



**New Mexico Public Education Commission
Charter Schools Division**

**2018 New Charter School Application Kit
Part B. Executive Summary**



Part B: Executive Summary

This section should be two to three pages long and address, in a narrative form, the following points:

- Your proposed school's name and a description of the charter school's projected students, including key demographic data (academic performance, home languages, special populations), based on the local community or the school district in whose geographic boundaries the charter school applies to operate
- Where the charter school's projected students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs
- Evidence that there is a community need for a school of this nature in the local community or the school district in whose geographic boundaries the charter school applies to operate. Note: NMSA 1978 § 22-8B-6(L)(5) provides, "[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if...the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate." Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
- The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, etc.)
- How you project that the school will be more effective than the schools currently serving the charter school's projected students, or the founder(s)' plans to improve student achievement and exceed the academic performance of these existing public schools in the local community or the school district in whose geographic boundaries the charter school applies to operate. Provide a brief summary of any data you have to support this assumption.
- The founders of the proposed school, their background, and expertise
- If different from the list provided above, the founding governing board

To complete the following form, click on the text box and begin to type.

New Charter Application Executive Summary

Endless Sky Academy is a K-5 elementary school proposed to academically grow students in the town of Bernalillo, NM and the surrounding areas. ESA will use quality assessments to find gaps in each and every students' learning while also providing the students with the state and common core curriculum. By infusing leadership throughout the school, we will also provide non academic skills, habits and the motivations to succeed in all areas. Both the academic and non academic skills will prepare Endless Sky students to meet all educational challenges from elementary, middle school, high school and on to the post- secondary setting of their choosing.

Evaluation of the proficiency scores in Bernalillo public schools highlights the need for personalized instruction. The data pulled from the 2017-18 school year is listed below:

ELA

- Bernalillo public schools third grade proficiency 21%
- Bernalillo public schools fourth grade proficiency 22%
- Bernalillo public schools fifth grade proficiency 18%
- Highest level of proficiency in middle school is 22%
- Highest level of proficiency in high school is 36%

Math

- Bernalillo public schools third grade proficiency 28%
- Bernalillo public schools fourth grade proficiency 20%
- Bernalillo public schools fifth grade proficiency 17%
- Highest level of proficiency in middle school is 10%
- Highest level of proficiency in high school is 6%

In Bernalillo public schools students with disabilities make up 16% of the overall population, while English Language learners make up 28%.

- Students with disabilities ELA proficiency level in 2016-17 was 14%
- Students with disabilities Math proficiency level in 2016-17 was 8%
- Students with English Language Learners ELA proficiency level in 2016-17 was 18%
- Students with English Language Learners Math proficiency level in 2016-17 was 11%

Curriculum, Instruction, and Schedule Provide Student Learning Opportunity

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 and common core 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 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.

The Endless Sky Academy schedule provides significantly more time for instruction, professional development, and the opportunity for teachers to share ideas through structure PLCs that will have high expectations and outcomes.

The professional development in the areas of data collection and analysis and the instructional resources we will be using will be in depth and ongoing so that all staff have a deep understanding of what needs to be taught period. The combination of teaching the common core, next generation science and state standards along with providing individualized intervention will give the opportunity for all students to grow and strengthen their foundational skills while also striving to have all ESA students proficient.

Communication with Families, Community Involvement and Diverse Learning Environment

A solid, actionable plan is critical for school communications success. ESA will always put the school mission in the forefront so that the community and families know about and understand our school and what we are working to accomplish. We will communicate through a school website, social media, email, and face to face meetings. The mission and vision will be understood to the point where all staff can articulate our message.

Endless Sky Academy will make community engagement a priority and continue to develop the infrastructure to implement our commitment. We will inform the community of our turnaround initiatives which will drastically improve the academic performance for K-5 students. Through continued conversations public forums, surveys and focus groups we will make sure to understand and address the issues and concerns of the Bernalillo community and surrounding areas. Our hope is that all families, community representatives and leaders will have a working knowledge of what ESA is working to accomplish and and create enthusiasm so that all will actively campaign for our school.

Endless Sky Academy will work to embrace the diversity of the Bernalillo area and the state of NM as a whole. By implementing culturally and linguistically diverse instruction we will address the unique needs of all our students. The goal of Endless Sky Academy will be to eliminate any achievement gap regardless of race and background.

Proposed Founder and Director

The application was written and the plan is to implement a two director system so that each individual can provide Endless Sky Academy with knowledge and experience associated with their area of strength. Below is the biography of the founder and proposed director. Other candidates will be interviewed for the second director position.

Paul is a lifelong New Mexican who has been in education sixteen years. One year at the high school level, six years teaching seventh grade math, three years as a middle school assistant principal and six years as Director of Research, Assessment, Data, and Accountability (RADA) at Rio Rancho Public Schools District Office. His experiences in education have provided him the ability to attain the necessary skills in the areas of curriculum, assessment, and educational leadership, culminating in the opportunity to carry out the vision of Endless Sky Charter School for Boys. His licensure includes a Level 3A secondary teaching license and a Level 3B educational leadership license. He holds a Bachelors of Business Administration in Marketing and a Masters of Arts in Educational Leadership. As the Director of RADA, he focuses on understanding and supporting, implementation of state requirements for graduation. This includes primary pathways as well as alternative or secondary pathways. His extensive understanding of these requirements has allowed him to support district/school administration, teachers, students, and parents in understanding the expectations for gaining a diploma. During the fifteen years he has been with Rio Rancho Public Schools, he established strong relationships with district, school, and community leaders. These relationships have helped him with communication and implementation of his duties as District Testing Coordinator. As the requirements have increased at the federal and state level, the ability to condense and disseminate information has helped to relieve some of the burden on school administration. Additionally, the position as Director of RADA has given him the opportunity to communicate with departments at the state level and other school districts around New Mexico.

Proposed Founding Board 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.

ESA will work to find additional board members by the end of Summer 208 and continue to create a high quality and diversified group.