
School of Dreams Academy

Application for a Public Charter School

Academics, Arts, Character Education, Service Learning, Technology

Submitted to:

Public Education Commission

State of New Mexico

July 1, 2008

Contact Person:

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II. Statement of Assurances

STATE OF NEW MEXICO

COUNTY OF (Valencia)

I, Michael S. Ogas, after being duly sworn, state as follows:

My name is Michael S. Ogas and I reside in Los Lunas, New Mexico.

I am the authorized representative of the governing body, or applicant group, for School of Dreams Academy Charter School to be located at a site yet to be determined in Valencia County, NM. I certify that, if awarded a charter:

The CHARTER SCHOOL's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.

If more students apply than can be accommodated, The CHARTER SCHOOL shall admit students on the basis of a lottery.

The CHARTER SCHOOL's admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.

The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.

Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.

The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.

The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.

The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.

The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.

The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, Section 13-1-128 et seq. NMSA 1978 and the Prohibited Sales Act, Section 22-21-1 et seq. NMSA 1978; and the federal regulations at 34 CFR 75.525 and 80.36.

The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.

The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.

The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;

The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.

The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures.

The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter 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 statutes and regulations and state statutes and rules relative to fiscal procedures.

Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.

The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.

The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.

The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.

The CHARTER SCHOOL shall develop and maintain a plan for addressing code,

accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.

The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.

I hereby certify that the information submitted in this application for a charter is true to the best of my knowledge and belief. I understand that, as the authorized representative of the applicant group, or as a member of the governing body, of this charter school, I am responsible for ensuring that our school complies with these assurances even if that means that the applicant group or governing body must retain counsel to actively research current state and/or federal rules, laws, and other requirements referenced herein.

I understand that I, and the applicant group or members of the governing body, may be held liable if our school does not comply with these assurances.

[Signature] _____
Date

_____, representative of the applicant group, or governing body

Member, of the proposed School of Dreams Academy Charter School.

Subscribed and sworn to before me, this ____ day of _____, 20__.

[Notary Seal:]

[signature of Notary]

[typed name of Notary]

NOTARY PUBLIC

My commission expires: _____, 20__.

III. Charter School Overview & Rationale

Executive Summary

This application is to establish a charter school within the boundaries of the Los Lunas School District. The name of the charter is School of Dreams Academy (SODA) and will serve students in grades 7 through 12. The location of the school is yet to be determined, but the founders have been actively seeking an adequate facility within the Los Lunas / Valencia County area. SODA will be open to all children in grades 7 - 12 and will not discriminate against anyone on the basis of race, gender, national origin, color, ability level, or age. The focus of the school will be enhancing student achievement through utilization of instruction in the arts, literacy, character education and community involvement through various service learning opportunities. SODA intends to offer quality, research based core academic program through the virtual learning program Education 2020. All students, including English Language Learners (ELL), and those requiring special education and related services, will have the benefit of an individualized learning plan designed to address their specific needs and to meet their individual goals within the learning spectrum.

Mission Statement

The mission of School of Dreams Academy is to prepare students of Valencia County to become competent, self-sustaining individuals with a passion for learning and life. Students will be afforded the opportunity to excel in the core subject areas through a rigorous curriculum with emphasis on the arts, technology, character education and service learning in order that they have the skills necessary for success in post secondary education and career choices. Students will

come to school each day knowing that they are cared for and that the school supports them and their families in the pursuit of their goals.

Vision Statement

The Vision of School of Dreams Academy is to be recognized as a beacon of educational successes, student achievement, and character, shining across New Mexico from the heart of the Rio Grande Valley.

Educational Philosophy and Approach

The School of Dreams Academy serves students in grades 7 – 12. Our school operates on the beliefs that “all children can learn”, “quitters don’t win”, and “winners don’t quit”. Our purpose within this education community is to first have a clear understanding of the learning continuum that we plan to implement across all subject and skill areas. Then, through the use of systematic methodologies and analysis of current student data, determine where, along the learning continuum, each student is and then move them forward within a well thought out and articulated curriculum. Through the development and utilization of Individualized Learning Plans (ILP), students will be challenged academically in a manner consistent with their needs. Each ILP will be developed annually with reviews quarterly. In order to make this work, staff will be afforded time to discuss student progress and plan necessary adjustments for instruction. This individualized approach, intermingled with instruction in the arts, literacy, and service learning will provide students at SODA a well rounded educational experience, second to none, in New Mexico. Additionally, character education will be a key component of the school’s culture impacting every aspect of the school and providing positive options for student behavior.

The School of Dreams Academy is designed to educate students for the 21st century utilizing rigorous academic programming, centered within a diverse arts curriculum, using various researched based approaches. Instruction will be well grounded in New Mexico's Curriculum Standards and Benchmark including the basics of reading, writing, mathematics, science, and social studies, and will develop the habits of lifelong learning, curiosity, clear oral and written communication, creative thinking, effective use of technology, adaptability to new situations and information, and problem-solving skills. Students will gain these skills and abilities through a curriculum based heavily in music, drama, visual arts, dance and digital art. Through implementation of character education, students will develop personal habits and attitudes that lead to accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle; empathy and courtesy for others; respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; and the ability to work cooperatively with others.

The School of Dreams Academy believes that parent involvement is central to the overall success of student achievement. Parental support is vital to the academic and social success their children will experience in school as well as in life. We will provide ongoing parent support through a variety of venues, either collectively or individually, that address both general and specific issues related to their children's educational experience. Along with this, we strive to instill in students the belief that "failure is not an option" and will, through providing a caring and supportive learning environment, guide them through positive learning experiences that broaden their horizons and stretch their capacity to dream big about their future and to believe that they can succeed in all things they purpose to do.

The School of Dreams Academy offers a rigorous curriculum that is fully aligned with New Mexico's Standards and Benchmarks. It is the intent of this charter to utilize the core curriculum developed by Education 2020, a nationally known company, that delivers curriculum virtually, which is aligned to New Mexico State Standards and Benchmarks. Education 2020 is currently engaged in the adoption process as a basal curriculum for New Mexico and also meets national content standards. This company was selected because of its commitment to continuous revision and upgrading of its product and its responsiveness to schools both in the area of curriculum and staff development. Additional curriculum will be evaluated and adopted if the need arises. During the first year, it is the intent of SODA to convene a curriculum committee to systematically review and, if needed, revise the curriculum in order to better reflect the charter's mission and commitment to providing experiences in the arts, literacy, and service learning. This systematic review will establish the beginnings for ongoing curriculum development.

As mentioned above, the School of Dreams Academy will establish a system for developing individualized learning plans for students. Key in making this happen is the state of the art data collection system that will be incorporated in the school. The Data Driven Classroom program will be utilized to warehouse all testing information, both standardized, state mandated, criterion referenced and periodic classroom assessments and provide the information in a useable format available to classroom teachers in "real time". It is clearly understood that if teachers know where their students are performing they are in a much better position to do something about it and enhance academic achievement for all students. Each student will have a learning and service portfolio designed to document their progress through their SODA experience.

The ability to accurately collect student performance data, interpret what it means, and utilize the information to target instruction will be the “mainstay” in the School of Dreams Academy efforts to enhance academic achievement. This learning philosophy and academic environment will particularly meet the needs of students with disabilities and those who have second language challenges. It is the intent of the School of Dreams Academy to instruct children with disabilities within an inclusive environment with the majority of ancillary services being provided within the student’s regular classroom in a manner that supports the child’s educational program. It is understood that some pullout services may be needed for special circumstances and those will be determined in each special education student’s individualized education program (IEP). Students with second language acquisition needs will receive “dual language” instruction designed to enhance literacy in their primary language first and then incorporate acquisition of English in a systematic and age appropriate manner.

In order to accomplish the academic rigor and individualized philosophy of SODA it is also necessary to understand that we will do more than just analyze data. We intend to have extensive interventions, acceleration strategies and options to address individual student needs as they work within the curriculum. For example, core academics will be offered through the virtual learning program Education 2020 (E2020). Details of this program will be discussed in a later section of this proposal. For those students who come with significant gaps in areas such as reading and math, we have chosen to utilize Corrective Reading and individual math tutoring to help students raise their skill levels. For those students who desire an acceleration option they can work through E2020 at their own pace and even at home if they have internet access. If enrichment is what they need our plan is to utilize the curriculum developed at the Center for Gifted Education, College of William and Mary. With over 20 years of research in this area, the

College of William and Mary has provided enrichment and through its Integrated Curriculum Model established a methodology of differentiating instruction that has impacted classrooms of learners worldwide. Again, these students will have the flexibility to accelerate through the E2020 curriculum because of its self-paced nature that allows students to progress forward as they achieve the school established proficiency levels within courses they take. Concurrent enrollment will also be an option for students who wish to get a head start on post secondary credits.

Explanation of Need

Currently there are no charter schools in the Los Lunas / Valencia County area. The Los Lunas School District serves the following communities: Village of Los Lunas, Village of Bosque Farms, Town of Peralta, Pueblo of Isleta, and significant unincorporated areas of Valencia County. The district serves students Pre K – 12 and has approximately 8600 students, making it the 9th largest school district in New Mexico. Standardized testing results from the 2006 – 07 school year showed 7 schools making AYP, 5 schools in “School Improvement”, 2 schools in “Corrective Action”, and 1 school under “Restructuring”. On the 40 Day Count during the 2004 – 2005 school year the Los Lunas School District reported having 730 9th graders enrolled. Four years later (2007 – 2008 S.Y.), the district’s 40 Day Count, reported 445 12th graders. This difference of 285 students (39% of the original 730) mirrors a trend that is seen both state and nationwide. A recent statistic published by the U.S. Department of Education showed New Mexico to be 49th (second to last) in high school dropout percentage rates when calculating numbers of incoming freshman and comparing that to the number of graduates four years later (Diplomas Count 2008, Editorial Projects in Education Research Center, June 2008). This supports SODA’s contention that a different approach must be taken in

order to curtail the current dropout trend. We must do more to help students get their diploma; by doing so we get them in a position of having options for their lives. Status quo educational practices can no longer be viewed as acceptable. In many districts across the country many well meaning educators are attempting to initiate reforms. However the challenges are great and even though the changes being implemented take time the bottom line is we don't have it.

The 1995 Youth Risk and Resiliency Survey outline other alarming results that are impacting the youth of Valencia County. This survey is taken annually by students in grades 9 – 12. The following table touches on some of the more alarming risk factors based on their responses.

Risk Factor	Los Lunas	New Mexico	Difference
Forced to have sex	15.8%	8.4%	+7.4%
Physical fight at school	18.3%	15.6%	+2.7%
Physical fight (boys only)	53.3%	36.7%	+16.6%
Carried a Weapon	28.2%	24.5%	+3.7%
Skipped School because felt unsafe	11.6%	8.6%	+3.0%
Attempted suicide	17.7%	12.5%	+5.2%
Seriously considered suicide	24.5%	18.5%	+6.0%

Other risk factors noted in the YRRS report that raises concern for Valencia County and the Los Lunas Schools include:

- 11th highest in the state for high school alcohol use.
- 5th highest county in school age binge drinking rate.

- 11th highest county in high school students drinking and driving rates.
- Significantly higher than the state average for marijuana use.
- 5th highest county for cocaine use among 9-12 grade students.

Finally, there is a significant lack of coordinated services to deal with the issues noted above. SODA, if approved, will provide a service delivery option to help address these risk factors. Through formal collaboration with Youth Development, Inc. (YDI), through a Memorandum of Understanding, SODA will be in a position to provide a “wrap around” service delivery model to students and their families in such areas as drug/alcohol counseling, behavioral health counseling, family counseling, tutoring, and mentoring to name a few. The services and advantages of having YDI as a collaborative partner will be discussed in more detail later in this application.

Demographic description of the district:

The School of Dreams Academy will be located within the geographic area currently being served by the Los Lunas Public School District (LLS) in Los Lunas, New Mexico, County of Valencia. The area is situated 20 miles south of Albuquerque. This proximity to Albuquerque brings access to some resources as well many risks for the county's young people. According to the 2004 U.S. Census, the median per capita income is \$22,968 in Valencia County and family income is \$37,157, as compared to the average U.S. median income of \$50,046. The Isleta Pueblo is located in Valencia County and median family income for the Pueblo is \$20,268 putting the members of this tribe at a decided economic disadvantage. The majority of Isleta Pueblo students attend Los Lunas High School and make up 7.5% of the LLS student population. Most of the district's students are Hispanic (62.6%) with many first generation and illegal

Mexican immigrants who speak English as a second language (ESL). Gangs, violence, petty crime, vandalism and underage drinking are all issues the district and county are experiencing as risk factors that add to the challenges of providing quality education services and increasing the graduation rate. For example, the Los Lunas High School class of 2008 was the largest ever, graduating 441 students. However, four years earlier the class began with 730 students. We understand that this is a problem faced by every community in this country, however, it is our position that communities must step forward and provide educational options designed to provide individualized attention and engage families as active participants in their children's education. The School of Dreams Academy intends to do just that.

Other risk factors that support the need for a different approach of educating our young children include:

- Valencia County has been identified as having the highest rates of crime and violence in New Mexico (*Albuquerque Journal, December 17, 2006*).
- In addition, Valencia County was ranked 6th in the state for alcohol related motor vehicle crash deaths.
- Valencia County was listed as 5th in the state for underage binge drinking.

These problems underscore the problems and challenges that the Los Lunas School district faces in their efforts to provide educational services. These also speak to the need for coordinated and evidence based prevention practices within the schools (Los Lunas Safe Schools Healthy Students Application, June 2007).

The Los Lunas School District is currently the 9th largest school district in New Mexico serving approximately 8600 students. The district has 10 elementary schools, plus a family school, that are moving toward a Pre K – 6 configuration, 2 middle schools (7th and 8th grade), 2 high schools (one moving into its 3rd year of operation), and an alternative high school that has been moved and is struggling to maintain enrollment (ending the 2007 – 2008 school year with 81 students). Seven of the district’s schools did not make AYP for the 2006 – 2007 school year. The LLS have experienced an influx of English Language Learners (ELL) during the past 6 years. This has created a need for specialized bilingually endorsed staff. Another problem that continues to have a negative impact on the schools is the ongoing presence of gangs and gang related activity throughout Valencia County. Recent statistics show that there are approximately 19 known gangs in Valencia County with an estimated membership of 650 individuals, which includes “wanna be” members, mostly in upper elementary and middle school age, and on the average 8-10 established gang members in each gang.

The School of Dreams Academy will know that we are achieving our mission by:

- its ongoing improvement in student achievement
- documented increases in number of students taking concurrent enrollment classes
- low mobility rate
- documented increases in community involvement and service learning activities
- 95% or better graduation rate (counting number of freshman graduating four years later)
- 90% or higher approval rating on annual parent survey
- 90% or higher approval rating on annual student survey
- 90% or higher approval rating on staff annual staff climate survey

Specific data points and collection procedures will be developed and implemented by the school's principal and reported to the governing council on an annual basis.

Our intention is to locate the school within the physical boundary of the Los Lunas School District. The founders continue to look for a suitable site but as of yet have not found one. We are currently looking at the viability of three potential sites. Again, we plan to serve grades 7 through 12. Our average class size will be 15 students and the plan is to begin with grades 7, 8, and 9 in the first year. Grade 10 will be added in year two. Grade 11 will be added in year three. Grade 12 will be added in year four, which will be our first graduating class. The table below outlines the student growth projection for SODA over the first five years.

Year	Grade	Projected Enrollment	Total
2009-2010	7	33	
	8	33	
	9	34	100
2010-2011	7-9	99	
	10	34	133
2011-2012	7-10	132	
	11	34	166
2012-2013	7-11	165	
	12	34	199
2013-2014	7-12	199	199

Much research has been done on the benefits to middle and high school students regarding starting their school day later. The length of the school day at SODA will be 8 hours inclusive of

a 30 minute lunch break, Monday through Friday. School will begin at 9:00 a.m. and end at 5:00 p.m. This will allow for 7.5 hours of instruction and a 30 minute lunch.

9:00 – 10:30	10:35-12:05	12:05-12:40	12:40-2:10	2:15-3:45	3:50-5:00
Core Classes	Electives	Lunch	Core Classes	Electives	Core Classes
Electives	Core Classes	Lunch	Electives	Core Classes	Electives

The length of school year will be 183 days plus 20 day summer session for students who are below grade level, credit recovery, students wishing to accelerate through E2020, complete hours for service learning projects, or elective credit in the arts. Once the student enrollment is complete, SODA will hold a parent meeting to discuss which day of the week works best for them to have their children released at 3:45 p.m. in order for SODA staff to have common planning time.

IV. EDUCATIONAL PLAN

School of Dreams Academy is a public charter school that serves students in grades 7-12 with rigorous curriculum, individualized to accommodate individual differences in learning in an environment that emphasizes instruction in the arts, literacy, character education and service learning. Students of SODA will achieve success through increased improvement on standardized test scores; however this is not the only way that SODA will view success. Attendance rates will be better than 95% for the entire year, not just during the testing season. One hundred percent of the student population will participate in at least one service learning project annually. One hundred percent of graduating seniors will complete and present a senior project chosen by the student and approved by the SODA senior advisory staff. Incoming freshman will be tracked, and afforded appropriate interventions; with the goal of graduating at least 95% of them four years later as seniors (accurate records reflecting student transfers, prolonged illnesses, and other factors impacting this percentage will be kept). Twenty five percent of seniors will be concurrently enrolled in college or other post secondary institution annually. At SODA students wishing to “accelerate” through the curriculum will be allowed to do so if it is in their best interest and documented in their individual learning plan. Numbers of students “accelerating” through the curriculum will be tracked. The SODA Principal will compile this information and report it to the governing council on an annual basis.

Students attending SODA will experience a challenging learning environment filled with rigorous curriculum offerings, opportunities for experiencing the arts, a culture that fosters positive character traits, and opportunities to make meaningful contributions to the community

through service learning experiences. SODA will require students to respect others, be self disciplined, work hard and be goal oriented. Failure at SODA is not an option.

A. Educational Philosophy and Approach to Instruction

The School of Dreams Academy's philosophy is that every child can learn. The school will offer a rigorous curriculum, individualized learning plans, arts education, service learning, and a supportive environment that encourages family involvement and community partnerships. Our success will be realized through implementing research based initiatives in a systematic and cohesive manner that creates a school culture of excellence, caring for one another, and family. The following narrative offers a compelling argument that programs will be implemented to support our philosophy and create the foundation for sound educational practices and teaching methods that will support high standards of student learning. Both the philosophy and approach offered are clearly aligned with the school's mission and vision and will greatly benefit the population of students and families we intend to serve in Valencia County. We believe that the following narrative will clearly show that SODA's proposed programs and partnerships will offer a unique and positive educational choice for students and their families.

Twenty-first Century Technology. Proven Best Practices.

EDUCATION 2020 is helping students at all skill levels realize academic success. The instructional programs are aligned to state and national standards and have been successfully implemented in school districts across the country since 1998. The EDUCATION 2020 online courseware is led by highly qualified master teachers with a unique approach of combining best-practice pedagogy with next-generation technology that enables students to learn at their own pace and to make meaningful academic gains.



With state and federal mandates requiring schools to make adequate yearly progress, student achievement scores, drop-out rates, and students failing to graduate are of great concern. The Education 2020 courseware supports a "failure is not an option" approach by ensuring that students master the content of each lesson in the core subjects before progressing to additional lessons.

The EDUCATION 2020 multimedia-rich, virtual classroom engages students in the learning process through animations, simulations, video-based presentations, online content, vocabulary development, and exploration activities that support each lesson presented by the virtual classroom teacher. Online embedded homework, evaluations, and other activities reinforce student understanding with content mastery that is measured and ensured through formative and summative assessments delivered for each class segment.

Class Size

The EDUCATION 2020 Virtual Classroom solution operates as a one-on-one educational experience. The lesson, chapter or course required moves at the rate of individual student comprehension to insure that no child is left behind. In Michigan, students employing our system for credit recovery “continuously provided nearly 100% recovery results” per the Warren Consolidated Schools Final Virtual Learning Report-Pilot Year 1 released August, 2003. (Information from the Education 2020 corporate website).

The E2020 Curriculum is a transparent curriculum which can be observed at any time by administrators, teachers, and others to determine its consistency and alignment with state standards. Its excellence of delivery, appeal to a variety of modalities in an environment

appreciated by today's student, clear reference to learning objectives, and uniformity of lesson structure ensures that students have the same quality of lessons from day to day. Teachers and assistants who facilitate the instruction are able to work with students individually to fill in learning gaps or to accelerate instruction. At all times, students are in control of their learning and can learn to pace their instruction while learning life-long organizational and time-management skills. Students and teachers are able to access up to the minute progress reports which report the student's grade and progress throughout the course to assist students in being on target for course completion and graduation.

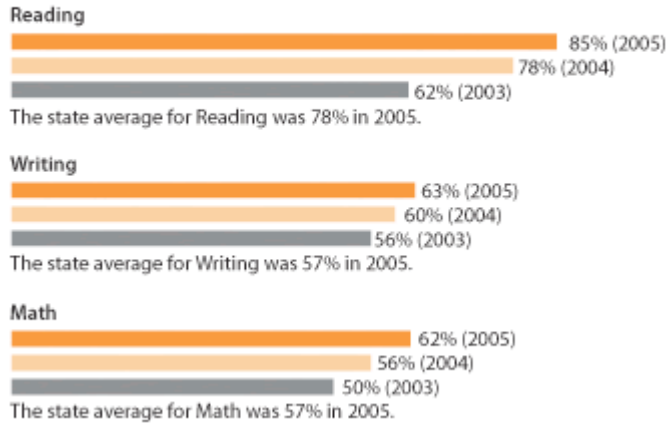
Another valuable feature of E2020 is the responsiveness of the company to the needs of its customers. New features, increased security, interactive virtual school environments, updated and revised information are only some of the updates that have been made to the E2020 program in reply to client requests.

The following summaries provide results that verify EDUCATION 2020's competency in meeting and exceeding expectations.

Cousino Senior High School exceeds state expectations on the Michigan MEAP state assessment.

Cousino Senior High School: Grade 12 (2003–2005)

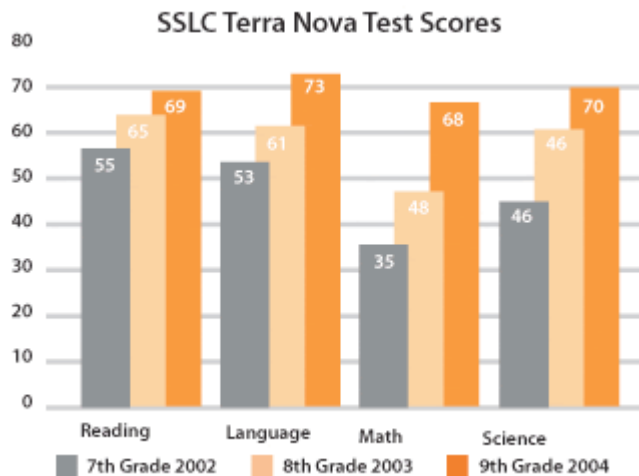
Scale: % meeting or exceeding standards



Warren Consolidated Schools, Michigan

Twelfth grade students show significant increase in reading, writing and mathematics with an average gain of 7% above the state average. In 2004, the district employed a Professional Learning Communities approach to student achievement which includes teacher collaboration, data analysis, and differentiating instruction.

Southwest Secondary Learning Center (SSLC) shows continuous progress on Terra Nova standardized test scores.








Albuquerque, New Mexico

Test scores in the core subject areas increased by an average of 52% with most dramatic gains in math and science. Initial test scores represent a 7th grade student cohort enrolled in 2002 with comparative test scores for the same student cohort in each of the next two years.

Additional studies are currently under development to continue to research the effectiveness of E2020 and further explanation and details are available at www.education2020.com.

Core Curriculum offered by Education 2020 includes:

Middle and High School Courses

 <p>Math</p> <ul style="list-style-type: none"> 6th Grade Math 7th Grade Math Pre-Algebra Algebra I Geometry Algebra II Pre-Calculus 	 <p>Science</p> <ul style="list-style-type: none"> Life Science Earth Science Physical Science Biology Chemistry Physics
 <p>Language Arts</p> <ul style="list-style-type: none"> Language Arts 6 Language Arts 7 Language Arts 8 Language Arts 9 Language Arts 10 Language Arts 11 Language Arts 12 Classics Novel Package 	 <p>Social Studies</p> <ul style="list-style-type: none"> MS U.S. History MS World History Economics Geography Government World History U.S. History
 <p>Electives</p> <ul style="list-style-type: none"> Health Career Skills Computer Applications Consumer Skills Psychology Sociology Spanish I 	

New for 2008/2009 are New Mexico History, Developmental Reading for Middle and High School, Spanish II, Art History, and an expanded Computer Applications Course.

In addition to the content richness and consistent delivery, the use of E2020 ensures that the total program is delivered in a secure environment which limits students to chats and emails only with teachers and limits student misuse of the virtual school environment and content.

Another important component of the E2020 curriculum is the ongoing staff development that is offered not only at the implementation stage but throughout the use of the program through web-based, print, and face-to-face training methods. This focus on best practices and building a professional learning community ensures that students, teachers, and administrators communicate and collaborate to focus on results and enable student success.

The Arts

The School of Dreams Academy will complement its strong academic program with a solid arts education initiative. Research clearly supports the notion that incorporation of arts education into an educational system enhances academic achievement, across subjects, and provides benefits of developing students with highly developed communication skills and instills confidence that is carried well into adulthood. The Americans for the Arts is a national initiative that supports and speaks to the importance and recognition that focusing on the arts brings to the education experience. Here is part of what they have to say:

Young people who participate in the arts for at least three hours on three days each week through at least one full year are:

- 4 times more likely to be recognized for academic achievement
- 3 times more likely to be elected to class office within their schools
- 4 times more likely to participate in a math and science fair
- 3 times more likely to win an award for school attendance

- 4 times more likely to win an award for writing an essay or poem

Young artists, as compared with their peers, are likely to:

- Attend music, art, and dance classes nearly three times as frequently
- Participate in youth groups nearly four times as frequently
- Read for pleasure nearly twice as often
- Perform community service more than four times as often

("Living the Arts through Language + Learning: A Report on Community-based Youth Organizations," Shirley Brice Heath, Stanford University and Carnegie Foundation for the Advancement of Teaching, Americans for the Arts *Monograph*, November 1998)

The facts are that arts education makes a tremendous impact on the developmental growth of every child and has been proven to help level the "learning field" across socio-economic boundaries. (*Involvement in the Arts and Success in Secondary School*, James S. Catterall, The UCLA Imagination Project, Graduate School of Education & Information Studies, UCLA, Americans for the Arts *Monograph*, January 1998). Also, arts education has a measurable impact on at-risk youth in deterring delinquent behavior and truancy problems while also increasing overall academic performance among those youth engaged in afterschool and summer arts programs targeted toward delinquency prevention. (Youth ARTS Development Project, 1996, U.S. Department of Justice, National Endowment for the Arts, and Americans for the Arts)

Research also indicates that businesses understand that arts education:

- builds a school climate of high expectation, discipline, and academic rigor that attracts businesses relocating to your community,
- strengthens student problem-solving and critical thinking skills, adding to overall academic achievement and school success,
- helps students develop a sense of craftsmanship, quality task performance, and goal-setting—skills needed to succeed in the classroom and beyond,
- can help troubled youth, providing an alternative to destructive behavior and another way for students to approach learning,
- provides another opportunity for parental, community, and business involvement with schools, including arts and humanities organizations,
- helps all students develop more appreciation and understanding of the world around them, and
- helps students develop a positive work ethic and pride in a job well done.

(Business Circle for Arts Education in Oklahoma, "Arts at the Core of Learning 1999 Initiative")

Literacy

SODA's literacy initiative is taken from the latest research out of the Florida Center for Reading Research (FCRR) at Florida State University and the work of Joseph Torgeson (FCRR Director). In their work they speak about reading proficiency and literacy in middle and high schools. They say:

Reading proficiency at the middle and high school level is usually defined as the ability to understand and learn from grade-level text. This is a very complex skill itself, but its most essential elements involve:

- the ability to read text accurately and fluently;
- enough background knowledge and vocabulary to make sense of the content;
- knowledge and skill in using reading strategies that improve understanding or repair it when it breaks down;
- the ability to think and reason about the information and concepts in the text; and;
- motivation to understand and learn from text.

In other words, reading proficiency in adolescents requires that students be able to identify the words on the page accurately and fluently; that they have enough knowledge and thinking ability to understand the words, sentences and paragraphs; and that they be motivated and engaged enough to use their knowledge and thinking ability to understand and learn from the text. We emphasize that motivation to understand and learn from text is a critical component of reading comprehension for middle and high school students. It takes real effort to understand the many textbooks and other forms of complex written materials students encounter in their study of literature, history, social studies, science, or mathematics. Unless students are appropriately engaged, they often do not fully apply the skills they have, nor will they be motivated to acquire additional skills and knowledge. (Torgesen, J., Houston, D., & Rissman, L. (2007). Improving literacy instruction in

middle and high schools: A guide for principals. Portsmouth, NH: RMC Research Corporation, Center on Instruction.).

School of Dreams Academy has decided to implement the SRA Corrective Reading Program as an intervention for students reading below grade level. The Florida Center for Reading Research has compiled a response to districts regarding the Corrective Reading program. Below is that narrative which explains: what Corrective Reading is; how Corrective Reading is aligned with current reading research; research support for Corrective Reading; and the program's strengths and weaknesses.

Florida Center for Reading Research

SRA Corrective Reading

What is Corrective Reading?

Corrective Reading is a comprehensive intervention program designed for students in grades 4-12. It targets students who are reading one or more years below grade level and is appropriate for students who are in special education classrooms as well. The 3 essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. *Corrective Reading* can be implemented in small groups (4-5 students) or whole-class format. Each lesson is 45-minutes in length and intended to be taught by teachers 4-5 times per week.

The program is tightly sequenced, offering 2 distinct Intervention Strands: Decoding and Comprehension. There are 4 levels at each of these two strands that address varied reading skills and ability levels. The Decoding strand is appropriate for students that have trouble identifying words, understanding how the arrangement of letters in a word relate to its pronunciation, and whose reading rate is inefficient. Comprehension programs are suitable for students that have limited vocabulary, narrow background knowledge and inadequate thinking skills. The Decoding strand lesson format incorporates word-attack skills practice, group reading, individual reading checkouts, and workbook exercises. The Comprehension strand lesson format synthesizes thinking operations, workbook exercises, information, and oral group work.

The number of lessons within the program varies depending on the strand. Both Comprehension and Decoding have three levels devoted to half-year implementation (Levels, A, B1, B2) and one level devoted to full year implementation (Level C). The Decoding strand contains 65 lessons in level A, B1, B2 and 125 lessons in level C. The Comprehension strand contains 60 lessons in level A and B1, 65 lessons in level B2, and 140 lessons in level C.

Teacher materials include a Series Guide (contains reproducible placement tests and sample lessons), Teacher Decoding Presentation Book (provides explicit step-by-step script, chalkboard activities, and point system chart), Teacher Comprehension Presentation Book (provides explicit step-by-step scripts, vocabulary activities, and point system charts), Teacher Guide (contains tips and techniques for correcting mistakes, summarizes strategies, and additional ideas for teaching specific skills and motivating students), Blackline

Masters (provide additional practice exercises), Sunshine State Standards/Benchmarks Checklist (illustrates correlation to daily lessons), Ancillary Materials (include standardized test format booklets), and Mastery Test Packages (include Test Administrator's manual).

Student materials consist of Hard-Cover Student Decoding Textbooks (Levels A, B1, B2, C), Hard-Cover Student Comprehension Textbooks (Levels A, B1, B2, C), Student Decoding Workbooks (Levels A, B1, B2, C), and Student Comprehension Workbooks (Levels A, B1, B2, C). Both strands of the program (Decoding and Comprehension) contain Placement and Mastery Tests.

How is Corrective Reading Aligned with Current Reading Research?

In order for a comprehensive program to be fully aligned with scientifically based reading research (SBRR), its instructional content includes all 5 components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension). In addition, its instructional design incorporates explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. *Corrective Reading* is consistent with SBRR.

Phonemic Awareness (PA) is taught directly in the early levels of the program (Decoding strand, Levels A and B1). Phoneme segmenting, blending, and manipulating are essential elements in these early lessons. Auditory activities are present in each lesson (decoding strand, levels A, B1, B2) and begin with easier PA activities,

later progressing to more difficult tasks while following the continuum of word types. The teacher models PA and provides guided practice.

Phonics instruction is systematic and explicit. Only frequent, highly regular letter-sound relationships are taught. Segmenting and blending previously learned sounds are included in each lesson. Letter-sound correspondences are taught to mastery and reviewed frequently. Once letter sounds have been mastered, they are immediately applied to reading words, sentences, and text (Decoding strand, levels A, B1, B2). Decodable text is provided for practice of applying skills with phonic elements and there is an emphasis on reading multisyllabic words.

Fluency instruction is addressed in the Group Reading and Reading Checkout parts of each lesson (Decoding strand, levels B1 [beginning at lesson 7], B2, C). The research-based strategy, partner reading, is utilized during the Reading Checkout section. The teacher models prosody and immediate feedback is given to students in the form of a formal correction procedure. Fluency goals are included and require students to meet a precise criterion for rate and accuracy. In particular, Decoding strand level A requires students to master reading 60 words per minute (WPM) with 90% accuracy, levels B1 requires reading of 90 wpm with 98% accuracy, level B2 requires reading 120 wpm with 98% accuracy, and level C requires reading 150 WPM.

Vocabulary is present in the program as a prerequisite to comprehension. In particular, a vocabulary section is included in every lesson before Group Reading (decoding strand, level C). Vocabulary instruction directly teaches important, difficult, and useful words. Listening, reading, and speaking vocabularies are addressed in the format of the daily lesson. Students are provided with multiple opportunities to work with new words in reading sentences, paragraphs, and longer text. The meanings of the most common prefixes and suffixes are taught before connecting them to words. Previously introduced words are reviewed cumulatively over several lessons.

Comprehension is taught using questioning, a research-based strategy proven to increase understanding. Questions are dispersed throughout the text. Prediction questions are provided at the beginning so that students may anticipate text content and activate prior knowledge (Decoding strand, levels B1, B2, C). Expository text is provided to teach cause/effect, inference, main idea, text structure, and sequence (Comprehension strand, levels B1, B2, C). In addition, students are taught how to locate, and interpret graphs, maps, charts, and diagrams.

SRA offers a plethora of professional development using a “scaffolding” approach to facilitate fidelity of delivery. Each summer, two intensive training sessions are offered for teachers. Professional Development for school administrators is provided at the awareness level. Administrators receive special training (1 day) designed to familiarize them with program monitoring techniques and devices.

Throughout the school year, smaller sessions of teacher trainings are held (1 day for the decoding strand and 1 day for the comprehension strand). During the first year, schools receive 3 consultation visits (1 visit for a demonstration lesson taught by a consultant, 2 visits for on-going coaching).

In the second year, the visits decrease from 3 to 2 (for coaching only). At this time, consultants are also targeting exemplary teachers to act as school-wide mentors. In the third year, visits decrease from 2 to 1 (program monitoring or coaching). Professional development by *SRA* can be customized to meet the needs of the individual school by providing more intensive training where needed (or focusing on small or large student population).

Research Support for Corrective Reading

SRA Corrective Reading was developed in 1975. It was later revised and published as Decoding B of the 1978 Corrective Reading Series. In 1990, another revision occurred (Campbell, 1984). *SRA Corrective Reading* has been widely implemented in the United States and used in England. *SRA* reports results of studies implemented in both countries.

One study was conducted in a K-6 elementary school (large urban school district in the Southwest of the United States) in 1993 with 26 students (Vitale, Medland, Romance, & Weaver, 1993). *SRA Corrective Reading* was implemented in two randomly assigned, Chapter 1 classrooms (grades 4-6). Students received instruction in the program for 1 hour per day, 5 days per week in a whole-group format. The treatment group (Chapter 1 students receiving the program) was compared against 1 randomized control group and 2 quasi-experimental control groups (Chapter 1 students not receiving the program). After an 85-day treatment period (January–May), in a pre and posttest design, students were administered the Iowa Test of Basic Skills (ITBS). When their performance was compared to the previous years performance on the same test, the treatment group (N=26) gained 1.6 months in Reading and 2.1 months in Vocabulary whereas the control group (N=unknown) gained .8 months in Reading and .6 in Vocabulary. Though these are substantial gains for the treatment group in comparison to the control groups, it is unknown whether these differences were statistically reliable, which limits the interpretation of these findings. Although the author reports favorable improvement relative to the quasi-experimental control groups, the lack of information (i.e., group size, pretest scores, classroom instruction, etc.) renders these comparisons uninterpretable.

Another study, that did not use random assignment, was implemented in two remedial reading classes in England in 1982 (Gregory, Hackney, & Gregory, 1982). Two teachers implemented the *SRA Corrective Reading* program for 4 hours a week (2 days per week, 1 class period; 1 day per week, 2 class periods), 3 days each week over 5 months. In a pre and posttest design, students were administered the Daniels and Diack Test of Reading Experience in January and June 1980. On average in 5 months, the treatment group (N=11) gained approximately 22 months whereas the control group (N=8) gained substantially less (approximately 2.5 months).

Whereas many other studies have been conducted of *Corrective Reading*, the designs of these studies did not allow for interpretation regarding the efficacy of the program. However, one relevant meta-analysis of Direct Instruction programs (including versions of *Corrective Reading*) did find support for this instructional method (Borman, Hewes, Overman, & Brown, 2002).

To conclude, the instructional content and design of *Corrective Reading* is consistent with Scientifically Based Reading Research. However, the existing research base provides only preliminary support for the program's efficacy. The basic problem with the research base is that most studies do not involve random assignment to instructional conditions. Additionally, the current research focuses almost solely on the decoding components of *Corrective Reading*. Therefore, the comprehension components have yet to be adequately researched. Currently, *Corrective Reading* is one of four reading programs being included in the Power4Kids Initiative, which is a randomized field trial of intervention methods for struggling readers in grades 3 and 5. Because of the design of this study, it will provide important new information both about the effectiveness of each of the methods in the study and also will examine their relative effectiveness when compared to one another.

Strengths & Weaknesses

Strengths of Corrective Reading:

- Lessons are explicit and systematic.
- Continual coaching is provided by consultants (e.g., classroom seating design, classroom/materials procedure, motivation activities).
- Practical training sessions are available throughout the year as “refresher” courses.
- Consultants are accessible via e-mail and telephone.
- Prompt customer service is available to receive materials ordered or missing items.
- Easy to follow ancillary materials are available for FCAT practice.
- Sunshine State Standards/Benchmarks checklist showing correlation to daily lessons is included with teacher materials.
- A comprehensive booklet of the research base which cites empirical studies using the program is provided.
- A Direct instruction video library for teachers that shows model lessons and real classroom scenarios is available.
- Teacher's manual is well organized with an “easy to follow” lesson plan.
- Minimal teacher preparation is required.

Weaknesses of Corrective Reading:

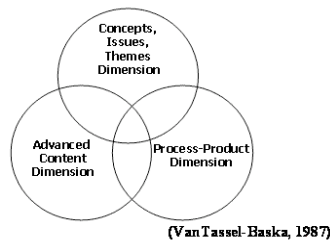
- Fluency goals for the program are minimal.
- Some teachers may find it difficult to adapt to the repetitive style of instruction.

For students who already have reading and comprehension skills that do not need remediation there is a vast array of literature embedded into the E2020 curriculum (refer to E2020 curriculum included in the appendices of this proposal). Supplementary literature will

also be available through the materials SODA has adopted from the College of William and Mary. The College of William and Mary's Center for Gifted Education has been developing instructional models and curricula for gifted and high potential students for the past 20 years. The development of exemplary curriculum frameworks and units of study for classroom use with high ability learners has been an emphasis at the Center for Gifted Education since its inception. Center materials are grounded in the Integrated Curriculum Model (VanTassel-Baska, 1986, 1995, 2002), which is designed to respond to gifted learners' characteristics of precocity, intensity, and complexity through its three dimensions of advanced content, higher level processes and product development, and interdisciplinary concepts, issues, and themes. The Integrated Curriculum Model (ICM) is comprised of three interrelated dimensions.

The ICM has been translated into a curricular framework and set of teaching units in the areas of language arts, social studies, and science. It is the intent of SODA to send staff to the Center for Gifted Education's summer institute to learn more about the vast curriculum offerings and how the ICM might best be implemented in our school. Below is the ICM model.

**The Integrated Curriculum Model
for Gifted Learners**



Character Counts

Character Counts is the largest character education program in the nation and has been in existence for many years. SODA is committed to implementing the principals of character education and realizes the benefits that this initiative will have on the overall climate of the school. We believe that our effectiveness in implementing character education will determine the course, and ultimate success, for SODA. Recently the Character Counts initiative has called America's dropout problem a "silent epidemic" and in its June Chronicle wrote the following article titles America's Dropout Dilemma: How to Turn Kids on to School.

A recent report issued by the EPE Research Center revealed that the high school dropout rate could be as high as 50 percent in some states. That was no surprise to many. Slashed budgets, standardized testing, and changing priorities in federal education laws have turned classrooms into microcosms of the stress facing schools. No one would want to be in that kind of atmosphere if he or she had a choice. Unfortunately, more and more high school students are exercising that choice, particularly in urban cities, according to the report *Cities in Crisis* released in April 2008. They leave without graduating, seeking validation elsewhere. The trend is much higher than previously thought. Because the present helter-skelter method of measuring dropout rates has led to the erroneous conventional wisdom that national rates are a mere 15 percent, many school districts can't get funding to deal with the issue. U.S. Secretary of Education Margaret Spellings recently urged that a uniform measurement system be instituted to confirm what educators believe are much higher numbers. Only then, it is hoped, will "the silent epidemic" be truly heard.

Why Are So Many Kids Quitting School?

Although there is a strong connection between place and performance, little research has been done to verify it. Qualitative evidence suggests the following issues may contribute to higher dropout rates:

- Declining economic conditions in urban cities inspire a sense of hopelessness among its inhabitants, particularly those at the lower end of the economic spectrum.
- Increased financial pressure on families of all backgrounds leads to working adults spending longer hours away from the home and family, resulting in greater self-reliance among adolescents than before.
- increasingly intense media and advertising campaigns pressure young adults to buy into high-end lifestyles, placing greater economic demands on them and their families.

Clearly, a growing irrelevance exists between what is taught in school and what happens outside of school. This disconnect creates time bombs that can be triggered by the slightest provocation, for example:

- Failing grades in early years
- Lack of parental support for academic achievement
- Pressure from peers to engage in activities that take time out of studying (including pressure to join gangs)
- Loss of a family member through death, incarceration, or separation

- Addition of a family member through pregnancy or remarriage
- Necessity to earn money to help the family

Larger class sizes and lack of expectations for many high school students combine to create an environment where there is little time for student-teacher personal interaction to help them figure out what it is they want to do with their life and scant opportunity to explore their strengths or apply them. As a result, the more tantalizing and pressing short-term life demands are more appealing and important than their school priorities and promise instant gratification. (CC Website: <http://charactercounts.org>).

The above narrative indicates many reasons why SODA plans to implement character education. It is more than just teaching values and respect. As is the case in the most successful programs, we plan to engage students in the process, bring them into the dialogue and assist them in realizing their potential as community leaders. Our premise is that we have an opportunity to instill beliefs in our students that there is a world out there that they can engage with and be productive in a number of meaningful ways. SODA wants all students to view school as a relevant and meaningful journey toward achieving their goals and future successes.

The Character Counts website also contains information on how to engage students who are struggling. They say that studies show that struggling students respond well when academics are linked to practical applications and when they are given opportunities to learn life skills. They also say that often, high schools overemphasize college preparation and dismiss career preparation. SODA will achieve a balance by

addressing career concerns in the student's ILP. We agree to consider the following strategies in our efforts to embed high academic and vocational considerations into ILP's for those students that may benefit from these considerations.

- **Identify key standards.** Highlight those that will most likely predict career success. Courses that are littered with standards offer scant learning opportunities if teachers and students are struggling to meet them all.
- **Involve students in the decision-making process.** Work with them to identify project-based learning programs where they can apply their knowledge, work closely with peers and teachers to build on what they know, and develop new strategies to expand their knowledge. Encourage students to take responsibility for their learning and emphasize the need to respect different learning styles and objectives.
- **Encourage the business community to participate in the curriculum.** Training the future workforce is what schools are all about. Contact your Chamber of Commerce and work with representatives from businesses that actively invest in youth. Develop Work Readiness programs that certify youth for employment in entry-level positions. Emphasize to businesses the importance of a more ethical workforce (<http://charactercounts.org>).
- YDI's Workforce Training Program will be an available option for students needing this type of program.

Service Learning

In conjunction with character education, each student in SODA will be take part in a variety of service learning initiatives and projects. Service learning is also a program that is found in schools nationwide. On its website, Learn and Serve America's National Service-Learning Clearinghouse (<http://www.servicelearning.org> /) the following definition of Service Learning is posted:

“Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

Their website goes on to say:

In the past several years, service-learning has spread rapidly throughout communities, K-12 institutions, and colleges and universities. In a recent survey of its member institutions, Campus Compact gathered information on trends in community involvement and service across a good cross-section of the nation's colleges and universities (Compact, 2001). During the 1999-2000 academic year, among the 349 campuses that responded to the survey.

- 712,000 students had participated in some form of service.
- 12.2 percent of faculty were offering service-learning courses.
- 6,272 service-learning courses were taught.
- 9 percent required service-learning courses for graduation.

Partnership with Youth Development, Incorporated:

Youth Development, Inc. (YDI), founded in 1971, is a nationally recognized youth service organization that provides educational, developmental and humanitarian assistance to children, youth and families in central and northern New Mexico. As a 501 (c) 3, non-profit charitable organization, YDI is eligible to receive tax-deductible cash and in-kind donations. YDI's programs include tutoring, after-school activities, gang intervention, drop-out prevention, family counseling services, emergency teen shelter, youth sports, internships, scholarships, parenting skills, leadership development, public housing assistance, community corrections, GED studies, early childhood education via Head Start centers, substance abuse and AIDS education and many others.

The YDI Mission: To work with our community to create and effectively implement a results-based continuum of services assuring that children, youth, and families achieve their full potential.

School of Dreams Academy intends to partner with Youth Development, Inc. in order to establish a school environment that incorporates a service delivery model that mirrors YDI's mission. The idea here will be to establish a school community that offers a true "wrap around" service delivery model that will support students and families in ways not readily found in a traditional school setting. The key that will clearly outline the parameters of this relationship will be a Memorandum of Understanding (MOU) that will define the roles and responsibilities of each entity (a proposed MOU draft can be found in the appendices at the end of this proposal). For example, the School of Dreams Academy will seek administrative support, from YDI's Educational Support Division, in such areas as submitting reports to the Public Education

Department, writing federal applications, submitting food service and transportation applications, grant writing, and technical assistance training. YDI will also provide assistance to students and families referred by SODA in such areas as behavioral and family counseling, mentoring, Stay in School Program, Workforce Training and Work Keys education. YDI will also provide tutoring assistance through the AmeriCorps volunteer program. Finally, YDI will offer their expertise and support in working with community leaders, and legislators in order to maximize potential funding sources to support the school. One major benefit of this partnership will be that it will allow the SODA school principal the freedom to concentrate on overseeing programs and instruction and working effectively with families, without the worries of being completely “bogged” down with administrative issues. This relationship with YDI will allow the principal to be more visible as the schools instructional leader as well as more accessible to parents and the community as he/she promotes the school to the community, state, and nation. There are also many other YDI services and programs that the School of Dreams Academy will be able to benefit from. For example, if a student’s family has health care issues, YDI would be able to make the appropriate referral or could sign them up for Medicaid health care under presumptive eligibility guidelines. With the schools focus on the arts, YDI would bring segments of its award winning video production program, MI VOZ, to help establish a similar program at SODA. Built into the MOU will be the ability of the school to utilize, biannually, YDI’s Wool Warehouse Theatre for stage productions and performances. YDI has experience in securing funding and establishing quality after school programming through the federal 21st Century Community Learning Centers initiative. YDI would seek similar types of program opportunities for SODA as they became available. Finally, YDI will also offer staff in-service training in a variety of educational topics. Virtually every YDI program (available for review at

www.ydinm.org) , or segments of them, would be available to the school, either to benefit directly from or be provided technical assistance to replicate.

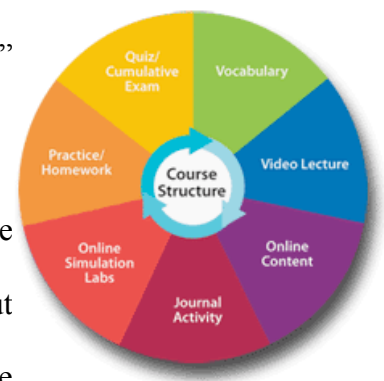
B. CURRICULUM FRAMEWORK

As mentioned in a previous section, School of Dreams Academy will utilize EDUCATION 2020 as the core academic curriculum for subjects taught in grades 6 – 12. EDUCATION 2020 is helping students at all skill levels realize academic success. The instructional programs are aligned to state and national standards and have been successfully implemented in school districts across the country since 1998. The EDUCATION 2020 online courseware is led by highly qualified master teachers with a unique approach of combining best-practice pedagogy with next-generation technology that enables students to learn at their own pace and to make meaningful academic gains. This complies with the premise of “highly qualified” under No Child Left Behind.

With state and federal mandates requiring schools to make adequate yearly progress, student achievement scores, drop-out rates, and students failing to graduate are of great concern. The

Education 2020 courseware supports a "failure is not an option" approach by ensuring that students master the content of each lesson in the core subjects before progressing to additional lessons.






The EDUCATION 2020 multimedia-rich, virtual classroom engages students in the learning process through animations, simulations, video-based presentations, online content, vocabulary development, and exploration activities that support each lesson presented by the virtual classroom teacher. Online embedded homework, evaluations, and other activities



reinforce student understanding with content mastery that is measured and ensured through formative and summative assessments delivered for each class segment.

Core Curriculum offered by Education 2020 includes:

Middle and High School Courses

	Math 6th Grade Math 7th Grade Math Pre-Algebra Algebra I Geometry Algebra II Pre-Calculus		Science Life Science Earth Science Physical Science Biology Chemistry Physics
	Language Arts Language Arts 6 Language Arts 7 Language Arts 8 Language Arts 9 Language Arts 10 Language Arts 11 Language Arts 12 Classics Novel Package		Social Studies MS U.S. History MS World History Economics Geography Government World History U.S. History
	Electives Health Career Skills Computer Applications Consumer Skills Psychology Sociology Spanish I		

New for 2008/2009 are New Mexico History, Developmental Reading for Middle and High School, Spanish II, Art History, and an expanded Computer Applications Course. In addition to the content richness and consistent delivery, the use of E2020 ensures that the total program is delivered in a secure environment which limits students to chats and emails only with teachers and limits student misuse of the virtual school environment and content.

The School of Dreams Academy commitment to small class sizes and individualized instruction is supported by the instructional framework offered through E2020. The EDUCATION 2020 Virtual Classroom solution operates as a one-on-one educational

experience. The lesson, chapter or course required moves at the rate of individual student comprehension to insure that no child is left behind. In Michigan, students employing our system for credit recovery “continuously provided nearly 100% recovery results” per the Warren Consolidated Schools Final Virtual Learning Report-Pilot Year 1 released August, 2003. (Information from the Education 2020 corporate website: www.education2020.com).

The E2020 Curriculum is a transparent curriculum which can be observed at any time by administrators, teachers, and others to determine its consistency and alignment with state standards. Its excellence of delivery, appeal to a variety of modalities in an environment appreciated by today’s student, clear reference to learning objectives, and uniformity of lesson structure ensures that students have the same quality of lessons from day to day. Teachers and assistants who facilitate the instruction are able to work with students individually to fill in learning gaps or to accelerate instruction. At all times, students are in control of their learning and can learn to pace their instruction while learning life-long organizational and time-management skills. Students and teachers are able to access up to the minute progress reports (at any time) which report the student’s grade and progress throughout the course to assist students in being on target for course completion and graduation.

Another valuable feature of E2020 is the responsiveness of the company to the needs of its customers. New features, increased security, interactive virtual school environments, updated and revised information are only some of the updates that have been made to the E2020 program in reply to client requests. E2020 is completely aligned with the New Mexico Standards and Benchmarks and in many cases exceeds them. The full curriculum is provided in the appendices of this proposal.

Each student will operate under an Individualized Learning Plan (ILP) designed around their individual situation and determined through discussion with parents and staff to provide a reasonable roadmap to follow and determine successes at School of Dreams Academy. This ILP will be developed to include short and long term goals and will be reviewed quarterly by school staff, students, and parents. Students will work with their teachers and parents to identify specific areas they want to target for improvement, strategies for achieving goals and measurable indicators of accomplishment. The ILP will include both academic goals such as research skills or content mastery and non-academic goals such as being on time, cooperation or fitness. Students and staff will identify ways to measure and track their own progress and celebrate successes with the community. The ILP will serve as a focal point for quarterly student-led conferences with parents and teachers. For special education students, the ILP will complement and support their Individualized Education Plan (IEP) which is required under the Individuals with Disabilities Education Act. For English Language Learners, the ILP will include a language acquisition plan for learning English within a dual language philosophy in a manner that will not compromise or hinder their chances for academic success. The ILP will be developed and based on a data driven decision making process that will utilize all available student data. The Data Driven Classroom program will be the data clearinghouse for the school and will make student data available to each teacher and the building principal.

The E2020 program provides opportunity for regular and frequent feedback on student success. This will make it easy for the school to provide frequent updates to parents regarding their child's progress at any given time.

Arts Education

Arts Education includes four separate and distinct disciplines: dance, music, theatre arts and visual arts - each with its own body of knowledge and skills. The intent of the National Standards for Arts Education which includes the standard courses of study in dance, music, theatre arts and visual arts is a comprehensive understanding of one or more of the arts be accomplished by each student throughout the 7 -12 program. Arts education benefits both student and society. Involving the "whole child" in the arts gradually teaches many types of literacy while developing intuition, sensitivity, reasoning, imagination, and dexterity. Arts education helps students perceive and think in new ways. The arts also help provide and extend meaning (NCSCS, 2000). Learning in the arts nurtures active engagement, disciplined and sustained attention, persistence, and risk-taking. Arts education also increases attendance and educational aspirations. (Critical Links, 2002).

WHAT MAKES THE ARTS ESSENTIAL?

(Taken from: New Mexico Content Standards, Benchmarks, and Performance Standards For Visual and Performing Arts K-12 Dance, Music, Theatre, and Visual arts, June 2007 Content Standards Adopted April 1997 as part of 6NMAC3.2)

At the national level the arts are considered a core content area in the federally mandated *No Child Left Behind* legislation. This designation acknowledges the arts as being on an equal basis with all other content areas.

At the state level, the New Mexico Content Standards and Benchmarks for the Arts are mandated for students in grades K-8. The Standards are required in the arts electives for participating students in grades 9-12, and the state does have a fine arts or practical arts graduation requirement. *Arts and Entertainment* has been included as one of seven career

clusters endorsed by the Governor's office for students, K-12, to consider as they become aware of, explore, and experience a variety of career opportunities.

Literature and research published by a multitude of individuals and organizations all conclude that the arts are a hallmark of excellence in any school district. Nationwide there is a direct correlation between high performing schools and comprehensive, instructionally sound programs in visual and performing arts. What are the unique benefits of an education in the arts and why do the arts deserve an equal role in the education offered to our students?

The arts provide a set of tools for making critical choices as well as for creating, communicating, and understanding others' ideas. This makes them as essential to success in daily living as knowing how to read, write and compute.

- Education in the arts affects the quality of learning in all content areas and to the overall learning environment. In that capacity, the arts have been called upon to:
 - serve as the focal point for exploring and creating relationships across the curriculum
 - explore multicultural and historical perspectives in relation to the present
 - contribute to improved attendance and graduation rates

The arts provide a context for learning those skills and personal qualities identified as essential for success in the workplace:

- task analysis • problem solving • self-discipline and motivation
- teamwork • critical thinking • resource management

- understanding complex interrelationships

Education in the arts provides students with the opportunities to use divergent modes of thinking and explore the notion that problems may have multiple solutions. The arts have appeal to and benefits for all students, regardless of their level of functional capacity. The arts have the unique capacity to engage students in three distinct modes: intellectually, emotionally, and physically, thus allowing for and appealing to divergent learning styles and intelligences. A comprehensive curriculum that includes the arts at all levels greatly enhances the credibility and attractiveness of the public education system as communities compete to recruit business and industry that can have a significant economic impact.

The following represents only a small portion of the vast research supporting arts education:

- Fifth and 6th graders' participation in improvisational drama throughout a school year resulted in greater use of expressive and interactional language skills as well as more traditional classroom informational language skills. Informational language skills involve lower-order thinking skills while expressive language used by these drama participants reveal and develop the ability to speculate, imagine, predict, reason, and evaluate their own learning—or, higher order thinking skills. Interactional language skills were found in students' exchanges with each other and later reflection on interactions. Students' own reflections on the improvisations brought up moral issues, not typical in information-driven classrooms. The authors believe that, "Drama puts back the human content into what is

predominantly a materialistic curriculum". (*Critical Links: Learning in the Arts and Student Academic and Social Developments*, 2002, pp. 50–51 study: Nadie Papers No. 1, Drama, Language and Learning. Reports of the Drama and Language Research Project, Speech and Drama Center, Education Department of Tasmania).

- Creative drama exercises improved learning-disabled students' behavior and speaking skills necessary for success in the classroom. Regular and special education teachers determined which skills were necessary. Learning-disabled students were tested with a comparison group before and after creative drama exercises. Those who received creative drama improved social skills such as courtesy to others, self-control, focus on classroom work and following directions. They also improved their oral expression skills. These benefits were sustained when tested again two months after the end of the creative drama program.

Critical Links: Learning in the Arts and Student Academic and Social Development, 2002, p. 20 study: The Effects of Creative Drama on the Social and Oral Language Skills of Children with Learning Disabilities).

- High level of involvement in theater co-related to high levels of achievement in reading proficiency. Low socio-economic status (SES) students highly involved in theater outscored the low SES students who were not involved in theater in reading proficiency. The 9 percent advantage of high-theater involved 8th graders grows to a 20 percent

advantage by 12th grade (*Champions of Change*, 1999,p.14 Graduate School of Education & Information Studies, University of California at LosAngeles study: Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts)

- Original writing of plays by high school drama students made them more cooperative and confident learners in terms of valuing their own ideas and valuing their contribution to the group through improved attendance. They also became more active learners in terms of seeking out additional information and insight through library research and group discussions. These confident attitudes and behaviors led to more sustained activities of learning rather than giving up in the face of doubts or complex problems. (*Critical Links: Learning in the Arts and Student Academic and Social Development*, 2002, p.28 study: An Exploration into the Writing of Original Scripts by Inner-City High School Drama Students).
- Rural highschoolers' writing and presenting of original poetry, with the help of encouraging instruction in both, improved speaking skills, comfort with speaking, and self-image. (*Critical Links: Learning in the Arts and Student Academic and Social Development*, 2002, p. 30 study: A Poetic/Dramatic Approach to Facilitate Oral Communication).
- Many students in a theater acting program reported that the intense review of Shakespeare texts in preparation for performing helped them not only master that difficult material but also improve their reading of other

complex material such as math and physics texts. (source: *Champions of Change*, 1999, p. 82 Harvard Project Zero from the Shakespeare & Company Research Study: 'Stand and Unfold Yourself': A Monograph on the Shakespeare & Company Research Study)

- The opportunity to be instructed in music or dance disciplines offered a variety of compelling social benefits for students in addition to the knowledge and skill of an art. For some of the underprivileged students offered this opportunity to be treated as gifted and talented, the participation in the art form was an emotional safe haven from family turmoil. The art forms were an assimilation tool for recent immigrants and other new kids. Achievement in the art and friendships built in that process bolstered students as they entered new situations of various kinds. Performances brought the broader community together in pride. Horizons were broadened through access to classes at studios and trips to theaters outside of students' immediate neighborhoods and offered a glimpse of the broader cultural world. "Ultimately the skills and discipline students gained the bonds they formed with peers and adults, and the rewards they received through instruction and performing fueled their talent development journey and helped most achieve success both in and outside of school." (source: *Champions of Change*, 1999, p.77–78 National Research Center on the Gifted and Talented University of Connecticut, Storrs study: Artistic Talent Development for Urban Youth: The Promise and the Challenge)

- A student making music experiences the "simultaneous engagement of senses, muscles, and intellect. Brain scans taken during musical performances show that virtually the entire cerebral cortex is active while musicians are playing." Different areas of the brain perform different functions from directing movement, to thinking, to feeling, to remembering including many sub-regions within those areas that relate to more specialized activities. Making music engages, and is increasingly seen to strengthen, a vast array of brain power. (source: *Educational Leadership*, November, 1998, p.38 Association for Supervision and Curriculum Development article: "The Music in Our Minds" Norman M. Weinberger, Professor of Psychobiology at the University of California, Irvine)

School of Dreams Academy will integrate the arts throughout the curriculum. Research shows that the arts (visual arts, music, drama, dance) can be a valuable tool to teach what is considered to be a "traditional" curriculum (math, science, English, social studies). Teachers at SODA will plan their lessons collaboratively to include arts influence. We plan to bring in working artists from the community and throughout the state to bring their expertise and talents to the students of the school. Arts integration, into the curriculum, will take on a number of forms. Sometimes teachers will use the arts to teach a lesson. Other times students will be asked to use the arts to demonstrate their knowledge. Some examples of teachers using the arts to teach a lesson include:

- Students participate in workshops with a visiting artist, exploring the science of sound (as part of a physics class) and the mathematics of rhythm.

- Use theater and dance to teach the concept of meiosis and mitosis.
- Students complete a sculpture and mobile project to reinforce the methods for calculating the surface area of geometric solids.
- Students in a Spanish class visit museums in Santa Fe to view art from the era when Spain ruled this land to better understand Spanish culture. Then come back and complete their renditions.

Some examples of students using the arts to demonstrate their knowledge include:

- Students build Mesopotamian city-states out of paper-mache to demonstrate their knowledge of the architecture, culture and politics of this ancient time period.
- Students write their own graphic novels to demonstrate their understanding of various historical time periods.
- Students use graphic art to demonstrate their knowledge of a content area.

School of Dreams Academy will follow the New Mexico Content Standards, Benchmarks, and Performance Standards for Visual and Performing Arts K-12 in the area of Dance, Music, Theatre, and Visual arts. The school's Principal will be charged with the duty of developing a scope and sequence fine arts curriculum that suits the mission and vision of the school. This will be accomplished during the school's first year. During this time of curriculum development, SODA will continue to use the New Mexico Content Standards for Visual and Performing Arts.

C. GOALS, OBJECTIVES, AND STUDENT PERFORMANCE EXPECTATIONS

School of Dreams Academy realizes student academic performance is central to our school's existence. It represents the school's definition of success and will drive all aspects of our programs. All goals listed below and their respective performance objectives align with our school's mission, vision, as well as the New Mexico Public Education Department's standards. All goals are clear, measureable, and time bound. Targeted performance levels are both ambitious and attainable. It is the responsibility of the school Principal to devise a system of identifying appropriate goals, objectives, and student performance expectations and bring them to the governing council for review and approval. The Principal will form an advisory committee comprised of students, staff, parents, and community members. Their task will be to systematically assess the progress of the goals and to make appropriate recommendations for continuous improvement. In this way student, staff and the community will develop a sense of ownership and buy in to the things SODA will be trying to accomplish. In order to begin this process the founders have developed goals and objectives for SODA. Below is a chart that outlines the goals and objectives for SODA.

Goal Number	Goals	Objectives	Performance Expectations	Indicators of Goal Achievement
1	Increase Student Achievement	<ul style="list-style-type: none"> • Comprehensive teacher / community training • Utilize data to drive instruction • Weekly communication with students and parents 	<ul style="list-style-type: none"> • Weekly professional development for school community • Implement short cycle assessments three times per year • Training to interpret information collected in the school's data warehouse 	<ul style="list-style-type: none"> • Each Year 80%of students at SODA will score at or above grade level proficiency on the New Mexico Standards Based Assessment • PSAT, SAT, ACT
2.	Implement Individual Learning Plans for Students at SODA	<ul style="list-style-type: none"> • All students at SODA will have an Individualized Learning Plan (ILP) • Students will learn to conduct their own ILP progress meetings 	<ul style="list-style-type: none"> • Students will know, at all times, their goals, program expectations, and current progress • By their third year of attendance or senior year, students will call and conduct their own ILP meetings 	<ul style="list-style-type: none"> • 100% of students will know their goals, programs, expectations and current progress and will be able to articulate them • Compile numbers of ILP meetings held and conducted by students

Goal Number	Goals	Objectives	Performance Expectations	Indicators of Goal Achievement
3	By May of 2010, the School of Dreams will have 100% of their classrooms fully implementing the Data Driven Classroom program as measured by external reviewer reports.	<ul style="list-style-type: none"> • By the first day of class of August, 2009 the Data Driven Classroom program will be fully operational and ready for daily use by administration and staff that have been trained on how to use it • By the first day class of August, 2009 administration and staff will be provided training on how to utilize data to monitor student progress, improve the quality of instruction, and make informed program decisions • Beginning in year 2, follow up trainings on the utilization of data will be provided to administration and staff on a bi-annual basis <p>Beginning year 1, a “data team” will be established to ensure that school and student data is being derived from a variety of sources, provide status reports, and assist staff in the day to day efforts of obtaining and managing quality data</p>	<ul style="list-style-type: none"> • Data Driven Classroom program will be purchased and installed by June 1, 2009 • In August, 2009 the Principal will establish a data team • Preliminary staff training on the Data Driven Classroom program and other meaningful ways of collecting data will occur during August, 2009 • During the 2009-2010 S.Y. the school will provide staff 3 trainings on interpreting data and incorporating the information into developing appropriate instructional strategies and methodologies • Beginning in year 2, a schedule of bi-annual trainings will be developed and incorporated into the school calendar 	<ul style="list-style-type: none"> • Purchase order, invoice, and copy of check verifying purchase of Data Driven Classroom and work order and verification of program installation will be on file in the Principals office • List of data team member names and subsequent meeting agendas and minutes will be kept on file for review • Staff training sign in sheets verifying attendance for all trainings that occur • Staff certificates of completion, verifying completion of data training, will be kept on file in the office • Schedule of 3 subsequent trainings will be posted and included in both the 2009-2010 staff handbook and school calendar • Documented evidence indicating utilization of data will be apparent in 100% of student portfolios, instructor records, individual student and classroom reports, and administrative report summary

Goal Number	Goals	Objectives	Performance Expectations	Indicators of Goal Achievement
4	By May of 2011 100% of all School of Dreams students will have successfully completed at least one arts education class.	<ul style="list-style-type: none"> • Establish an Arts Curriculum Committee to begin writing curriculum power standards in the areas of dance, music, visual arts, performing arts, and digital arts that are in compliance with the New Mexico Standards and Benchmarks • Beginning immediately and continuing thereafter, School of Dreams will recruit highly qualified staff and/or contract with professionals within the art community to provide quality art instruction • Provide several opportunities for “arts in the school programs” to enhance learning opportunities • Beginning immediately and continuing thereafter, School of Dreams will begin establishing partnerships with entities with the New Mexico arts community while becoming an informed consumer regarding arts trends and opportunities for SODA staff and students 	<ul style="list-style-type: none"> • By August, 2009 an Arts Curriculum Committee will be established by the Principal, including a timeline for curriculum development. Meeting dates and times for the 2009-2010 school year will be established and disseminated • Beginning immediately the Principal will establish a recruiting plan to recruit highly qualified staff and look into contracting with professionals in the arts field to teach classes or work with students on special projects • All students will have an opportunity to participate and/or excel in a variety of art classes and/or opportunities annually • School of Dreams will seek to establish partnerships with entities that will enhance our objective for offering quality arts experiences for our students. Examples of possible entities are: New Mexico Arts Council, Valencia County Arts Council, Albuquerque Little Theatre, Albuquerque Symphony, Laughs, New Mexico Filming Industry, 	<ul style="list-style-type: none"> • By February 1, 2010 a “DRAFT” arts curriculum will be submitted to the Governing Council for review. Curriculum Committee meeting dates, agendas, and minutes will be kept on file • Recruiting advertisements in local, state, publications, as well as RFP’s soliciting professional services and subsequent contracts will be kept on file • List of course offerings will indicate number of arts classes offered each semester and will be included in the course catalogue used for registering students. Master schedule and student enrollment information will be on file • All showcases and performances will be documented in each student’s portfolio. Larger productions will be recorded and made available on DVD format to the public • By October, 2009 School of Dreams will have established at least one partnership with an arts related entity • Contracts and other similar agreements (MOU’s, etc.) establishing partnerships with entities will be kept on file in the Principal’s office

Goal Number	Goals	Objectives	Performance Expectations	Indicators of Goal Achievement
5	By May of 2010 100% of all School of Dreams students will have completed an electronic portfolio review.	<ul style="list-style-type: none"> • During the planning year the Principal will develop a draft electronic student portfolio process with detailed instructions and guidelines and present it to the governing council for their review and approval • Prior to the start of year 1 all staff will be trained in the adopted portfolio process • By the first two weeks of school, year 1, all students will be trained in the adopted portfolio process (subsequent new students will be trained within two weeks of their entering school) • During the course of a school year student portfolios will be reviewed quarterly as part of the student's regular ILP meeting 	<ul style="list-style-type: none"> • By May 1, 2009 the Principal will present a draft electronic portfolio process to the Governing Council for their review and approval • By the start of school, August, 2009, the Principal will verify that all staff has been trained in the adopted portfolio process • By the end of the first two weeks of school, August, 2009, the Principal will verify that all students have been trained in the adopted portfolio process 	<ul style="list-style-type: none"> • A final, adopted, version of the student portfolio process will be disseminated to all stakeholders and will be on file in the Principals office • An meeting agenda, sign in sheet, and handouts verifying that staff were trained in the student portfolio process will be on file in the Principals office • Each student who completes the training on the portfolio process will be awarded an electronic certificate, which will be copied into their electronic portfolio. Verification of meeting this requirement will also be maintained in the school's data warehouse

Goal Number	Goals	Objectives	Performance Expectations	Indicators of Goal Achievement
6	By May of 2011 100% of all School of Dreams students will have completed one service learning project with an individual or organization within the community.	<ul style="list-style-type: none"> • During the planning year the Principal will develop a draft Service Learning Program Manual that is in line with the national “Learn and Serve America” movement and present it to the Governing Council for their review and approval • Prior to the start of year 1 all staff will be trained in the adopted service learning process • All students will be involved in at least one (1) service learning project annually. 	<ul style="list-style-type: none"> • By May 1, 2009 the Principal will present a draft Service Learning Program Manual to the Governing Council for their review and approval • By the start of school, August, 2009, the Principal will verify that all staff has been trained in the adopted Service Learning Program Manual • September will be “Service Learning Declaration Month” when all groups and individuals will declare their service learning projects by submitting the appropriate forms to their advisors for approval by the last school day of the month 	<ul style="list-style-type: none"> • A final, adopted, version of the Service Learning Program Manual will be disseminated to all stakeholders and will be on file in the Principals office • A meeting agenda, sign in sheet, and handouts verifying that staff were trained in the Service Learning Program will be on file in the Principals office • Service Learning declaration forms will be saved into each student’s electronic portfolio with the hard copy filed with each student advisor • Service learning participation will be documented in the schools data warehouse, in each student’s portfolio, and through pictures and video’s taken of the events. Participation rates will be available via the schools data warehouse • Number of individuals and organizations participating and number that are willing to continue participation
7	Implement and follow the pillars of Character Counts.	<ul style="list-style-type: none"> • Students will learn in a safe and orderly environment 	<ul style="list-style-type: none"> • Occurrence of truancy, vandalism and fighting will be 10% below the state average 	<ul style="list-style-type: none"> • Report on the STARS data base

Goal Number	Goals	Objectives	Performance Expectations	Indicators of Goal Achievement
8	Literacy	<ul style="list-style-type: none"> • All students at SODA will make strong yearly progress towards mastery of and excellence in reading and writing • Students will gain appreciation of classical literature 	<ul style="list-style-type: none"> • Students will realize at least one year gain as measured by the MAPS short cycle assessment • Oral presentation on at least two classical novels • Students will create position papers reviewing, documenting, and describing arts education and/or service learning 	<ul style="list-style-type: none"> • Standardized tests • Number of students enrolling in post secondary schools • Documented in student electronic portfolio • Publish position papers in the local newspaper and/or magazines associated with the arts and/or service learning
9	Parent / Community Involvement	<ul style="list-style-type: none"> • Parents / guardians will support the school by donating a minimum of 20 hours of volunteer work per school year 	<ul style="list-style-type: none"> • 90% of parents / guardians will complete the 20 volunteer hours 	<ul style="list-style-type: none"> • Expansion of daily program options • Number of staff development programs offered by parents • Evidence of additional programs, projects, tutoring, etc. competed annually by volunteers

Goal Number	Goals	Objectives	Performance Expectations	Indicators of Goal Achievement
10	Sound Governance	<ul style="list-style-type: none"> • Strong Leadership • Highly trained, competent, and caring staff • Ongoing (minimum three times per year) program evaluation 	<ul style="list-style-type: none"> • Staff evaluations, parent surveys, utilization of data collected 	<ul style="list-style-type: none"> • All evaluations will indicate greater than 90% of performance indicators will be “meets” or “exceeds” proficiency • All staff will be required to attend a minimum of 20 hours of staff development per year • 90 % of students and parents will rate staff favorably on an annual climate survey • School Improvement Team will be formed and will develop a method of obtaining feedback from school community regarding all aspects of the school

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

State Mandated Testing and Short Cycle Assessment

Evaluation and assessment of student performance will occur in a variety of ways at School of Dreams Academy. All New Mexico State mandated assessments will be administered to the appropriate grade levels and during the designated testing windows as established by the Public Education Department. School of Dreams Academy Adequate Yearly Progress scores and our graduation rate will exceed the state average. Appropriate accommodations and modifications will be provided for those students who might need them in accordance with applicable state and federal statutes (IDEA, Section 504, and Title 6). School of Dreams Academy has also decided to use the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) as the short cycle assessment program. MAP will be administered three times per year. The following assessments will be administered in accordance with State law:

- New Mexico Standards Based Assessment (NMSBA) – Administered annually in the spring to all students in grade 3-9 and 11.
- New Mexico High School Standards Assessment (NMHSSA) – Administered to all 11th graders annually. Tests students in areas of reading and mathematics.
- New Mexico High School Competency Examination (NMHSCE) - Beginning with the ninth grade class of 1986-87, New Mexico public high school students are required to pass the New Mexico High School Competency Examination (NMHSCE) to receive a New Mexico public high school diploma. The 1989-90 school year was the first year that graduating seniors were required to pass the examination. Seniors who do not pass the examination but fulfill the other course

and credit requirements are given the option of exiting high school with a certificate of completion or returning within the next five years to retake the exam, pass it, and receive a diploma. Students also may receive an exemption, waiver, or modification to the exam based on their IEP recommendations or on a demonstration of competencies through other academic evidence. The NMHSCE assesses competencies in the content areas of reading, language arts, mathematics, science, and social studies, as well as written composition. Students take the test for the first time in the tenth grade and must pass all six subtests in order to receive a high school diploma. Sophomores who fail any part of the NMHSCE have another chance in their junior year and two chances in their senior year to successfully complete the exam before graduation deadlines.

Data Driven Classroom

Once the formal assessments are complete and student results come back, School of Dreams Academy staff will import the information into the Data Driven Classroom, data warehouse program. This program allows administration and more importantly, instructional staff the ability to utilize the assessment data to target areas of student need and make appropriate modifications to enhance student learning. The results will also be down loaded into the Data Driven Classroom software. This will allow staff to identify specific skill deficits or strengths that can then be addressed during instruction. The following information was taken from the Data Driven Classroom's website (www.datadrivenclassroom.com) and summarizes work they have done recently to customize their program to meet New Mexico's needs:

Accountability Tools for New Mexico Schools –

Wednesday, April 23, 2008

(Taken from Data Driven Classroom Website)

Thanks to all who attended our seminar, “Accountability Tools for New Mexico Schools” in Albuquerque. School and district administrators from around the state learned how Data Driven Classroom’s data management tools can be used to evaluate program effectiveness and facilitate data-based decision making at the district, school, and classroom level.

Working closely with a New Mexico school district over the past year, Data Driven Classroom has developed a comprehensive suite of reporting tools that help administrators evaluate program effectiveness and help teachers use student performance data to impact classroom instruction. The reporting tools, which can be filtered by teacher, grade-level, school site, and district wide allow you to:



- Analyze, sort, and track year-to-year growth for:
 - NMSBA (view [SBA Report](#) | [SBA Growth Report](#))
 - NMELPA (view [NMELPA Report](#))
 - NMHSCE
 - MAP
 - Other local assessments
- Review student progress towards proficiency in reading and math
- Identify underperforming students using simple color codes
- Combine any of these measures into a single, easy-to-read report
- [Export reports](#) to .pdf for printing, or to Excel for further analysis

We offer a cost-effective, [easy-to-use solution](#) that facilitates data-based decision making at the classroom, school site, and district levels. Our pricing model is based on enrollment and number of schools in your district. Data Driven Classroom is a subscription service, renewable annually.

EDUCATION 2020

As mentioned in a previous section, School of Dreams Academy will be using the E2020 curriculum to deliver the majority of the core curriculum. Built into the program are mechanisms for students, parents, staff, and administration to get “real time” updates on student progress.

With state and federal mandates requiring schools to make adequate yearly progress, student achievement scores, drop-out rates, and students failing to graduate are of great concern. The Education 2020 courseware supports a "failure is not an option" approach by ensuring that students master the content of each lesson in the core subjects before progressing to additional lessons. The program will allow School of Dreams Academy to set the mastery level for each lesson and course necessary for students to progress. This will be a decision that the Principal will make in conjunction with SODA staff and will then bring to the Governing Council for approval.

The EDUCATION 2020 multimedia-rich, virtual classroom engages students in the learning process through animations, simulations, video-based presentations, online content, vocabulary development, and exploration activities that support each lesson presented by the virtual classroom teacher. School of Dreams Academy staff will use the program’s online embedded homework, evaluations, and other activities to reinforce student understanding with content mastery that is measured and ensured through formative and summative assessments delivered for each class segment. In this way students, parents, and staff will know exactly

where the student is and the rate he/she is moving through the course. In addition to the content richness and consistent delivery, the use of E2020 ensures that the total program is delivered in a secure environment which limits students to chats and emails only with teachers and limits student misuse of the virtual school environment and content.

The School of Dreams Academy commitment to small class sizes and individualized instruction is supported by the instructional framework offered through E2020. The EDUCATION 2020 Virtual Classroom solution operates as a one-on-one educational experience. The lesson, chapter or course required moves at the rate of individual student comprehension to insure that no child is left behind.

The E2020 Curriculum is a transparent curriculum which can be observed at any time by administrators, teachers, and others to determine its consistency and alignment with state standards. Its excellence of delivery, appeal to a variety of modalities in an environment appreciated by today's student, clear reference to learning objectives, and uniformity of lesson structure ensures that students have the same quality of lessons from day to day. Teachers and assistants who facilitate the instruction are able to work with students individually to fill in learning gaps or to accelerate instruction. At all times, students are in control of their learning and can learn to pace their instruction while learning life-long organizational and time-management skills. Students and teachers are able to access up to the minute progress reports which report the student's grade and progress throughout the course to assist students in being on target for course completion and graduation. E2020 is completely aligned with the New Mexico Standards and Benchmarks and in many cases exceeds them. The full curriculum is provided in the appendices of this proposal. The E2020 program provides opportunity for regular and

frequent feedback on student success. This will make it easy for the school to provide frequent updates to parents regarding their child's progress at any given time.

Individualized Learning Plan

Another method of assessing student progress will be through the use of Individualized Learning Plans (ILP). Each student will operate under an Individualized Learning Plan (ILP) designed around their individual situation and determined through discussion with parents and staff to provide a reasonable roadmap to follow and determine successes at School of Dreams Academy. This ILP will be developed to include short and long term goals and will be reviewed quarterly by school staff, students, and parents. Students will work with their teachers and parents to identify specific areas they want to target for improvement, strategies for achieving goals and measurable indicators of accomplishment. The ILP will include both academic goals such as research skills or content mastery and non-academic goals such as being on time, cooperation or fitness. Students and staff will identify ways to measure and track their own progress and celebrate successes with the community. The ILP will serve as a focal point for quarterly student-led conferences with parents and teachers. For special education students, the ILP will complement and support their Individualized Education Plan (IEP), which is required under the Individuals with Disabilities Education Act. For English Language Learners, the ILP will include a language acquisition plan for learning English, within a dual language philosophy, in a manner that will not compromise or hinder their chances for academic success. The ILP will be developed and based on a data derived from a variety of sources, including what is included in the data warehouse program.

Portfolio Assessment

School of Dreams Academy will initiate a portfolio assessment requirement for all students. Each student will be required to maintain a portfolio (both electronically and hard copy) showcasing their vast experiences at School of Dreams Academy. The school principal will establish a group of staff, students, and parents during the planning year to design a portfolio model for students to follow at each grade level. This process will allow students to highlight their accomplishments in the arts, academics, service learning projects, and community involvement.

Grading, Homework, Promotion, and Retention

The School of Dreams Academy's Principal and staff will establish procedures for grading, homework, promotion, and retention.

Accountability and Community Relations

School of Dreams Academy will strive to be accountable to the parents, community, and other interested parties by providing timely and accurate information about the school throughout the year. School calendars and schedules of events will be available to anyone interested and will be posted on our website. In accordance with state law, SODA will publish an annual accountability report and will develop a system to obtain public input in order to grow our school into a thriving educational institution.

Other Indicators

Arts Education: 100 % of our students will participate in an arts education class / experience annually.

Attendance: Attendance at School of Dreams Academy will be monitored closely with all staff being involved in monitoring and resolving attendance issues. Our goal is to have an average of 95% attendance rate for each year for both students and staff.

Behavioral Referrals: Behavior expectations will be high. Referrals will be tracked. Our goal is to have a referral rate that is half of the state average. All staff will be trained on Crisis Prevention Intervention (CPI) de-escalation techniques.

Tutoring: Tutoring will be made available free of charge, for any School of Dreams Academy student who needs to be tutored. Our partnership with YDI will provide AmeriCorps volunteers to tutor students. Staff will also be available to provide tutoring after school.

Mentoring: School of Dreams Academy students and families will also be able to have access to YDI's mentoring program.

E. SPECIAL POPULATIONS

Special Education Services

Three federal laws have been passed to ensure the education of students with disabilities: The Individuals with Disabilities Act (IDEA 2004), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act of 1990 (ADA). School of Dreams Academy will identify and provide services to students with special education needs in a manner that complies with all state and federal laws governing provision of services to students with disabilities. School of Dreams Academy will also comply with New Mexico regulations regarding identification and provision of services to gifted students. We will follow the Student Assistance Team (SAT) process in determining interventions, referrals, and similar program decisions.

The School of Dreams Academy will comply with the current New Mexico Special Education Regulations including the Three Tier System of Interventions established by the Public Education Department in response to the IDEA 2004 Response to Intervention (RtI) mandate. The School of Dreams Academy will use the recommended forms and procedures provided by the New Mexico Public Education Department. Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of interventions including but not limited to tutoring, mentoring by volunteers, differentiated instruction and they may attend school during an extended session. The intervention of last resort is referral for diagnostic testing and possible special education eligibility determination.

The School of Dreams Academy will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a diagnostician, school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted. The proposed budget reflects this under contracted services.

An IEP team (Individualized Education Program) will be established as set forth by IDEA and comprised of the student's general education teacher, a special education teacher, SODA principal, parent / guardian, student and other knowledgeable persons. The team is responsible for developing an IEP, determining placement, and reviewing and revising the student's IEP and placement at least annually. A certified teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. Individual tutoring will also be available to assist students who need extra help.

The discipline policy as set forth in the New Mexico Special Education Guidelines will be used by the IEP team as a guideline for establishing when misconduct of a student with a disability was (1) a demonstration of the disability, that is an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement, and/or (3) the lack of provision of services consistent with the IEP and placement. This is called manifestation determination. Results of the manifestation determination meeting will determine the appropriate chain of events that will occur next.

School of Dreams Academy will contract with a provider(s), for the provision of related services. In order to promote continuity of services, the majority of related services will be provided within the classroom setting and will be designed to provide educational benefit for that student. More restrictive settings will be determined by the student IEP team and documented on his/her IEP.

Other Special Needs Student Services

In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and talented, ELL, Title I and Section 504 students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. SODA's environment will allow areas to be pursued beyond the scope of the regular curriculum - regardless of their areas of special needs. This will be accomplished through but not limited to clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring and pullout classes. EDUCATION 2020, through its versatility, provides the basis that allows this type of program flexibility and individuality to be possible. SODA agrees that some students will be able to accelerate through the curriculum and may very well complete required coursework early. In order to better accommodate these students, SODA will allow students to attend university classes under concurrent enrollment and will apply appropriate high school credit for university coursework taken if the student earns a grade of "C" or better.

The School of Dreams Academy will have an identified 504 compliance officer.

All School of Dreams Academy staff will be provided with professional development opportunities in the areas of providing educational services to students with special needs.

For further information refer to the attached special education manual in the appendices.

English Language Learners (ELL)

The School of Dreams Academy comply with state and federal laws regarding identification of and providing services to English Language Learners (ELL). SODA will identify ELL students at registration by providing a home language survey. Additionally, teachers may identify students on the class roster that may have a language other than English. Identified ELL students will be given the New Mexico English Language Proficiency Assessment (NMELPA) which will determine the student's proficiency in English and help determine the extent of bilingual or ESL programming necessary. The School of Dreams Academy will seek consultation with qualified specialists, if necessary, to implement the most appropriate program which allows ELL students to fully access our programs.

Gifted and Talented

School of Dreams Academy will identify gifted and talented students using a variety of formal (screening and diagnostic testing) and informal data (teacher rating/observations, student records, including GPA, projects or work sample, parent questionnaire, student questionnaire, etc). We acknowledge that gifted in New Mexico falls under the auspices of special education and, thus, are afforded all rights of privacy, programming, and due process as any other student with an IEP.

The program options include but are not limited to: E2020 classes, competitions, independent study, curriculum compacting, advanced placement, concurrent enrollment, seminars, mentorships, etc.

Refer to the gifted program manual, found in the appendices, for more information.

Student Wellness Programs

School of Dreams Academy, in partnership with YDI will provide programs and services designed to meet the needs of students and families who might be facing situations that, if not addressed, could have a negative impact on the educational experience. Individual and family counseling will be offered to all students enrolled.

SODA acknowledges that physical fitness is a big part of one's overall health and well being. With this in mind SODA will encourage physical fitness during the ILP process and will explore ways of incorporating a variety of innovative fitness activities as part of the school's culture.

Physical Education

SODA will seek a waiver from the Public Education Department to allow alternative options for obtaining a physical education credit.

V. FINANCIAL PLAN

A. Budget

The following documents have been developed for this proposal and are included in the appendices. This section of the proposal will discuss the budget and how it was developed to support the School of Dreams Academy.

- State Equalization Guarantee Revenue Estimate Worksheet Based on Membership Projections (Form 910B5 SEG)
- Five Year Revenue Summary
- Operational Budget Detailed Expenditure Spreadsheet

School of Dreams Academy presents, in this application a balanced five year budget. You will find that the expenditures support the school's mission and vision, as well as support and account for the projected student growth over the five year period. There is also budget available to support the programs outlined in this application. When approved as a charter school, it is our intent to immediately apply for available stimulus funds in order to make the best use of time available during the planning year.

Year 1:

The year 1 budget is based on a total of 100 students grades 7 – 9. The total operating budget for this first year is \$735,554. Highlights of the budget include four and a half teachers (including .5fte for special education and 1.0 fte for arts instruction. There is also \$12,000 budgeted for after school and summer school program. There is some money budgeted for student and staff travel. Money is also budgeted for other textbooks, software, and general

supplies. School of Dreams Academy will use the textbook monies provided by the state to purchase the majority of the Education 2020. Stimulus startup monies will also be used for this major curriculum expenditure. The cost for E2020 is approximately \$1800.00 per seat (license). We anticipate needing to purchase 30 such licenses during the first year at a cost of \$60,000.00. There is also budget for a half time registered nurse, half time counselor or social worker, full time Principal, full time executive secretary, full time business manager, contract services for hiring artists, musicians, etc. to work with staff and students, contracted ancillary services (speech, occupational therapist, diagnostician, psychologist) to support special education students, supplemental software, independent auditor, legal services, advertising, travel and training for the Governing Council. The amount of \$40,000.00 is budgeted to support the partnership with YDI. The amount of \$70,000.00 is budgeted for facilities rental. Our plan is to apply for Lease Purchase dollars through the Public School Finance Authority. If those monies become available then this \$70,000.00 will be dispersed into other areas of the budget, probably to hire additional instructional staff. There is also \$20,000.00 budgeted for communication services which include high speed internet, phones, and e-mail. There is money budgeted for contract custodial services, as well as property and liability insurance.

A key component built into the budgets (year 2 – 5) is money for contracted instructional services. Since the school's focus is the arts we felt it necessary to allow the school the flexibility to contract with professional artists, musicians, sculptors, actors, etc. to come into the school and work with staff and students. During the first year, since the budget is relatively small, SODA will utilize some of the startup monies toward this area. Of course, there is also the possibility of budget adjustments if dollars become available due to increase of enrollment, or facilities monies are realized from the PSFA. In any light the intent and major focus is to

provide SODA students with the best instructors and experiences possible. You will notice that the budgets in years 2, 3, and 4 are at \$80,000 annually for these services. In year 5 the budget drops to \$45,000. The reason for this is the addition of a second instructor of the arts onto the SODA staff, as is evidenced by the increase in the increase of the Teacher Other Instruction object code from \$44,400 (in year 4) to \$93,600 (in year 5).

Although this first year's budget is relatively small, it is balanced and contains all the essential elements necessary to get a school started. We realize that during this first year our ultimate funding will be determined by the actual students that enroll in the school. For purposes of this proposal we were not able to project numbers of students in special programs. Students enrolled in special education and bilingual will bring in more funding units. However, if the total funded enrollment does not meet the original units derived from the 100 students built into this first year's budget, we understand that the school will have to revert funds back to the state.

Years 2 – 5

These budgets were built on the premise that enrollment will increase by 33 students each year. For the purposes of this application the budgets were developed in essentially the same manner as year one. The difference is that staff and expenditures grew to support the additional students and expansion of programs, particularly in the arts, counseling, special education, and YDI support. Contract services for artists and other professionals remained constant until year five. The drop here is due to the fact that we budgeted to hire, on staff, additional teaching staff to support the arts. The notion is to systematically grow the arts program as funding becomes available. Keep in mind this budget only reflects the operational (SEG) budget. Through our

partnership with YDI, we will write for additional grant and foundation dollars to supplement programs in the school. Operational budget totals for years 2-5 are as follows:

Year 2	\$1,266,457.85
Year 3	\$1,497,108.89
Year 4	\$1,694,523.13
Year 5	\$1,694,523.13

B. Fiscal Management

Financial oversight of the school will be the responsibility of the Governing Council which will also serve as the School of Dreams Academy Board of Finance (The Board). The Governing Council hires the school principal. The principal will be responsible for hiring a licensed business manager in order to meet the requirements set forth by the State of New Mexico for the Board to be recognized as a Board of Finance (NM S.B. 600, 2006). The Board will adopt policies that assure that public funds will be used appropriately and in compliance with all applicable federal and state requirements.

Qualifying as a Board of Finance

Senate Bill 600 of the 2006 New Mexico Legislative session went into effect July 1, 2007. Below is the language, in the law that outlines the requirements for becoming a Board of Finance.

Section 23. Section 22-8-38 NMSA 1978 (being Laws 1967, Chapter 16, Section 96, as amended) is amended to read:

"22-8-38. BOARDS OF FINANCE--DESIGNATION.--

- A. Upon written application to and approval of the department, a local school board may be designated a board of finance for public school funds of the school district. A local school board designated as a board of finance may require all funds distributed to, allocated to or collected for the school district or the public schools under its jurisdiction to be deposited with it. The department shall designate a local school board as a board of finance if:

- (1) the local school board shows to the satisfaction of the department that it has personnel properly trained to keep accurate and complete fiscal records;
- (2) the local school board agrees to consult with the department on any matters not covered by the manual of accounting and budgeting before taking any action relating to funds held by it as a board of finance;
- (3) the persons handling these funds are adequately bonded to protect the funds entrusted to them from loss; and
- (4) the local school board making application has not been suspended and not reinstated as a board of finance within the past year.

B. A charter school applicant requesting a charter from the commission shall submit a plan detailing how its governing body will qualify for designation as a board of finance for public school funds of the charter school. The governing body of a proposed state-chartered charter school shall qualify as a board of finance before the first year of operation of the charter school. The governing body of a state-chartered charter school designated as a board of finance may require all funds distributed to, allocated to or collected for the state-chartered charter school to be deposited with the governing body. The commission shall designate the governing body of a state-chartered charter school as a board of finance if:

- (1) the governing body shows to the satisfaction of the commission that it has personnel properly trained to keep accurate and complete fiscal records;

(2) the governing body agrees to consult with the division on any matters not covered by the manual of accounting and budgeting before taking any action relating to funds held by it as a board of finance;

(3) the persons handling these funds are adequately bonded to protect the funds entrusted to them from loss; and

(4) the governing body was not a governing body of a charter school or does not have a member who was a member of a governing body of a charter school that was suspended and not reinstated as a board of finance.

C. Failure of the governing body of a proposed state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for denial, nonrenewal or revocation of its charter."

Be assured that the School of Dreams Academy Governing Council, seeking to become a Board of Finance, clearly understands the above mentioned provisions of Senate Bill 600 and intends to fully comply with the statute. After the Board hires a principal, his/her first duty will be to advertise for and hire a licensed school business manager. The role of the business manager will be to provide guidance, to the Principal and Board, regarding the schools finances, establish a budget process to prepare the budget in accord with the schools mission and vision, submit all financial reports required by state and federal regulation, keep sound fiscal records, establish proper quality controls and procedures that the 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 statutes and regulations and state statutes and rules relative to fiscal procedures.

That said the School of Dreams Academy, as part of this application, is submitting a balanced five year budget plan, given the parameters we are allowed to work with at this point . We realize that there will be changes when the charter is approved. For example, we will then be eligible to apply for startup stimulus monies and, if awarded, the amount might impact the original budget and necessitate budget adjustments. We are also aware that during the first year of operation, our funding will be based on the current year numbers. This means that there is the potential of either gaining funds, if we meet enrollment projections, and some of those students happen to be in some sort of weighted program (special education, bilingual). It also means that if our projected enrollment falls short we realize that we will have to revert monies back to the state.

The Board is ultimately responsible for the fiscal health of SODA. However, the Business Manager will work in conjunction with the School Principal to oversee the school’s daily fiscal management. This includes the accounting of revenues and expenditures, cash management, record keeping, and the preparation and management of the budget. The following is a listing, by policy number and title, of the proposed policies pertaining to SODA Finances:

<u>Proposed Policy Number</u>	<u>Policy Title</u>
D-001	Budget Process
D-002	Investments
D-003	Contracts
D-004	Fiscal Integrity
D-101	Accounting and Reporting
D-102	Asset Capitalization

D-103	Wage, Salary, and Payroll
D-104	Purchasing and Procurement
E-001	Cafeteria Plans Tax Savings Program

VI. GOVERNANCE / MANAGEMENT PLAN

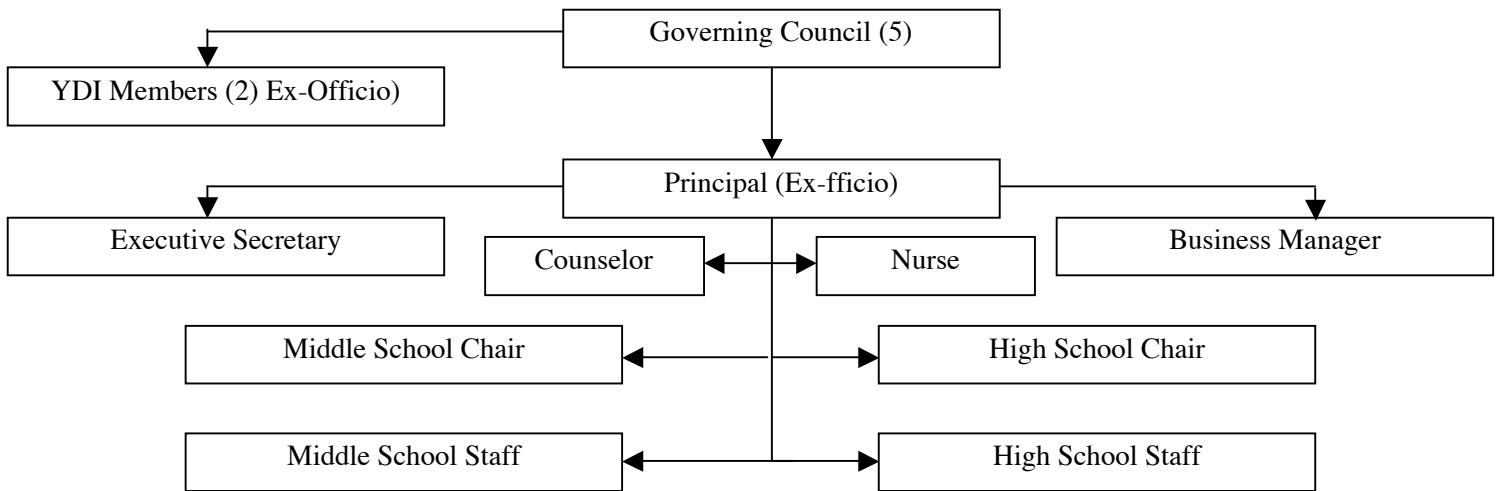
The Founding Board which, if approved, will become the school's Governing Council. This group of highly talented and qualified individuals is committed to School of Dreams Mission and Vision. The following narrative will detail the governance plan for School of Dreams including our governance structure, description of the governing body, partnership with Youth Development, Inc., school organizational structure, employee relations, student enrollment procedures and discipline policy, and discussion on facilities.

A. Governance Structure

The following is the proposed organizational chart for School of Dreams Academy (SODA).

School of Dreams Academy Organizational Chart

Adopted _____



The Governing Council is comprised of five (5) Valencia County residents with a diverse professional background reflective of the ethnic makeup of the county. These five members constitute the voting membership of the council. In addition there are three (3) ex-officio (non-voting) members, one of which is the school’s principal and the two others are representatives of Youth Development, Inc. Once the school is established our goal is to bring on a parent to the council. The Council hires and evaluates the principal. The principal in turn hires the remaining staff necessary to implement all aspects of the school. The two members representing YDI will

act as liaisons between SODA and YDI in order to support and enhance the programs offered at SODA and insure that the MOU is fully implemented as written in accordance with the agreement.

The Governing Council is responsible for establishing policies, serving as the school's board of finance, and managing the governance structure. Policies formulated by the Council will insure that the school runs smoothly and efficiently and insures the protection of the school's mission, vision, and direction. As the school's board of finance, the Board has the legal authority to employ personnel, contract for services, and accept and dispense funds. Unless specifically varied, the Governing Council ensures compliance with federal and state laws, rules and regulations of the New Mexico Department of Public Education, including the accountability process, school policies, and the terms and conditions of the charter school contract. Additionally, the Governing Board ensures that, in carrying out its prescribed duties, it will act in accord with the school's governance policies in a manner that assures that the voices of the school's various constituencies are heard.

The authority of the Governing Council includes, but is not limited to, the following:

1. Support and advocacy of the school in its mission, goals, and objectives.
2. Initiation of long-term strategic planning for the school.
3. To function as the school's accountability committee as provided by NMPED regulations, to include periodic review of school curriculum, pedagogy, assessment models, and student policies (i.e., code of conduct, tardiness, dress code, discipline, suspension, etc.).
4. Hiring and supervision of the school principal.

5. Formulation of personnel policies for the School Principal and staff, to include hiring, performance objectives, performance appraisals, and dismissal procedures.
6. Approval and periodic review of the annual school budget.
7. Development of long-term planning for the school.
8. Approval of the school’s annual calendar and hours of operation.
9. Development and maintenance of fundraising strategies.
10. Representation of the school in publicity and public relations matters with the community.
11. Development and coordination of sub-committees under a governing body to address specific issues.

In Section 1 of the appendices are the proposed governing policies that the Governing Council will fully review and take formal action once the Charter has been granted. These policies include: foundation of the school; roles and responsibilities of the governing council (including Open Meetings Act, Procurement Code, Parliamentary Procedure); administration; fiscal management; personnel; school home relations; students; and community relations. It is the intent of the Governing Council to have the policies reviewed by legal counsel as part of the adoption process. The following is a listing, by policy number and title, of the proposed policies pertaining to governance:

<u>Proposed Policy Number</u>	<u>Policy Title</u>
A-001	Mission Statement
A-002	Vision for “Building Educational Excellence
A-003	Non-Discrimination
B-001	Governing Council Powers and Responsibilities

B-002	Governing Council Membership Authority
B-003	Governing Council Membership
B-004	Council Membership Conflict of Interest
B-005	Council Organizational Meeting and Officers
B-006	Governing Council Committees
B-007	Governing Council Meetings
B-008	Council Agenda
B-009	Address the Governing Council
B-010	Governing Council Minutes
B-011	Policy Adoption Revision, Suspension, or Repeal
B-013	Parliamentary Authority
C-002	Administrator's Evaluation
C-003	Administrator's Contract

B. Description of the Governing Body

The following individuals of the School of Dreams Academy founding group have agreed to serve as the school's first Governing Council. This is a diverse group of individuals who will each bring a unique and knowledgeable perspective in their oversight of the school. Once the school is approved the Governing Council will meet to determine the length of terms for each position and develop a plan for continuation on the Council and / or filling Council vacancies. Staff, parent, family, and community involvement is extremely important to the Governing Council. The Council will implement a variety of procedures designed to keep both school level constituents and the public informed about issues and decisions related to SODA. Regular input will be sought from those same groups in order to provide a climate of open communication and collaboration. The following pages list the names and resumes of the individuals who have been on the founding group, and who will act as the first Governing Council for School of Dreams Academy once approved.

Janice Leach

RESUME

6/2008

JANICE F. LEACH

221 Wittwer Court NW
Los Lunas, New Mexico 87031
Phone : 505-865-4952

EDUCATION:

- 1989 Audience Development Seminar, Albuquerque Arts Alliance
- 1986 Learning and Vision Disorders, 2 hrs CE, American Optometric Association Convention
- 1984 California Optometric Association Convention, 2hrs CE
Visual Motor Dysfunction Workshop
- 1980 Teaching Reading Through Children's Reading, Writing, Editing, and Publishing Literature Workshop, Albuquerque, sponsored by Univ.of La Verne, CA
- 1979 Summer, University of New Mexico, 6 Graduate Level Credit Hours
Teaching Fiber Weaving in the Schools and Teaching Diagnostic and Prescriptive Reading
- 1979 15 hr In-Service Art Workshop, Los Lunas Schools
National Dairy Council Nutrition Workshop, Los Lunas Schools
- 1977 NEA-NM Instructional Workshops, Albuquerque Convention, 1.6 hr CE
- 1976 University of North Carolina at Greensboro, BA Degree Elementary Education, cum laude, emphasis in Cultural Arts and Social Studies

TEACHING EXPERIENCE:

- 2005 June 13-21, 2005 Phonics Art, Kindergarten Summer Camp, Ann Parish Elem., LLS, Angela Griego-Principal
- 2005 March-May 2005, Artist-in-Residence with all first grade classes including bi-lingual, Ann Parish Elem., LLS, Angela Griego, Principal
- 1993, 1992, 1991 Statewide Summer Reading Program Coordinator, New Mexico State Library
- 1989/90 Fifth Grade, 2 day wk in AT Program, Mrs Kennedy, DFI, LLS
- 1979/80, 1978/79 First Grade Teacher, Bosque Farms Elem., LLS, William "Terry" Ulibarri, Principal
- 1978 Summer Art Teacher/Program Director, LL Hospital and Training School, hired by Henry Perea, my students' art won awards at Valencia County Fair August 1978

TEACHING EXPERIENCE (continued):

1977/78, 1976/77 First Grade Teacher, Sunset Mesa Schools, Albuquerque.
1976, 1975 Music Teacher, Artist-In-Residence Program, Robeson
County Schools, Lumberton, North Carolina, Grades K-8,
5 classes a day, 5 days a week, April 26-May 14, 1976,
May 12-May 30, 1975
1974, 1973, 1972 Summer Camp Counselor, Head of Arts and Crafts
Geneva Glen Camp, Indian Hills, Colorado
1968-1970 After School Daycare Activities Instructor, Decatur, Georgia

PERSONAL INFORMATION:

Los Lunas Resident since October 1976, 31 years
31 years Optometric Administrative Secretary
Mother of two grown children born and raised in Los Lunas and
attended Los Lunas Public Schools

COMMUNITY SERVICE:

Committee Member, I-25 Overpass Design, Village of Los Lunas
Committee Member, Public Art Selection for the Los Lunas Visitor
Center, Village of Los Lunas
Library, RIF Program, Reading Program, Katherine Gallegos Elem.
Member, President, NM Foundation For Vision Awareness and
Member of American Foundation for Vision Awareness
Founding Member of Los Lunas Business Association (later became
LL Chamber of Commerce), helped save original LL Train Station
Valencia County Arts Council, 1986-1991
1986/87 Member
1987/88 Corresponding Secretary, NM Alliance For Arts Education
Member, Training at Southwestern Arts Conference
1988/89 Vice-President, Membership director, Standards Director,
Co-Founder 1st Annual Valencia County All Arts Festival
1989/90 President, Director of 2nd Annual Valencia County All Arts
Festival

COMMUNITY SERVICE (continued)

Los Lunas Junior Miss Committee member and Judge for Socorro Program
Los Lunas Schools Science Fair Judge
Vision Education Workshops and Presentations, Los Lunas Schools and Valencia County Head Start
Art Train Tour Guide, Belen, NM
Past Member various Los Lunas clubs: Lions Club, Rotary Club, AARP, Route 66 Arts Society, Valencia County Historical Society
Past Member and Past-President of Desert Dolls of Albuquerque Doll Club and member United Federation of Doll Clubs
Involved in Annual Secret Pal project donating emergency tote bags to Family Services and Valencia County Shelter for victims of Domestic Violence
Singer with Albuquerque Women's Ensemble, UNM-VC Chorus, and Albuquerque Chapter of Sweet Adelines for 9 years including winning 3rd Place at International Competition


ART TRAINING AND ORGANIZATIONS:

2008, 2007 Member Pastel society of New Mexico
2008 Member Camino Real 7 Artists
2007 Member Fine Artists Unlimited
2008 Member Fiber To Finish Guild
Supporting member Belen Art League
5/17-21/ 2006 One Week Workshop with Sue Buck
2004-2006 Student of Pastel with Los Lunas Artist, Mary Richardson
1980-Summer, Student of Oil Painting with Bosque Farms Artist, Leon Shinn

Teresa Ogas

Teresa Ann Ogas

225 Wittwer Court
Los Lunas, New Mexico 87031
Home Phone 505-865-9264



Personal Objective How you climb up the mountain is just as important as how you get down the mountain, in the end, it all comes to one word, grace.

Professional Objective To utilize all my facilities in contributing to the educational enhancement and program development for children to the best of my ability and to continue working and perfecting my skills in the field of Speech Language Pathology.

Qualifications

Speech Pathology (k-12), New Mexico State Certification #094882
Speech Language Pathology, State of New Mexico Regulation & Licensing Department
Speech Language Pathology, American Speech and Hearing Association, Member

Education

January 1979 Bachelor of Arts in Communication Disorder
New Mexico State University
August 1980 Master of Arts in Speech Pathology
New Mexico State University

Experience

August 1978-1980 Graduate Assistant, New Mexico State University
Graduate Supervisor, responsible for supervision of graduate and undergraduate clinicians with the communication disorder department.

Graduate Assistant to English as a Second Language, Speech Department.
Instructed classes for foreign students, Spanish Speakers in the usage of the English Language.

August 1980-May 1989 Bilingual Speech Language Pathologist, Belen Consolidated Schools
Responsible for evaluations, interpretations, and development of individualized education programs for students K-12. Provided individual and group therapy for a variety of communication disorders/delays.

August 1991-July 1993 Self-Employed Bilingual Speech Language Pathologist
Responsible for evaluations, interpretations and development of individualized education programs for students three to five years of age (Pre-K). Provided individual and group therapy for a variety of communication disorders/delays.

August 1993-July 2007 Bilingual Speech Language Pathologist, Los Lunas Schools

Provided services to school age children, from pre-kindergarten to twelfth grade through evaluations and treatment in speech and language. Part of a multidisciplinary team of Child Find who participated in developmental screenings, evaluations, Multidisciplinary Team Meetings, and Individualized Educational Program meetings.

August 2007-Present Bilingual Speech Language Pathologist, La Vida Felicidad, Inc.

Identify and provide early intervention services to children from birth to three years of age in the areas of speech and language.

Accomplishments

- *Authored Pre-K Initiative Grant for 2006-2007 School Year for Los Lunas Schools*
- *Authored Pre-K Initiative Grant for 2007-2008 School Year for Los Lunas Schools*
- *District Gifted Advisory Committee for 2007-2008 School Year for Los Lunas Schools*
- *Preschool Infant Evaluation (PIE) Team Member for University of New Mexico, 2000-2002*

References

Available Upon Request

Kenneth S. Griego

RESUME

Kenneth S. Griego
620 South 11th Street
Belen, New Mexico 87002
(505) 864-3682

EDUCATION:

Master of Arts, New Mexico Highlands University in School Administration
Bachelor of Arts, University of New Mexico
NIA Academy of Public Records Research
University of New Mexico Theory and Practice of Mediation

PROFESSIONAL EXPERIENCE:

AGORA volunteer, student to student help center - UNM 1969-71
Agent Franklin Life Insurance 1981 (Agent Rookie of the Year)
New Mexico National Guard 1971 to 1991 (Retired)
Employer Support for the Guard and Reserve Area Chairman 1991 to Present
Information Research Services Owner 1997 to Present (Pre-Employment Background Checks)
Mediation Specialist 1999 to Present

Belen Consolidated Schools 1971 to 1986 (an Instructor)

- A) 1971 to 1986 Social Studies Instructor and Department Chairman
- B) 1971 to 1976 Assistant Football Coach
- C) 1972 to 1974 Assistant Track Coach Boys and Girls
- D) 1972 to 1975 Assistant Wrestling Coach
- E) 1976 to 1981 Head Basketball Coach
- F) 1981 to 1982 Sports Director KARS Radio Station
- G) 1982 to 1983 Girls Golf Coach
- H) 1985 District 5AAA Wrestling Tournament Director
- I) 1983 to 1986 Head Football Coach
- J) 1986 to 1987 Instructor at Manzano and Asst. Football coach
- K) 1997 to 1998 Assistant Football Coach at La Cueva High School
- L) 2007 to Present Assistant Football Coach at Belen High School (Volunteer)

Belen Consolidated Schools 1988 to 1992 (Computer Specialist backup)

- A) 1988 to 1998 Consultant for The School System (Computer Software)
- B) 1992 Presenter at National Conference, Columbia Computing Services
- C) 1992 Acting President of the New Mexico User's group (The School System)

Belen High School 1987 to 1994 (Administration)

A)1987 to 1993 Assistant Principal Belen High School

Athletic Director for Football and Basketball

B)1988 to 1994 Organized and implemented an alternative educational program for Belen School District (Belen Evening High School)

Belen Consolidated Schools Business Manager 1993 to 1994

Belen Consolidated Schools Director of Personnel 1994 to 1997

Belen Consolidated Schools Assistant Principal 2002 to 2004

Belen Consolidated Schools Transportation Coordinator 2004 to 2005

Belen Consolidated Schools Superintendent of Schools 2005 to 2007

REFERENCES:

Michael Sanchez
Attorney at Law, State Senator
03 Bunton Rd.
Belen, New Mexico 87002

Danny Hawkes
Magistrate Court Judge
901 West Castillo Ave.
Belen, New Mexico 87002

Ronald Marquez
Human Resource Director
Belen Consolidated Schools
520 N. Main Street
Belen, New Mexico 87002

Geneva Nixon
Curriculum Director
Belen Consolidated Schools
520 N. Main Street
Belen, New Mexico 87002

Dr. H. Fred Pomeroy

Professional Vita

H. FRED POMEROY

1421 Hillside Drive
7022
Los Lunas, NM 87031

Home Telephone: (505) 866-

PRESENT POSITION:

Retired

PERSONAL DATA:

Date and Place of Birth: August 25, 1939
Wellsville, New York
Marital Status: Married; Wife, Sandra
Number of Children: Four

ACADEMIC BACKGROUND:

B.A. 1961 Taylor University: Major-English: Minor-Physical Education
M.A. 1964 University of New Mexico: Major-Educational Administration
Ph.D. 1969 University of New Mexico: Major-Educational Administration;
Minor-Business Administration

Doctoral Dissertation Title: "Analysis of the Legislative Process, New Mexico State
Legislature, 1969"

EDUCATIONAL EXPERIENCE:

Administration:

2006-2008 McCurdy High School
 Espanola, New Mexico
 Superintendent

2004-2005 Los Lunas Schools
 Los Lunas, New Mexico
 Interim Superintendent
 Interim Principal, Bosque Farms Elementary (6 months)

2001 - 2004 Educational Consultant
1998 - 2001 New Mexico Coalition of School Administrators
 Albuquerque, New Mexico
 Executive Director

1995 – 1998 Los Lunas Schools
Los Lunas, New Mexico
Superintendent ADM 8,500

Professional Vita

H. FRED POMEROY

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1991-1995 Roswell Independent School District
Roswell, New Mexico
Superintendent ADM 11, 300

1989-1991 Tucumcari Municipal Schools
Tucumcari, New Mexico
Superintendent ADM 1,750

1979-1989 Kenai Peninsula Borough School District
Soldotna, Alaska
Superintendent ADM 8,500

1975-1979 Roswell Independent School District
Roswell, NM
Superintendent ADM 10,000

1973-1975 Silver Consolidated Schools
Silver City, New Mexico
Superintendent ADM 3,500

1969-1973 Las Vegas City Schools
Las Vegas, New Mexico
Superintendent ADM 2,500

1968-1969 University of New Mexico, Albuquerque, NM
Graduate Assistant to the Department of Educational Administration

1964-1967 McCurdy High School
Española, New Mexico
High School Principal

HONORS:

1989 Alaska Superintendent of the Year
1990 Executive Educator 100
1992 President, New Mexico School Superintendents Association
2001 New Mexico Coalition of School administrators – Hall of Fame

PROFESSIONAL ACTIVITIES:

Past President, New Mexico School Superintendents Association
Past President, Alaska Association of School Administrators
Board of Directors, New Mexico School Administrators Association
Member, American Association of School Administrators

Professional Vita

H. FRED POMEROY

Page 3 of 3

CIVIC ACTIVITIES:

Member, Los Lunas Chamber of Commerce
Member, Los Lunas Rotary Club
Member, United Way of Chaves County Board of Directors
Member, Eastern New Mexico Medical Center Foundation Board
Member, Partners in Education Board of Directors
Member, Reach 2000 Board of Directors

Dorothy Y. Griego

Dorothy Y. Griego

P.O. Box 481
Los Lunas New Mexico 87031
Home Telephone:505-865-1385
Cell Telephone505-363-4533

Personal Information:

Married: Joe F. Griego 37 + years
Children: Steve Griego & Stephanie
Triana Kennington & Troy
Jeremy Griego & Cheryl
Grandchildren: Joshua, Andrew, Damien, Isiah, Emma, Anthony, Erin
Education: Graduate of Los Lunas High School 1991
UNM Valencia Campus-Office Classes

EXPERIENCE:

August 2003 to Present: 13th Judicial District Court
P.O. Box 1089
Los Lunas New Mexico

Title: Trial Court Administrative Assistant
To the Honorable Violet C. Otero
District Court Judge, Division VII

- * Duties include maintaining a daily calendar for the court and the District Court Judge for three (3) counties
- Dealing with the public
- Handling all telephone calls & correspondence
- Reviewing documents for the judge in preparation for her signature
- Monitoring court proceedings if Court Reporter is unavailable
- Filing all court documents for pro-se litigants and attorneys
- And all other duties as required

July 1988 to July 2003: 13th Judicial District Attorney's Office
P.O. Box 1919
Los Lunas NM 87031

Title: Administrative Assistant/Supervising Secretary
Ron P. Lopez, Deputy District Attorney

- Duties included posting and maintaining a daily calendar

- for 9 attorneys and staff
- Posting daily to update the case management system for tracking of time limitations
- Supervising and training six (6) secretaries on staff
- Daily management of office
- Opening and closing all case files to include the case management system

July 2002 to July 2003 Hobbes Accounting
 George Hobbes
 1820 Bosque Farms Blvd.
 Bosque Farms NM 87068

June 1997 to June 2002 Children In Need of Services
 CHINS
 Steven Gonzales
 Los Lunas, New Mexico

June 1989 to June 1997 Ranchers State Bank
 Milton Barela
 Valencia Branch

Ex – Officio (non- voting) members of the Governing Council will include:

Kathy Chavez

**Kathy Chavez
P.O. Box 135
Peralta, New Mexico 87042
505-869-3585**

OBJECTIVE

A challenging administrative or managerial position, which will offer opportunities for commitment, professional growth, and advancement.

SUMMARY

Over 20 years background serving in increasingly more complex and demanding supervisor, administrative, and managerial positions.

EDUCATION

Los Lunas High School
1968

Pasadena City College
Business Administration

Albuquerque TVI
Accounting

Albuquerque TVI
Photography

New Mexico Law Enforcement Academy
1980

Juvenile Law
Office of the District Attorney

Homicide Investigations
Office of the Medical Investigator

Suicide Detection/Prevention
Valencia County Sheriff Dept.

Federal Juvenile Standards & Law
Corpus Christi, Tx.

Juvenile Counseling/Management
Bureau of Prisons

AREAS OF KNOWLEDGE AND EXPERTISE

- ❖ Juvenile Law
- ❖ Physical Security
- ❖ Personnel Management
- ❖ Organizational Planning
- ❖ Budgetary Concerns

❖ Leadership

PROFESSIONAL HISTORY

Associate Director of --YDI-Valencia Division
2008-present

Deputy Director of--YDI-Education, Employment, & Training Division
2000-2008

Divisions Director of --YDI Inc-Education, Employment, & Training
1995-2000

YDI--Gang Prevention/Intervention Specialist
1991-1995

Detentions Director, Valencia County Adult and Juvenile Detention Center
1989-1991

Chief of Communications, Valencia County Sheriff's Office
1979-1983

Office of the Medical Investigator-(part -time)
1980-1982

Valley Ambulance Service (part-time)
1980-1982

Michael Ogas

Michael S. Ogas

225 Wittwer Ct., Los Lunas, NM 87031

Tel: 505 865-9264 Fax: 505 865-9264 Cell: 505 550-6147 mogas_dad777@msn.com

Education

- 1985 University of New Mexico, Albuquerque, New Mexico**
Educational Specialist (Ed.S.), Educational Administration, *Gifted Education Endorsement*
- 1982 University of New Mexico, Albuquerque, New Mexico**
Master of Arts (M.A.) with Distinction, *Emphasis on Learning Disabilities and Neurologically Based Disorders*
- 1979 New Mexico State University, Las Cruces, New Mexico**
Bachelor of Science, *Secondary Language Arts & K-12 Special Education Endorsement*

WORK Experience

2007-Present, Youth Development, Inc.

Albuquerque, NM

Vice President, Education Support Division / National Hispanic Child Family Development Institute

Full oversight for YDI's Educational Support Division including statewide SES tutoring program, GED Testing Program, Computer Clubhouse, 21st Century After School Programs, AmeriCorps, grant writing, entrepreneurial endeavors, and collaborations with a number of educational and governmental entities.

2000-2007, Los Lunas Schools

Los Lunas, NM

Assistant Superintendent for Special & Alternative Education

Division Chief of Los Lunas Schools Special Services Department culminating in the responsibility of the following programs and staff: Serve on the Superintendent's Executive Staff, Director of Special Education Programs, Director of Special Education Compliance, Director of Alternative Language Programs (Bilingual/ESL), Supervisor of Native American Programs, District Crisis Response and School Safety Initiatives, Truancy, Drug & Alcohol Awareness Programs, Medicaid School Based Services, District Representative for Due Process Hearings, Gang Intervention & Training, Section 504 Compliance, Governor's Pre-K Initiative (2 years), DD Pre-K Programs (including district's first 2 1/2 year old program), General Screening Initiatives, and District Finance Committee Member of Superintendent's Cabinet and Finance Committee Central Office Advocate for Los Lunas High School, Career Academy, Century High School, and two elementary schools. Implemented IEP Facilitator Model that led to our district being released from State Focused Monitoring. Recently redesigned the service delivery model for K-12 special education including adopting new literacy and math initiatives and developing a program design and implementation model for K-12 behavioral intervention programs. Successfully applied for and received two 5 year Title VII Bilingual Grants, Took over district's Bilingual Program that was under sanction by the Office for Civil Rights and within two years brought the district into full compliance and released from OCR watch. Knowledgeable in dual language programs. Led a community initiative to restructure the district's K-12 gifted and talented program. Purchased and implemented a district wide computer application to write and track IEP's.

1988-Present, New Mexico Highlands University, Las Vegas, NM, University of New Mexico-Valencia Campus, Los Lunas, NM, University of New Mexico, Continuing Education, Albuquerque, NM

Part Time Instructor, Adjunct Faculty

Part time university instructor, teaching undergraduate and graduate courses. Courses included: the following: Introduction to Special Education, Behavior Management, Nature & Needs of the Learning Handicapped, Nature & Needs of the Mentally Handicapped, Classroom Assessment, School Law, Organization & Administration of Special Education, The IEP Process, Section 504, Diagnosis of the Exceptional Child, Characteristics of the Gifted, Teaching the Gifted, School Budget & Finance, Counseling Parents of Exceptional Children, Curriculum Development for Severely Handicapped, Methods and Materials, Reading Strategies, Characteristics of Students with Learning Disabilities, Introduction to Administration.

1998-2000, Los Lunas Schools **Los Lunas, NM**

Associate Superintendent for Special & Alternative Education

Immediate oversight of District's Special Education and Alternative Education Programs Member of Superintendent's Cabinet and Finance Committee Member of District's Long Range Planning Committee.

1998-2000, Los Lunas Schools **Los Lunas, NM**

Principal, Century High School

Concurrently served as Associate Superintendent and first Principal of Century High School, the District's first alternative High School serving approximately 150 students. Developed the current "School to Work Model", implemented collaborative program in conjunction with Habitat for Humanity to provide students hands on experience building metal framed homes for the community which was known as "Project Joseph". Met State Department of Education standards of compliance for Century to be established as its own High School, responsible for all aspects of curriculum, staff development, evaluation, and student discipline.

1994-1998, Los Lunas Schools **Los Lunas, NM**

Manager of Special Education

Immediate oversight of District's Special Education Programs and Ancillary Services. Worked effectively with families of special needs children and parent advocacy groups. Established and negotiated Joint Powers and other Interagency Agreements with agencies serving children and families within the Los Lunas Schools. Member of Superintendent's Cabinet and Finance Committee. Oversight of District's Child Find Activities. Budget development and oversight of federal IDEA-B and IDEA-Preschool funds.

1992-1994, Los Lunas Schools **Los Lunas, NM**

Assistant Principal, Los Lunas High School

Assistant Principal in charge of curriculum and master schedule development, overseeing departments including vocational and special education, worked with families and conducted student discipline as needed.

1987-1992, Belen Consolidated Schools **Belen, NM**

Director of Special Education & Title I

Responsible to the Superintendent for all aspects of the District's Special Education and Ancillary Programs. Established a vocational entrepreneurship program at the High School with seed money from a variety of federal resources. Established District's first Child Find initiatives. Oversight of District's Title I program including budget, staffing, and curriculum

1983-1987, Belen High School **Belen, NM**

Department Chair, Class Sponsor, Head Varsity Baseball Coach

Instructor of gifted program with emphasis on individual achievement and acceleration through curriculum, established mentorship programs and sponsored students in the Odyssey of the Mind competition. Class sponsor of the Class of 1985. Head Baseball Coach.

1980-1983, Belen High School **Belen, NM**

Special Education Instructor, Work-Study Coordinator

Established first special education work-study program for special education students in half to full day programs. Worked with community businesses to establish work experience sites for handicapped students. Taught core classes and vocational classes to students with learning and behavioral exceptionalities.

1979-1980, Las Cruces High School **Las Cruces, NM**

Special Education Work-Study Instructor

Taught high school students job search and interview skills, career awareness, and vocational awareness. Worked with employers to evaluate student performance. Organized and sponsored school intramural activities.

Summer of 1979 and 1980, Home Education Livelihood Program **Las Cruces, NM**

Director of Migrant Daycare Center and Preschool

Head of federally funded summer preschool program for children (under to age of 6 years) of migrant workers. Provided full day care and health screenings and services, educational services, handicapped screenings and evaluations.

Professional organizations

New Mexico Coalition of School Administrators
Council of Administrators of Special Education
National Association for Bilingual Education

REFERENCES

Dr. H. Fred Pomeroy, Past Superintendent Los Lunas Schools, Current Superintendent McCurdy School, 261 S. McCurdy Rd., Espanola, NM 87532, 505-753-7221 (ext. 210), Residence: 421 Hillside Drive SW, Los Lunas, NM, 87031, 505-866-7022 (home)

Chris Baca, President / CEO, Youth Development, Inc., 518 1st Street NW, Albuquerque, NM 87102, 505-242-7306 (office)

The Honorable Danny Hawkes, Judge of the Valencia County Magistrate Court, Division 2, 901 W. Castillo, Belen, NM 87002, 505-864-7509 (office)

Jamie Lazoya-Davis, Educational Diagnostician Los Lunas Schools Special Services Department, 2000 Gomez Court, Los Lunas, NM 87031, 505-865-7542 (home)

Lucy Romero, Past Director Bilingual Education & Preschool Programs Los Lunas Schools, Current Educational Diagnostician Los Lunas Schools Special Services Department, 3669 Highway 47, Peralta, NM 87042 505-866-8334 (office), 505-869-2003 (home)

SODA Principal

C. Partnership

School of Dreams Academy will be forming a partnership with Youth Development, Inc. Youth Development, Inc. (YDI), founded in 1971, is a nationally recognized youth service organization that provides educational, developmental and humanitarian assistance to children, youth and families in central and northern New Mexico. As a 501 (c) 3, non-profit charitable organization, YDI is eligible to receive tax-deductible cash and in-kind donations. YDI's programs include tutoring, after-school activities, gang intervention, drop-out prevention, family counseling services, emergency teen shelter, youth sports, internships,

scholarships, parenting skills, leadership development, public housing assistance, community corrections, GED studies, early childhood education via Head Start centers, substance abuse and AIDS education and many others.

The YDI Mission: To work with our community to create and effectively implement a results-based continuum of services assuring that children, youth, and families achieve their full potential.

School of Dreams Academy intends to partner with Youth Development, Inc. in order to be in a position to offer the best in quality, state of the art services and programs possible to students and families that enroll at SODA. Our goal is to establish a school community that offers a true “wrap around” service delivery model that will support students and families in ways not readily found in a traditional school setting. The key that will clearly outline the parameters of this relationship will be a Memorandum of Understanding (MOU). The MOU will define the roles and responsibilities of each entity. For example, the School of Dreams Academy will seek administrative support, from YDI’s Educational Support Division, in such areas as submitting reports to the Public Education Department, writing federal applications, submitting food service and transportation applications, grant writing, and technical assistance training. YDI will also provide assistance to students and families referred by SODA in such areas as behavioral and family counseling, mentoring, Stay in School Program, Workforce Training and Work Keys education. YDI will also provide tutoring assistance through their nationally sponsored (National Council for La Raza) AmeriCorps volunteer program. Finally, YDI will offer their expertise and support in working with community leaders, and legislators in order to maximize potential funding sources to support the school.

A major benefit of this partnership will be that it will allow the SODA school principal the freedom to concentrate on overseeing programs and instruction and working effectively with families, without the worries of being completely “bogged” down with administrative issues. As a result of this relationship, with YDI, the principal will be more visible and involved in the school’s instructional process, as well as more accessible to parents and the community as he/she promotes the school to the community, state, and nation. There are also many other YDI services and programs that the School of Dreams Academy will be able to benefit from. For example, if a student’s family had health care issues, YDI would be able to make the appropriate referral or could sign them up for Medicaid health care under presumptive eligibility guidelines. With the schools focus on the arts, YDI can bring segments of its award winning video production program, MI VOZ, to help establish a similar program at SODA. Built into the MOU will be the ability of the school to utilize, biannually, YDI’s Wool Warehouse Theatre for stage productions and performances. Recently, YDI completed a million dollar renovation of this historic theatre which is listed on the **National Register of Historic Places by the United States Department of the Interior, c.1928**. It features a renovated 450 seat auditorium with state of the art lighting and sound systems YDI has experience in securing funding and establishing quality after school programming through the federal 21st Century Community Learning Centers initiative. YDI would seek similar types of funding and program opportunities for SODA as they became available. Finally, YDI will also offer staff in-service training in a variety of educational topics. Virtually every YDI program (available for review at www.ydinm.org), or segments of them, would be available to the SODA, either to benefit directly from or be provided technical assistance to replicate.

The main contact person for Youth Development, Inc. is

Michael S. Ogas
Executive Director
National Hispanic Child and Family Development Institute
518 1st Street NW
Albuquerque, NM 87102
(505)242-7306 (office)
(505)242-7365 (fax)
(505)270-4254 (cell)
mogas@ydinm.org

Under this proposal YDI will have two Ex-Officio members on the council who will help and support the voting members and SODA principal in their efforts to provide a quality state of the art educational opportunity for students and families. These members will act as liaisons between the school and YDI assuring that all aspects of the MOU are implemented as agreed to between SODA and YDI.

D. School Organization Structure

School of Dreams Academy (SODA) is led by the school Principal. After the charter is awarded the Governing Council may change this individual's title, however his/her role as the administrator in charge of all aspects of the school will remain. The Principal hires and evaluates all SODA staff. As the school grows the Governing Council, upon the Principals recommendation, may decide to add an Assistant Principal position. At that time the Principal will assign duties to the Assistant Principal which might include evaluation of staff and making recommendations for employment for the Principal's approval. Proposed Policy C-001,

Administrator's Authority and Responsibility, Administrator's Job Description delineates the Principal's role and job description in detail including his/her expected relationships with the governing council, community, parents, staff, students, and training responsibilities.

SODA's finances will be managed by the school's Business Manager who is under the Principal. The Business manager will manage the budget and comply with all state and federal regulations pertaining to managing the finances of SODA. The Business Manager will establish a Finance Committee that will meet monthly to go over budget reports, review requests for purchase in compliance with New Mexico's Procurement Code, and make necessary recommendations to the Principal and Governing Council regarding all aspects of the schools finances. Membership structure of the finance committee will be discussed and acted on by the Governing Council. Accurate records of each finance committee meeting will be kept.

The Principal will establish a school advisory committee which will comprise of student representative(s), staff, parent, and community members. The Principal will establish a regular meeting schedule and method of developing agenda items and keeping records of each meeting. The purpose of this advisory committee will be to help establish a SODA culture, recommend procedures for enhancing the learning environment, recommend effective ways of communicating with the public, problem solve, and initiate new and innovative ideas to move SODA in accomplishing its vision. The climate of this advisory committee will be collaborative with the goal of making recommendations that are in the best interest of SODA.

Below is the proposed staffing pattern for each year of the first charter term, including the proposed pupil teacher ratios:

Year 1 (2009-2010)

- Student Enrollment – 100
- Teachers – 4.5 (includes special education & bilingual)
- Pupil Teacher Ratio – 22.2
- Contracted Instructional Staff (visiting artists, musicians, etc.)
- Support Staff ... will have significant positive impact on the pupil teacher ratio of SODA.
 - .5 councilor (on staff)
 - .5 nurse (on staff)
 - Contracted Ancillary Staff (SLP, OT, DIAG, PSY) if needed
- Business Manager
- Executive Secretary / Data Entry
- Contracted Custodian
- Extra .2 fte budgeted to support summer / after school instruction

Year 2 (2010-2011)

- Student Enrollment – 133
- Teachers – 6 (included special education & bilingual)
- Pupil Teacher Ratio – 22.1
- Contracted Instructional Staff (visiting artists, musicians, etc.)
- Support Staff ... will have significant positive impact on the pupil teacher ratio of SODA.
 - 1.0 counselor (on staff)
 - .5 nurse (on staff)
 - Contracted Ancillary Staff (SLP, OT, DIAG, PSY) if needed
- Business Manager
- Executive Secretary / Data Entry
- Contracted Custodian
- Extra .5 fte budgeted to support summer / after school instruction

Year 3 (2011-2012)

- Student Enrollment – 166
- Teachers – 8 (included special education & bilingual)
- Pupil Teacher Ratio – 20.8
- Contracted Instructional Staff (visiting artists, musicians, etc.)
- Support Staff ... will have significant positive impact on the pupil teacher ratio of SODA.
 - 1.0 counselor (on staff)
 - .5 nurse (on staff)
 - Contracted Ancillary Staff (SLP, OT, DIAG, PSY) if needed
- Business Manager

- Executive Secretary / Data Entry
- Contracted Custodian
- Extra .8 fte budgeted to support summer / after school instruction

Year 4 (2012-2013)

- Student Enrollment – 199
- Teachers – 10 (included special education & bilingual)
- Pupil Teacher Ratio – 19.9
- Contracted Instructional Staff (visiting artists, musicians, etc.)
- Support Staff ... will have significant positive impact on the pupil teacher ratio of SODA.
 - 1.0 counselor (on staff)
 - 1.0 nurse (on staff)
 - Contracted Ancillary Staff (SLP, OT, DIAG, PSY) if needed
- Business Manager
- Executive Secretary / Data Entry
- Contracted Custodian
- Extra 1.0 fte budgeted to support summer / after school instruction

Year 5 (2013-2014)

- Student Enrollment – 199
- Teachers – 11 (included special education & bilingual)
- Pupil Teacher Ratio – 18.1
- Contracted Instructional Staff (visiting artists, musicians, etc.)
- Support Staff ... will have significant positive impact on the pupil teacher ratio of SODA.
 - 1.0 counselor (on staff)
 - 1.0 nurse (on staff)
 - Contracted Ancillary Staff (SLP, OT, DIAG, PSY) if needed
- Business Manager
- Executive Secretary / Data Entry
- Contracted Custodian
- Extra 1.0 fte budgeted to support summer / after school instruction

The SODA discipline process can be found in the proposed governance policies in the appendices. Basically SODA will comply with all state and federal regulations pertaining to disciplining of students, including: Rights and Responsibilities of Students, IDEA, Section 504, and the Gun Free Schools Act.

In accordance with state and federal law, each year SODA will procure the services of an independent auditor to come in and perform an audit of the schools administrative operations including fiscal compliance with program implementation, timelines, and services. This process is reflective in the proposed governance policies found in the appendices of this proposal.

E. Employee Relations

School of Dreams Academy values each and every employee and strives to ensure the work environment is safe, orderly, and conducive to achieving the school's mission and vision. To that end SODA has proposed to adopt a number of policies that allow for fair employee – employer relations. Among these policies are clear explanations as to the relationship that will exist between SODA and its employees, including evidence of the terms and conditions of employment. Included is a description of the school's personnel policies

and procedures that comply with all requirements of the School Personnel Act. Also included in the proposed policies is a description of hiring and evaluation practices by a licensed school administrator. Proposed salary schedules and job descriptions are also included in the appendices of this proposal. The following is a listing, by policy number and title, of the proposed policies pertaining to employee relations:

<u>Proposed Policy Number</u>	<u>Policy Title</u>
A-003	Non-Discrimination
A-004	Tobacco Free School
D-003	Contracts
D-103	Wage, Salary, and Payroll
E-001	Cafeteria Plans Tax Savings Program
E-002	Reporting Suspected Drug and Alcohol Use
E-003	Sexual Harassment Policy
E-004	Reduction in Force Policy
E-005	Employee Safety
E-006	Evaluation Policy
E-007	Leave and Vacation Policies
E-008	Employment Contracts
E-009	Grievance Procedures
E-010	Part-Time Contract Policy
E-011	Drug-Free Schools and Campuses and Drug-Free Workplace
E-012	Personnel Records and Release of Confidential Personnel Information
E-013	Reasonable Accommodations
E-014	Family and Medical Leave of Absence Policy

E-015	Employee Conflict of Interest Policy
E-016	Background Investigations
E-017	Employment Recommendations for Current or Former Employees of the School
E-018	Internet Acceptable Posting for Electronic Information
F-003	Controversial Subjects
F-006	Sexuality Education
F-007	Staff Participation in Decision Making
F-008	Use of Videos/Films/CD ROMS
F-009	Acceptable Use of Electronic Information (The Internet)
F-010	Intellectual Property Rights and Copyright
F-011	Academic Freedom
G-002	Communicable Disease
G-012	Gun Free Schools Act
H-002	Cooperation Between Law Enforcement Agencies
H-003	Inspection of Public Records
H-004	Visitors to School

F. Student Enrollment Procedures and Discipline Policy

School of Dreams Academy does not discriminate against anyone regarding race, gender, national origin, color, ability level, or age. Each year SODA will open enrollment for a specified number of openings within each grade level by taking applications. The application due date will be advertized in the local newspaper, local radio station, and on the SODA website. If more students apply than can be accommodated, SODA shall admit students on the basis of a lottery. The school's Principal will inform the Governing Council of intent to exceed the enrollment cap only if there is adequate justification, personnel, and space to do so without compromising the integrity of the school's mission and vision. If more students apply than can be accommodated for SODA will establish a waiting list by

grade level. Parents of students on the waiting list will know what number they are on the list and will be informed if an opening arises. If a parent is notified and chooses to no longer enroll their student at SODA, they must decline in writing in order for the next student to be called. If after three documented notification attempts (phone calls, registered mail) there is no response from the parent or no verification of their intent to decline the enrollment invitation, then the student will be taken off the waiting list and the next student on the list will be selected. Parents who end the year on the waiting list having not been called must submit a letter explaining their desire to continue on the waiting list.

Student Discipline: School of Dreams believes that students have the right to come to a school that is safe and orderly with clear expectations of behavior. SODA complies with the Public Education Department’s Student Rights and Responsibilities {6.11.2 NMAC}. The school Principal will be responsible for establishing student disciplinary procedures and bring them to the Governing Council for approval.

The following is a listing, by policy number and title, of the proposed policies pertaining to student enrollment procedures and student discipline:

<u>Proposed Policy Number</u>	<u>Policy Title</u>
G-001	Student Attendance
G-004	Student Discipline
G-010	Student Due Process
G-011	Gang Activity
G-012	Gun Free Schools Act
G-014	Vandalism / Theft
H-002	Cooperation Between Law Enforcement Agencies

G. Facilities

As of the time this application is being submitted School of Dreams Academy has yet to secure a facility. The founders have been actively seeking an adequate facility. At present there are four possibilities that might meet our location and space needs. Our goal is to have more definite information by the end of July, 2008. SODA agrees to and issues the Public Education Commission the following assurances as we seek a location to house our school:

- The facility we obtain will be safe and suitable for use as a school;
- Once a facility is secured we will develop a plan to address code, accessibility, and other health and safety requirements, if necessary;
- A plan will also be developed and maintained for operation, maintenance, and repair of the facility;
- A certificate of occupancy for the facility will be maintained; and
- Prior to opening, the facility to be used will meet all applicable federal and state health, safety, and code requirements.

Since the nature of the school is virtual learning with emphasis on technology and the arts, the facility we obtain will need to be able to accommodate both large group and small group activities. The facility will need to house at least one, possibly two computer labs with

25 computers each. There will need to be one digital arts lab, two music rooms, one drama room, and an area for dance. The entire facility will need to be wired with high speed internet capabilities. There will need to be office space for the Principal, Executive Secretary, Business Manager, Counselor, Nurse, work space for visiting professional artists, and work space for ancillary staff, including a private testing room for diagnostic testing. There will also need to be a meeting room for small to medium group meetings (IEP teams, 504 meetings, ILP meetings). There will also need to be secure storage for the following: student records and transcripts, materials, supplies, equipment and student medication.

Our plan is to secure a facility on a lease or lease/purchase deal by December of 2008. Then we plan to seek every funding avenue available to us in order to get into a permanent facility as soon as possible. We will apply for lease purchase dollars from the Public School Facilities Authority. We will seek legislative appropriations for land and or building needs depending on the situation we end up in.

H. Transportation and Food Services

At this point School of Dreams Academy does not intend to apply for transportation dollars from the State. This is an area that we may decide, if allowed, to revisit in future years. However, all students attending SODA will have to get to school by way of their own transportation. The governing council has a proposed policy (G-009) regarding requirements for student drivers.

With respect to food services SODA will submit the application for Free and Reduced meal status. We will also take Request for Proposals from food service vendors in order to issue a contract for feeding students at SODA. The contract term will be annually with option to renew up to three years as is applicable under state procurement law. Once this is in place all applicable counts and reports will be submitted to the State in a timely manner.

VII. Requirements

A. Legal Liability and Insurance Coverage

Statement: School of Dreams Academy will agree to enter into an accountability-for-autonomy performance contract with the Public Education Department (authorizing agency).

Statement: School of Dreams Academy will participate in all coverage, for all legal liability and insurance coverage, issued by the New Mexico Public School Insurance Authority (NMPSIA) and will comply with all applicable rules of NMPSIA.

B. Waivers

School of Dreams requests the following list of waivers from the Public Education Department:

1. Class Load Requirements / Staffing Patterns
2. Alternative Means for Obtaining P.E. requirement:
3. Communications requirement: log from service learning

Upon approval SODA will submit the formal requests per Public Education Guidelines.

VIII. APPENDICES