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**New Mexico Public Education Commission**

**Charter Schools Division**

**2020 New Charter School Application Kit**

**Part B. Executive Summary**

Aspire Integrated Arts Institute (AIAI)

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**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 improve student achievement and exceed the academic performance of the 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

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| New Charter Application Executive Summary |
| **Name of School:** Aspire Integrated Arts Institute (AIAI)  **Mission of School:** The Aspire Integrated Arts Institute (AIAI) will contribute to each student an individual education pathway illuminating a thoughtful integration of their passion, skill, and knowledge into the evolving network and tapestry of our modern society.  **Charter School Overview**  AIAI will be located in the Rio Rancho School District, close to the boundary between Rio Rancho and Albuquerque. We selected the Rio Rancho area because of this area’s history of interest in the arts, and its accessibility to other art rich areas like Bernalillo and Corrales and the north area of Albuquerque. We will provide a blended Integrated Arts curriculum including film, theater, dance, music, and visual art. There will be a focus on the Classical, Hispanic, and Indigenous art forms that are such an important part of New Mexico’s culture and history. The core academics and most electives will be provided through an online curriculum, with the arts education taking place both in classes at the facility taught by community artist contributors, as well as integrated throughout the English, Science, Math, and Social Studies curriculum.  AIAI will have a deliberate outreach to recruit students from Native American, African American, and Hispanic communities to ensure a diverse student body and an opportunity for at risk students to receive a high-quality education. The communities around southern Rio Rancho, including Corrales, Bernalillo, and Northwest Albuquerque have higher poverty, more ethnic diversity, and lower academic achievement that Rio Rancho itself. For example, the students at Bernalillo High School are 94% minority, 100% economically disadvantaged, 21% proficient in reading, 13% proficient in math, and graduate at a 63% rate. AIAI anticipates that with active recruiting throughout these communities, our student population will fall between Rio Rancho and the surrounding communities in terms of ethnicity, poverty, and academic achievement.  **Evidence of a Compelling need for AIAI in the Community:**  Through town hall meeting, surveys, and letters we used to engage our community, AIAI discovered that there is a need within these communities for a unique and innovative performing and visual arts program that will provide an alternative to the current public school offerings. Each one of these communities has a rich arts culture. They are looking for more opportunities for their students to gain the appropriate knowledge and skills to find self-motivation and confidence in pursuing their passions and dreams while gaining a college education and a career pathway. Furthermore, these students will have the opportunity to gain practical and real-life experiences through master classes, workshops, internships, and apprenticeships with several partner organizations in the community that are looking to support our charter school and the future of the Greater Albuquerque Area.  **Innovative and Unique Features**   1. Enrichment Life Coach Teacher: The ELCT serves as the primary support who proactively advocates and assists the student in navigating their educational pathways and life processes. They instruct and motivate one-on-one and in small-group settings. ELCTs will teach in a flexible environment, which may include working with students both inside and outside regular school hours and may include evenings and weekends. 2. Integrated Arts Curriculum: AIAI’s Integrated Arts Curriculum will help students to recognize the academic, professional and practical connections between science, history, languages, literature, math, social and marketplace skills and their study of the fine arts. AIAI’s integrated study pathways will cultivate a student’s connections to the universal human experience and a holistic understanding of multiculturalism. Instructing the Classical, Hispanic, Indigenous arts from an integrated perspective and methodology fosters a student’s curiosity to generate academic and social connection points by bridging these fine arts to the world of art, ideas, and enterprise. 3. Preparation for Career Pathways, Including the Arts: AIAI will provide guidance for the Career Pathways of each student. AIAI Professional Artists and Community Artist Contributors will advise the students on the proper pathways to follow in order to realize their college and career goals. AIAI will work together with New Mexico organizations to provide ample opportunities for master classes, workshops, internships, and apprenticeships so our students can gain practical, real-life experience working within their field of choice. 4. Time Flexibility for Curriculum: AIAI’s unique blended approach to education allows students of all abilities, interests and circumstances to grow through virtual and hands-on learning. The online curriculum is available 24/7 from anywhere that has an internet connection. This flexible arrangement helps make education more accessible to all by allowing a student the option of spending extra time working on their arts classes during the day at the school facility and doing their online work after they leave the building. 5. Blended Learning Environment: The AIAI Blended Learning Environment is the combination of the professional educator and Community Arts Contributor’s live art integrated instruction, the skill sets classes, and the Edmentum online technology that enables student-centered learning. The AIAI teachers know that using a blended learning environment can help students learn any time, any place, on any path, and at any pace using adaptive digital content. The use of technology frees up teachers to restructure their classroom and teach in new ways, providing the opportunity for more individualized instruction, meeting each student at their current level and challenging them at their appropriate pace.   **Improving Student Achievement**: Decades of research have clearly and consistently shown that a strong education in the arts results in higher student achievement in all subjects and across all student demographics. Studies of blended learning programs (as opposed to online programs) have also shown promising results. Our proposed blended model has proven very successful in raising student achievement, especially with at-risk students. Combining that with a strong arts education component presents the best of both worlds, and we believe will result in significant improvements in student achievement.  **Founders:** The founders of the school bring a wealth of experience and expertise to building AIAI. Some may continue to form the initial Governing Board, which will be recruited and formed after the application is approved. The current founders include:  **Michelle Boutros**  Michelle Boutros received her B.A. in Dance and B.S. in Arts Administration from Belhaven University. She has danced professionally in companies in central Florida and toured Russia, Estonia, and Latvia with the Chamber Ballet. Receiving extensive Russian Classical Ballet training from graduates of the Vaganova Academy, along with attending several Russian Ballet Teaching Seminar and certifications, Michelle has had the privilege of teaching Russian Classical Ballet in private studios, public school, and higher education as an instructor, master teacher, director, adjunct professor, and guest.  Michelle was employed at Hinds Community College and Belhaven University for 2 years. Soon after, she was employed as the Artistic Director of the Sangre de Cristo Ballet and School of Dance. She is familiar with curriculum development, pedagogy and methodology, classroom management, and more. Michelle is deeply passionate about diversity in arts education and preparing any student to achieve.  **Stephen Wynne**  Stephen Wynne received a full scholarship to the School of American Ballet Theatre in New York City and was later offered a position with the Joffrey Ballet. He was engaged as a ballet dancer at some of Europe’s finest opera houses and theaters for 16 years. He studied at Codarts University in Rotterdam, Netherlands, continuing to learn and broaden his skill and expand his opportunity base. Because of this experience, Stephen is in a position to prepare and counsel students surrounding the value of higher education and how it intersects and serves to cultivate opportunities within the fine arts.  Stephen was employed as Associate Professor of Dance for 8 years. After that he was employed as Regional Service Manager and Creative Arts Director at a charter school for the arts in Denver, CO. He serves as a Fullbright Specialist. Stephen is very familiar with public education, academic standards, and education provider requirements.  **Megan Garrigan**  Megan Garrigan is a Board-Certified Behavior Analyst and small business owner who lives in Rio Rancho, NM. Megan serves on the executive board of the NM Association of Behavior Analysts and works as a private BCBA providing ABA therapy, support and consultation to individuals who have disabilities and their families, schools, and communities. She also helped found the non-profit organization Elevate the Spectrum and works with a team of self-advocates, families, and communities to empower and elevate individuals on the autism spectrum across the state. Megan holds a NM Special Education Teacher. Megan is a tireless advocate for education, special populations and building community, as well as a former professionally trained.  **Curt Rivadeneira**  Curt Rivadeneira received his BFA in media arts and animation from the Art Institute of Portland in 2012. Since then, Curt has been able to remain employed in the design field by becoming a multidisciplinary artist. The education he gained in an art-based college gave him the tools necessary to continue to teach himself the skills needed to remain relevant in the field. Curt became a substitute teacher and plans to become a certified teacher as well. He understands how much education in the arts can help a young person find their way in life. Curt wants to help students find their passion by sharing his experience and knowledge.  **Deborah Schoenbaum**  Deborah Schoenbaum is a social justice and racial equity advocate who has held executive positions at the Nature Conservancy, Trust for Public Land, Social Venture Network, Conservation Corps North Bay and Youth Leadership Institute. For 15 years, she served on the faculty at the Center for Whole Communities.  Deborah was extensively engaged in musical theatre throughout high school and college and sang lead vocals for a folk/rock band in San Francisco, CA. She carries on her love for music by hosting large community music jam gatherings in her home.  Deborah believes that young people can, should, and need to be involved in the development and implementation of sustainable solutions to societal challenges. Moreover, she believes that every challenge requires the involvement of “non-traditional” youth leaders – those from historically marginalized backgrounds - to improve civic engagement across diverse communities and demographics. As an African American advocate, Deborah is adept at engaging in difficult conversations, believing that tension can be a good thing when one faces it, explores its origins, and moves through it rather than around it.  **Donna Michelle Warren**  Donna Warren is a local small business owner. Caliber Construction Services, LLC brings commercial construction practices to the federal and state marketplace. She is a retired Air Force officer and separated federal employee where she worked at National Oceanic and Atmospheric Administration and General Services Agency. Donna is a decorated war veteran with three deployments before she retired as a squadron commander. After 30 years in Federal Acquisition, Donna brings a wealth of knowledge regarding business practices and policies. She has become an integral part of the application team in developing long term budgets and internal controls. She is a life-long supporter of live music, local artists, and youth performing arts programs.  **Tim Wells**  Tim Wells recently relocated to Albuquerque and began looking for opportunities in an arts-education environment where he can utilize his love of motivating students to grow and succeed in music. Throughout his career, Tim has worked with aspiring musicians from preschool through college and adult. While in Minnesota, his career at St. Olaf College introduced him to the POSSE™ program and is the main inspiration for his getting at-risk and underserved youth into higher education via arts education. Currently, he is a certified AVID® Tutor with Albuquerque Public Schools.  As a professional bassoonist/contrabassoonist, Tim has performed throughout the United States and with groups touring Russia, Denmark, Israel, Germany, Austria, Switzerland, and Luxembourg. His freelance career spans such ensembles as New Mexico Philharmonic, Santa Fe Symphony, High Desert Winds, 20 seasons with the Rochester Symphony Orchestra & Chorale, the Minnesota Orchestra, Saint Paul Chamber Orchestra, the Metropolitan Symphony (2003 Concerto Competition winner), and several others. |