



Albuquerque Public Schools
Office of Innovation and School Choice

2023 APS Charter Renewal Application

Coral Community Charter School

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APS Charter Renewal Application Overview

Sections of the Application:

The Charter Renewal Application includes the following sections:

[Charter Renewal Application Online Instructions](#)

Part 1—School’s Executive Summary

Part 2—Record of Performance (Self-Report)

Part 3—Plan for the Next Charter Term (Strategic Plan)

Part 4 – ADDENDUM (ONLY for Charter Schools Transferring from NM PEC)

APPENDIX – (Renewal and Transfer Schools)

- Documents to be notarized –
 - Submit a Form that notarizes the Petition of Support from Employees
 - Submit a Form that notarizes the Petition of Support from Households
- Lease documentation
- Performance Framework Reports and Amendment Requests

Getting Started:

1. Read the online [APS Charter Renewal Application instructions](#) before you begin to prepare your written document.
2. Begin process for surveys/petitions of families and employees. You will need to submit a notarized form that certifies a petition of support from both 1) families as well as your 2) staff. Begin the process of collecting signatures of support for each petition.
3. Review your current charter, including any approved amendments, prior to completing the Renewal Application.
4. Review the Charter Renewal Rubric, which the renewal team will use to evaluate your application.
5. Use this Renewal Application MS Word file to enter your responses directly into the text box fields provided within each section (Part 1, 2, 3 and the Appendix) by:
 - Citing the analysis of student achievement data conducted by your school’s Core Team
 - Citing evidence from your analysis when making claims

About the MS Word Application:

- To support you in submitting a complete application, each section of the application is comprised of tasks, items and/or questions.
- Enter all responses into the corresponding text field or table provided. Response format should be 12-point blue text.

- For each task you are provided with guidance on length of your response. This is only a suggestion. You will not be disqualified if you require a longer response.
- Include all large digital/scanned items (for example: .jpg, .png, .pdf including performance frameworks) should be included in the Appendix document

Part 1—School's Executive Summary

A. Typical School Day

For the school's responses in this section, Typical School Day, feel free to use a media format of your choice that best represents your student experience. For example, a digital video, recorded presentation, or a narrative, written response.

Question 1: Describe how the student experience aligns to your mission. Give specific examples of how the student experience at your school is unique. (1 -3 paragraphs)

Mission Statement – Coral Community Charter School is dedicated to providing single gender classes, quality instruction, individualization, and family/community involvement to ensure students' proficiency.

Vision Statement – Whatever it takes to succeed!

Student experience - Four components of the mission guide our student experience including single gender; quality instruction; individualization; and community.

Single Gender - The school is organized into 2 Academies (Girls' and Boys') and students attend single gender classes. With the exception of drop off and pick up times, boys and girls learn in separate classrooms for the entire day. During weekly collaboration hours each Wednesday and several full days throughout the year, all staff are provided with training in effective strategies for instructing both boys and girls. The school leadership team develops and updates training materials regularly, organized into two over-arching instructional concepts: structure and connection. Academy Directors lead weekly discussions that allow staff to reflect on effectiveness; share successes and opportunities; and seek guidance from leaders.

Quality Instruction – In addition to the training described above, teachers receive guidance and support in interpreting summative and formative assessment results; developing student academic and social emotional goals; intervention and extension strategies; implementation of the school's annual academic plan and focus areas; etc. Student needs are discussed weekly by all staff. School leadership meets weekly to plan collaboration content and adjust resources based on current needs. The school climate is best described as a place where adults believe that "all of our students are all of our students." Students are provided with opportunities to develop positive connections with all staff members, no matter their role in the school.

Individualization – The school seeks to provide each and every student with tools for success designed specifically for their unique needs. Teachers and staff recognize that these tools may be very different for each student; therefore, a Personal Education Plan (PEP) is developed for each student that describes targeted support. PEPs include academic and social emotional goals set in collaboration with students, teachers, staff, and families. Student interest inventories, learning styles, and current academic achievement are all considered in this process. Plans are reviewed and updated three times

Part 1 - School's Executive Summary

per year during student-led conferences. Based on individual goals, students may move to a different classroom for a portion of the day; mentor a younger student; help an adult with a task; lead a discussion group; receive targeted small group instruction, etc.

Community – The school leadership operates under the belief that strong connections between learning and the world outside the classroom produce greater academic and social emotional outcomes. School staff work to strengthen partnerships with the surrounding community to develop support and awareness of our school programs, provide alternative learning, and make the surrounding neighborhood the best it can be. Staff continue to forge new relationships with community support providers such as Roadrunner Foodbank and Locker 505 in order to connect families to needed resources. Community connection for students is accomplished through four main activities: Out of School Instruction (OSIs); Power Sessions; Outdoor/Community learning; and family involvement in the educational process including educational goal setting for students. See next section for details on the student experience.

Unique Student Experience at Coral– We are the only public school in New Mexico offering instruction within a boys' and girls' academy. All students have their own Personal Education Plan, set goals, and articulate progress toward those goals. Families are included in the plan development and 98% attend PEP conferences three times per year. In addition to core content, student learning includes social emotional development, community experiences, power sessions, and instruction within academic peer groups. Our continuous focus on quality instruction allows students to experience academic and social emotional learning provided by a cohesive, caring group of teachers and staff who implement both boy and girl strategies – regardless of student gender - as needed. On Fridays, students attend Academy assemblies with all staff and students. The purpose of these assemblies is to allow time for discussing and practicing social emotional, mission related skills such as conflict resolution; public speaking; goal setting and achievement; building relationships; representing our community; self-advocacy; and mentorship. Coral students will experience community connection through multiple Out of School Instruction (OSIs) held off campus at local businesses. Second, classes and brain breaks are held at three surrounding local parks each day. Third, community members are invited to the school to hold Power Sessions, during which they talk to students about their professions, past experiences with education, and lessons learned from both successes and failures. We seek presenters who reflect our student population and interests. Past presenters include farmers, architects, small business owners, and our Mayor. Fourth, families are continually invited into the school – daily at pick up and drop off on the playground; weekly during our North Star student recognition ceremony; three times per year for PEP development; ongoing for classroom volunteering opportunities. We get to know our community and strive for the most positive student and family experience possible.

Question 2: Describe the typical student that you serve. Describe how the school's programs are designed to support this student population. (1 page)

Target population – We welcome all families who are interested in a small, receptive environment. Families should consider our collaborative approach to education where curriculum and instruction are tailored to individual student needs; students learn in single gender classes all day; and our overarching approach is centered on providing structure and connection. See Appendix: CCCS Student Enrollment by APS District for an SY22 snapshot of SY22 enrolled students on p. 154.

Part 1 - School's Executive Summary

Student Support at Coral – We want to ensure that effective student support is at the heart of all of our decision making and processes. To that end, we focus on family support, our instructional approach, and resource alignment, all described below.

Family Support – We are a Title 1 school, so our students often have challenges that extend to their entire family. Our staff is always ready at registration and throughout the year to address these needs or find support if the school cannot provide it. We have our own supply of school uniforms for students who need them and we work closely with Locker 505 to fulfill additional needs. This year, the school has been identified as a monthly food distribution point for Roadrunner Food Bank. Our Out of School instruction is provided at no cost to families. We connect families who need transportation with one another so carpooling options can be organized. Each winter, the school holds an Adopt-A-Family event which results in providing groceries and clothing to over 20 school families in need. During our student PEP development, reciprocal learning between school staff and families takes place in an effort to understand individual student needs, cultural and linguistic background, learning styles, assessment results, and effective support strategies. When family needs are met, they are more likely to stay involved in the educational process and their students are more likely to succeed in school.

Instructional Approach - Though we serve K-5th grade, our model is designed to keep kids engaged and in school and prevent drop out in later years. Studies such as the one conducted by Superintendent Joshua Starr of Montgomery County Schools, identifies dropout indicators as far back as 1st grade. Other studies such as the one from the Women's Foundation of Colorado and data from places such as the National Center for Education Studies, reveal that boys and girls disengage and drop out for different reasons. Girls report a top reason for dropping out is the absence of a sense of community. For girls, schools tend to overlook destructive behaviors that are not typically obvious, resulting in missed opportunities to develop and repair meaningful relationships. For boys, negative early experiences with discipline for behavior can set the stage for dropping out later. Behavior that is actually an attempt to stay alert and engaged, such as moving around, often results in suspension as early as PreK. We work together to reject these historically ineffective reactions, avoid them at all costs, and seek out new ways to keep our scholars engaged.

When developing learning strategies, we often pair biology with instructional approach. For girls, there is a reliance on parvocellular cells which connect color variety and other sensory activity to upper brain functioning. This means word connections tend to be made with color and other sensory information. Instructors can provide opportunities for girls to connect sensory details in order to explain thought processes. Boys rely more on magnocellular cells, which make spatial activity and graphic clues quickly accessible. This means it is more likely boys will make word connections with pictures and moving objects. We can support their learning by allowing them to first draw the details of a story and then draft a written response. We want to provide equitable resources for all students, remove barriers to learning and reduce stereotypes. Our over-arching focus on structure and connection ensures the best outcome possible.

Resource Alignment

When operations, finance, and school programs align to support students, there is no limit to academic performance. Therefore, the Leadership Team includes academic, operations, and finance staff. The Leadership Team meets weekly to ensure school systems support students and families. Meetings include discussion on school priorities; academic and strategic plans; staff development and PLC content; rapid response to emerging student and staff needs; all to determine when it is necessary to re-align resources to support learning.

Part 1 - School's Executive Summary

Part 2 — Record of Performance (Self-Report)

Purpose: Looking Back: A Self-Report on the Current Charter Term

Instructions for Part 2: Please refer to the [online instructions](#) for complete details about filling out this section of the application. Submit no more than 10 pages for Section A.

A. Academic Performance/Educational Plan

Task 1: Provide insight, explanation, and/or evidence to describe your Academic Performance/Education Plan and fully describe the following: (3 pages)

- Key Accomplishments related to Accelerating Learning/Meeting Academic Goals
- Describe your student population’s performance in the areas of:
 - English
 - Math
 - Science
 - Graduation Rate (*If Applicable*)
- Describe your student subgroup population’s performance
 - English learners
 - Students with disabilities
 - Economically disadvantaged
- Describe your Martinez-Yazzie Plan in support of at-promise students. Include data that show what progress you have made.
- Provide a summary of your school-wide curriculum. Include information on how it aligns to New Mexico’s Common Core State Standards.
- Describe the assessment process your school uses to measure performance to NM state standards throughout the year and how you use this to inform instruction.

Key Accomplishments & Academic Goals- Our chartered term includes SY20 and SY21, two years for which we do not have traditional student achievement data due to the pandemic. However, under our Continuous Learning Plan, some accomplishments were made during that time. We were able to gather information in different ways and use it to support students and families. Each week, teachers held a 10 minute online “check in” meeting with every student along with their family. These check ins included needs assessments surveys. Results were captured in a survey and subsequently addressed, if requested, by a member of the school Leadership Team. This body of information led to a greater understanding of our community and helped us prepare more thoroughly for the transition back to in person learning. Other positive outcomes from this process include a family friendly method for accessing school technology; production of Coral Creates STEAM videos based on student interests; strong focus and preparation for supporting social emotional needs; greater knowledge of student cultural and linguistic backgrounds; renewed commitment to meaningful family involvement in the educational process. We believe the accomplishments in subsequent years described below happened in part due to action taken on the family information gathered during our remote learning time.

Part 2 – Record of Performance (Self-Study)

Performance - During SY22 & SY23, Coral students achieved more than their grade level peers across the state. Based on SY22 performance, Coral is designated as a Spotlight School. In SY22, our scholars scored higher than the State average by 16% in Reading, 14% in Math and 33% in Science. See Appendix CCCS Academic Performance Graphs, p. 148 for a detailed comparison. Our scores improved in SY23 to 56% in Reading, 45% in Math and 68% in Science. By 2027, we would like our students to be proficient at 80% in Reading, 70% in Math, and 90% in Science. To date, we are on track for our overall population to meet our performance targets. See also Appendix: CCCS Academic Performance Graphs, p. 148 for a comparison of our proficiency targets and actual rates for SY22 and SY23. The data analysis process always includes reflection on subgroup performance and identification of changes designed to close gaps. The school strives for high growth rates for all subgroups, and has succeeded. However, in order to determine our greatest opportunity for closing gaps, in SY23 we began setting and tracking performance targets for subgroups. Our baseline in SY23 indicates the largest gaps in reading are Black students (27% difference) and Students with Disabilities (19% difference). In math, our English Learners (28% difference) and Economically Disadvantaged students (13% difference) have the largest gaps. The greatest gaps in science are our Economically Disadvantaged (13% difference) and Students with Disabilities (8% difference). Accomplishments include Native American students significantly outperformed the total population by 18% in reading and 5% in math. In science, our English Learners (32% above) and Hispanic students (2% above) outperformed the total population as well. See Appendix CCCS Academic Performance Graphs p. 150 & 151 for a complete comparison of performance.

Growth - In addition to proficiency targets, the Academic Plan includes a goal of at least 85% growth from BOY to MOY on all measures. Students grew at significant rates on all measures in SY22 and in SY23, with an average of 88% in SY22 and 97% in SY23. The school compares growth rates on Istation and NWEA MAP; we look forward to calculating growth on NM MSSA and NM ASR as soon as the method for calculating student growth calculation is known. See Appendix CCCS Performance Graphs p. 152 & 153 for growth rates on all measures in SY22 and SY23. When comparing growth rates between subgroups, we can identify additional areas where students are struggling and need extra support. The area of least growth for all groups is in language usage, a new measure in SY22 which shows how well students apply literacy skills. Our English Learners struggle the most in this area, followed by our Hispanic and Economically Disadvantaged students. In reading, our English Learners have the lowest growth rate as well at 62% on NWEA MAP and 79% on Istation in SY23. In math, our K-2nd grade Native American students, Black students and English Learners need the most support. Accomplishments include our Students with Disabilities exceeded the 85% growth rate in SY23 on all measures except for language usage. Also in language usage, 100% of our Black students grew in SY23 and 100% of our K-2nd grade Native American students grew in reading and math.

Mission Specific – Mission Specific Goal One is 85% of students must meet their social emotional goals as outlined in their PEPs. The goal is measured using a school created evaluation form on which teachers report which students have met their goals. Teachers determine whether goals have been met using a rubric based on NM PreK Essential Indicators that has been adapted to measure K-5th grade student social emotional growth. We fell short of this goal in SY22 by 4% (working to meet status) and in SY23 by 12% (does not meet status). See Appendix CCCS Academic Performance Graphs

Part 2 – Record of Performance (Self-Study)

p. 149 for detailed mission specific goal status. Our students and families are coming to us with greater challenges than ever before, so when reviewing root causes for these results with staff, they were able to identify a path forward that should lead to greater success for students in meeting their goals. First, students need more time and space to review their goals, discuss progress, and articulate what is needed for success. Second, students need more effective guidance in choosing an appropriate goal with very specific behavior targets that will help them meet the goal. Third, teachers need more effective training in helping students set and achieve goals. The Leadership Team will include these action steps in strategic planning for SY24 and beyond.

Mission Specific Goal 2 is keeping proficiency between boys and girls at 10% or less on Reading and Math State assessments. The goal was met in SY22 with a difference in reading of 2% and a difference in math of 0%. The goal was not met in SY23 with boys outperforming girls by 12% in reading (working to meet status) and 19% in math (does not meet status). See Appendix: CCCS Academic Performance Graphs p. 149 for detailed mission specific goal status. Based on all other measures during SY23, this outcome was not anticipated. All other measures show performance differences near or within range of meeting this target. After discussion with staff, some possible root causes were identified. The testing environment for girls was not adhered to as rigorously as in boys' classes, nor were expectations for entering answers for all questions clearly communicated and practiced on other assignments throughout the year. Girls tended to finish each section much faster than boys. To mitigate these factors, all staff who administer state assessments will meet throughout the year to ensure similar expectations are effectively communicated to students. Beginning in SY24, the testing environment will be as similar as possible for all classes.

Martinez-Yazzie Plan in support of at promise students- There are three schoolwide strategies in our Martinez-Yazzie Plan that are schoolwide strategies and serve to support students in all subgroups. One is to increase the number of adults in each classroom and environment whenever possible, and provide clear expectations to those extra adults for how to support students and their performance. A second schoolwide strategy is to connect with families at registration and discuss needs ranging from translation services to school uniforms, whatever is needed. The third strategy is the development of PEPs for all students. For any of our students in any of our subgroups, we include (but do not limit) the strategies outlined below. When creating community connections through OSIs and power sessions, we strive to visit places and bring in adults who most reflect our school population.

For our Economically Disadvantaged students, performance gaps are significant, but growth rates are close to the CCCS overall rates. Rapid response to attendance issues is a key for these students to continue succeeding. As stated, our students come to us with increasingly severe family challenges that often affect student attendance. Early on when attendance issues are identified, school leaders will meet with family members, their advocates and social workers, and resource providers to determine an effective attendance support plan. Another key strategy is connecting with our families at registration and discussing needs that the school can address as well as needs that can be addressed by a community provider.

For our English Learners, opportunities include a lower growth rate than CCCS on all measures. In SY23, students grew at 62% on NWEA MAP and 79% on Istation, both below the school target and average. There are several strategies to improve performance. First, at registration, we will be sure families have translation or other support needed to be involved in the educational process. Second,

Part 2 – Record of Performance (Self-Study)

based on individual (low) performance, students receive small group instruction from our interventionist. In SY24, the school will implement a new, highly structured supplemental curriculum to be used during small group instruction. Third, our staff expert will train teachers and students in the use of school created multi-sensory math vocabulary curriculum.

Our Students with Disabilities exceeded the 85% growth target in SY23 on all measures except for language usage, but perform significantly lower than the CCCS average. There are two actions that will improve student performance. First, behavior challenges need to be minimized. This requires school leaders to be available and responsible and all adults to be skilled and effective in addressing behaviors. One staff member serves as a certified trainer for the Crisis Prevention Institute and all staff are certified annually in de-escalation strategies. A communication platform is used to notify appropriate teams when a situation arises that their response is needed. Second, our Special Education staff will increase instructional focus during small group instruction on language usage and using the schoolwide writing template for responding to questions.

Our Native American students exceed CCCS performance and growth on numerous measures with the exception of reading for our K-2nd graders. These students attend small group instruction with the interventionist as necessary. In addition, classroom teachers are more strictly adhering to the early literacy school curriculum and providing extra practice and more individualized support.

Our Hispanic student performance is below CCCS performance on all measures, but currently the most significant gaps are in reading for grades K-2 and in language usage. The growth rate for language usage is also significantly low. These students attend small group instruction with the interventionist as necessary. In addition, classroom teachers are more strictly adhering to the early literacy school curriculum and providing extra practice and more individualized support. Some of our Hispanic students are also English Learners, so as needed, families are provided with translation support beginning at registration.

Our Black students have recently increased performance, significantly closing gaps from SY22 to SY23 on multiple measures and exceeded the CCCS growth rate in SY23 for language usage by 5%. Opportunities include low performance and growth in grades K-2 for reading and math. These students attend small group instruction with the interventionist as necessary. In addition, classroom teachers are more strictly adhering to the early literacy school curriculum and providing extra practice and more individualized support. Some of our Hispanic students are also English Learners, so as needed, families are provided with translation support beginning at registration.

School-wide curriculum – See Appendix CCCS Curriculum Description Standards Use on p. 155 for a complete list and the standards each one addresses.

Assessment Process & Instruction – In addition to Istation, NMSSA, and NMASR, the school administers NWEA MAP in ELA, Language Usage, and Math. NWEA MAP is used as a short cycle, formative assessment and guides instructional differentiation. Before school begins each year, an all staff strategic planning session is held during a collaboration day. Four main resources are provided: a school level EOY data spreadsheet that includes individual classroom results for all students on all assessments; school level proficiency and growth graphs by subgroup, gender, classroom, and grade level; statewide performance; and an analysis of progress toward NM DASH and mission specific goals.

Part 2 – Record of Performance (Self-Study)

The head administrator leads an all staff work session designed to identify strengths and gaps in instructional practice that ultimately determine focus areas and desired outcomes for the upcoming year. The focus areas and outcomes are used to develop the annual academic plan in collaboration with the Governance Council. A draft of the plan is presented to the Academic Committee of the Governance Council for review and input prior to presentation to the entire Governance Council. The draft is also presented to the school Equity Council for review and input. The instructional focus areas and their effectiveness are discussed with all staff during weekly collaboration meetings. As a result of these conversations, alignment of resources for teachers and students is adjusted. The Executive Director monitors and edits the plan as necessary, holding at least two more all staff work sessions when beginning of year and middle of year data is available. Any updates to the plan are reviewed as described above by the Academic Committee, Equity Council, and full Governance Council. The Leadership Team meets weekly address issues, oversee implementation, and modify the action steps based on emerging student needs.

Task 2: For Special Education Services:

Describe how you will do the following: (3 pages)

- A. Describe how you deliver special education and related services to meet the unique needs of students;**
 - **How do you ensure students have access to grade-level standards.**
- B. Describe how you integrate special education students into the general education setting;**
- C. Plan to support special education and regular education teacher collaboration in support of special education students;**
- D. Change of placement procedures;**
- E. Describe how you engage parents? Describe how you ensure parents are informed on the student’s disability, diagnosis and the plan for individual support.**
- F. Plan for continued MOE compliance;**
- G. Include Spring Site Visit report. ***

A. Delivery of Services – See Appendix: CCCS Sped Data Breakdown on p. 165 for a description of our special education population at SY23 EOY, which we believe will be similar to our SY24 BOY reporting. All five of our Gifted students were initially identified here at Coral. The school ensures effective delivery of services through a Special Education Coordinator, a Special Education Teacher, and a compliance consultant. The Coordinator oversees IEP implementation; diagnostic, direct, and related service schedules; communication with teachers on IEP implementation; and family engagement. The Teacher supports the coordinator and provides small group “pull out” as well as “push in” services for students. Special Education Teacher responsibilities also include ensuring access to grade-level standards and works with classroom teachers and school leaders to make this happen. The consultant schedules IEP Team meetings, gathers needed data for meetings, drafts IEPs, and facilitates meetings.

B. Integration of special and general education – Students are integrated into the general education setting to the maximum extent possible and as outlined in individual IEPs. School climate among

Part 2 – Record of Performance (Self-Study)

educators is highly collaborative. Classroom teachers, special education providers and content specialists work together to support special education students within the general education setting to meet IEP requirements and goals. As stated in Section A above, all staff continuously reflect on the effectiveness of instruction and leaders align resources as student needs emerge and change. Families are regularly included in discussions on growth, regression, and effectiveness of services. These conversations are not limited to annual IEP Team meetings. Families of our Students with Disabilities often choose and remain at Coral due to these practices.

C. Collaboration – At the start of each school year, teachers (both classroom and specials) meet with the Special Education Coordinator to review IEPs for students enrolled in their classes. An outcome of these meetings is an initial technical assistance schedule to support individual teachers in implementing IEP requirements for each student. The schedule may include modeling of effective academic and behavior strategies; documentation procedures; consultation with related services providers; and other technical assistance. These meetings also reveal focus areas for all staff training. Training content is developed in collaboration with Academy Directors who also serve as SAT Chairs. The Coordinator and Special Education Teacher attend and contribute to weekly and monthly all staff collaboration discussions. The Coordinator serves on the school Leadership Team. During weekly meetings, Academy Directors and the Coordinator can address emerging teacher needs and work together to address these needs. All staff are certified annually in de-escalation strategies through Crisis Prevention Institute. Leadership Team members only are certified in physical holds through the same organization.

D. Change of placement procedures – The need for a change in placement arises when adjustment to student support is needed. The school procedure for all IEP related processes, including change of placement, is ongoing communication with families, not just during annual meetings. PEP conference times provide additional opportunity for communication between families and school staff. Prior to any formal decision making, families and staff prepare ahead of time by sharing data, adjusting strategies, and discussing all possibilities. If needed, an IEP Team meeting is scheduled to formally determine the change in placement. The Coral team has collaborated with families to change placement within the school as well as when students move to a different school.

E. Family Engagement – As stated above, school staff communicate with families of our Students with Disabilities regularly, not just during IEP Team meetings. We recognize that each student and their families have different needs. Our communication plan reflects the needs and wishes of each family. Our Coordinator attends school wide events, including lottery orientation, and is available to consult with families. She also initiates contact at the time of enrollment with families whose students have IEPs or are in the evaluation or identification process.

MOE Compliance – The school Administrative Team meets weekly and includes the Executive Director, Operations Manager (STARS Coordinator), and Business Manager. The meeting agenda contains a recurring discussion item on MOE. The initial school budget includes an annual amount that ensures MOE compliance. Throughout the year when there are changes to student needs or changes in providers, actual spending is monitored and changes to the budget are made as necessary for the school to remain compliant with this measure.

Identification & Evaluation – Academy directors serve as SAT Chairs and meet weekly with all staff to discuss student status and progress and schedule Team meetings. The school SAT processes

Part 2 – Record of Performance (Self-Study)

document, checklist, and templates are reviewed annually by the leadership team, updated as necessary, and professional development is provided to all staff at the beginning of the year and as needed. When a referral for evaluation is made by either an individual parent or by the SAT Team, the Special Education Coordinator works with SAT chairs to ensure the diagnostician receives the necessary information to conduct initiate the evaluation and stay within timelines.

Develop, review & revise IEPs – The Coordinator manages the development, review, and revision schedule and required timeline for all new and existing IEPs through a master database which is updated continuously. She schedules meetings and ensures the required IEP team members are present depending on the eligibility and specific needs of each student. A consultant, who is a recognized expert in the field of IEP compliance, supports the Coordinator in developing high quality goals and content within the IEP.

Process & Timeline for evaluation, development, and review of IEPs – The Coordinator, PreK program coordinator, and consultant collaborate to ensure timelines are met. The school created master database includes timelines for each evaluation and IEP for each student. The Coordinator also manages the drafting of progress toward goals and supports teachers as needed in this process.

Transition – The PreK Coordinator and lead special education teacher develop a Transition Schedule within IEPs for all PreK students who enroll in Kindergarten at CCCS. Transition Schedules are also developed by the lead special education teacher for all 5th grade students for their receiving school. These schedules provide a detailed description of services from one grade level to the next. For all students with IEPs who are new to the school, an IEP Team meeting is convened within 30 days to either adopt the existing IEP as written or make necessary changes.

Discipline – The mission specific approach of creating connection and providing structure provides teachers with resources to support student social emotional development, including those receiving special education services. Teachers support special education students in reaching social emotional goals as stated in IEPs and in implementing BIPs. All students set social emotional goals. All teachers develop a classroom management plan at the beginning of the year which includes positive behavior intervention strategies. One staff member is a certified trainer for non-violent crisis intervention strategies and trains staff annually in de-escalation strategies. This staff member consults with staff as necessary for developing behavior plans and modeling strategies. School leaders and staff make every effort to provide students with support for increasing positive behavior in order to minimize disruptions and they collaborate with families in this effort. The Executive Director ensures school policy is reviewed by all staff and implemented appropriately. The school has had only one suspension in the past three years and no expulsions.

Confidentiality of Records– Most files are housed electronically and only three staff members have access. Staff can only receive access if the operations manager assigns it. The remaining paper records are stored in a locked cabinet with a combination known only to three staff members.

Technical Assistance & Training – All staff receive training in the SAT and Identification process annually using school created resources based on state and federal requirements. The Coordinator meet with all staff at the beginning of the year and after an initial identification to review individual IEPs. The Special Education Teacher & Coordinator provide modeling and technical assistance for individual teachers and assistants as requested or as identified by the Leadership Team.

SY23 Spring Site Visit Report– See Appendix p. 141 for a complete report on our Special Education process compliance.

Task 3: For English Learner program and services how do you plan to do the following: (3 pages)

- A. Plan to identify students as English Learners**
- B. Plan to assess students identified as English Learners**
- C. Plan to notify and communicate with parents/guardians regarding English Learner status and services.**
- D. Description of English Learner program and services, including any curriculum used**
- E. Plan to monitor students exited from English Learner status**
- F. Description of recruitment or maintenance plan to hire and retain qualified staff for the ESL/ELD program**
- G. Description of ELD program professional development**
- H. Describe the process the school uses to provide English Learners access to extracurricular (academic, and non-academic) activities**
- I. Plan to evaluate the effectiveness of English Learner program**
- J. How will you provide progress monitoring for exited ELs year 1 and 2?**

A. Identification – The school follows a site-specific process for identification beginning at registration. This process is initiated by the registrar once each student registration is approved in the school student information system (Synergy). If the system indicates “Yes” on the Language Usage Survey (LUS). A “Yes” in the system indicates a “yes” answer on any of the LUS questions 1-6 or Language Other Than English identification on question 7. The registrar then checks to see if the system shows that the screener has been administered by another school (for all 1st to 5th graders) and if so, she notifies the site testing coordinator of the results. The coordinator enters the student name and score in the school assessment planning log. The registrar also checks for WIDA scores and passes that information along to the coordinator for entry in the log. If there is no evidence that a screener has been administered, school staff reach out directly to the sending school and district to obtain the results. If no results are found, then the site testing coordinator ensures the interventionist administers the screener to those students as well as our Kindergarten students within the required timelines.

B. Assessment Plan – The site testing coordinator utilizes an assessment planning log that includes a list of all enrolled EL students, screening results, annual assessment results, and confirmation of annual family notification. She works with the interventionist to complete screening and annual assessment administration for all EL students. In addition, all school assessments can be provided in the student’s home language if needed.

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C. Family Notification – The site testing coordinator utilizes the assessment planning log to enter screening and annual assessment scores as soon as they are available. Once the scores have been entered, the coordinator drafts notification letters using the school templates, sends them to the Executive Director for review and signature, and distributes to each family. Families are notified of initial identification as well as annual assessment results. Families are encouraged to contact the site testing coordinator with assessment and program questions and if they choose to opt out of services, they are notified of the ongoing assessment requirement.

D. Program & Curriculum – Approximately 10% of CCCS students are English Learners. Services for our EL students begin at registration. When needed, staff assist families with the enrollment process which includes an in-person session to set up access the school communication platform and activate the language translation feature. At enrollment, school staff discuss student needs with the family and if necessary, schedule a family meeting to develop a support plan that will be included in the student’s PEP. If a family meeting is not needed, the interventionist, instructional coach, and Executive Director meet to develop a support plan to be included in the student’s PEP. Resources and tools are chosen based on individual student needs and can include small group instruction with the interventionist, assessment support, weekly check ins, whole class instruction in a student’s home language, designated peer support, kinesthetic math vocabulary lessons, and tutoring sessions in the student’s home language. The curriculum used to support EL students is Foundations and Wilson Reading.

E. Monitoring Plan – Students who have exited the EL program are monitored by the school interventionist, instructional coach, and classroom teachers. Each week, Academies meet to discuss student needs and the effectiveness of current strategies. The discussion includes current progress of EL students who have exited. The school adjusts support for these students as necessary. The interventionist checks in weekly with students who have exited the program.

F. Hiring & Retaining Qualified Staff – Currently four staff members are bilingual; one holds a Bilingual Endorsement; and three hold TESOL Endorsements. An annual stipend is paid to all staff who hold these endorsements. The Leadership Team actively encourages staff to obtain endorsements and provides information on programs and pathways. Recruitment materials include information about the annual stipend. The Executive Director welcomes interns and provides them with experience working with our Bilingual team.

G. ELD Program Professional Development – The interventionist and instructional coach are trained in implementing the curriculum that supports EL students. In addition, they work together to build capacity in classroom teachers to implement effective EL support strategies. As needed, classroom teachers attend professional development on topics identified as growth areas.

H. Extracurricular Activities – The school does not offer extracurricular activities. EL students are not pulled for services during specials classes.

I. Program Effectiveness – All EL students have a support plan based on individual needs. Each

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week, Academies meet to discuss student needs and the effectiveness of current strategies. If the current approach is determined to be ineffective, a different approach is taken. In addition, proficiency and growth of EL students is reviewed three times per year. If sufficient progress toward closing the achievement gap is not made, adjustments to the program will be made. PEP conferences provide an additional opportunity three times per year to discuss with families the effectiveness of the student's individual program.

J. Progress Monitoring – See Section E above.

B. Organizational Performance

Task 1: Provide a written description of how your organization operates. (1-3 paragraphs)

Student success is at the heart of all we do at Coral. School leaders are always available and ready to provide staff, students, and families with needed ideas and resources. To that end, the organization has formed the teams and processes as described below. The focus of all teams is to function in a manner that supports student success.

The school Administrative Team is comprised of the Executive Director, Instructional Coach, Business Manager, Chief Procurement Officer, Operations Manager, and Receptionist. The Team meets weekly to review the school created due dates calendar; discuss finance, operations, facility, and academic processes; and align resources to current student needs. The Team considers any decisions that need to be made and provide perspective related to their specific responsibilities in the organization. Consultation with Leadership Team and individual staff members is a key practice in determining the team's most appropriate next steps. The Executive Director communicates decisions and the reasoning behind them to all staff affected.

The school Leadership Team is comprised of the Executive Director, Academy Directors, Instructional Coach, Special Education Coordinator, Business Manager, and Operations Manager. The team meets weekly to develop and discuss strategic plans; progress toward school goals; current student support and resource alignment; and instructional needs. The Team considers any decisions that need to be made and provide perspective related to their specific responsibilities in the organization. If the proposed decision requires a significant change to resources or processes, it is presented to the Administrative Team for further discussion. Once a decision has been made, the Team determines who will communicate the outcome and the reasoning behind it. This information is often reviewed during weekly all staff collaboration meetings or weekly Academy meetings, whichever is most appropriate.

Task 2: Describe your Governing Council's role in the school's Governance including strategic planning. (1-3 paragraphs)

The Governance Council (GC) identifies strategic performance areas for the organization. The performance areas currently include organizational leadership; operations and building management; finance oversight; implementation of charter terms and performance; communication/outreach; and instructional leadership. These performance areas are listed in the Executive Director's job description and are included in an annual performance review. The Executive Director works with staff, school

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leaders, and community annually to identify strategic focus areas for the upcoming year. The list of recommended focus areas is presented to the GC for discussion and input. Once finalized, the Executive Director presents to the GC a monthly update on progress for each performance area. The list becomes the strategic plan that is used to align budget adjustments and required plans such as the Executive Director’s annual goals; NM DASH 90 Day Plan; Literacy Plan, Attendance for Success Plan; Safe School Plan; etc.

Task 3: Provide your Organizational Chart

See Appendix: CCCS SY23 Organizational Chart

C. Facility

Task 1: Provide Facility Information and Documentation by completing the Appendix section Lease Review Charter School Facility Documents.

Item 1: Describe your long-term plans to comply with state statute of being in a public building.

The Lease Purchase arrangement will be paid in full in July 2026. At that time, the school building will be a public building.

Part 3—Plans for the Next Charter Term (Strategic Plan)

Purpose: Looking Forward: Vision for the Next Five Years

[Instructions for Part 3](#): Please refer to the [instructions online](#) for complete details about completing this part of the application (Self-Study) on outlining your vision and plan for the next five years.

A. Strategic Priorities

Task 1: List who was involved in the strategic planning process and their roles. Including a timetable, planning activities and who was involved. Describe how you have engaged “community” within this process. Include a description of community participation and input.

July - All Staff – The Executive Director leads a work session focused on academic priorities. Staff reflect on prior year teaching and learning strategies and student assessment results. The outcome of this session is a list of recommended focus areas for academic performance. At times, the list includes a recommendation under a non-academic, non-instructional school performance area such as budget, facility, or processes that can improve academic outcomes.

August - School Leadership Team – This team includes the Executive Director, Academy Directors, Instructional Coach, Special Education Coordinator, Business Manager, and Operations Manager. The Executive Director leads a work session to review the list of recommendations from all staff and reflect on prior year gaps and progress in the remaining school performance areas. The remaining areas are organizational leadership; operations and building management; finance; implementation of charter terms and performance; and communication/outreach. The outcome of this work session is a list of recommended focus areas for the upcoming year. This list is presented to the GC for discussion and input.

September - Governance Council – The Executive Director presents to the GC recommended focus areas for the upcoming year. As needed, information such as student assessment results, facility safety reviews, audit findings, family satisfaction ratings, site visit reports, and other data are included to support the recommendations. The focus areas are updated to include input from GC members. Once finalized, the focus areas become the strategic plan and action steps are added. This plan is used to align other required plans such as the Executive Director’s annual goals; NM DASH 90 Day Plan; Literacy Plan, Attendance for Success Plan; Safe School Plan; MLSS self-assessment; etc.

October & May- Equity Council – The Equity Council Lead presents student assessment data to the Council. Members discuss staff analysis of the data and any actions in the plan that have been completed. The Council may request additional data such as facility safety reviews and then presents recommendations for further refinement of the academic plan.

Ongoing – Family Input – Based on emerging needs, the school communication platform is used to poll families and ask for input in decision making that directly affects them. Families need not wait for a formal request for input and are encouraged to reach out to school staff and leadership with suggestions and recommendations. In the past, the school has received valuable input that has improved student access to technology, the enrollment process, and communication from administrative staff. During the school annual open house event, families are informed of various

ways to get involved and are encouraged to reach out to staff with questions. As a Title 1 school, families provide input annually on the Family Engagement Policy and Compact.

Task 2: Include the data analysis the school used to set your strategic priorities. How did you use the data to prioritize?

The school uses the following data listed below under each performance area to ensure that all performance areas, not just academic and instructional, are functioning in support of student success. The planning discussions described above in Task 1 include data review and are focused around the central question of how to provide the most effective student support possible.

Organizational Leadership – budget; 90-day plan; 5-year strategic plan; mission specific goals and progress

Operations and Building Management – FTE licensure and endorsements; staff retention rate; facility master plan capital projects; site safety report; preventive maintenance plan monthly reports

Finance Oversight – audit report; historical lottery and enrollment trends; impact of legislation; 910 B with current and past funding levels; Maintenance of Effort (MOE)

Implementation of Charter Terms and Performance Framework – mission specific goals and progress; site visit reports

Communication/Outreach – family satisfaction survey results; quality of education survey results; community partnerships; availability of resources for families; Free and Reduced-Price Lunch eligibility report; Equity Council recommendations; community needs

Instructional Leadership – student/subgroup population; instructional needs assessment results; student assessment results; student behavior needs assessment results; annual school wide staff EOY reflection

Based on the data review and discussions, keeping student support as the most important deciding factor, the following non-academic priorities are identified for the next charter term:

Strengthen relationships with key external leaders/organizations (district; legislators; city leaders; family support organizations, neighborhood businesses; apartment managers; foundations; etc.)

- Explore a capital or lease option for PE
- Strengthen fiscal processes & build capacity among administrative staff
- Seek out new funding options
- Identify collection method/tool for student Social Emotional needs and growth
- Update communication and outreach strategies; develop and communicate staff expectations

Task 3: Discuss your school's academic priorities over the next five years (1-3 pages)

Increase proficiency significantly – Our students have grown at a remarkable rate. However, school staff believe low student proficiency rates in New Mexico are unacceptable. Teachers identify the need to focus more on raising the percentage of proficiency on all measures and many have included double digit improvement targets in their classroom goals for the year. Each week during all staff collaboration, discussion will occur regarding current student needs, effectiveness of support, and possible changes. See Tasks 4 & 6 below for specific school wide performance targets.

Improve support for struggling students – We will incorporate new, highly structured supplemental literacy curriculum for who have low growth in reading. These students will receive small group instruction by our interventionist. A school created multisensory math vocabulary curriculum will be modeled by an expert teacher and implemented in classrooms where students struggle in math. Teachers who implement this curriculum will receive observations and feedback on effectiveness. There will be a greater focus on explicitly connecting literacy skills to their application in math, science and social studies. Our schoolwide student template for responding to questions has been adapted for all grades to use. Going forward, all teachers will receive observation and feedback on their use of this template.

Develop a school specific curriculum scope & sequence – In order to develop tailored plans for students (PEPs), teachers need to be well versed in school curriculum as well as how and when to use each platform and mission specific strategy. Over the past three years, the school academic plan has included a strong focus on effective implementation the of school adopted curriculum. As a result of the actions taken, teachers have increased content knowledge and instructional effectiveness. We want to continue this trajectory by developing a school specific scope and sequence that will include timelines and targets for academic platforms as well as our unique approach to social emotional learning. The CCSS will serve as the structure for the scope and sequence. The Leadership Team has already developed initial training materials that serve as a resource in developing daily schedules that allow for differentiated instruction and other effective ways to implement curriculum, student PEPs, and social emotional learning. Academy Directors will lead discussion and work sessions that will result in a detailed curriculum scope and sequence.

Align instructional support processes with school specific curriculum scope & sequence – School practices already include frequent observation and feedback for all instructors both as a preventive measure as well as a remedy when specific needs arise. All observation and feedback tools will need to reflect content and expectations set forth in the school specific scope and sequence. Once that is developed, the Leadership Team will review instructional processes and tools and update them.

Task 4: Academic Data Table

Provide annual school wide performance targets in the table below based on your analysis:

Performance Measures	Baseline Data from School Year 2022-23	School year 2023-24	School year 2024-25	School year 2024-26	School year 2025-26	School year 2026-27
Reading	56%	60%	65%	70%	75%	80%
Mathematics	47%	50%	55%	60%	65%	70%
Science	68%	70%	75%	80%	85%	90%

From State Statute: B. Annual performance targets shall be set by each chartering authority in consultation with its charter schools and shall be designed to help each charter school meet applicable federal, state and chartering authority expectations as set forth in the charter contracts to which the authority is a party

Task 5: Describe your plan to respond to the Martinez/Yazzie

Reflect on the gap in academic performance from all students at your school to each subgroup:

- Native America students
- Hispanic students
- Black students
- Students with Disabilities
- English Learners
- Economically Disadvantaged students

Martinez-Yazzie Plan in support of at promise students- There are three schoolwide strategies in our Martinez-Yazzie Plan that are schoolwide strategies and may apply to any group of students below. One is to increase the number of adults in each classroom and environment whenever possible, and provide clear expectations to those extra adults for how to support students and their performance. A second schoolwide strategy is to connect with families at registration and discuss needs ranging from translation services to school uniforms, whatever is needed. The third strategy is the development of PEPs for all students. For any of our students in any of our subgroups, we include (but do not limit to) the strategies outlined below. When creating community connections through OSIs and power sessions, we strive to visit and bring in adults who most reflect our school population.

For our Economically Disadvantaged students, performance gaps are significant, but growth rates are close to the CCCS overall rates. Rapid response to attendance issues is key for these students to continue succeeding. As stated, our students come to us with increasingly severe family challenges that often affect student attendance. Early on when attendance issues are identified, school leaders will meet with family members, their advocates and social workers, and resource providers to determine an effective attendance support plan. Another key strategy is connecting with our families

at registration and discussing needs that the school can address as well as needs that can be addressed by a community provider.

For our English Learners, opportunities include a low growth rate on all measures. In SY23, students grew at 62% on NWEA MAP and 79% on Istation, both below the school target (85%) and averages for both years. There are several strategies to improve performance. First, at registration, we will be sure families have translation or other support needed to be involved in the educational process. Second, based on low performance, students receive small group instruction from our interventionist. In SY24, the school will implement a new, highly structured supplemental curriculum to be used during small group instruction. Third, our staff expert will train teachers and students in the use of school created multi-sensory math vocabulary curriculum.

Our Students with Disabilities exceeded the 85% growth target in SY23 on all measures except for language usage but perform significantly lower than the CCCS average. There are two components employed to improve student performance. First, behavior challenges need to be minimized. This requires school leaders to be available and responsible and all adults to be skilled and effective in addressing behaviors. One staff member serves as a certified trainer for the Crisis Prevention Institute and all staff are certified annually in de-escalation strategies. A communication platform is used to notify appropriate teams when a situation arises that their response is needed. Second, our Special Education staff will increase instructional focus on language usage and using the schoolwide writing template for responding to questions during small group instruction.

Our Native American students exceed CCCS performance and growth on numerous measures with the exception of reading for our K-2nd graders. These students attend small group instruction with the interventionist as necessary. In addition, classroom teachers are more strictly adhering to the early literacy school curriculum and providing extra practice and more individualized support.

Our Hispanic students' performance is below CCCS performance on all measures, but currently the most significant gaps are in reading for grades K-2 and in language usage. The growth rate for language usage is also significantly low. These students attend small group instruction with the interventionist as necessary. In addition, classroom teachers are more strictly adhering to the early literacy school curriculum and providing extra practice and more individualized support. Some of our Hispanic students are also English Learners, so as needed, families are provided with translation support beginning at registration.

Our Black students have recently increased performance, significantly closing the performance from SY22 to SY23 on multiple measures and exceeded the CCCS growth rate in SY23 for language usage by 5%. Opportunities include low performance and growth in grades K-2 for reading and math. These students attend small group instruction with the interventionist as necessary. In addition, classroom teachers are more strictly adhering to the early literacy school curriculum and providing extra practice and more individualized support. Some of our Hispanic students are also English Learners, so as needed, families are provided with translation support beginning at registration.

See Appendix: CCCS Academic Performance Graphs p. 152 & 153 for a comparison of subgroup growth.

Task 6: Martinez/Yazzie

Provide annual performance targets in the table below based on your data analysis:

Performance Measures	Baseline Data from School Year 2022-23	School year 2023-24	School year 2024-25	School year 2024-26	School year 2025-26	School year 2026-27
Reading Native American	75%	80%	85%	90%	95%	100%
Reading Hispanic	44%	51%	58%	66%	73%	80%
Reading Black	33%	43%	53%	63%	73%	80%
Reading Students with Disabilities	37%	45%	54%	62%	71%	80%
Reading English Learners	50%	56%	62%	68%	74%	80%
Reading Economically Disadvantaged	45%	52%	59%	66%	73%	80%
Math Native American	50%	54%	58%	62%	66%	70%
Math Hispanic	34%	43%	52%	62%	71%	70%
Math Black	33%	41%	48%	56%	63%	70%
Math Students with Disabilities	37%	43%	50%	56%	63%	70%
Math English Learners	17%	30%	40%	50%	60%	70%
Math Economically Disadvantaged	32%	40%	48%	56%	63%	70%
Science Native American	No 5 th graders					90%
Science Hispanic	70%	74%	78%	82%	86%	90%
Science Black	No 5 th graders					90%

Science Students with Disabilities	60%	66%	72%	78%	84%	90%
Science English Learners	100%	100%	100%	100%	100%	100%
Science Economically Disadvantaged	55%	61%	68%	75%	82%	90%

B. Student Academic Performance Targets and Mission-Specific Goals

[Instructions for section B](#): Please refer to the [online instructions](#) for complete details about Mission Specific Goals and Indicators.

Task 1: Provide at least two (2) mission-specific goals and indicators in the space below. (1-2 pages per goal)

Provide the table / template of Goal Statement that we take to the board.

Example: If a school's mission focuses on language acquisition, then a school may choose a mission-specific goal and indicators that measure students' performance and progress of language acquisition. The indicators for this goal will be monitored during the year and revised annually. If you define a cohort of students (i.e. 11th grade students who have attended the school for at least two semesters), you must identify how many students are in the cohort.

Mission Specific Goal 1 – include the following (1-2 pages):

Indicators that will be measured and monitored, related to this goal

1. Student academic performance standard(s) being addressed
2. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students

Coral Community Charter School students will be measured in gender subgroup performance to close the achievement gap on the state assessment in English Language Arts and Mathematics.

Meets - The school substantially met the mission-specific indicator if there is less than a 10% difference between male and female subgroups

Working to Meet - The school is working to meet the mission-specific indicator if there is a 15% to 10% difference between male and female subgroups.

Does Not Meet - The school does not meet the mission specific indicator if there is a more than a 15% difference between male and female subgroups.

Mission Specific Goal 2 – include the following (1-2 pages):

Indicators that will be measured and monitored, related to this goal

1. Student academic performance standard(s) being addressed
2. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students
- 3.

Coral Community Charter School students will improve their social emotional indicators as outlined in their Personal Education Plans from beginning of the school year to the end of the school year.

Meets - The school substantially met the mission-specific indicator if 85% or more of students meet social emotional indicator.

Working to Meet - The school is working to meet the mission-specific indicator if 70% to 84% of students meet social emotional indicators

Does Not Meet - The school does not meet the mission specific indicator if less than 70% of students meet social emotional indicators

Question 1: How will your governing body be involved in monitoring academic performance and strategic planning, for the next five years? (1-3 paragraphs)

Strategic Plan Monitoring - The Governance Council (GC) identifies strategic performance areas for the organization. The performance areas currently include organizational leadership; operations and building management; finance oversight; implementation of charter terms and performance; communication/outreach; and instructional leadership. These performance areas are listed in the Executive Director’s job description and are included in an annual performance review. The Executive Director works with staff, school leaders, and community annually to identify strategic focus areas for the upcoming year. The list of recommended focus areas is presented to the GC for discussion and input. The list becomes the strategic plan that is used to align budget adjustments and required plans such as the Executive Director’s annual goals; NM DASH 90 Day Plan; Literacy Plan, Attendance for Success Plan; Safe School Plan; etc. The Executive Director presents to the GC a monthly update on progress for each performance area.

Academic Performance Monitoring – The Academic Committee of the GC meets with the Executive Director at BOY, MOY, and EOY to develop the annual academic plan, monitor progress toward academic plan goals, and review progress. For each of these Committee meetings, the Executive Director uses a template to report student growth and proficiency rates; progress toward academic and mission specific goals; staff analysis of the assessment results; staff input on action steps to address gaps. Committee members report to the full GC during the following monthly meeting. In addition, the Executive Director provides a monthly report to the full GC on all performance areas, including academic.

Question 2: How does your school enhance the APS School of Choice Portfolio? (1-3 paragraphs)

We are the only public school in New Mexico offering instruction within a boys’ and girls’ academy. Students attend classes with their Academy peers for the entire day. All students have their own Personal Education Plan, set goals, and articulate progress toward those goals. Families are included in the plan development and 98% attend PEP conferences three times per year. In addition to core content, student learning includes social emotional development, community experiences, power sessions, academic peer groups. Our continuous focus on quality instruction allows students to experience academic and social emotional learning provided by a cohesive, caring group of teachers and staff who implement both boy and girl strategies – regardless of student gender - as needed.

Task 3: Provide Contact Information for Students (20), Families (20) and Community Members (10)

In an effort to incorporate student voice, family voice and community voice in the Charter Renewal process, we are requesting that you populate a Google Sheet with the contact information. Note: It is not intended that the family members match up with the students on your student list. These will be two unique lists.

The Student, Family, Community Voice Google Form can be accessed at:

<https://docs.google.com/spreadsheets/d/1Uo-FPnRXuE5Ke80UP9ZfB3s3xFiljclF6guiG9bVoHY/edit?usp=sharing>

Please complete each sheet with the necessary contact information by **August 19, 2023**.

IDEAS for how we want to capture student, family and community voice

- Video with voices of each group that is submitted for the team to view
- Could also be played during the site visit
- Could have parents submit videos through a portal so it is more organic
- We could have them provide us a list of 20 of each group and then we could organize a focus group that is either recorded or done live with the review team
- Other thoughts?

Part 4 - ADDENDUM [ONLY for Schools Transferring from NM PEC]

Schools that are transferring from the New Mexico Public Education Commission (NM PEC) are required to provide additional information. Part 4 is an addendum that outlines the additional information required. Please include the following required information in the appropriate Part (1-3) and sections of the renewal application.

Part 1—School’s Executive Summary

Complete the table(s) below.

A. Current Year Enrollment & Demographics

Enrollment

Category	Total Number
Number of Students Enrolled	
Number of Students on the Wait List	
School’s Enrollment Cap	
Grades that School Enrolls	
Number of Male Students	
Number of Female Students	

Race/Ethnicity

Category	Total Number
Hispanic	
Asian	
Black	
Native American	
White	
2 or more	

Special Populations

Category	Total Number
Students with Disabilities	
English Learners	
Homeless Students	
Eligible for Free and Reduced Lunch	

B. School’s Mission and Vision

Question 1: Provide the school’s mission statement (1-3 paragraphs)

Tap to enter

Question 2: Provide the school’s vision statement (1-3 paragraphs)

Tap to enter

Question 3: Describe how the student experience aligns to your mission. Give specific examples of how the student experience at your school is unique. (1 -3 paragraphs)

Tap to enter

Question 4: Describe the typical student that you serve. Describe how the school’s programs is designed to support this student population. (1 page)

Tap to enter

Question 5: Provide your mission-specific goal statements. For each goal, include your progress to the goal and/or how the school met the goal. You are encouraged to provide visual illustrations of how you met the goal, such as a graph. (1-3 pages)

[Tap to enter](#)

Part 2 — Record of Performance (Self-Report)

For Schools Transferring from NM PEC, we require additional information around how you plan to provide Special Education Services.

A. Academic Performance/Educational Plan

Task 2: Provide the following Special Education information: (2 pages)

- A. Plan to locate, evaluate and identify children with disabilities;**
- B. Plan to develop, review, and revise IEPs;**
- C. Plan to Reevaluate students with disabilities;**
- D. Plan to deliver special education and related services to meet the unique needs of students;**
 - How do you ensure students have access to grade-level standards?**
- E. Plan to integrate special education students into the general education setting;**
- F. Plan to support special education and regular education teacher collaboration in support of special education students;**
- G. Change of placement procedures;**
- H. Assurances to families interested in applying to the school that the charter school welcomes students with disabilities and is prepared to offer reasonable accommodations to children with disabilities who elect to attend the school;**
- I. Plan for supporting meaningful engagement for families;**
- J. Provide MOE calculations and include a plan for continued MOE compliance;**
- K. Plan to ensure that the school facility meets the requirements of other related services such as ADA and Section 504;**
- L. Plan for enrollment/IEP transition procedure;**
- M. Plan to address discipline for students with disabilities;**
- N. Plan to ensure confidentiality of special education records;**
- O. Plan to secure technical assistance and training; and**
- P. Include any Public Education Department or Public Education Commission special education Corrective Action Plans and Root Cause Analysis' incurred in the last 4 years?**

B. Organizational Performance

Task 4: List Your Governing Council and Committee Members (PEC Transfers)

Please provide the following information for all Governing Council members:

Name	Professional Occupation	Role on Governing Council	Number of Years on Governing Council

Please provide the following information for all **Audit Committee members**: (PEC Transfers)

Name	Professional Occupation	Role on Audit Committee
		Governing Council Member #1
		Governing Council Member #2
		Parent <i>(Cannot be a Governing Council Member, may be parent of a student at any school in the district.)</i>
		Finance Expert <i>(Cannot be a Governing Council Member)</i>

D. Financial Performance

Task 1: Audit Findings - Complete the Audit Report Summary table (below) by providing any findings from independent audits for each fiscal year with information on how the school responded.

Identify information from the Component Unit Section of the Annual Audit specific to the Charter School. Include the actual year you are referencing.

Fiscal Year Ending	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY 17			
FY 18			

FY 19			
FY 20			
FY 21			

Task 2: Audit Findings - Complete the Audit Report Summary table (below) by providing any findings from independent audits for each fiscal year with information on how the school responded.

Task 3: Provide the following additional financial information.

Schools that are transferring authorizers (from the NM PEC to APS) must provide:

- ✓ Internal Controls, Financial Policies and Procedures.
- ✓ Copies of all financial statements and audit findings for any audits performed within the current charter contract.
- ✓ Most recent year’s expenditures from audited financials.
- ✓ Membership figures for 80 day and 120-day reporting periods from STARS within the current charter contract.
- ✓ Copies of 910-B5’s within the current charter contract.
- ✓ Copies of PED Site Visit Documents from within the current charter contract.
- ✓ Copies of any Corrective Action Plans or Other Actions taken by the Public Education Commission or the Public Education Department.
- ✓ Special Education Maintenance of Effort Reports from within the current charter contract.
- ✓ A Recent Cash Report submitted to the New Mexico Public Education Department.
- ✓ Have you had the school’s Board of Finance removed during the current charter term? If so, please provide an explanation, including the timeframe of the removal.