaluate progress toward meeting the grade level goals set out by the State, a school, or district. Whichever State assessments are required by our ESA's Year 1 we will administer and use the data to evaluate proficiency in comparison to other schools and districts taking the mandatory assessments.

The Leader in Me & 7 Habits of Highly Effective Students:

The following habits will be taught and practiced school-wide, based on Stephen Covey's "7 Habits of Highly Effective Students":

1. Be Proactive.

The goal for this habit is to ensure that ESA students begin to do the right thing without being asked. Being proactive is a way of living that allows you to instinctively do what needs to be done and setting an example. For example, if you see a piece of trash on the ground, picking it up without being asked (because you know it is the right thing to do) is being proactive.

This habit will be applied to homework. Teachers will give homework for the week on Monday, but students will plan to know they have other activities on Tuesday and Thursday, being proactive is the learned skill of working ahead so that they will not get behind on the work.

2. Begin with the End in Mind

This habit is used to focus on what ESA students and staff want to accomplish. ESA students will use planners and begin with the end in mind they can start studying or began work ahead of time rather than the day of or night before. This works the same for assessment and learning goals. Students will be made aware of realistic goals and begin with this score in mind and continue to work towards this goal.

3. Put First Things First

This habit has been used for years by parents and teachers and will be made easy to understand its usefulness by ESA teachers. Showing how to prioritize school over video games is an example of putting first things first. Making a list of things that students need to know and need to get done and a list of things you want to get done then numbering them in order of importance will be an expected way to practice this habit.

4. Think Win-Win

Teachers at ESA will ask students, 'How can everyone be happy?' 'What can I do to help everyone succeed?' This habit focuses on helping students realize how to create success in all areas. Staying organized is a practice that will make this habit a successful tool. This habit can also be applied to other aspects of school. Having students think of how to include other students and not exclude anyone. ESA students will think outside the box, so everyone is left feeling involved is the goal.

5. Seek First to Understand, then be Understood.

ESA students will be expected to hear another student or adults entire story before interjecting an opinion or comment. What is the person trying to say? What are they telling you? Do not be quick to judge because you may not know the entire story. This habit applies to many aspects, but one example is clothing, the area of town someone lives in, or the car their parents drive. Before you judge a person, listen to their story. Know the whole situation.

6. Synergiz.

This habit focuses on teamwork and working together. It is important that we take the time to listen to our teammates, classmates, or coworkers while we are working together. Bouncing ideas of each other, talking through difficult subjects, and making sure that we are all on the same path is important to be a leader. We all have something special and important to offer the group.

7. Sharpen the Saw

This is taking all the habits and self-evaluating and practicing them daily. Take the time for ESA students and staff to reflect and improve. What can you do tomorrow that was better than what you did today? How can you make sure that everyone wins? What did you do right this week? What can you improve on?

Implementing these habits will help create the culture of the school. The students and teachers will have a personal investment in the school and the leadership opportunities that will be available will give them a sense of ownership. These habits also transfer to their lives at home. It is a powerful program that changes lives. This is unique in that, so few schools focus on the character development of the student. At Endless Sky Academy, we are invested in the whole child, not just how they perform academically.

Culturally and Linguistically Responsive Teaching- CLR is the teaching strategy where the students are culturally and linguistically exposed to literature for getting them where they need to be academically. CLR is the opposite of the sink-or-swim approach to teaching and learning, or traditional schooling.

Three Objectives to Implement:

Objective 1 Supplement core texts around themes, standards, or learning objectives with culturally responsive books, articles, stories, and references.

Objective 2 Support students' reading development with read-alouds frequently, effectively, and responsively

Objective 3 Saturate instruction with effective (research-supported) literacy strategies

3 Types of Texts (Among the limited number to choose from in the first place)

1. Culturally Specific Texts Illuminates the authentic experience of growing up as a member of a cultural group as opposed to racial (and not just ethnic). Illustrations and language depict culture in an authentic manner.

2. Culturally Generic Texts Features minority characters but contain few specific details to culturally define them authentically. Usually based around universal and mainstream defined themes

3. Culturally Neutral Texts Features "people of color" but have little or nothing to with culture and many times simply have "dipped" a traditional character in a dipped the color in the name of diversity or multiculturalism

There are many benefits of this approach to Endless Sky students and teachers which include identifying classmates' common passions and cultural intersections. Identifying a student's learning style is important but learning who they are is essential as well. Once teachers know what students like, they can identify a classroom's shared passions and areas where cultures intersect. This also leads to the student and teacher establishing connection and sharing a common goal. We need to learn about each other's lives and have mutual respect. Genuine interest about the student experience and insight, can truly open a path of understanding between students and teachers.

Finding a literal and metaphorical language for reaching students does not mean lowering standards. A culturally responsive teacher must maintain and communicate high expectations for students' behavior and performance.

Using students' cultural language within the classroom, discussions might mean some meta-discussions on code-switching and the importance of academic language in an academic setting. Students whose own cultures have been recognized and respected will be more likely to adopt, even temporarily, the code-switching necessary in the classroom. Students who engage in this practice will have learned far more than the content of the original discussion; their learning will translate to out-of-class applications.

Students who feel valued take ownership of their learning

Perhaps the most important quality of CRT is that teachers must shift toward a liberatory pedagogy that emphasizes student engagement and experience over a teacher's ability to lecture on content.

Embracing a classroom style that puts a teacher in the position of facilitator instead of specialist can be very difficult, but the action has significant payoff.

Students whose lives and cultures are not treated as important are less likely to invest in the overall learning process, whereas those who are empowered and feel valued will be ready to learn, even if that connection is made through something as simple as teaching the lesson through pop culture, movies, or the music that the class will enjoy.

In addition, students who embrace their role as powerful actors inside the classroom may go on to act as change agents outside of the classroom. In this way, a culturally responsive curriculum makes room for service learning opportunities that connect classrooms to many cultures inside and away from school.

Teachers must examine their own belief systems as well

On a final note, a crucial — and challenging — aspect of culturally responsive instruction is to abandon old ideas about cultural deficits, whether they are related to ethnic or cultural backgrounds or socioeconomic status. Teachers must be careful not to convey judgment in the classroom that might reflect upon students' families, friends, or personal histories. This means addressing their own assumptions about different behaviors, like the parent who forgot to sign off on homework or missed an important parent-teacher meeting.

Educators should work to establish meaningful communication and relationships with student's families that allow them to understand why parent/teacher communication might break down and overcome those barriers. When students see family and teacher collaboration and mutual respect, they are more likely to invest in their education in meaningful and lasting ways.

Endless Sky Academy Professional Development

Endless Sky Academy will create staff buy in and provide the opportunity for productive staff learning. PD provided at Endless sky will have structured professional learning and the expectation that it will be define effective professional development as that results in changes in teacher practices and improvements in student learning outcomes. To define features of effective PD, we reviewed studies meeting our methodological criteria that emerged from our extensive search of the literature over the last three decades.

Using this methodology, we found that effective professional development incorporates most, if not all, of the following elements:

- PD that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts. This element includes an intentional focus

on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.

- Incorporates active learning: Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such PD uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students.
- Supports collaboration: High-quality PD creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district.
- Uses models of effective practice: Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
- Provides coaching and expert support: Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.
- Offers feedback and reflection: High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.
- Is of sustained duration: Effective PD provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

Endless Sky Academy Schedule areas of need

Our schedule not only provides the time to implement quality professional development but also provides teachers the time to assess efficiently and effectively, then provide individualized instruction.

Endless Sky Academy will have a quality assessment process by answering the following questions. Many schools ask these questions but do not answer or use the answers to improve instruction.

Provides diagnostic feedback

- What is the student's knowledge base?
- What is the student's performance base?
- What are the student's needs?
- What must be taught?

Helps educators set standards

- What performance demonstrates understanding?
- What performance demonstrates knowledge?
- What performance demonstrates mastery?

Evaluates progress

- How is the student doing?
- What teaching methods or approaches are most effective?
- What changes or modifications to a lesson are needed to help the student?

Relates to a student's progress

- What has the student learned?
- Can the student talk about the new knowledge?
- Can the student demonstrate and use the new skills in other projects?

Motivates performance

For student self-evaluation:

- Now that I'm in charge of my learning, how am I doing?
- Now that I know how I'm doing, how can I do better?
- What else would I like to learn?

For teacher self-evaluation:

- What is working for the students?
- What can I do to help the students more?
- In what direction should we go next?

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe the uniqueness, innovation, and significant contribution of your educational program to the broader or the local NM public education environment; • Include meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate; and • Describe how the applicant team knows there is a compelling demand for the proposed school's educational program in the geographic area in which the school

	plans to locate.
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CSD EVALUATION: Click here to enter text.
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Appendices and Attachments

Appendix Number	Appendix Description	Attached (Check if Yes)
A	Governing Body Bylaws	<input checked="" type="checkbox"/>
B	Head Administrator Job Description	<input checked="" type="checkbox"/>
C	Job Descriptions for Certified, Licensed, and Other Key Staff	<input checked="" type="checkbox"/>
D	Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	<input type="checkbox"/>
E	PSFA-Approved Projected Facility Plan Documentation	<input checked="" type="checkbox"/>
F	Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	<input checked="" type="checkbox"/>
G	Five-year Budget Plan	<input checked="" type="checkbox"/>
H	Internal Control Procedures	<input checked="" type="checkbox"/>

All appendices are attached in the folder

Appendix A
Appendix B
Appendix C
Appendix D NA
Appendix E
Appendix F
Appendix G
Appendix H

Attachments in File

- Letters
- Schedules
- Salaries
- Conflict of Interest
- Resumes
- Self-Evaluation/Rubrics

