**New Mexico Public Education Department, Charter Schools Division**
**Willow Springs, Preliminary Scoring and Analysis**

July 11, 2016

## Overall Score Sheet

| Section | Points Received | Applicant School's Possible Points |
|---|---|---|
| **Application Overall Score** | *106* | *271* |
| • Education Plan/Academic Framework | 35 | 72 |
| • Organizational Plan and Governance/Organizational Framework | 41 | 131 |
| • Business Plan/ Financial Framework | 18 | 40 |
| • Evidence of Support | 8 | 24 |
| • Required Appendices | 4 | 4 |

**New Mexico Public Education Commission**

**2016 New Charter School Application Kit**
**Part C. Application & Rubric**

**School Information:**
Name of Proposed Charter School:  Willow Springs Academy
School Address (if known): Click here to enter text.
School Location (City/Town):  Raton,
School District within which the proposed school will be located:  Raton Public School
Grades to be served: K-12
Requested Enrollment Cap: 210

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Alternate Tel: Click here to enter text.        E-Mail: Click here to enter text.

**Directions**: Please answer each and every prompt, if applicable (e.g., if you are an elementary school you will not answer questions about graduation), where indicated below. Use the rubrics following the prompts to guide your answers and responses. As you will see from those rubrics, it is best to provide clear, comprehensive, cohesive, reasonable, and at times, innovative responses. Too often, an applicant leaves something out (comprehensive) or does not explain how pieces in their proposal fit together (the educational program aligns with the budget— cohesive). The reviewers are also interested in reasonable answers; often applicants are excited to try many new things and this can be taken too far. Finally, remember to showcase the innovative aspects in your proposed charter school proposal whenever possible.

**Please note**: *The PEC has determined which questions are of greater importance than others. Therefore, certain scores are increased if your answers receive "Exceeds" or "Meets" score as indicated in the scoring rubric as set forth below.*

# I. Academic Framework

### A. School size.

State the requested enrollment, grade levels to be served and student/teacher ratio.

| A.(1)<br>Academic Year | Number of Students | Grade Levels | Student/Teacher Ratio |
|---|---|---|---|
| Year 1 | 150 | K-8 | 17/1 |
| Year 2 | 180 | K-9 | 17/1 |
| Year 3 | 200 | K-10 | 19/1 |
| Year 4 | 210 | K-11 | 19/1 |
| Year 5 | 210 | K-12 | 19/1 |
| At Capacity (Enrollment Cap) | 210 | K-12 | 19/1 |

| | Ranking | | | |
|---|---|---|---|---|
| | ← Satisfied | | Not Satisfied → | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| A.(1) School Size | Included | | | Not included |
| | The application provides all of the required information. | | | The application does not provide the required information. |

**CSD EVALUATION:** Exceeds—4
The applicant's response is rated Exceeds.

The application provided all of the required information. During the capacity interview the applicant will be asked to discuss the plans to achieve and maintain enrollment capacity given the variable increases each year and lack of increase in year 5 when the 12th grade is added.

**B. Mission.**

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

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

**APPLICANT RESPONSE:**
Willow Springs Academy seeks to create a challenging, interdisciplinary and student centered learning environment to support and sustain our community. We utilize a combination of project-based and blended learning models within a competency-based curriculum; where the home-school population, parents and community members are actively involved. We encourage learning anytime, anywhere for all students through technology to create community involved, socially aware and college prepared individuals.

| | Ranking | | | |
|---|---|---|---|---|
| | ←————————————— Satisfied | | Not Satisfied ————————————→ | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| B.(1) School Mission | The mission statement incorporates **all** three questions above and therefore **meets or exceeds** the expectation by providing a **clear, cohesive, comprehensive, reasonable, and innovative** purpose for the proposed school. | The mission statement answers most of the three questions above and therefore **meets** the expectation at an appropriate level by providing a **clear and reasonable** purpose for the proposed school. | The mission statement does not adequately address the three questions above and therefore **partially meets** expectations. | The mission statement is **inadequate or incomplete.** --OR-- The application **does not respond** to this prompt. |

**CSD EVALUATION:** Partially Meets - 2
The applicant's response is rated Partially Meets.

The applicant provided a mission statement as required. However, the instructions asked the applicant to answer 3 questions: what are the proposed student outcomes; how will those outcomes be accomplished; and what is innovative and unique about the proposed school? The mission statement provided does not adequately address the three questions.

As found in the stated mission, the predominant outcome is school centered rather than student centered: Willow Springs Academy seeks to create a … learning environment to support and sustain the community.   The student outcome is to create community involved, socially aware and college prepared individuals by encouraging learning anytime, anywhere through technology. It is unclear whether it is reasonable for the target community to have access to the technology required for anytime, anywhere learning.  The mission states that the applicant will use project based and blended learning models that will involve various target groups within the community.   There is nothing specific that makes this mission innovative or unique.

**C. Indicators/Goal(s) Related to the proposed school's Mission.**

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

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

Mission-specific indicators/goals put into the application should:

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

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

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

Please note: The criteria for SMART Format is as follows:

- Specific.  A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards or outcomes that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.

- Measurable. A goal should be tied to measurable results to be achieved.  Measurement is then simply an assessment of success or failure in achieving the goal.
- Attainable. A goal should be attainable and realistic. The applicant should identify why the goal is attainable.
- Rigorous.  A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
- Time-Bound with Target Dates.  A well-conceived goal should specify a timeframe or target date for achievement.

C.(1) Mission-Specific Indicators/goals
Identify and provide at least two mission-specific indicators/goals in the following section. Include the following key elements:

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

| | |
|---|---|
| **APPLICANT RESPONSE:** | *Goal/Indicator 1 related to School's Mission:* <br> *Short Cycle Assessment: Reading.* Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students. <br><br> *Growth.* In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.") <br><br> *Grade Level Proficiency.* In order to show grade level proficiency (the second phase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring test as shown on the NWEA MAPS *Grade or Class report*. |

**Exceeds Standard:**
40% or more of students make more than one full year's growth in the reading short-cycle assessment scores when comparing beginning year results to later results or test "average", "high average" or "high" on the winter or spring short-cycle assessment.

**Meets Standard:**
25% or more of students made at least one full year's growth in the reading short-cycle assessment scores when comparing beginning year results to later results or test "average", "high average" or "high" on the winter or spring short-cycle assessment.

**Does Not Meet Standard:**
15% or more of students made at least one full year's growth in the reading short-cycle assessment scores when comparing beginning year results to later results or test "average", "high average" or "high" on the winter or spring short-cycle assessment.

**Falls Far Below Standard:**
None of the standards above are met

*Goal/Indicator 2 related to School's Mission:*
*Short Cycle Assessment: Math.* Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students.

*Growth.* In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

*Grade Level Proficiency.* In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS *Grade or Class report.*

**Exceeds Standard:**
40% or more of students make more than one full year's growth in the math

short-cycle assessment scores when comparing beginning year results to later results or test "average", "high average" or "high" on the winter or spring short-cycle assessment.

Meets Standard:
25% or more of students made at least one full year's growth in the math short-cycle assessment scores when comparing beginning year results to later results or test "average", "high average" or "high" on the winter or spring short-cycle assessment.

Does Not Meet Standard:
15% or more of students made at least one full year's growth in the math short-cycle assessment scores when comparing beginning year results to later results or test "average", "high average" or "high" on the winter or spring short-cycle assessment.

Falls Far Below Standard:
None of the standards above are met

Attainable: We believe our reading and math goals are attainable because the blended learning model and curriculum will more efficiently aide teachers in identifying gaps in student learning. When gaps are identified more efficiently, interventions begin sooner. In addition, students are able to practice and work on gaps independent of their peers using the Compass Learning Software and progress is reported back to the teacher instantaneously through reports so that instruction or interventions may be modified.  We believe this will enable students to move more successfully through the curriculum at a quicker pace creating increased student growth.

Rigorous: We believe our reading and math goals are rigorous given the data reviewed from the Raton Public Schools. Independent of the K-1st elementary school (81.9% proficient reading and no data available for math), 2nd-3rd was 41.2% proficient in reading and 18.2% proficient in math, 4th-5th was 21.0% proficient in reading and 22.9% proficient in math, 6th-8th was 12.6% proficient in reading and 14.7% proficient in math and 9th-12th was 29.5% proficient in reading and 19.1% proficient in math. Once WSA establishes its own proficiency data, goals will be adjusted.

*Other Mission-Specific Goals/indicators, if appropriate:*
Mission Specific Goal #3:

Full-time K-12 students at Willow Springs Academy will complete high school in four years or less according to graduation requirements with college credit.

Cohort 1: Students who attended and graduated from,  Willow Springs Academy as full-time student, without transfer, grades 9-12.
Cohort 2: Students who attended and graduated from, Willow Springs Academy as full-time students, without transfer, grades 10-12.
Cohort 3: Students who attended and graduated from, Willow Springs Academy as full-time students, without transfer, grades 11-12.
Cohort 4: Students who attended and graduated from, Willow Springs Academy as full-time students, without transfer, grade 12.

Exceeds Standards:
Cohort 1: 80% or more of students complete high school in 3 years or less with 18 or more college credits.
Cohort 2: 70% or more of students complete high school in 3 years or less with 12 or more college credits.
Cohort 3: 60% or more of students complete high school in 4 years or less with 9 or more college credits.
Cohort 4: 50% or more of students complete high school in 4 years or less with 6 or more college credits.

Meets Standard:
Cohort 1: 70% or more of students complete high school in 4 years with 12 or more college credits.
Cohort 2: 70% or more of students complete high school in 4 years with 9 or more college credits.
Cohort 3: 60% or more of students complete high school in 4 years with 6 or more college credits.
Cohort 4: 50% or more of students complete high school in 4 years with 3 or more college credits.

Does Not Meet Standard:
Cohort 1: 50% or more of students complete high school in 4 years or more with less than 9 college credits.
Cohort 2: 50% or more of students complete high school in 4 years or more with less than 6 college credits.
Cohort 3: 50% or more of students complete high school in 4 years or more with less than 3 college credits.
Cohort 4: 50% or more of students complete high school in 4 years or more with 0 college credits.

Falls Far Below Standard:
None of the standards above are met.

Attainable:  We believe our goal for high school students is attainable because of our curriculum delivery system and the development of individualized student pathways created through the use of personalized learning plans that begin in Kindergarten and continue through graduation.

Rigorous:  We believe our goal for high school students is rigorous because it demands focused attention, planning and commitment from each student. It requires commitment, constant monitoring and communication of our school to go beyond the restrictions of our location and change school, student, parent and community expectations to provide for our students.

Mission Specific Goal #4:

Teachers at Willow Springs Academy will create, review and update personalized learning plans based on the schools adopted format for each student they mentor and meet with parents to discuss content and progress.

Exceeds Standard:

50% of classroom teachers will conference with the parent(s) or guardian of each student more than 4 times during the school year as documented through parent sign-in sheets.

Meets Standard:
85% or more of classroom teachers will conference with the parent(s) or guardian of each student 4 times during the school year as documented through parent sign-in sheets.

Does Not Meet Standard:
30% or more of classroom teachers will conference with the parent(s) or guardian of each student 3 times or less during the school year as documented through parent sign-in sheets.

Falls Far Below Standard:
None of the standards above are met.

Attainable:  We believe our goal targeting communication of each student's personalized learning plan is attainable because a teacher can meet the standard by conferencing with each family and student at a minimum of each quarter or grading period.  The personalized learning plan will take the place of a typical report card which lessens the impact on teacher completion time.

Rigorous:  We believe our goal shows rigor because it requires communication between teacher (mentor), student and family to be created, reviewed and updated.  This is a new concept in education and will take training, planning and practice. Willow Springs Academy will create a timeline of implementation and training for staff as well as required formats and components to be included in each PLP.

| | Ranking | | | |
|---|---|---|---|---|
| | ← Satisfied | | Not Satisfied → | |
| | Exceeds—12 | Meets—9 | Partially Meets - 2 | Does Not Meet- 1 |
| C.(1) Goal(s) Related to the proposed school's Mission | The application includes **all key elements** in the indicators/goals provided. As such, the indicators/goals reflect the implementation of the proposed school's mission, are in SMART format, and include measures and metrics for | The application includes **most of the key elements** in the indicators/goals provided. As such, the indicators/goals may somewhat reflect the implementation of the proposed school's mission, contain most elements of the SMART format, and attempt to include | The application includes **some or a limited amount of the key elements** in the indicators/goals. As such, what is provided may not reflect implementation of the proposed school's mission, may not be written in SMART format, and/or the measures and | The application's response to the indicators/goals is **inadequate or incomplete.** --OR-- The application **does not state** indicators/goals. |

| assessing the progress toward achievement of each goal/indicator. | measures and metrics for assessing the progress toward achievement of each goal/indicator. | metrics provided are unclear. | |
|---|---|---|---|
| | | | |

**CSD EVALUATION:** Does Not Meet- 1

The applicant's response is rated Does Not Meet.

The applicant provided four goals.  Two intended to meet the PEC requirements for Short Cycle Assessments and two related to the mission.  The applicant was required to provide goals that reflect the implementation of the proposed school's mission which is to create community involved, socially aware and college prepared individuals and include measures and metrics for assessing progress toward each goal.

Goal 1 and 2: The applicant met the requirement to provide goals tied to short cycle assessments.  The applicant chose Reading and Math growth and proficiency using NWEA assessment results as the means to measure the proposed school's progress.  The applicant has set a low standard for itself, with a "meets standard" bar that requires only ¼ of the students who attend the school for a full year to make at least one full year's growth in the content area short-cycle assessment scores when comparing beginning year results to later results or test "average", "high average" or "high" on the winter or spring short-cycle assessment.

- Given the described proposed target demographic, it is possible that a large portion of the population will begin the school year below grade level.  Expecting only ¼ of the students to make one year's growth not only leaves many students significantly behind, but does not account for getting students on track to graduation if they only make one year's growth each year – they will not catch up. Further, with such a low expectation, it appears students that arrive on track are not expected to remain on track.

Goal 3:  This goal is confusing as it measures graduates with college credits.  The mission does not address attainment of college credits, it states "college prepared".  No goal for timely graduation without college credits is provided.  It is not clear if the applicant anticipates that only 70% of Cohort 1 students (attended school for all 4 years of high school) to be able to graduate timely or whether only 70% of Cohort 1 will graduate timely with 12 or more college credits.

Goal 4: This goal includes two outcomes:  the creation, review, and update of personalized learning plans for each mentored student and meetings with parents to discuss student

progress.  There is no measure to evaluate whether teachers create, review or update said plans.  There is no measure to evaluate the quality of the plans or the quality of the meetings with parents to discuss the plans.  The success of meetings is measured solely by how many parents sign in for the meetings.

D.  Curriculum, Educational Program, Student Performance Standards.

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

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

**APPLICANT RESPONSE:**
Willow Springs Academy employs a blended learning model that combines an online curriculum with 21st century, small-group, classroom and project-based instruction. This allows each student to progress through the curriculum at their own pace and receive targeted intervention if they demonstrate gaps in their learning.

The curriculum chosen by Willow Springs Academy is a blended learning curriculum provided by Compass Learning.  It is research-based and widely used in our state. It is based on current and confirmed research in the fields of education, psychology, and neuroscience. Compass Learning uses as its foundation data and proven methods from a variety of experts and researchers in the field of cognitive and instructional theory such as Richard Mayer, Roxana Moreno, Eric Jensen, Robert Marzano, Lev Vygotsky, David Ausuble, Isabel Beck, Margaret McKeown, Michael Graves, Joseph Torgesen, and many others. The curriculum goal, as identified by Benjamin Bloom, is that educators should recreate as closely as possible one-on-one instruction in the classroom. In order to accomplish this, Compass Learning employs research-based strategies such as formative feedback, gradual release of responsibility to students, student-centered learning environment, reduction of cognitive load and a diagnostic-prescriptive model. They have also provided WSA data from schools already implementing Compass Learning Curriculum in a number of different ways. The one thing each of these schools has in common with Willow Springs Academy is the need to provide instruction to students with very different performance, background knowledge and grade level proficiencies.

In addition to the Compass Learning Curriculum, WSA believes its project-based component along with Personalized Learning Plans for each student will only enhance the blended learning curriculum.  All staff will be trained by the curriculum team (consisting of 3 classroom teachers) in the various blended learning models that will be used within the school by August 23, 2017.  WSA will employ a Station Rotation Model K-6, combined Station Rotation and Individual Rotation 7-8 and Individual Rotation 9-12. Classroom teachers will also receive training on the successful creation, implementation and facilitation of project-based learning within the classroom through the use of Edutopia's professional development module and possible training in conjunction with Santa Fe Community College. Training will be scheduled in June 2017 and time to begin development of projects for the first semester will be organized for

July 2017 following training on WSA's Scope and Sequence and Unit/Lesson alignment.  The format for all Personalized Learning Plans will be determined by the curriculum team by August 1, 2017 and professional development for classroom teachers will be provided by the curriculum team during the teacher workdays identified in August 2017 on the school calendar.

Compass Learning provides correctly aligned curriculum to the NMCCSS (aligned with our scope and sequence of common core standards), courses that meet the needs of our students, framework for tracking student progress, compatibility with the school's short cycle assessment choices and parental access options. WSA's curriculum team has outlined the scope and sequence of NMCCSS K-12 as part of its preparation and completion of the charter school application. In addition, the team has acquired access to the K-12 scope and sequence for the compass learning blended curriculum. The team has used that information to identify any NMCCSS missing in the curriculum and highlighted those within the scope and sequence. These were identified early so that the curriculum team along with the classroom teachers can create a plan to supplement compass learning curriculum in order to follow WSA's scope and sequence and assure that students receive appropriate and sufficient instruction and practice. The curriculum team will present and lead discussion on the Scope and Sequence, NMCCSS and Assessment Schedules during the first 2 weeks of July 2017 and facilitate work on Unit/Lesson alignment, project outlines and identification of resources with classroom teachers during the last 2 weeks of July 2017 in preparation for the first semester. Second semester discussion and work will begin October 2017 and be completed by November 30, 2017. The curriculum team will be responsible for finalizing any changes to WSA's Scope and Sequence and the organization of assessment schedules.  Classroom teachers will be responsible for Unit/Lesson alignment, project outlines, assessment tools, resource identification and Personalized Learning Plans. Discussion on progress and suggested adjustments will be conducted during staff PLC meetings held weekly.

The college credit portion of the curriculum will be developed during the 2017-2018 school year. WSA will enter into discussions with NM universities and community colleges in order to determine what is available and what fits WSA's mission and goals.  All agreements will be finalized by June 30, 2018 in preparation for the addition of grade 9 during the 2018-2019 school year. In order to meet WSA's previously stated goals, students should begin college credit courses in the 9th grade.

The curriculum team has conducted conference calls with compass learning for guided overviews of the curriculum, obtained online access to student activities, lessons and pre-assessments in grades K, 3, 6, 8 and 9-12.  Compass learning software will utilize data from our identified assessments to instantaneously update a student's personalized learning path (NWEA CCMAPS, STAR 360). Teachers will utilize assessment and progress data from the blended learning software, NWEA (CCMAPS), STAR 360, DIBELS, grade level proficiency screeners and other short cycle and teacher created assessments to determine effectiveness of curriculum, pacing, rotations, interventions, group work and project-based assignments.  Data will also determine a student's learning path or need for and progress during targeted intervention, small group work or one-on-one tutoring. Once WSA is approved, the school will begin scheduling software launch trainings for all teachers as soon as possible (July or August 2017).

Students will contribute to the process of progress evaluation and goal setting by participating in Personalized Learning Plans with their teacher/mentor and reviewing them on a weekly basis.  These plans will be used to document progress towards goals and mastery of learning competencies.  Personalized Learning Plans will be shared with parents during student led (when appropriate) family conferences each quarter. Families and students will also have access to progress via the curriculum software.  In addition to each student's Personalized Learning Plan, students will develop a portfolio that demonstrates their educational growth during the 9-12 grades. Students will be required to present the final portfolio to a panel of teachers, board members and community members. Participation and completion of the

portfolio process will be a requirement for graduation. During WSA's first charter, a passing grade for the portfolio will not be required. Students will be guided through the process by their teacher/mentor using rubrics created by classroom teachers. Rubrics will be created in staff PLC during the 2017-2018 school year in preparation for the addition of grade 9 for the 2018-2019 school year.

The curriculum will help WSA meet the criteria set forth in the school's mission by providing the tools to manage a successful and challenging student centered learning environment. It allows students to progress independently through the curriculum, receive targeted interventions and participate in projects that provide real application of skills and concepts.  Students' ability to progress independently will help the school meet the literacy and math goals WSA has identified by providing students the opportunity to master concepts in areas where they may have gaps in their learning.  Eliminating gaps and fragmented skills caused by factory-style education will build a solid foundation for individual growth. The individual growth and progress will then contribute to the achievement of WSA's early graduation and college credit goals. The project-based component will provide valuable educational opportunities for both teachers and students in an effort to produce community involved, socially prepared and college ready individuals.

| Ranking | | | |
|---|---|---|---|
| Satisfied    Not Satisfied | | | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The description provided has the potential to raise the achievement of the intended student population.  What is provided **is research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly** aligns with CCSS, NM Content Standards, and the proposed school's mission. The application has provided and described a **clear, comprehensive, and reasonable timeline and plan** for its development, including | The description provided is **clear and reasonable** and mostly aligns with CCSS, NM Content Standards, and the proposed school's mission. The application has provided a **clear timeline and plan** for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the proposed school's mission. | The description provided is **limited** and **does not** support **or partially** supports CCSS, NM Content Standards, and the proposed school's mission. **--AND/OR--** The application has provided a **limited timeline and plan** for its development, including **limited identification** of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the proposed school's mission. | The description AND/OR the timeline provided is **incomplete or inadequate**. **OR--** The application **does not respond** to this prompt. |

*D.(1) Academic Program & Curriculum*

| identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the proposed school's mission. | | | |
|---|---|---|---|

**CSD EVALUATION:** Partially Meets - 2

The applicant's response is rated Partially Meets.

The applicant provided a limited description that partially supports CCSS and NM Content Standards. The applicant has provided a limited timeline and plan for its development, including limited identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the proposed school's mission.

The mission has specified an interdisciplinary learning enviroment, yet there is no discussion of how or assurances that such a learning environment will exist. The mission also addresses creating community involved and socially aware individuals, yet there is no discussion of how or whether the curriculum supports student engagement with the community.

The applicant has stated that there are alignment gaps in Compass Learning, but specific gaps are not identified. There is no specification of whether or how project based learning will fill the gaps, align with standards, etc. Reading and Math are discussed in the goals section of the application, but there is no discussion of any specific content to be taught.

The applicant states that the classroom teachers will be responsible for Unit/Lesson alignment, project outlines, assessment tools, resource identification and Personalized Learning Plans. It is unclear how this will be accomplished within the timelines provided. The timeline indicates teachers are working on unit/lesson alignment, project outlines and resources the last 2 weeks of July. Additionally, they are attending training in project based learning in July (after training in scope and sequence and unit/lesson alignment) and training in blended learning models will be completed by August 23. Teacher work days don't appear on calendar until mid August. All curriculum/project development and training occurs in June and July. It appears teachers will not be compensated for this additional work as there in no additional pay included in the budget.

**E. Graduation Requirements.**

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

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

**APPLICANT RESPONSE:**

**APPLICANT RESPONSE:**

To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency.

Students, including special education students with an Individualized Education Program (NMAC 6.29.1.9-J-13(a)), must complete 25 high school credits to be eligible for a diploma. Additional required graduation units beyond state requirements shall be taken in approved courses.

To graduate, a student must participate and complete the educational portfolio assignment in the 12th grade. A passing score is not yet required for graduation, participation and completion fulfills the requirement.

| 2019 Incoming Freshmen and Sophomores | | |
|---|---|---|
| Subject Area | Units | Notes |
| English | 4 | |
| Mathematics | 5 | One must be equivalent to Algebra 2 or higher, Financial Literacy 1 |
| Science | 3 | Two must have a laboratory component |

| | | |
|---|---|---|
| Social Sciences | 4 | N.M. History 1, World History 1, U.S. History 1 Government/ Economics1 |
| Physical Education | 1 | |
| Career Cluster, Workplace Readiness or a language other than English | 1 | |
| Health | 0.5 | Taken in Grade 8 |
| Electives | 7.5 | |
| Total | 26 | |
| *One of the above credits must be earned in an honors, on-line, dual credit or AP course. | | |

The first change we are requesting in addition to the minimum NMPED requirements is 1 Unit in Financial Literacy required for graduation. We believe this is a very important life skill for both vocational and college bound students lacking in our community and not currently required for graduation in the Raton Public Schools.

The second change we are requesting in addition to the minimum NMPED requirements is 1 Unit in NM History instead of 0.5 Unit. We believe this coincides with our mission to help educate and sustain our community. NM is part of our community history and warrants 1 full Unit of study.

The third change we are requesting is the requirement for participation and completion of an educational portfolio to be finalized and presented in the 12th grade. WSA believes a student's ability to reflect upon their education and defend their journey is a valuable career and life skill. In the future (charter renewal), students will be required to "pass" the educational portfolio in order to graduate. At this point in time they are only required to participate and complete the process. The final step in completion of the process is a presentation of the portfolio to a panel which includes teachers, board members and community members.

| | Ranking | | | |
|---|---|---|---|---|
| | Satisfied ◄———————— | | ———————— Not Satisfied ————► | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| E.(1) Graduation Requirements /Graduation Waiver If Necessary – High Schools Only | *Only applicable for high school proposals* High school graduation requirements are clearly articulated and meet state requirements.  Any changes proposed by the application that vary from state minimum requirement are clearly explained. | | | *Only applicable for high school proposals* The application does not address graduation requirements. OR The Application does not comply with state requirements. |

**CSD EVALUATION:** Exceeds—4
The applicant's response is rated Exceeds.

The applicant has provided the information requested.  The applicant will be asked for clarification regarding:
- the implementation of the portfolio process and any panel training of the community members responsible for evaluating the proposals.
- how the proposed graduation requirements suppport the goals related to graduation with college credit.


F. Instruction.

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

**APPLICANT RESPONSE:**
Each child is a unique individual who requires a caring and secure environment to grow. It is our desire as educators to promote student achievement by providing skills to enhance student goal-setting and academic strength. The components we will use to institute this learning environment are (1) teachers as facilitators for student learning, (2) embracing each student's gifts and talents to direct learning, and (3) promoting student/community involvement while creating respect for learning and sharing of ideas. Willow Springs Academy will provide an engaging environment which promotes learning and advancement above and beyond a traditional educational setting. WSA students will not only obtain a strong, personalized education, they will have opportunities to earn their high school diploma more quickly, obtain job training, acquire leadership abilities, and participate in community service opportunities.

We believe teachers working more as facilitators will allow students to acquire information independently to encourage self- discovery and effective goal setting skills. Our students will have access to 21st Century tools and unique learning environments which will create valuable opportunities to reinforce this discovery. Willow Springs Academy will provide a curriculum which fosters project-based learning, content knowledge and promoted ownership of goal setting and completed tasks to provide motivation for all students to continue a path towards success.

Willow Springs Academy will utilize and apply a variety of teaching methods and strategies to promote and support the educational philosophy and goals of the school. We want students to receive an individualized education where they are allowed to participate at any level regardless of their age and with the freedom to influence their learning path. WSA wants its students to value their community and understand it takes effort from everyone to maintain its structure and vitality. All of the instructional methods and strategies identified are those most effective in creating the desired outcomes. Following is a summary of WSA's identified methods and strategies for instruction.

Willow Springs Academy will focus on three major methods of guiding and delivering instruction.

- Blended Learning
- Project-Based Learning
- Online College Courses

Within each method are various instructional strategies for making them successful.  Blended learning will help WSA meet the educational needs of students by providing teachers additional tools to identify a student's current grade-level proficiency and then create and organize the curriculum in a way most beneficial to the student. Students learn at different rates and are influenced by many other factors regardless of their age or grade-level. Our community has a very large degree of variation in the educational performance and background knowledge of its students. The incorporation and use of blended learning will help to identify and target gaps in student learning while allowing progression with skills and competencies already mastered.  It will also allow students to move through the curriculum independent of the teacher if they have mastered concepts and skills.  Many students, nearly half, as identified in one report, dropout of school because they are bored and not because they are struggling. Strategies WSA has identified for implementing blended learning and delivering effective instruction are fairly similar between the two models the school will be using.

1. Station Rotation is a strategy for implementing blended learning into the curriculum and will be used K-8.  It will be the only strategy K-6 and will be combined with Individual Rotation 7-8.

   a.  Small Groups will be used during station rotations to ensure the teacher has time to deliver more personalized instruction and create a relationship with students. Small group activities, size and physical make-up of groups will be planned and organized by the classroom teacher.  However, one group will always be on computers and working through the blended learning curriculum.

   b. Rotation at Teacher Discretion will be the strategy for group rotations. WSA believes flexibility to finish or come to a stopping point is valuable to students while they are learning. The classroom teacher can observe and make a determination as to whether it is an appropriate time to rotate and make

decisions concerning extended time for activities.

c. Collaborative and Independent Activities will be included in station rotations. Students may be asked to work together in their small group or required to complete tasks independently.

d. Compass Learning Software is the platform for the computer-led instruction students will receive during their rotations. Again, the use of blended learning software is a valuable strategy in a community where educational performance of students varies drastically and rural location limits student exposure, background knowledge and experiences. It will become more of an instructional delivery system in grades 9-12 with teachers organizing lessons directly within the software. The use of blended learning software will also allow WSA to provide the local home-school community with options. Students can participate in the curriculum in a manner that meets their needs while receiving instruction, assessment and mentoring from qualified teachers.

e. Teacher as Facilitator is one of WSA's main strategies to facilitate individualized instruction. The teacher will guide students through the use of small groups, interventions and one-on-one tutoring. Presentation of skills, concepts, competencies and lessons will take place via the blended learning curriculum. Teachers will organize projects and activities to help students apply their knowledge either independently or as a cooperative group.

f. Personalized Learning Plans will be used throughout every method of instruction to consistently evaluate a student's progress and educational pathway. Students will conference with their teacher/mentor weekly to review, evaluate and make adjustments to their learning plan. WSA will evaluate several free online services for use in online personalized learning plan documentation.

2. Individual Rotation is the second strategy used by WSA to implement its blended learning curriculum. Individual Rotation will be introduced in grades 7-8 while students will still receive some instruction via the Station Rotation model. When students enter the 9th grade, they will be completely on an Individual Rotation model. Teachers and students will work together to create an individual schedule of rotation for the student during weekly mentoring sessions.

a. Small Groups will also be used in this model. In the individual rotation model, students will be directed (if necessary) to small groups for collaborative works with peers or teacher-guided instruction or practice. This will be determined by assessment and performance data provided by the instructional software, evaluation of additional assessment data and feedback from the student. Students will also have the option of participating in small groups based on their own self-assessed educational needs.

b. Student/Teacher Collaboration will be used to determine a student's learning path, current instructional needs and interests as they approach graduation.

c. Independent Work will allow students to work at their own pace through WSA's curriculum and begin to acquire college credit.

d. Tutoring will be available for students upon request or based on data. It can be scheduled into a student's daily schedule whenever needed in grades 9-

12.  Tutoring will be provided by a classroom teacher or peer depending on the student's learning path, goals and needs.

e. <u>Large Group Instruction</u> will be available to students who wish to have lecture in a particular subject, skill or competency.  Students may also be scheduled for large group lecture if data shows a gap or need.

f. <u>Compass Learning Software</u> is the main strategy for delivering instruction 9-12.

g. <u>Teacher as Facilitator</u> will also be a main component and strategy of the individual rotation model in the 9-12 grades.

h. <u>Personalized Learning Plans</u>

Project-based learning will be WSA's method of instruction to ensure that creation is the end goal of what our students are learning. The idea is to deepen a student's learning and understanding of the content and skills they are acquiring throughout the curriculum. At the most basic level, project-based learning will teach our students to know, do and reflect.  This becomes increasingly important as students enter the 9th grade.  Student portfolios will become part of a student's assessment in grades 9-12.

1. <u>Student Portfolios</u> will be a portfolio that displays the culmination of a student's work, growth and understanding during their high school education.  Project-based learning will then become the basis for the creation of each piece to be included in the portfolio.  Students will have to show evidence in the four areas of research, analysis, inquiry and creativity.  They will have multiple opportunities to practice each one through-out high school via project-based learning.  A student will then choose which projects, assignments or tasks best demonstrate their abilities in each area.  The student along with their teacher/mentor will refine them using specific rubrics created by the teachers. During their senior year, students will present their portfolio to a panel of teaching staff, board members and leader in the community. WSA believes this will be an integral part of its mission to create community involved, socially prepared and college ready individuals.

2. <u>Exhibition</u> will be another strategy of WSA's project-based learning method.  Students take more ownership and pride in work that they know will be on display for others.  Furthermore, if students are required to defend their work they will go above and beyond to create something they are proud of. This is where the community will become involved.  WSA hopes to facilitate projects within and around the community where the students see the impact they are making while contributing to success, attitude and growth.

3. <u>Multi-Grade Level</u> project participation will allow students to participate on a level most appropriate to their grade-level performance or allow groups to function on multiple levels. During some projects, students may be placed with similar performing students while other projects may call for groups of varying ability.  Projects can be assigned to students by the teacher or students may be allowed to choose the project that most interests them.

4. <u>Personalized Learning Plans</u>

Online college courses will be the method of instruction for any college credits obtained by WSA's high school students.  WSA will research and discuss course offerings with NM universities and community colleges to determine what will best meet the needs of the students the most timely and cost effective manner.

In addition to the above methods and strategies, Writer's Workshop will be used K-5 for writing instruction. Its mini-lessons and active writing by students fits perfectly with WSA's instructional goals. Students will learn the mechanics and skills of writing by actually writing. They will create, discuss, reflect and share their work in relation to the six traits of writing. In grades 6-8 teachers may choose to utilize Writer's Workshop as part of station rotations.

| | Ranking | | | |
|---|---|---|---|---|
| | ← Satisfied | | Not Satisfied → | |
| | **Exceeds—4** | **Meets—3** | **Partially Meets - 2** | **Does Not Meet—1** |
| F(1) Strategies/Methods | The application provides a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** support and aligns with the proposed school's mission, curriculum, instructional program, and performance standards. | The application provides a **clear** overview of the educational philosophy and instructional methods to be implemented that **adequately** support and align with the proposed school's mission, curriculum, instructional program, and performance standards. | The application provides a **limited** overview of the educational philosophy and instructional methods to be implemented that **partially or do not** support and align with the proposed school's mission, curriculum, instructional program, and performance standards. | The application's overview of educational philosophy and instructional methods is **incomplete or inadequate.** --OR-- The application **does not address** educational philosophy and instructional methods. |

**CSD EVALUATION:** Partially Meets - 2
The applicant's response is rated Partially Meets.

The applicant has provided a description of the proposed school's instructional methods and philosphy. However, the description does not align with performance standards. For example:

- The applicant states: Multi-Grade Level project participation will allow students to participate on a level most appropriate to their grade-level performance or allow groups to function on multiple levels. During some projects, students may be placed with similar performing students while other projects may call for groups of varying ability. Projects can be assigned to students by the teacher or students may be allowed to choose the project that most interests them. In looking at multi-level grade participation, no information was provided as to how credits will be determined. As an example, will a sixth grader participating with a 10th grader be given high school credit? Or conversely, is the 10th grader performing at a 6th grade level and receiving high school credit?
- The applicant states: Student Portfolios will be a portfolio that displays the culmination

of a student's work, growth and understanding during their high school education. Project-based learning will then become the basis for the creation of each piece to be included in the portfolio. Students will have to show evidence in the four areas of research, analysis, inquiry and creativity. They will have multiple opportunities to practice each one through-out high school via project-based learning. The applicant does not discuss the evaluation process for project based learning and has stated that there is no passing requirement for portfolios.

The applicant touts the use of personalized learning plans to document progress toward goals and mastery of learning competencies. As stated by the applicant, the format for the plans has not yet been determined. No narrative was provided to further describe how the personalized learning plans support the proposed school's instructional program.

The applicant states that online college courses will be the method of instruction for any college credits obtained by WSA's high school students and states it will research and discuss course offerings with NM universities and community colleges to determine what will best meet the needs of the students the most timely and cost effective manner. It is unclear whether the applicant understands that course work is determined by the master agreements between the school and the accrediting university. These master agreements are already developed and are filed with the state.

The applicant details "station rotation" as the only strategy for implementing blended learning (also referenced as Compass Learning and computer-led instruction in other sections of the application) into the curriculum for grades K-6. The applicant separately discusses Writer's Workshop for writing instruction and states, "Students will learn the mechanics and skills of writing by actually writing." It is unclear how Writer's Workshop will be implemented in conjunction with rotation stations and whether K-6 students will be required to complete written assignments except in Writer's Workshop.

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

**APPLICANT RESPONSE:**



**Willow Springs Academy** — Calendarpedia, Your source for calendars
2017-2018

Legend:
- PLC Early Release
- First/Last Day of School
- Holiday
- Teacher Work Day
- Conferences (K-6 all day, 7-12 half day)
- Grading Period

**Holidays 2017/18**

| | | | |
|---|---|---|---|
| Sep 4 | Labor Day | March 30-Apr 6 | Spring Break |
| Nov 22-24 | Thanksgiving Break | May 28 | Memorial Day |
| Dec 22-Jan 3 | Christmas Break | | |
| Feb 19 | Presidents' Day | | |

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| | K-3 | 4-5 | | 6-8 | | 9-12 | |
|---|---|---|---|---|---|---|---|
| | **K-3** | **4-5** | | **6-8** | | **9-12** | |
| **7:45** | Morning Meeting | Morning Meeting | **7:45** | Free Time | **7:45** | Free Time | |
| **8:05** | Math Block (Station Rotation Model) | Math Block (Station Rotation Model) | **8:15** | Morning Meeting/Mentoring | **8:15** | Mentoring/ Core Work | |
| **9:25** | Recess/Break | Recess/Break | **8:40** | Core Skills (Individual, Small Group, Intervention) | **9:15** | Core Work (Individual, Small Group, Intervention) | |
| **9:40** | Writers' Workshop/Mentoring | Writers' Workshop/Mentoring | **9:40** | Recess/Break | **10:15** | Break | |
| **10:30** | ELA (Station Rotation) | Art, P.E., Music | **10:00** | Art, P.E., Music | **10:30** | Core Work (Individual, Small Group, Intervention) | |
| **11:30** | Lunch/Play | ELA (Station Rotation) | **11:00** | Core Skills (Individual, Small Group, Intervention) | **11:30** | Electives | |
| **12:20** | Art, P.E., Music | Lunch/Play | **12:00** | Lunch/Play | **12:30** | Lunch | |
| **1:20** | Interdisciplinary Projects | Interdisciplinary Projects | **12:50** | Interdisciplinary Projects | **1:10** | Interdisciplinary Projects | OR WORK STUDY PROGRAM |
| **2:30** | Independent Reading @ Grade Level and Reading Comprehension/Mentoring | Independent Reading @ Grade Level and Reading Comprehension/Mentoring | **2:30** | Independent Reading/Mentoring | **2:30** | Electives | |
| **3:00** | End of Day | End of Day | **3:15** | End of Day | **3:15** | End of Day | |

**Daily Schedule (Monday-Thursday)**

\* Choice of Art, P.E. or Music Monday-Thursday. We intend to dismiss as the Raton Public Schools do on Fridays (Early Release) and will be applying for an Arts grant that may enable our school to participate in Theatre on Fridays at our Historic Shuler Theatre.

**Daily Schedule (Friday)**

| | K-3 | 4-5 | | 6-8 | | 9-12 |
|---|---|---|---|---|---|---|
| 7:45 | Morning Meeting | Morning Meeting | 7:45 | Free Time | 7:45 | Free Time |
| 8:05 | Math Block (Station Rotation Model) | Math Block (Station Rotation Model) | 8:15 | Morning Meeting/Mentoring | 8:15 | Mentoring/Core Work |
| 9:25 | Recess/Break | Recess/Break | 8:40 | Core Skills (Individual, Small Group, Intervention) | 9:15 | Music/Theatre |
| 9:40 | ELA (Station Rotation) | Independent Reading/Mentoring | 9:40 | Recess/Break | 10:15 | Break |
| 10:30 | Independent Reading/Mentoring | Music/Theatre | 10:00 | Core Skills (Individual, Small Group, Intervention) | 10:30 | Core Work (Individual, Small Group, Intervention) |
| 11:30 | Lunch/Play | ELA (Station Rotation) | 11:00 | Music/Theatre | 11:30 | Lunch |
| 12:20 | Music/Theatre | Lunch/Play | 12:00 | Lunch/Play | 12:30 | Electives |
| 1:20 | End of Day | End of Day | 12:50 | Independent Reading/Mentoring | 1:20 | End of Day |
| | | | 1:20 | End of Day | | |

| | Home School Options | | | | | |
|---|---|---|---|---|---|---|
| | **Option A** | **Option B** | | **Option C** | | **Option D** |
| | Physically attending Willow Springs Academy for 1/2 day in the AM until lunch | Physically attending Willow Springs Academy for 1/2 day in the PM until End of Day. | | Choice of attending Willow Springs Academy during either Math Block, ELA Block or Core Block. | | No physical attendance at Willow Springs Academy but use of the blended learning software. |

* Each option includes a choice for full day on Fridays.

* Each option includes conferencing with a school mentor (required), access to the curriculum library and a student laptop.

Our daily schedule supports our mission by allowing time slots for students to work on skills and competencies at their own levels and with students who are performing at a similar level regardless of age and/or grade level. During Math and ELA Block, Core Skills/Work and Projects students have the option of traveling to a classroom providing instruction at

their level of academic performance which will be determined by the teacher. Students can work individually and in small groups or receive intervention appropriate to their level independent of age or grade level during Core Skills/Work. Projects allow students to work at mixed academic levels according to interests and/or area of need. Projects will provide students time to practice and reinforce skills they are acquiring during Math and ELA Blocks and Core Skills/Work.

The way that instructional time is scheduled also allowed WSA to build in a schedule or choice of schedules for our district's home school community. We feel the home school population in our district is underserved and could also benefit from a blended learning and project-based curriculum. They will be able to choose how involved they want their students to be at the school physically and still have access to our curriculum as well as a curriculum library. In addition to the way the daily schedule is broken up, students are acquiring more instructional time than the state's minimum requirements.

| Ranking | | | |
|---|---|---|---|
| ←———————————Satisfied | | Not Satisfied ———————————→ | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| **F. (2) School Day/Year**<br>The application provides a calendar and schedule that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the educational program/curriculum. The application provides a **detailed description** of how the calendar optimally supports high achieving outcomes for the anticipated student population. | The application provides a calendar and schedule that comply with **most** state requirements and are sufficient to ensure **successful** implementation of the educational program/ curriculum. The application provides **some detail** regarding how the calendar supports high achieving outcomes for the anticipated student population. | The application provides a calendar and schedule that comply with **some** state requirements. The application provides **few details** regarding how the calendar supports the anticipated student population. | The application provides an **incomplete or inadequate** calendar and schedule that may or may not comply with state requirements.<br>--OR--<br>The application **does not address** a school calendar and schedule. |

**CSD EVALUATION:** Partially Meets – 2
The applicant's response is rated Partially Meets.

The calendar provides a schedule that allows for independent learners to work through their day. If interdisciplinary projects are designed to cover academic content beyond reading and math, then it is possible that the day allows those independent learners to achieve the outcomes.

The instructional hours fall short of the required hours for high school (998 vs 1080).

The calendar indicates that the teachers begin on August 16. This start date does not support the narrative in other sections of the application that indicate teachers will be working in July.

The applicant has provided a variety of options for serving the home school population. Home school students have the option of attending school all day on Friday. Fridays are scheduled as early release days so that teachers can participate in PLCs. It is unclear how the home school students will have access to teachers during this time or whether home school students have access to teachers at any time. In a later section, the school secretary is charged as being the mentor to the homeschool students.

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

**APPLICANT RESPONSE:**
Willow Springs Academy believes its student population will be positively impacted by its educational philosophy, instructional methods, curriculum and schedules. The community has unique needs based on its location, size and demographics. WSA has discussed, planned and made choices based on those needs throughout the entire process.

The student population in our community has many different needs. It is diverse when it comes to individual educational performance, background knowledge, socioeconomic status and distance to school from home. Unfortunately our community has seen a rise in the use of illegal drugs and more students are coming from fractured and abusive homes while others are starving for a more challenging education. Students routinely switch between school districts and others have created a rather large home school population. The community has become increasingly disgruntled with the local school district and its lack of respect for community as well as parental and staff input. The student population, their education and the community is unstable at best.

WSA sees its educational philosophy as the outline for educational success of its student population. It emphasizes teachers and students working together, in conjunction with the school, to facilitate learning and a respect for the community. It dictates that students will contribute to their educational experience by participating in goal setting and navigation of their individual learning pathway. WSA will meet each student where they are academically and socially while facilitating their progression through the curriculum and the NMCCSS. Our student population needs individual attention and flexibility in learning that is meaningful to them and supports the future they choose. We believe our educational philosophy meets those needs.

The instructional methods identified by WSA are the tools required to implement its educational philosophy.  Blended learning provides the framework for allowing students to participate in the curriculum based on their current academic level of performance independent of their grade level or age. Teachers can meet the needs of a whole classroom individually and become facilitators that mentor students and create meaningful relationships.  It allows for the flexibility our student population is demanding at such an alarming rate that the current school district cannot adequately provide for.

Project-based learning provides opportunities and experiences where students can practice what they learn providing opportunities many of our students are not provided outside of school.  Projects also create an opportunity to involve our students and the school with the community. Students can take advantage of community resources to enrich their learning experiences or build a relationship within the community on a school-wide and individual level.  WSA students will have the opportunity to see the real-life implications of investing their time and effort in the community and their education.  It will engage students at a deeper level of educational application, instill ownership of the learning process and build a sense of belonging to the community. Our student population needs to be united in their educational journey and project-based learning will make that possible.

Providing our students with the opportunity to earn college credit while still attending WSA meets our student's needs in many ways.  Our geographical location and size makes it difficult for students who live in our community and want to attend college. If we can get them started and provide the resources, they are more likely to finish.  It also alleviates some of the financial burden on parents and studenets when core classes can be taken prior to high school graduation.  In addition, our students will have a support system when they begin their college level courses. Many of the students in our community need a support system when they come from unstable environments where they feel inferior and unworthy of success. However, other students are so intrinsically motivated that they finish high school requirements easily and need a challenge.  Online college courses meet this need.

Finally, our school's yearly calendar and daily schedule identify time constraints and outline dedicated time for implementation of WSA's educational philosophy.  In our small community, the more you align with existing schedules, the more support you will receive.  In order to build support for the school and allow students to participate in community and family as they do now, WSA has created a yearly calendar that is similar to that of the school district. Consistency is best for our student population and their families. Teachers will have PLC time on Fridays (when students are released early similar to the local school district) or by staying late one day a week as voted by staff after hiring.  This time is crucial for teachers, staff and administrators to work out and discuss any problems, report student data and participate in professional development.  All of which ensure implementation of WSA's educational philosophy. The daily schedule identifies blocks of time to be used for specific instructional methods listed above.  You must provide dedicated time for implementation in order to be successful.

Our student population needs a drastic change in their educational experience that can meet their individual educational needs on a daily basis. WSA believes its educational philosophy provides the vision and the instructional methods to support the vision and make it a reality in our community.

| | Ranking | | | |
| --- | --- | --- | --- | --- |
| | ◄——————— Satisfied \| Not Satisfied ————————► | | | |
| | **Exceeds—4** | **Meets—3** | **Partially Meets - 2** | **Does Not Meet—1** |
| F.(2) Effectiveness | The application provides a **clear, comprehensive and cohesive** explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population. | The application provides a **clear** explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population. | The application provides a **limited** explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population. | The application provides an **inadequate and/or incomplete** explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.<br>--OR--<br>The application does not address the prompt. |

**CSD EVALUATION: Partially Meets – 2**
The applicant's response is rated Partially Meets.

The applicant has provided a limited explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

- It is unclear how this blended learning model that allows students to participate at their current level will allow students to catch up.
- The interdisciplinary (project based) learning appears to provide some community outreach or involvment, but is not clearly defined to demonstrate what this might look like or how these projects relate to state standards.
- It is unclear how high school students who are academically deficient and lack a supportive home enviroment will thrive in a self paced environment where they navigate their learning path.
- While prepared for college (in mission) and taking college classes (in narrative) are two different things and a general disconnect, there is also a gap in the explanation of when and which college classes are taken. The schedule/calendar does not describe when the

online college classes are taken.

While the applicant has stated that the community has become increasingly disgruntled with the local school district, Opportunity to Learn surveys completed by families attending schools in the Raton district received high marks, indicating that families that haven't left the district may not be likely to do so.

### G.  Special Populations.

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

### G. (1) Special Education.

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

**APPLICANT RESPONSE:**
The structure, curriculum and instructional methods and strategies that Willow Springs Academy has chosen to utilize along with competency based assessment creates the perfect environment for students on an IEP with disabilities or those identified as gifted. IEP students can participate in the curriculum alongside peers and gifted students can be challenged individually. In order to ensure WSA employs all the necessary staff, we will employ a special education teacher and contract with our local High Plains Regional Education Cooperative #3 for necessary therapies and evaluations.

Our contract with HPREC will provide us the necessary therapists (speech-language, occupational and physical) in addition to audiology, school psychology and social work.  It will allow our school access to the TIENET (Technology for Improving Education) database that can be used to create and monitor any and all paperwork associated with IEP's, testing and SAT. Once the information is documented in TIENET, it can be shared with other districts easily if the student moves or transfers schools.

The SAT team will consist of an administrator or designee, teacher familiar with grade level interventions and expectations, parent(s) or guardian(s), student when appropriate and any specialists or professionals specific to the student or family. The team will demonstrate knowledge of the student, the SAT process, evidence-based interventions, data collection, monitoring and analysis and protocols for conducting the meeting.

Willow Springs Academy will follow the RTI framework for SAT and the identification of students with special needs or disabilities.  This process will start with identification via the classroom teacher.  All students will receive the general education curriculum, universal screenings and differentiated instruction in Tier I. If data suggests that a student requires targeted, individual interventions, or an individualized student plan developed specific for each students' needs, either academic or behavioral, the student will begin to receive Tier II intervention which includes the SAT process and Section 504's. The classroom teacher will document any interventions and record progress monitoring data (with at least 4 data points) for a minimum of 9 weeks prior to opening a SAT and sending out an invitation to SAT for the parent or guardian.  The SAT intervention plan will outline the targeted interventions a student will

receive, the length of time those interventions will be utilized and the frequency of any progress monitoring.  Students who require behavioral interventions follow the same protocol with the addition of a Functional Behavior Assessment and the development of a Behavioral Intervention Plan during the SAT process.  At this point, a student will stay in SAT as long as progress is being made, documented and updated. If the student has not shown progress, all documents are reviewed and a decision may be made by the team to have that student evaluated.   Eligibility for special education will be based on test results and diagnostic eligibility criteria, RTI and need for special education services.  If the student is eligible for special education, Tier III intervention, individual instructional scaffolding and progress monitoring begins as documented in an IEP.  If the student does not qualify for special education services they will remain in the SAT process.

Progress monitoring will take place with each student and within the area of need (either reading or math or both, depending on requirements).  The referring classroom teacher will be responsible for progress monitoring within the area of need.  The classroom teacher will develop goals that will be measured and tracked throughout the school year.  The referring classroom teacher will be responsible for keeping track of this progress / data and adding it into the TIENET program on a weekly basis.

The special education teacher will be responsible for leading any IEP meetings and reviewing any IEP's of students who may transfer into WSA within the 30 day time frame. As our school becomes established, we hope to employ a special education director who will be responsible for scheduling and leading IEP meetings as well as reviewing all IEP's for compliance and accuracy. All staff, in conjunction with the HPREC, will receive training on RTI, the SAT process, TIENET and working with students on an IEP.

The regular education teacher will have access to the IEP and all additional documentation on TIENET.  The special education teacher will meet with the regular education teacher to create an implementation plan for goals and objectives established in the IEP and provide both guidance and support. In some cases the student may need and be scheduled for pullout interventions with the special education teacher or other specialized staff. The information from the IEP will also be reflected in the student's Personalized Learning Plan created with their teacher/mentor.

Depending on the educational and instructional needs of the student, the learning path can be easily adapted.  The blended learning software will adjust to the student's current academic level of performance based on achievement during activities, unit tests and both the NWEA CCMAPS and STARS scores.  The teacher will monitor all data from the software and assess whether or not accommodations, interventions and curriculum are helping the student progress towards goals in the IEP and in the general education curriculum. The special education teacher in conjunction with the regular education teacher will make decisions about what projects the student should participate in, if the student needs one-on-one skill intervention or small group work. Parents of students on IEP's will receive updates on goals once during each quarter and conference with the teacher once each quarter to review and discuss the Personalized Learning Plan.  In some cases, the IEP may take the place of the Personalized Learning Plan depending on the needs of the student. The flexibility of blended learning will allow a student on an IEP to excel in areas where they are strong or receive extra practice where they show weakness while remaining with their peers.

A student who consistently scores in the advanced range on NWEA CCMAPS, STARS, DIBELS or any other assessments will be referred to SAT in order to be evaluated for the gifted program.  Students who qualify for gifted will be put on an IEP. They will have access to projects

at different instructional levels that challenge them individually and require higher order processing skills. Students will also have input on the Personalized Learning Plan documenting their interests and requests for participation in special projects. As a group, gifted students will participate in projects outside of the general education curriculum. Willow Springs Academy will assign a teacher responsible for identifying and organizing gifted projects.

Blended and project-based learning combined with Personalized Learning Plans and the organization of WSA's school day provide all of our students the benefits of an IEP or gifted program. The path of each student is unique and influenced by their motivation to learn, current academic level and progress in relation to the curriculum and NMCCS.

| | Ranking | | | |
|---|---|---|---|---|
| | Satisfied | | Not Satisfied | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| G.(1)(a) Special Education | The application provides a **clear, cohesive, and comprehensive** explanation of how the proposed school will provide required instructional services/supports to students with IEP and addresses both students with disabilities and students classified as gifted. | The application provides a **clear** explanation of how the proposed school will provide required instructional services/supports to students with IEP and addresses both students with disabilities and students classified as gifted. | The application provides a **limited** explanation of how the proposed school will provide required instructional services/supports to students with IEP and may not address both students with disabilities and students classified as gifted. | The application provides an **incomplete and/or inadequate** explanation of how the proposed school will provide required instructional services/supports to students with IEP. AND/OR The application fails to addresses both students with disabilities and students classified as gifted. <br> --OR-- <br> The application **does not address** Special Education. |

**CSD EVALUATION: Partially Meets – 2**
The applicant's response is rated Partially Meets.

The applicant addresses both students with IEPs and gifted students. A special education teacher and contracted service provider are incorporated into the regular structure of the program. The referring teacher appears to maintain the majority of the responsibility for students identified with special needs. It is unclear whether the special education teacher is the case load manager. Case loads vary by level, which may necessitate hiring of additional special education personnel.

There is little difference for gifted students as all students are assigned projects based on instructional levels. The last paragraph of this section summarizes it well: Blend and project-based learning…provide all of our students the benfits of an IEP or gifted program. Their paths are influenced by their <u>motivation to learn</u>. The gifted narrative in this section is the only place that the applicant has identfied a requirement any students to use "higher order processing skills".

There is no discussion of any program outside of an inclusionary model for students. Ancillary services are contracted. The coordination of those services is not addressed.

G. (1) (b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

**APPLICANT RESPONSE:**

In order to successfully evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals, Willow Springs Academy has come up with a system that will help to accelerate learning, make informed instructional decisions, and create more efficient communication with parents and other professionals. Our system requires consistent monitoring and communication between the special education teacher, the regular education teacher, therapists, students and parents or caregivers.

Monitoring of students on an IEP towards progress on their goals first starts with a documented monitoring schedule of assessments, tools, frequency and reporting methods. The effectiveness of instructional methods is best determined if monitored frequently and including at least 4 data points. With this in mind, some progress monitoring may be done daily by the classroom teacher using curriculum based assessments, informal assessments, observations, rubrics, etc. The special education teacher and the regular education teacher will develop an appropriate means of documentation. Daily assessment can help determine the success of instruction over a two week period. Once documentation methods are established, the teacher will monitor progress for a two week period including weekly conferencing with the special education teacher. At the conclusion of a two week period, the regular education and the special education teacher will review the progress monitoring data and determine if a change in methods or instruction is required based on progress or lack of progress. This type of monitoring takes place during normal instruction.

Progress may be monitored twice weekly as determined by the regular education and special education teacher. Data collected twice weekly will be reviewed in a month's time to determine success of instruction and a student's progress toward IEP goals. Again, documentation methods will be agreed upon between the regular education and special education teachers. If progress is monitored once per week as with DIBELS or other short-term progress monitoring assessments, data will be collected for one full quarter before success of instructional methods can be determined.

In any case, the regular education and special education teachers will communicate weekly as to data collection, documentation and reflection. Parents and caregivers will be updated on a student's progress towards IEP goals quarterly via progress monitoring reports completed by the special education teacher and other approved documentation methods by the classroom teacher. Personalized Learning Plan conferences will be scheduled quarterly that include the regular education and special teachers, student, parent or caregiver, appropriate therapists and

any other professionals responsible for the student's learning.

A student's IEP will be reviewed and updated yearly according to the date of the original IEP.  These meetings will be run by the special education teacher with all appropriate professionals in attendance. Students on IEP's will receive new testing every 3 years by a diagnostician provided by the High Plains Regional Education Cooperative.

All staff will receive ongoing professional development in the areas of RTI, SAT, IEP and 504 goals in order to appropriate modifications and accommodations. In the event a regular education teacher is assigned a student with significant disabilities, WSA will arrange and schedule disability specific training.

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. | The application provides a **clear** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. | The application provides a **limited** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. | The application provides an **incomplete and/or inadequate** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.<br>--OR--<br>The application **does not address** the regular evaluation and monitoring of students with special needs. |

*Left axis label: G.(1)(b) Special Education*

**CSD EVALUATION:** Meets—3
The applicant's response is rated Meets.

The proposed evaluation and monitoring description is quite similar to the evaluation and monitoring of the typical student.

**G. (2) English Language Learner (ELLs):**

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

**APPLICANT RESPONSE:**

Willow Springs Academy fully supports English Language Learners and their participation in a quality instructional program that will develop positive self- concept, pride and intercultural awareness. WSA's curriculum is designed not only to meet the requirements of NMCCS but also provide ELL students access and support to as much of the core curriculum as possible while providing appropriate English language instruction. We want to ensure each student's progress from limited English proficiency to fluent English proficiency.

The identification of ELL students will initially be done via a home language survey inserted below.  The home language survey will answer the questions, "What is the primary language used in the home, regardless of the language spoken by the student?", "What is the language most often spoken by the student?" and "What is the language that the student first acquired?".

If the answer to one or more of these questions is any language other than English, the student will be assessed using the WIDA ACCESS Placement Test. If the answer is always English, the student is not identified as ELL and will not be tested further. If the W-APT indicates the student is not proficient in English then the student is identified as an ELL student. Eligible proficiency scores will be identified below. If a student transfers into the school without any documentation of the above listed steps, they will be given a home language survey and follow the same protocol for identification.

Again, any enrolling students without prior documentation will be given a home language survey in order to determine whether or not a student is referred for W-APT testing. Below is the criteria for qualification as ELL according to the W-APT:

| Grade | Domains | W-APT Score Identification as ELL |
|---|---|---|
| Kindergarten 1st Semester | Speaking and Listening | Less than 27 |
| Kindergarten 2nd Semester | All Four | Listening and Speaking less than 27 OR Reading less than 14 or Writing less than 17 |
| Grade 1 1st Semester | All Four | Listening and Speaking less than 27 OR Reading less than 14 or Writing less than 17 |
| Grade 1 2nd Semester | All Four | Composite less than 5.0 OR Any domain less than 5.0 |
| Grade 2 - Grade 12 1st and 2nd Semester | All Four | Composite less than 5.0 OR Any domain less than 5.0 |

Note: There is not a composite score for the current Kindergarten W-APT

It is possible for a student to test proficient one of the domains, however, the student will continue to be identified as ELL until they test proficient in all domains. All testing and placement must be completed within 30 days of enrollment with parental consent. If parental consent is given to test and the student qualifies as ELL, a Program Services Plan will be created by the ESL teacher in conjunction with the regular education teacher, student (when appropriate) and the parents.

Students will be evaluated yearly, in the Spring, by the W-APT to determine proficiency and gains. Adjustments to the Program Services Plan will be made according to results of the yearly assessment. ELL students' level of academic achievement will be evaluated and determined by a review of any transcripts available from other schools, the classroom teacher and recommendations by the ESL teacher.

WSA curriculum will always provide language assistance, such as translated materials or an appropriate and competent interpreter when communicating with parents, guardians and students. Any ELL students also identified with disabilities and on an IEP or qualifying under Section 504, will be provided special education and support services in addition to any ELL required services.

ELL students will participate in the core curriculum with accommodations as determined by the ESL and regular education teachers or requested by parents and documented in the Program Services Plan. Teachers will introduce and monitor student acquisition of academic vocabulary and background knowledge acquired from informational text. The student will be provided with materials meeting their English proficiency level and grade level as well as materials that offer challenging academic content aligned with the grade-level standards and NMCCS.

Teachers will be trained on implementation of WSA's ELL program and how best to support and meet the language and content needs of ELL students. Educational assistants working in classrooms with teachers to support ELL students will also receive training in addition to any administrator(s) responsible for evaluating the performance of any staff.

| Steps | Instrument | Purpose | Process | Timeline |
|---|---|---|---|---|
| STEP 1: Identification of primary or home language other than english. | Home Language Survey (HLS)<br><br>OR<br><br>The Teacher Language Observation Form | To identify if a student's primary or home language is something other than English. | Give a copy of survey to parents/guardians of the students who are NEW to the school.<br><br>Have the parents/guardians complete the survey as part of | Home Language Survey upon enrollment.<br><br>The Teacher Language Observation Form after enrollment for a student who is not succeeding academically, and the teacher believes that the student's |

| | | | registration. | lack of English proficiency could be influencing his/her academic performance. |
|---|---|---|---|---|
| | | | Review each student's completed Home Language Survey after enrollment. If any response indicates a language other than English, heard, or spoken at home, record the child's information on ESL form. | |
| | | | File the completed home language survey in the student's cumulative file. It stays in the student's file until graduation. | |
| STEP 2: Initial Assessment | English Language Proficiency Assessment (W-APT) | W-APT is to measure listening, speaking, reading, and writing proficiency of potential ELL students regardless of their native language | | Must completed within 30 days of enrollment. Parent(s) or guardian(s) of student must give consent for testing and receive notification of results. |

| | | s. The results indicate if a student is an ELL or not. | | |
|---|---|---|---|---|
| STEP 3: Placement | W-APT scores | To provide newly identified ELL students an appropriate language instructional program. | Use W-APT results of new ELL students with other home languages to place in a classroom with a teacher who is trained in best practices for ELL students. | Beginning of the school year and/or upon receipt of W-APT scores. If the results have not yet been available during the beginning of the school year, other indicators may be used i.e., student/parent interview, teacher observation, or teacher professional judgment. |

**HOME LANGUAGE SURVEY**
**ENGLISH VERSION**


Name of Student: _____  _____
                                      First                                                    Last

School: _____  Age: _____  Grade Level: _____


Teacher Name: _____


- Which language did your child learn when he/she first began to talk?  _____

- Which language does your child most frequently speak at home?  _____

- Which language do you (the parents or guardians) most frequently use when speaking with your child?_____

- Which language is most often spoken by adults in the home (parents, guardians, grandparents, or any other adults)? _____


Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

_____Signature of Parent or Guardian _____Date

| | Ranking | | | |
| --- | --- | --- | --- | --- |
| | ← Satisfied | | Not Satisfied → | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| G. (2)(a) English Language Learners (ELLs) | The application provides a **clear, comprehensive, and cohesive** explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. | The application provides a **clear** explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. | The application provides a **limited** explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. | The application provides an **inadequate and/or incomplete** explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. --OR-- The application **does not address** how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. |

**CSD EVALUATION:** Partially Meets – 2
The applicant's response is rated Partially Meets.

Steps for identification and assessment are delineated.  Teachers will be trained in ELL and supported by an ESL teacher and have assistance from aides.  The computer based learning software will adapt to the student's needs.  Details of any other supports are limited.

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

**APPLICANT RESPONSE:**

In addition to identifying students as ELL, the continued assessment and monitoring of their progress and performance is required. Willow Springs Academy will continually monitor the growth and progress of ELL students.

Students who have been identified as ELL will be re-evaluated annually (until they reach a composite score of 5.0) during the spring in order to determine current language proficiency. The results of the annual W-APT will help WSA to determine success of language support being provided and guide decisions about any changes for the upcoming year. Final changes and determinations will be made following consultation with the ESL teacher, classroom teacher, parent(s)/guardian(s) and student (when appropriate).

All ELL students will be held to the same academic standards as all students enrolled at WSA. Classroom teachers will be responsible for monitoring and measuring the academic progress and achievement of ELL students to ensure growth. They will utilize accommodations and modifications identified in the student's Program Services Plan. ELL students may also exhibit academic strengths and weaknesses that may qualify them for gifted and talented or require intervention according to the RTI model.

Once an ELL student has produced a composite score of 5.0 on the W-APT, that student may be exited from any ESL services. They will no longer be administered the W-APT and are considered English language proficient. Exited ELL students will be monitored and supported by the ESL teacher for at least 2 years. A student exited will not retake the W-APT and cannot be reclassified as an ELL.

WSA will ensure teachers have the skills needed to implement the ESL program and meet the needs of ELL students by using a variety of methods and supports. The effectiveness of methods and supports as well as the ESL program will also be monitored. In order to evaluate effectiveness, WSA will do the following:

- All W-APT scores from the spring administration will be compiled and compared to previous scores to determine if progress is being made in the area of language proficiency. This data will be presented to the curriculum team and reviewed with the ESL teacher.
- Analyze data from NWEA CCMAPS, STARS, DIBELS and Compass Learning curriculum software to determine if ELL students are meeting adequate yearly progress.
- Program effectiveness will also be evaluated by retention rate, drop-out rate and graduation rate.

| Steps | Instrument | Purpose | Process | Timeline |
|-------|-----------|---------|---------|----------|
| STEP 4: Assessment | W-APT Assessment | To assess the progress ELL students have made in English proficiency over a year. | Administer to all classified ELL students. | During the spring |
| STEP 5: Program Evaluation | The results of: W-APT NWEA(MAPS) STAR DIBELS Compass Learning Curriculum Software | To analyze the English language proficiency gains the ELL students make over the year.<br><br>To analyze the ELL students' academic achievement in reading/language arts and mathematics. Establish if they meet adequate yearly progress (AYP). | ESL teacher will administer the W-APT and report scores to the curriculum director.  The ESL teacher, classroom teacher and curriculum director will communicate about the results and discuss next steps.  Parent(s)/guardian(s) will be notified and sign consent for any changes in the student's Program Services Plan. | End of each academic year and ongoing. |

| Ranking | | | |
| --- | --- | --- | --- |
| ← Satisfied | | Not Satisfied → | |
| **Exceeds—4** | **Meets—3** | **Partially Meets - 2** | **Does Not Meet—1** |
| The application provides a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners. | The application provides a **clear** plan to regularly evaluate and monitor the progress of English language learners. | The application provides a **limited** plan to evaluate and monitor the progress of English language learners. | The application provides an **incomplete and/or inadequate** plan to evaluate and monitor the progress of English Language Learners. --OR-- The application **does not address** evaluating and monitoring the progress of English language learners. |

*G. (2)(b) English Language Learners (ELLs)*

**CSD EVALUATION:** Does Not Meet—1
The applicant's response is rated Does Not Meet.

The plan provided describes the evaluation of the success of the ELL program, but does not provide evidence of a plan to regularly evaluate the progress of the ELL student during the course of the year, except to state that the growth and progress of the students will be continually monitored.

## H. Assessment and Accountability.

A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with the proposed school's student performance indicators/goals, and should be presented along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent assessments) to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons;

3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth (i.e., PARCC, SBA, Discovery, DRA, DIBELS, NWEA MAP, AP, IB, SAT, ACT); 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).

*Note:* Be aware that all New Mexico public schools including charter schools are subject to a variety of testing requirements including the PARCC Assessments (for English Language Arts—ELA and Math), which are aligned with Common Core State Standards, and the Standards Based Assessment Program (SBA) (for Science), which is aligned with state and federal content standards. For more information on NM Assessment requirements, please see:

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

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

**APPLICANT RESPONSE:**

All assessments chosen by Willow Springs Academy were chosen because they assess student skills at a variety of levels and can be administered in a timely manner. The academic level of our school's proposed student population indicates a wide variation and our assessments must accommodate the range of skills. Our assessments will also provide teachers with flexibility of use for progress monitoring in addition to the mandatory testing windows.

| Grade | Assessment and Content Areas | Type | Frequency | Purpose |
|---|---|---|---|---|
| K-2 | DIBELS Reading | Formative | Fall, Winter, Spring (Progress Monitoring as Needed, also used for entry assessment) | Indicates acquisition of early literacy skills. |
| | STAR 360 Reading, Math | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates student growth, skills to target, readiness for PARCC and performance on NMCCS. |

| | | NWEA(CCMAPS) Reading,Math | Formative | Fall, Winter, Spring | Indicates student progress towards mastery of the NMCCS. |
|---|---|---|---|---|---|
| | | Compass Learning Pre-test Reading,Math | Diagnostic | Fall | Determines student current academic performance. |
| | | Compass Learning Unit and Competency Quizzes Reading, Math | Formative | End of Units and Skill Lessons | Indicates if student has mastered unit/competency objectives. |
| | | Teacher Created Assessments and Rubrics All Courses | Formative | As Needed | Indicates if student has mastered lesson objectives. |
| | | Phelps Kindergarten Readiness Scale | Diagnostic | Prior to Start of School | Provides data indicating a student's readiness for Kindergarten. |
| 3 | | DIBELS Reading | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates acquisition of early literacy skills. |
| | | STAR 360 Reading, Math | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates student growth, skills to target, readiness for PARCC and performance on NMCCS. |
| | | NWEA(CCMAPS) Reading,Math | Formative | Fall, Winter, Spring | Indicates student progress towards mastery of the NMCCS. |
| | | Compass Learning Pre-test Reading,Math | Diagnostic | Fall | Determines student current academic performance. |
| | | Compass Learning | | End of Units and | Indicates if student |

|  | Unit and Competency Quizzes Reading, Math | Formative | Competency/Skill Instruction | has mastered unit/competency objectives. |
|---|---|---|---|---|
|  | Teacher Created Assessments and Rubrics All Courses | Formative | As Needed | Indicates if student has mastered lesson objectives. |
|  | PARCC Reading,Math,Writing | Summative | Spring | Communicates student mastery of NMCCS and school effectiveness. |
| 4 | DIBELS Reading | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates acquisition of early literacy skills. |
|  | STAR 360 Reading, Math | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates student growth, skills to target, readiness for PARCC and performance on NMCCS. |
|  | NWEA(CCMAPS) Reading,Math | Formative | Fall, Winter, Spring | Indicates student progress towards mastery of the NMCCS. |
|  | Compass Learning Pre-test Reading,Math | Diagnostic | Fall | Determines student current academic performance. |
|  | Compass Learning Unit and Competency Quizzes Reading, Math | Formative | End of Units and Competency/Skill Instruction | Indicates if student has mastered unit/competency objectives. |
|  | Teacher Created Assessments and Rubrics All Courses | Formative | As Needed | Indicates if student has mastered lesson objectives. |

| | PARCC/SBA Reading,Math, Science,Writing | Summative | Spring | Communicates student mastery of NMCCS and school effectiveness. |
|---|---|---|---|---|
| 5-6 | DIBELS Reading | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates acquisition of early literacy skills. |
| | STAR 360 Reading, Math | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates student growth, skills to target, readiness for PARCC and performance on NMCCS. |
| | NWEA(CCMAPS) Reading,Math | Formative | Fall, Winter, Spring | Indicates student progress towards mastery of the NMCCS. |
| | Compass Learning Pre-test Reading,Math | Diagnostic | Fall | Determines student current academic performance. |
| | Compass Learning Unit and Competency Quizzes Reading, Math | Formative | End of Units and Competency/Skill Instruction | Indicates if student has mastered unit/competency objectives. |
| | Teacher Created Assessments and Rubrics All Courses | Formative | As Needed | Indicates if student has mastered lesson objectives. |
| | PARCC Reading,Math,Writing | Summative | Spring | Communicates student mastery of NMCCS and school effectiveness. |

| 7 | STAR 360 Reading, Math | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates student growth, skills to target, readiness for PARCC and performance on NMCCS. |
|---|---|---|---|---|
| | NWEA(CCMAPS) Reading,Math | Formative | Fall, Winter, Spring | Indicates student progress towards mastery of the NMCCS. |
| | Compass Learning Pre-test Reading,Math | Diagnostic | Fall | Determines student current academic performance. |
| | Compass Learning Unit and Competency Quizzes | Formative | End of Units and Competency/Skill Instruction | Indicates if student has mastered unit/competency objectives. |
| | Reading, Math Teacher Created Assessments and Rubrics All Courses | Formative | As Needed | Indicates if student has mastered lesson objectives. |
| | PARCC/SBA Reading,Math, Science,Writing | Summative | Spring | Communicates student mastery of NMCCS and school effectiveness. |
| 8 | STAR 360 Reading, Math | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates student growth, skills to target, readiness for PARCC and performance on NMCCS. |
| | NWEA(CCMAPS) Reading,Math | Formative | Fall, Winter, Spring | Indicates student progress towards mastery of the NMCCS. |
| | Compass Learning Pre-test Reading,Math | Diagnostic | Fall | Determines student current academic performance. |

| | | | | |
|---|---|---|---|---|
| | Compass Learning Unit and Competency Quizzes Reading, Math | Formative | End of Units and Competency/Ski ll Instruction | Indicates if student has mastered unit/competency objectives. |
| | Teacher Created Assessments and Rubrics All Courses | Formative | As Needed | Indicates if student has mastered lesson objectives. |
| | PARCC Reading,Math,Writing | Summative | Spring | Communicates student mastery of NMCCS and school effectiveness. |
| 9-10 | STAR 360 Reading, Math | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates student growth, skills to target, readiness for PARCC and performance on NMCCS. |
| | NWEA(CCMAPS) Reading,Math | Formative | Fall, Winter, Spring | Indicates student progress towards mastery of the NMCCS. |
| | Compass Learning Pre-test Reading,Math | Diagnostic | Fall | Determines student current academic performance. |
| | Compass Learning Unit and Competency Quizzes Reading, Math | Formative | End of Units and Competency/Ski ll Instruction | Indicates if student has mastered unit/competency objectives. |
| | Teacher Created Assessments and Rubrics All Courses | Formative | As Needed | Indicates if student has mastered lesson objectives. |
| | PARCC Reading,Math,Writing | Summative | Spring | Communicates student mastery of NMCCS and school |

| | | Summative | End of Semester | effectiveness.

Indicates student mastery of course content and pass/fail status. |
|---|---|---|---|---|
| | EOC/Final Exam | | | |
| | PSAT(Grade 10) | Summative | Fall | Indicates College Readiness |
| 11 | STAR 360 Reading, Math | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates student growth, skills to target, readiness for PARCC and performance on NMCCS. |
| | NWEA(CCMAPS) Reading,Math | Formative | Fall, Winter, Spring | Indicates student progress towards mastery of the NMCCS. |
| | Compass Learning Pre-test Reading,Math | Diagnostic | Fall | Determines student current academic performance. |
| | Compass Learning Unit and Competency Quizzes Reading, Math | Formative | End of Units and Competency/Skill Instruction | Indicates if student has mastered unit/competency objectives. |
| | Teacher Created Assessments and Rubrics All Courses | Formative | As Needed | Indicates if student has mastered lesson objectives. |
| | PARCC/SBA Reading,Math, Science,Writing | Summative | Spring | Communicates student mastery of NMCCS and school effectiveness. |
| | EOC/Final Exam | Summative | End of Semester | Indicates student mastery of course content and pass/fail status. |

| | | | | |
|---|---|---|---|---|
| | PSAT/SAT/ACT | Summative | Fall(PSAT), Variable(SAT/ACT) | Indicates College Readiness. |
| 12 | STAR 360 Reading, Math | Formative | Fall, Winter, Spring (Progress Monitoring as Needed) | Indicates student growth, skills to target, readiness for PARCC and performance on NMCCS. |
| | NWEA(CCMAPS) Reading,Math | Formative | Fall, Winter, Spring | Indicates student progress towards mastery of the NMCCS. |
| | Compass Learning Pre-test Reading,Math | Diagnostic | Fall | Determines student current academic performance. |
| | Compass Learning Unit and Competency Quizzes Reading, Math | Formative | End of Units and Competency/Skill Instruction | Indicates if student has mastered unit/competency objectives. |
| | Teacher Created Assessments and Rubrics All Courses | Formative | As Needed | Indicates if student has mastered lesson objectives. |
| | EOC/Final Exam | Summative | End of Semester | Indicates student mastery of course content and pass/fail status. |
| | PSAT/SAT/ACT | Summative | Variable | Indicates College Readiness. |
| | Portfolio | Summative | Spring | Indicates student's educational success and preparedness for college and life |
| All | W-APT (For ELL Students) | Diagnostic | Fall (Identification), Spring (Assess Progress) | Determines English language proficiency. |

Phelps Kindergarten Readiness Scale will be used as part of Kindergarten Round-up to provide WSA some indication of a student's skill level and readiness for Kindergarten before school starts.  This data will be used to start the school year at a more accurate level for each student and save valuable time for teachers.

DIBELS, STAR 360 and NWEA CCMAPS data will be used to make determinations about curriculum presented in class, student performance, opportunities for mastery and the scope and sequence of the curriculum. Teachers will use the data to evaluate whether a large group of students or individual students are struggling or making progress.  If the data indicates more than one student is struggling, there may be a problem with scope and sequence of a competency, methods or practice time for students.  If the data indicates individual students are not making progress the teacher will use that information to begin targeted interventions. DIBELS may also be used as part of WSA's Kindergarten Roundup to provide teachers with data prior to school in an effort to minimize time spent determining a student's current academic level of performance.

These assessments may also be used to progress monitor any students who are struggling in order to show growth in an effort to determine effectiveness of any targeted interventions.  Data may be presented at staff PLC's to discuss school-wide effectiveness and to have discussions about interventions that may be effective with students showing inadequate growth. STAR 360 and NWEA CCMAPS will also be linked with our Compass Learning Software to guide adaptations of a student's personal learning path and project-based instruction.

The assessments provided via the Compass Learning Software (Grade Level Performance, Pre-Tests, Unit Tests, Competency Quizzes) will be used in much the same way however they will provide more detailed information to the teacher and WSA staff about the skills and competencies that require targeted intervention for each student. These assessments will also impact the personal learning path and project-based instruction delivered.

Teacher-created assessments and rubrics will allow the teacher to assess during instruction or intervention.  They will provide the teacher with immediate feedback about a student's progress during a lesson or intervention and can be used to alter instructional methods during the lesson or intervention and indicate whether or not re-teaching is necessary.  The rubrics will be a large part of project-based assessments in order to assess participation and process.  They can indicate a change is required in student grouping or a lack of understanding, communication and group social dynamics.

PARCC and SBA will provide Willow Springs Academy data that reflects the performance of the school as a whole.  If performance is low, WSA will convene grade level teachers to determine which skills and competencies should be targeted and how the curriculum should be altered to meet those needs.  The scope and sequence will be adjusted, student rotations will be evaluated and projects will be modified.

EOC exams will provide feedback about the content delivered during a course.  Data will indicate whether a change in course content is needed.  It will also determine whether a student passes or fails a course.

PSAT, SAT, ACT will provide students with valuable feedback about their readiness for college.  These scores may also be required as part of college applications for students. It may indicate whether or not WSA should increase the amount of time preparing students for these

assessments.

W-APT assessment will determine a student's eligibility for any ESL services. It will also be used to assess a student's English language proficiency each year in order to determine growth. It can indicate if a change needs to be made to a student's Program of Services Plan or if a student has become English language proficient and should be exited.  The ESL teacher and the regular education teacher will be responsible for reviewing these results and making determinations in conjunction with the curriculum director.

All assessments may also be used in RTI to evaluate effectiveness of targeted interventions, progress monitoring and decisions concerning diagnostic testing.

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| H.(1) Use of Assessments — The application provides a **clear, comprehensive and cohesive plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing.  **Clear** evidence that the applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school's anticipated student population, and how the assessments will be used to inform instruction is provided. | The application provides a **clear** plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. **Some** evidence that the applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school's anticipated student population, and how the assessments will be used to inform instruction is provided. | The application provides a **limited** plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing.  **Limited or no** evidence that the applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school's anticipated student population, and how the assessments will be used to inform instruction is provided. | The application provides an **incomplete and/or inadequate** assessment plan. --OR-- The application **did not address** plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment. |

**CSD EVALUATION:** Partially Meets - 2
The applicant's response is rated Partially Meets.

The assessment plan appears complete for both reading and math. The school identifies over 63 tests to be administered to the student body, however:

- there is no concrete calendar affiliated with the administration of these tests. Limited staffing requires there be clear coodination for the testing calendar to allow for appropriate monitoring, while at the same time minimizing the impact on the curriculum delivery during the school day.
- teacher-created assessments and rubrics for all courses will be created at each grade level "when needed". It is unclear whether the school intends to use formative or summative assesssments for content areas other than reading and math.
- Rubrics are a large part of the assessment of project based assessments to <u>assess participation and process</u>. No information is provided as to whether or how content knowledge is assessed.

H.(2) Provides a **clear, comprehensive and cohesive** description of the how assessment data will be analyzed and what corrective actions will be taken if the proposed school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

**APPLICANT RESPONSE:**
At level one of assessment and data analysis (classroom) formative and diagnostic assessments are used and data will first be interpreted by the classroom teacher. At this point, if a student has less than average performance or lack of growth, the teacher will be responsible for next steps. Students will be provided with targeted intervention in the classroom and progress monitored for at least a nine week period. After nine weeks, the student's progress monitoring data and other assessment data collected by the classroom teacher will be evaluated for growth. If the student shows growth, targeted interventions will continue until the student's achievement has reached grade level. If the student does not show growth they will be referred to SAT and begin Tier II interventions. At this level of intervention the teaching team (K-2, 3-5, 6-8, 9-12) and SAT team will evaluate available data and brainstorm various interventions that may not have been utilized at this point. The parent will be notified and invited to begin the SAT process. After a period of at least 9 weeks, the SAT team will meet again with the parent(s)/guardian(s) to review any new progress monitoring data and assessment information. If the student has made progress they will remain in SAT until they reach grade level expectations. However, if the student still does not show progress a determination will be made for diagnostic testing and placement in Special Education services (Tier III).

At the second level, formative and diagnostic assessment data will be used to establish grouping for blended learning rotations across grade levels as well as grouping for project-based assignments. Students may be grouped homogeneously or heterogeneously according to assessment data. Data will also be used to analyze the success of the group rotations and projects. The time students spend in rotation and the tasks assigned to students will be evaluated and changed and curriculum will be adjusted on the learning software. The data will also cause evaluation of the projects themselves and the learning goals they address. There will be evaluation of delivery methods, grouping and small group interventions. It will be the

responsibility of the classroom teacher and the teaching teams to review this data and make the decisions and changes outlined above.

At the third level formative, diagnostic and summative assessment data will be analyzed by the curriculum team to determine if data is being analyzed and used to guide instruction successfully at levels one and two. Teachers and teams will report to the curriculum team at staff PLC's concerning progress made by students and any issues they may be having. The curriculum team will make the determination based on assessment data and teacher discussion whether the problem may be with intervention strategies, curriculum, scope and sequence, rotations and grouping, scheduling or professional development. It will be the curriculum team's job to make necessary curriculum and scheduling changes, discuss recommendations to staff, schedule professional development or locate resources. It will also be the curriculum team's job to report progress on the actions above to the Head Administrator.

At the fourth level formative, diagnostic and summative assessment data will be analyzed by the Head Administrator to determine effectiveness of the school as a whole. The Head Administrator will be responsible for checking in with all teaching teams, SAT team and the curriculum team to discuss what changes have been made and the plans for moving forward. The Head Administrator will evaluate whether identified school goals are appropriate and will create an improvement plan with all appropriate staff. Progress as a school will be reported to the Governing Board. The Head Administrator will report on effectiveness of the school as a whole based on assessment data and the ability of staff to interpret and utilize assessment data to increase student academic performance. The Governing Board will use this information to evaluate the effectiveness of the Head Administrator.

Finally, formative and summative assessment data analyzed by the state of NM will provide the state and the community a grade reflective of the success of the school in comparison to other schools and state guidelines. The goals set forth in the school's charter application will be evaluated at the state level with recommendations to adjust the school's goals or to determine renewal of WSA's charter. Assessment data will drive instruction, organization and evaluation within Willow Springs Academy starting in the classroom with each student and ending at the state and community level.

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **clear, comprehensive and cohesive** description of the corrective actions that will be taken if the proposed school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. A **complete** explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness is provided. | The application provides a **clear** description of the corrective actions that will be taken if the proposed school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. An **adequate** explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness is provided. | The application provides a **limited** description of the corrective actions that will be taken if the proposed school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. A **limited or incomplete** explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness is provided. | The application provides an **inadequate or incomplete** response for corrective actions. --OR-- The application **does not address** corrective actions. |

*H.(2) Individual and School-wide Corrective Action*

**CSD EVALUATION:** Meets—3

The applicant's response is rated Meets.

During the capacity interview, the applicant will be asked about the qualifications and experience of the curriculum team to adequately disaggregate, analyze and disseminate the data.

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

**APPLICANT RESPONSE:**

Students at Willow Springs Academy will receive feedback on progress and assessments in a variety of ways. They will meet weekly with a mentor/advisor (classroom teacher) to review their Personal Learning Plan. The student and teacher will review data and discuss progress towards academic goals set by the student and teacher in previous sessions.  At this time, goals may be added or modified.  Students at WSA will also track their own progress on NMCCS and the curriculum via their personalized dashboard imbedded in the Compass Learning Software used to deliver the blended learning portion of the curriculum. Performance on project-based assignments will be communicated to the students in the form of rubrics at the end of each project.

Parents can also expect a variety of methods for the communication of student and school performance.  Parents will have access to student progress through the Compass Learning Software via access codes provided by the classroom teacher.  There will be quarterly conferences, conducted by the classroom teacher and led as much as possible by students. These conferences will be guided by the information in the Personalized Learning Plan. Any assessment data available will be documented in the plan and shared at the conference. Performance and progress on grade-level NMCCS as well as any other skills and competencies outlined in WSA's curriculum will be reported as mastered, making progress or no progress. In addition, a newsletter generated by the school secretary will be sent home monthly keeping both students and parents informed of the school's performance and assessment data, goals and successes.

The Governing Board will be presented with any current assessment data at the monthly meeting by the Head Administrator.  The Head Administrator will also present for discussion any other relevant school business such as scheduling feedback, upcoming school and community projects, student attendance and behavior, summaries of monthly staff PLC's, any complaints or concerns and any other information either requested by the board or deemed necessary by the Head Administrator.

The community will receive communication about WSA's performance on the school website, monthly interviews at the radio station done by the Head Administrator and a community open house to be held every spring. In addition, students at WSA will be involved in community projects throughout the year maintaining a healthy connection and opportunity for communication within the community.

WSA understands that assessment data must be reported to the NMPED via the STARS reporting system. The Head Administrator will be responsible for entering and maintaining this data according to the state requirements. The school also understands that it will be evaluated by the state according to the assessment data. It is possible WSA will be advised to make changes to school goals and if performance over time does not improve, its charter may be revoked.

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| **Exceeds—4** | **Meets—3** | **Partially Meets - 2** | **Does Not Meet—1** |
| The application provides a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to parents, the proposed school's Governing Body, the proposed school's Authorizer, and the broader community. | The application provides a **clear** plan that explains how student assessment and progress will be appropriately communicated to parents and the proposed school's Governing Body. | The application provided a **limited** plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body. | The application provides an **inadequate or incomplete** plan explaining how student assessment and progress will be appropriately communicated to parents and the Governing Body. <br> --OR-- <br> The application **does not address** the communication of student assessment and progress. |

*H.(3) Reporting on Progress*

**CSD EVALUATION:** Meets—3
The applicant's response is rated Meets.

The experience/training of the Head Administrator to enter and maintain the STARS reporting system for reporitng to the NMPED needs to be confirmed.

# II. Organizational Framework

**A. Governing Body Creation/Capacity.**

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

**APPLICANT RESPONSE:**

WSA's Governing Board will consist of at least 5 voluntary members who will fill the offices of President (2 year term), Vice President (2 year term), Secretary (3 year term), Treasurer (3 year term) and Officer (3 year term). Additional members of the board will serve 4 year staggered terms to help provide stability in the school's organizational framework. A Governing Board member may not hold the same position for more than two consecutive terms or serve on the board, in any position, for more than three consecutive terms. A Governing Board member will have to wait one year prior to running for membership again. Governing Board position nominations are rotated to promote fresh ideas and new perspectives.  A nominating committee will be in charge of recruiting new members. This committee will consist of the Head Administrator, one staff member and one Governing Board member. This committee will have the task of recruiting members whom they feel share the mission and vision of Willow Springs Academy.

The WSA Governing Board is responsible for ensuring the fair and uniform application of all federal, state and local laws in the operation of the school as well as the school's charter and policies. The Governing Board is a policy making body that will exercise leadership through the formulation and adoption of policies. They will employ, supervise and annually evaluate the Head Administrator and delegate administrative and supervisory functions of the day-to-day operations of WSA to the Head Administrator. It is not their job to directly supervise and be involved in the day-to-day decisions of the school. In addition, they will review, approve and monitor the implementation of the annual budget, of anticipated income and expenditures, vote on Budget Adjustment Requests (BARS) and direct the preparation of the annual financial audit. The WSA Governing Board will work as a team to promote WSA and further the school's mission, ensure WSA curriculum complies with NMCCSS and present diplomas to WSA graduates.

The Governing Board will hold regularly scheduled meetings once per month with the President presiding over such meetings. If the President is unable to attend, the meeting shall be guided by the Vice President, then Secretary. If there are more than three members of the board absent, there will not be a quorum and the meeting will be rescheduled. The Secretary will be in charge of recording minutes of every meeting and distributing them in a timely manner to all board members and the Head Administrator. The board Secretary will also be responsible for sending upcoming meeting notifications, creating meeting agendas, and assisting the Treasurer in keeping budgetary records in order. The Treasurer will assume all fundraising tracking and budgetary responsibilities.  The Officer will assist all positions if needed as well as chair a committee if implemented. Committees can be established at the discretion of the Governing Board. Such committees may include Strategic Planning/Fundraising and Nominating in addition to the mandated Finance and Audit Committees. Members of the board will be responsible to chair these committees and choose members of the community in which the charter resides to be members of these committees, with board approval.

WSA Governing Board will form the following committees:

- Finance Committee consisting of two board members and two volunteers.
- Audit Committee consisting of two board members, one parent volunteer, and one volunteer with financial expertise.
- Strategic Planning/Fundraising Committee consisting of three board members and two volunteers.
- Nominating Committee consisting of three members (one Board member, Head Administrator and one community member).

WSA Governing Board Grounds for removal policy is as follows:

- Any illegal or unethical behavior.
- Failure to attend required meetings, trainings, and committee meetings.
- Speaking publicly on behalf the board without prior board authorization.
- Failure to fulfill and uphold board requirements.
- Conflict of Interest.
- Participating on another educational board.

The Head Administrator will be expected to report assessment and financial data to the Governing Board at monthly board meetings. The board or its committees may request additional information at any time if needed. The board will select a member to participate in evaluation conferences with the Head Administrator three times per year. The Head Administrator will be expected to work closely with all established Governing Board committees to ensure consistency and availability of data and information. The board will make decisions with input and guidance from the Head Administrator.

| Ranking | | | |
|---|---|---|---|
| Satisfied | | Not Satisfied | |
| Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| **A.(1) Governance Description** — The application incorporates **all** key components of their governance structure, **specifically** outlining the roles and responsibilities of the GB members. The application provides comprehensive "bylaws". | The application incorporates **most of the** key components of their governance structure **adequately** outlining the roles and responsibilities of the GB members. The application provides adequate "bylaws". | The application incorporates **some of the** key components of their governance structure **partially** outlining the roles and responsibilities of the GB members.  The application provides limited "bylaws". | The application provides an **incomplete or inadequate** outline of their governance structure. The application does not provide "bylaws". --OR-- The application **does not address** the governance structure. |

**CSD EVALUATION:** Does Not Meet—1
The applicant's response is rated Does Not Meet.

The applicant provided an inadequate outline of their governance structure. Some examples of diffencies include:

- The board will include at least 5 members, but a maximum is not provided.
- It is unclear how the terms of the officers align with the staggered terms of the other members. Further, the role of the 5th "Officer" is not defined.
- The nominating committee, as defined in this section, is not consistent with what is provided in A(3).
- The narrative does address the required committees: Finance and Audit. It does not discuss the inclusion of an advisory council.
- The bylaws appear to be for a corporation. Charter schools are not corporations in NM. If the organization were corrected, the content of the bylaws would remain inadequate as the contents to do not align with the information provided in the narrative.

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

**APPLICANT RESPONSE:**
WSA has worked hard to identify members of the community that demonstrate the desired qualifications, values, community interest and enthusiasm for education that will be necessary to make the school a success. Not all Governing Board members have been identified at this time, however a description of prospective Governing Board Member Qualifications are as follows:

- A high level of personal integrity.
- Knowledge of the responsibilities and requirements necessary of a WSA board member.
- Understanding of NM Charter School operations.
- Understanding of our community and its needs.
- Facility management experience.
- Willingness to give of their time and connections.
- Willingness to support WSA's mission and fundraise on behalf of WSA.
- Cooperate with all board members to operate an effective school.
- Experience in one or more of the following areas of expertise.
  - o Business
  - o Finance
  - o Legal
  - o Education
  - o Non-profit management

The current and prospective WSA Governing Board members identified by the founders:

Mr. Wayne Armacost Executive Director of NRA Whittington Center, a non-profit organization in Raton, NM.  He has over ten years of experience operating a non-profit organization with an annual budget of $4.5 million, 34 employees and 8000 members.  He is skilled in public speaking, strategic planning, financial management, and policy making and experience with problem solving, collaboration with board members and employees, leadership and high pressure situations.  Wayne is the father of two elementary aged daughters and husband of a teacher.  Wayne supports WSA's mission and vision.

Patrick Dyer is a Financial Advisor at Edward Jones and also has experience in recruitment as the Director of Enrollment at University of Phoenix.  He is a financial expert and also has experience starting new programs in schools.  His skills include office management, interpersonal relations, critical thinking and adaptability.  Patrick is the father of three elementary aged sons and husband of a teacher.  He has a vested interest in our community as a business owner and resident.  He also supports the mission and vision of WSA.

Marian Ray is a retired Raton Public Schools Educator.  She has educated children in Raton for 18 years.  She has experience in managing a classroom, expertise in reading and curriculum, as well as general classroom operations.  She is a skilled critical thinker and problem solver and has valuable experience in human relations, time management and adaptability.  She has also taught classes on the college level and worked through an outreach program with NM Highlands University.  Marian has lived in Raton for over 25 years and believes in WSA's mission and the improvement it will bring to Raton, NM.

At this time, WSA is seeking a qualified individual whom is an expert in Law to join our board.

| Ranking | | | | |
|---|---|---|---|---|
| | Satisfied ← | | Not Satisfied → | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| A.(2) Description of Prospective Governance Expertise | The application provides a **compelling and relevant list** of all GB members and **describes their experience, skills, and qualifications. Membership reflects (or will reflect)** the diverse experiences and skills necessary to oversee all aspects of the proposed school. | The application provides a list of all GB members along with a description of their experience, skills, and qualifications. **Most of the membership appears to reflect (or will reflect)** the diverse skills necessary to oversee all aspects of the proposed school. | The application provides a list of GB members. However, the GB **membership description appears to lack appropriate** and diverse experiences and skills necessary to oversee all aspects of the proposed school. | The application provides an **inadequate or incomplete** list of GB members; or the provided list fails to include descriptions of the members' experience, skills, and qualifications. --OR-- The application **does not address** the description of the GB members and their experience, skills, and qualifications. |

**CSD EVALUATION:** Meets—3
The applicant's response is rated Meets.

None of the founders are serving on the board. Need to clarify the role of the founders in operation or oversight of the proposed school. There is a possible relationship between one of the board members and a founder which may be irrelevant, depending upon roles.

It is unclear why each member needs facility management expereince, (two of the three identified members do not have the experience). The narrative describes the expertise needed to develop a well rounded board.

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

**APPLICANT RESPONSE:**
The WSA Governing Board member selection process will be as follows:
- A Nominating Committee will be formed 6 months prior to the completion of a member's term or immediately upon notification of resignation of a member. The Nominating Committee will be made up of one existing Governing Board Member, the Head Administrator and a community member and a classroom teacher. It will be the job of the Nominating Committee to identify individuals who they believe have the expertise and diversity required to maintain an effective Governing Body. It is also their duty to ensure any potential members do not create a conflict of interest.
- The Nominating Committee will present their top 3 potential members to the Governing Board for approval 4 months prior to the completion of a member's term or 2 weeks after resignation of a member.
- Potential members will submit resumes to the Governing Board for review 2 months prior to the completion of a member's term or 1 week after the Nominating Committee has presented potential members to fill a vacancy due to resignation.
- The President of the Governing Board will interview each potential member 1 week after resumes are submitted and assess their qualifications with regard to leadership abilities, knowledge of the school, educational beliefs and diverse experience.
- The Governing Board will then vote to select a new member during the next scheduled public meeting. The process must be completed by term expiration or 60 days after the resignation of any member.

All potential members of the Governing Board shall  demonstrate the desired qualifications, values, community interest and enthusiasm for education that will be necessary to make the school a success:
- A high level of personal integrity.
- Knowledge of the responsibilities and requirements necessary of a WSA board member.
- Understanding of NM Charter School operations.
- Understanding of our community and its needs.
- Facility management experience.
- Willingness to give of their time and connections.
- Willingness to support WSA's mission and fundraise on behalf of WSA.
- Cooperate with all board members to operate an effective school.

- Experience in one or more of the following areas of expertise.
  - Business
  - Finance
  - Legal
  - Education
  - Non-profit management

**Ranking**

| | Satisfied → Not Satisfied | | | |
|---|---|---|---|---|
| | **Exceeds—8** | **Meets—6** | **Partially Meets - 2** | **Does Not Meet—1** |
| A.(3) Selection of Members | The application provides a **clear and appropriate process or plan** for selecting new GB members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. The application describes how governing body members will be recruited, evaluated, and selected as vacancies arise | The application provides a **clear process or plan** for selecting new GB members that is focused on identified skills necessary to govern the proposed school. The application describes how governing body members will be recruited, evaluated, and selected as vacancies arise | The application provides a **limited process or plan** for selecting new GB members. The application does not completely describe how governing body members will be recruited, evaluated, and selected as vacancies arise | The application provides an **inadequate or incomplete process or plan** for selecting new GB members. The application does not completely describe how governing body members will be recruited, evaluated, and selected as vacancies arise --OR-- The application **does not address** the process for selecting new GB members. |

**CSD EVALUATION:** Does Not Meet—1
The applicant's response is rated Does Not Meet.

The application provides an inadequate or incomplete process or plan for selecting new GB members.

- The selection process described addresses filling future vacancies but does not address how current vacancies will be filled.
- The nominating committee makeup differs from previous section (community member and classroom teacher vs one staff member).
- The selection process included in the Bylaws are inconsistent with process described.
- The plan provided has gaps. As examples, the nominating committeee presents

candidates to the current Governing Board four months prior to existing member's term expiration, but candidate resumes aren't submitted until later in the process. Governing Board president interviews potential members, but there no indication of interview summary being provided to the board.

- Unclear whether specific experience or expertise or any of the listed areas of expertise will be sought when replacing an existing board member.
- No indication of required PEC notification of changes.

B. Governing Body Training and Evaluation.

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

**APPLICANT RESPONSE:**
The Governing Board of Willow Springs Academy will adhere to the same procedures in accordance with the New Mexico School Board Association (NMSBA). These procedures include: all board members are required to participate in a planned training program which is designed for each member's specific duties. Each member is required to attend five hours of training each year. Newly elected Governing Board members will be required to complete three out of the five hours of training specifically by the Public Education Department (PED) in accordance with SB 148. This shall take place no later than three months after the member has been elected to the Governing Body. Existing members will participate in trainings supported by the New Mexico School Board Association (NMSBA) or the New Mexico Coalition for Charter Schools (NMCCS) annually and per the training schedule set forth by the PED. The trainings for both new and existing members are required to be approved by the PED. The trainings will cover policies and procedures, school legal concepts and by-laws, finance and budget, charter renewal, the Open Meetings Act, and duties of governing boards. Willow Springs Academy will be responsible for the orientation and training of board members on our curriculum and educational philosophy as well as our vision. This will be in addition to the five hours per year as required by the state of New Mexico. The head administrator of Willow Springs Academy will receive written confirmation by the NMSBA of each Governing Board member's attendance to these trainings and kept on file.

It is mandatory all members of the Willow Springs Academy Governing Board become familiar with the following New Mexico laws upon their placement on the board:
Rules and Regulations set forth by the New Mexico Public Education Department (PED)

Open Meetings Act          (NMSA 1978, Section 10.15.1)
Charter School Act          (NMSA 1978, Section 22.8B.1)
School Personnel Act        (NMSA 1978, Section 22.10A.1)
Public School Finance Act   (NMSA 1978, Section 22.8.1)
Procurement Code            (NMSA 1978, Section 13.1.1).

The initial training for our Governing Board will be on the New Mexico Open Meetings Act (OMA) and the requirements of this act. This training will take place immediately following charter approval via the NMCCS, the office of the NM Attorney General or a private training. Once this training has been completed by all members the Governing Board will determine a

meeting schedule and define future requirements for all meetings.  Additional Board training will take place through workshops given by NMCCS, NMSBA, the PED or private consultants at our facility. These trainings will take place prior to the start of the new school year.  All mandatory training will be paid for by Willow Springs Academy.

All Governing Board members will complete an evaluation checklist (attached below) which will allow for training assessment and goals.

**Name:** …………………………………………….. **Date:** …………………………

Please assess your training/development needs using this scale:
1 = confident
2 = fairly confident but could benefit from an update/more specialised training
3 = some understanding, but need to know more
4 = need basic training

| Issue | | Score | | | | Comment |
|---|---|---|---|---|---|---|
| **1.** | **Overall role and responsibilities** | (please circle) | | | | |
| 1.1 | Understanding our role | 1 | 2 | 3 | 4 | |
| 1.2 | Visiting lessons | 1 | 2 | 3 | 4 | |
| 1.3 | Communication with parents/staff | 1 | 2 | 3 | 4 | |
| 1.4 | Handling complaints | 1 | 2 | 3 | 4 | |
| 1.5 | Monitoring, evaluation and self-review | 1 | 2 | 3 | 4 | |
| 1.6 | Using performance data | 1 | 2 | 3 | 4 | |
| 1.7 | Development planning | 1 | 2 | 3 | 4 | |
| 1.8 | Target-setting | 1 | 2 | 3 | 4 | |
| 1.9 | Inspection | 1 | 2 | 3 | 4 | |
| 1.10 | Policy-making | 1 | 2 | 3 | 4 | |
| 1.11 | Role of link governor (literacy etc) | 1 | 2 | 3 | 4 | |
| 1.12 | Acting as Chair | 1 | 2 | 3 | 4 | |
| 1.13 | Other (please specify as "comment") | 1 | 2 | 3 | 4 | |
| **2.** | **Resources issues** | (please circle) | | | | |
| 2.1 | Finance/budget | 1 | 2 | 3 | 4 | |
| 2.2 | Personnel policy and pay | 1 | 2 | 3 | 4 | |
| 2.3 | Performance Management | 1 | 2 | 3 | 4 | |
| 2.4 | Health and Safety | 1 | 2 | 3 | 4 | |
| 2.5 | Premises | 1 | 2 | 3 | 4 | |
| 2.6 | Other (please specify as "comment") | 1 | 2 | 3 | 4 | |
| **3.** | **Curriculum and pupil issues** | (please circle) | | | | |

| 3.1 | Balance of curriculum | 1 | 2 | 3 | 4 | |
|-----|----------------------|---|---|---|---|---|
| 3.2 | Inclusion | 1 | 2 | 3 | 4 | |
| 3.3 | Special Educational Needs | 1 | 2 | 3 | 4 | |
| 3.4 | Race Equality | 1 | 2 | 3 | 4 | |
| 3.4 | Particular subjects (please specify as "comment") | 1 | 2 | 3 | 4 | |
| 3.5 | Pupil health/welfare | 1 | 2 | 3 | 4 | |
| 3.6 | Child Protection | 1 | 2 | 3 | 4 | |
| 3.7 | Pupil behaviour | 1 | 2 | 3 | 4 | |
| 3.8 | Pupil exclusions | 1 | 2 | 3 | 4 | |
| 3.9 | Other (please specify as "comment") | 1 | 2 | 3 | 4 | |

| | Ranking | | | |
|---|---|---|---|---|
| | ← Satisfied | | Not Satisfied → | |
| | **Exceeds—4** | **Meets—3** | **Partially Meets - 2** | **Does Not Meet—1** |
| B.(1) Governance Training | The application provides a **clear, comprehensive, and cohesive plan** for GB training that complies with state requirements and is **completely supported** by the budget. | The application provides a **clear plan** for GB training that complies with state requirements and is supported by the budget. | The application provides a plan for GB training but it is **not clear if it complies** with state requirements and/or support in the budget is **unclear**. | The application provides an **inadequate or incomplete plan** for GB training. --OR-- The application **does not address** the training of GB members. |

**CSD EVALUATION: Partially Meets - 2**
 The applicant's response is rated Partially Meets.

The application provides a plan for GB training but it is not clear if it complies with state requirements and/or support in the budget is unclear.
- The applicant did not budget appropriately for training.
- There is insufficient information to determine next steps upon a board member's completion of the evaluation checklist.

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

**APPLICANT RESPONSE:**
The Governing Board of Willow Springs Academy (WSA) will have the task of assessing its own performance and set annual goals. The Board will be responsible for ensuring their efficacy in achieving the mission and vision of Willow Springs Academy. They will also need to target efficiency in utilizing all available resources to do so.

Each member of the Governing Board will be responsible for completing a training survey, self-evaluation, as well as an evaluation on the Board as a whole. These evaluations will be given by the Governing Board President by July 1 of every charter year. Once the evaluations have been received each member will have 10 days to complete and return them to the Head Administrator.

All results of both evaluations will be analyzed by the Governing Board, Head Administrator, and a member of the WSA staff. At this time a plan will be developed for the upcoming year. This plan will contain Governing Board training needs, individual member goals, Board target-setting, needed resources, and committee actions as well as other issues which may arise. This analysis will be completed and a formal board report filed by August 1st of every year.

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied ———→ | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the GB that reflects that body's effectiveness and focuses on continuous improvement. | The application provides a **clear plan** for an annual self-evaluation of the GB that reflects that body's effectiveness. | The application provides a **limited plan** for an annual self-evaluation of the GB. | The application provides an **inadequate or incomplete plan** for an annual self-evaluation of the GB. <br> --OR-- <br> The application **does not address** the self-evaluation of GB members. |

*B.(2) Governance Evaluation*

**CSD EVALUATION: Partially Meets - 2**
The applicant's response is rated Partially Meets.

The application provides a limited plan for an annual self-evaluation of the GB:
- No detail was provied regarding the contents or tools to be used in the evaluation.
- It is unclear whether the three individuals who analyze the evaluations will also develop the plan.
- The timing of the plan appears to have challenges both in completion (less than one month from collection of surveys and evaluations) and in conjunction with the development of a training budget (after the budget for the year would have been develped).
- The evaluation process appears to be an annual exercise (report filed by August 1 each year) with no discussion of a timeline for implementation or mid-year evaluation of progress.

**C. Leadership and Management.**

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

**APPLICANT RESPONSE:**

The WSA Governing Board will conduct monthly meetings and establish committees (Finance, Audit, Strategic Planning/Fundraising and Nominating) to help monitor the school's organizational, financial and academic outcomes. It will meet monthly to create consistent communication between the Board, Head Administrator, committees and staff.

The Governing Board will monitor organizational outcomes by reviewing the Head Administrator's progress towards mission specific and Governing Board goals in the June meeting following the Head Administrator Evaluation process in May. They will also evaluate themselves per the criteria mentioned in item B.2. This data will be reviewed at the August meeting in preparation for the new school year. The Board will also annually review school by-laws and policies for compliance and evaluation at the February meeting.

The Governing Board will monitor financial outcomes by hearing reports from both the financial and audit committees and the Head Administrator and Business Manager. The financial committee will report in the Fall during the November meeting concerning student counts and budget issues for the 40th day and present a preliminary budget at the January meeting for review and approval by the Board at the May meeting. The audit committee will report audit findings at the October meeting. The Head Administrator and Business Manager will report at every meeting on monthly financial statements, expenditures and receipts.

The Governing Board will monitor academic outcomes by requiring student assessment data to be presented quarterly by the Head Administrator. This data will also be used to evaluate the Head Administrator. In addition, the Board will participate and be present for student activities and presentations demonstrating and celebrating student achievement.

| Ranking | | | |
|---|---|---|---|
| Satisfied | | Not Satisfied | |
| Exceeds—12 | Meets—9 | Partially Meets - 2 | Does Not Meet—1 |
| The application's descriptions of how the Governing Body will monitor outcomes clearly **demonstrate** an understanding of, and capacity to, monitor the organizational, financial, and academic success of | The application's descriptions of how the Governing Body will monitor outcomes **adequately demonstrate** its understanding of, and capacity to, monitor the organizational, financial, and | The application's descriptions of how the Governing Body will monitor outcomes **demonstrates a limited** understanding of, and capacity to, monitor the organizational, financial, and | The application's description of how the Governing Body will monitor outcomes is **inadequate or incomplete**.<br>--OR--<br>The application **does not address** the |

| | the proposed school, to ensure the proposed school is meeting its mission, and able to **manage and sustain a quality school.** | academic success of the proposed school, **to ensure** the proposed school is meeting its mission. | academic success of the proposed school, **to help** the proposed school meet its mission. | prompt. |
|---|---|---|---|---|

**CSD EVALUATION: Partially Meets - 2**
The applicant's response is rated Partially Meets.

The mission has vague student outcomes and the board's monitoring of the academic outcomes is vague as well. The assessment data will be reviewed, but there is no indication that any action might be taken, other than that the data will impact the evaluation of the head administrator. There is no indication that the board does more than receive information. It is not clear what the expectations are for inclusion of information so that conclusions can be drawn and/or independent decisions can be made. As an example, the Business Manager, Head Administrator and committees will provide reports. There is no specificity provided as the what is included in the reports.

It is unclear whether the applicant is aligning the budget process with the review of the mission and goals of the school. For example, the review dates take place right before the beginning of the new school year. This should happen earlier to align with the budget deadlines, allowing the school to implement a plan that is built within the budget. The timeline provided may not allow the proposed school to follow the PED Manual of Procedures, Supplemental 1, which indicates that the budget plan should consider following a planning process that considers the school's objectives and plan for EPSS.

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

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

**APPLICANT RESPONSE:**
The Head Administrator position will be an advertised position. WSA will advertise locally on our radio, as well as through the NMPED website for employment. The position will be advertised during the winter of 2016. There will be deadlines for each process - deadline to apply will be given within the advertisement. It will be required that resume and letter of interest is sent into us by January 2017. We will also have each candidate fill out an application for employment. All records will be updated and kept via our HR department. These records will include a document to keep information as to who has applied, information on each candidate and the steps within the interview process (did they pass the phone interview, did they pass

round 2, etc.).  Once resumes are received, the hiring committee (consisting of an HR representative, team of teachers and a board member) will invite candidates to a first round interview - this will be a phone screening interview.  After the screening, it will be determined if candidates will be asked back to a 2nd in person interview.  This interview will consist of situational questions so that candidate has the opportunity to discuss their experience and how they would apply their experience to this position.  The hiring committee will determine who the best candidate would be, best fit for our organization, based on the hiring committees feedback from the interviews.  We will use a scoring rubric to determine who will be offered the position.

Evaluation Process:

The evaluation process will take place yearly for this position.  Data and evidence will be collected throughout the year, with a sit down evaluation between the Board President and the Head Administrator.  This evaluation will take place in May of each year.

The purpose of the evaluation is to serve as a guide so that the HA can reflect on performance of the school, performance of the staff / teachers and performance of their self as the HA.  This will help the HA focus on the goals, mission and values of Willow Springs Academy.

The Head Administrator will be evaluated within the following areas:
- Personal goals set at the beginning of each year by the HA.
- Goals according to the job description.
- Performance of the school - based on data.
- Growth of the school - based on data.
- Testing scores from the school year.

Evaluation tools will be used during this process - Teachscape NM will play a role in this evaluation.

| | Ranking | | | |
|---|---|---|---|---|
| | Satisfied | | Not Satisfied | |
| | Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| C.(2) Head Administrator Selection | The application provides a **clear, comprehensive, and cohesive** description of the desired or, if selected, the head administrator's leadership characteristics and qualifications and **takes into account the mission of the proposed school**. | The application provides a **clear** description of the desired, or, if selected, the head administrator's leadership characteristics and qualifications and **may or may not clearly take into account the mission of the proposed** | The application provides a **limited** description of the desired, or, if selected, the head administrator's qualifications.   The application provided **some evidence** of a plan to hire and evaluate an administrator. | The application provides an **inadequate or incomplete** description of the head administrator's qualifications, and the plan to hire and evaluate an administrator. --OR-- |

| | | | | |
|---|---|---|---|---|
| | The application provides **evidence of a clear plan** to hire and evaluate a highly- qualified administrator. | **school**. The application provided **evidence of a plan** to hire and evaluate a highly-qualified administrator. | | The application provides **no plan** to address the head administrator's qualifications and the hiring and evaluating of an administrator. |

**CSD EVALUATION:** Does Not Meet—1
The applicant's response is rated Does Not Meet.

The application provides an inadequate or incomplete description of the head administrator's qualifications and the plan to hire and evaluate an administrator:

- The application process described does not provide a clear process. For example, it is not clear who will receive the applications for Head Administrator. The narrative provided mentions that the applications will be kept in the HR department, but not sure who this is since no one has been hired.
- A team of teachers (hired before the Head Administrator) and a board member will be the hiring committee. It is not clear whether the hiring committee or the board will hire the Head Administrator.
- No targets have been identified in the hiring process beyond posting in the winter of 2016 and resumes and letters of intent due by January 2017. No ability to determine whether a Head Administrator will be hired timely.
- The narrative includes the use of Teachscape NM which will not be utilized in New Mexico after June 2016.
- The evaluation of the Head Administrator will take place in May each year. It is unclear whether current academic data will be utilized in the annual evaluation. Evaluation appears to based on data, but not specifically on improved data or meeting goals outside of personal goals. The lack of connection to the mission is consistent with the lack of measurable outcomes in the mission.

Characteristics and qualification of the ideal leader were not provided in this section, although they were found in Appendix B. Minimum requirement is 5 years teaching experience – no leadership experience required (but evidence skills is required), knowledge of budgets (but no experience developing or managing a budget is required), no specification as to how "able to build relationships" will be assessed. According to information included in section H.(3) of the Assessment and Accountability section, the HA is responsible for entering and maintaining data into STARS reporting system for communicating witht the authorizer. This is not found in Appendix B either as a responsibility or as a qualification of the Head Administrator.

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

**APPLICANT RESPONSE:**

The Governing Board will create and approve the job description of the Head Administrator. This description contains roles and responsibilities for this position (**See Appendix B**). Upon hiring of the Head Administrator, the Governing Board will work in conjunction with them to establish goals for Willow Springs Academy as a whole as well as professional growth and development for staff.

Within the first year of the charter the Head Administrator will take on all administrative roles, promoting the Mission and Vision, and assisting the Business Manager with day to day budgetary operations and decisions. The Governing Board will conduct an annual evaluation of the Head Administrator. This evaluation will initiate any changes to job description if necessary and/or redefinition of roles and responsibilities as deemed necessary.

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The application describes a **clear and comprehensive plan** for how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator and   **provides a detailed job description** for the head administrator that includes a **comprehensive list** of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C. | The application **describes a clear plan** for how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator and **provides an adequate job description** for the head administrator that includes **a list** of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C. | The application describes a **limited plan** for how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator and provides a **limited job description** for the head administrator that **may or may not include a list** of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C. | The application provides an **inadequate or incomplete** plan to hire and evaluate an administrator.    --OR-- The application provides **no plan** to hire and evaluate an administrator. |

C.(3) Head Administrator Job Description

**CSD EVALUATION: Partially Meets - 2**
The applicant's response is rated Partially Meets.

The application describes a limited plan for how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator and provides a limited job description for the head administrator.  The job description does not include duties or responsibilites that are significant or unique to charter school leaders.  Items not addressed include involvement with strategic planning and/or administrative functions of operating a charter school, oversight of all school functions, etc. It does not include any skill set or requirements related to the maintaining community support/involvement that will be necessary to successfully execute the project-based learning in the community.

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

**APPLICANT RESPONSE:**
An annual evaluation will be conducted for the WSA head administrator in May of each year.  The purpose of the evaluation is to serve as a guide to provide the administrator feedback on the performance of the school, performance of teachers and their own personal performance.  The head administrator will be evaluated in the following areas:
- Instructional Leadership- Does the WSA administrator ensure the curriculum is challenging and student centered?  Are the students encouraged to learn in different ways and utilize technology and community resources?
- Communication- Is the WSA administrator effective in communicating with the larger community about WSA projects and learning models to promote community involved and socially aware students, as well as providing a diverse curriculum for all learners?
- Professional Development- Is the WSA administrator learning and building their leadership capacity?  Is the administrator continuing ongoing learning opportunities that align with New Mexico Professional Development Framework?
- Operations Management- Does the WSA administrator operate the school in a manner that promotes social awareness and students being successful learners?  Does the administrator manage the WSA campus, budget and daily operations to meet the learning needs of the students?
- Scope of Responsibility in Secondary schools (when applicable)- Does the administrator encourage and support programs to improve attendance and prepare WSA students for college and increase graduation rates?

WSA will use NM state Highly Objective Uniform Statewide Standard of Evaluation (Housse-P) forms to conduct head administrator evaluations. WSA will comply with New Mexico statutes 22-10A-11(G) NMSA which require the Public Education Department to adopt a highly objective uniform statewide standard of evaluation, which includes data sources linked to student achievement and an educational plan for student success (EPSS) progress, for level three-B school principals and assistant school principals.

After evaluation has been conducted the administrator will have a period of two weeks to review and reflect and on the evaluation and take any questions or concerns back to the supervisor for further review.

| Ranking | | | | |
|---|---|---|---|---|
| | ← | Satisfied | Not Satisfied | → |
| | **Exceeds—4** | **Meets—3** | **Partially Meets - 2** | **Does Not Meet—1** |
| C.(4) Head Administrator Evaluation | The application describes a **clear and comprehensive plan** for annually evaluating the head administrator. The plan takes into account the mission and goals of the proposed school. | The application **describes a clear plan** for annually evaluating the head administrator. The plan takes into account the mission and goals of the proposed school. | The application describes a **limited plan** for annually evaluating the head administrator. The plan does not take into account the mission and goals of the proposed school. | The application provides an **inadequate or incomplete** plan for annually evaluating the head administrator. --OR-- The application provides **no plan** to annually evaluate the head administrator. |

**CSD EVALUATION:** Does Not Meet—1
The applicant's response is rated Does Not Meet.

The application provides an inadequate plan for annually evaluating the head administrator. The evaluation is described in terms of questions that will be asked without any specificity as to what the expected or desired outcomes will be.

- It is unclear how communication with the community about the proposed school's projects actually impacts on how involved or socially aware the students are.
- The narrative states that the school will comply with New Mexico statutes and adopt the required evaluation tool, but hasn't described what that means for this particular school in alignment with the mission and goals.
- This timeline is not effective, as it does not allow for improvement. Goal setting between the board and the administrator should occur early in the school year. According the HOUSSE manual: "At the beginning of employment and continuing on a regular basis throughout the school year, the Principal and Supervisor should discuss each competency area and work toward a common understanding of the Supervisors expectations for the Principals performance in each competency area." Only one discussion in May with a two week time line for response does not set the stage for continuous improvement.

**D. Organizational Structure of the proposed school.**

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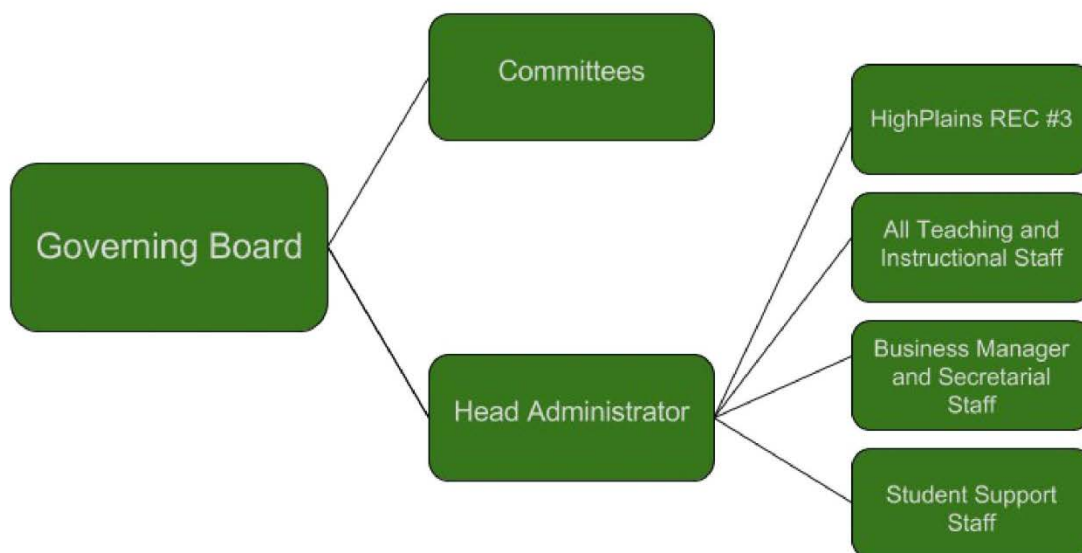
**APPLICANT RESPONSE:**

WSA has provided an organizational chart below that outlines the reporting procedures and working relationships between the Governing Board, Committees, Head Administrator, REC #3, teaching and instructional staff, Business Manager and secretarial staff and student support staff.

The Governing Board is responsible for governance over policies, procedures, organization, finances and academics. It relies on committees and the Head Administrator to keep them informed on the progress, status, conflicts and actions required. It is responsible for holding WSA accountable to its charter, mission and goals.

The Head Administrator reports on the day-to-day operations of the school including staff, business operations, finances, student support services and academic standing. It is the Head Administrator's job to provide an accurate account of WSA's operations and progress towards goals to the Governing Board. The Head Administrator will be evaluated on the information provided.

All staff are required to fulfill the duties and responsibilities outlined in the job descriptions provided in Appendix C and report to the Head Administrator. All staff will be evaluated on their performance of this task.

| | Ranking | | | |
|---|---|---|---|---|
| | ← Satisfied | | Not Satisfied → | |
| | **Exceeds—8** | **Meets—6** | **Partially Meets - 2** | **Does Not Meet—1** |
| D.(1)Organizational Structure | The application provides a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **align structures with the mission of the proposed school** and demonstrate a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school. | The application provides a **clear** organizational chart and narrative that demonstrate an **adequate** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school. | The application provides a **limited** organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school. | The application provides an **inadequate or incomplete** organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school. --OR-- The application **does not include** an organizational chart and supporting narrative. |

**CSD EVALUATION: Does Not Meet—1**
The applicant's response is rated Does Not Meet.

The application provides an inadequate organizational chart and an incomplete narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.

- There is no provision or description of a relationship that supports a board making an independent assessment or verification of information provided by the Head Administrator.
- Relationships between the various positions is minimally described within the job descriptions (Appendix C). As an example, the relationships and communication between ELL and Special Education Teachers and classroom teachers is missing despite the description and requirements for these individuals to work closely and regularly with the classroom teachers as discussed in other portions of the application.
- No high school positions were included in the referenced Appendix C.
- Relationships and communication with external agencies is not discussed.

- The org chart does not specifically include an audit or finance committee (although previous indicated that they would exist). An advisory council is not included or discussed.

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

**APPLICANT RESPONSE:**

See Appendix C

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides **clear, comprehensive, and cohesive** job descriptions for all key staff, including qualifications and **clear, appropriate** reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D. | The application provides **clear** job descriptions for most of the key staff, including **clear** reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D. | The application provides **limited** job descriptions for some of the key staff, including reporting lines that are somewhat consistent with the organizational chart. The job descriptions are attached as Appendix D. | The application provides **inadequate or incomplete** job descriptions for key staff.] <br> --OR-- <br> The application **does not address** job descriptions for key staff. |

*D.(2) Job Descriptions*

**CSD EVALUATION: Partially Meets – 2**
The applicant's response is rated Partially Meets.

The applicant provided limited job descriptions for some of the key staff, including reporting lines that are somewhat consistent with the organizational chart.

- No descriptions were included for high school teachers who are instrumental to the school's mission.
- Concern with secretary job description and internal control language which were not consistent. The secretary also acts as the mentor to home school students.
- Job descriptions are limited in terms of duties. The combination of business manager/ secretary is not reasonable.

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school's staffing needs and is **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum, and is aligned with the budget, and projected enrollment. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.

**APPLICANT RESPONSE:**

Willow Springs Academy will staff in accordance with enrollment. Upon our first Open Enrollment session in September of 2016 we will be able to gain information as to how many students per grade-level will be enrolling. With that number a more accurate staffing plan will be developed. We are proposing a beginning staff of eight teachers, one of which will be licensed in Special Education, if we reach our full first year student capacity goal. We have calculated our SEG funding based on a lower estimate of 98 students the first year with five teachers, one of which will be licensed in Special Education. These teachers will be placed according to the number of students enrolled per grade level. WSA will not have a grade-level cap, instead a school-wide cap in the first years of the charter. Some grade levels will be combined in order to equalize individual classroom and teaching loads. WSA will also hire one Head Administrator who will take on all administrative responsibilities as well as a Business Manager who will handle secretarial and business responsibilities. As our charter expands the prospect of adding an additional secretarial staff member to assist with office responsibilities may be necessary. WSA has budgeted for staffing with highly qualified educators as well as a competitive salary for the Head Administrator. We will utilize the three tier salary schedule created by the state to satisfy salary requirements.

Once all students have been enrolled, by July 2017, staffing for ELL, and Ancillary services will take place. Willow Springs Academy will contract services with the Highplains Regional Education Cooperative (HPREC) for ancillary services. We will determine the number of students requiring ancillary services and submit a request to HPREC for a proposal. We currently have 11 students budgeted for Ancillary services. All staff and Ancillary service contracts will be completed no later than August 1, 2017.

| Ranking | | | | |
|---|---|---|---|---|
| | ← | Satisfied | Not Satisfied | → |
| | Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| D.(3) Staffing Plan Need | The application provides a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of staffing needs and appears **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum and aligns with and is supported by the budget. | The application provides a **clear** staffing plan that **appears adequate** to support effective and timely implementation of the academic program/ curriculum and **generally appears** to be aligned with the budget. | The application provides a **limited** staffing plan to support adequate implementation of the academic program/ curriculum but is **partially** aligned with the budget. | The application provides a staffing plan that is **inadequate or, incomplete,** and/or and does not align with the budget. --OR— The application **does not provide** a staffing plan. |

**CSD EVALUATION:** Does Not Meet—1
The applicant's response is rated Does Not Meet.

The application provides a staffing plan that is inadequate:
- There is a disconnect in the staffing between the information provided in the School Size portion of the application and what is described in the narrative of this section. Is the beginning target 17, 8 or 5 teachers? 17 teachers for 150 students or 8 teachers for 98 students. The target enrollment is unclear.
- The staffing plan is incomplete. According to the applicant, WSA will not have a grade-level cap, instead a school-wide cap in the first years of the charter. Some grade levels will be combined in order to equalize individual classroom and teaching loads. There are licensure considerations to be taken into account which were not addressed, such as the scenario provided in the Financial Framework [Section A.(4)] where limited enrollment results in a combined 6th, 7th and 8th grade class.
- Job search process and timeline were not included, although a deadline of August 1 was included. As teachers are required to perform tasks in preparation for the school year starting in July, this will be too late. As provided in the calendar of a previous section and the professional development plan in the next section, teachers need to be hired by June.
- The response indicates that the Business Manager and Secretary will be one individual. This could be problematic based on the internal control response.

D.(4)  Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the proposed school's educational plan, mission, and performance goals.  Ensure that the plan is supported by the budget.

**APPLICANT RESPONSE:**

In order to meet the goals set forth by WSA in accordance with its mission and curriculum, staff will be required to participate in the school's Professional Development Plan. Many of the instructional methods are unique and require teacher training and time for creation of implementation pieces specifically designed to meet the needs outlined in the curriculum.

June 2017
Classroom teachers receive training on the successful creation, implementation and facilitation of project-based learning within the classroom through the use of Edutopia's professional development module.

Classroom teachers receive training on implementation of the blended-learning model provided by the curriculum team.

July 2017
Training on WSA's Scope and Sequence and Unit/Lesson alignment provided by the curriculum team.

Classroom teachers will begin development of projects for the first semester by grade level teams.

August 2017
The format for all Personalized Learning Plans will be determined by the curriculum team by August 1.

Compass Learning Curriculum Launch Training provided by a Compass Learning Representative during the teacher workdays identified in August 2017 on the school calendar.

Professional development for classroom teachers on the creation and implementation of Personalized Learning Plans will be provided by the curriculum team during the teacher workdays identified in August 2017 on the school calendar.

Professional development for staff concerning the SAT process provided by the curriculum team during teacher workdays identified in August 2017 on the school calendar.

In addition to professional development required prior to the start of school, staff will participate in WSA PLC meetings held weekly throughout the school year.  These meetings will take place either on early release Fridays or a late workday for teachers. Staff will vote to stay Fridays until 3:15 after students are released at 1:20 or to stay until 5:00 on an agreed upon day Monday-Thursday. This will provide valuable time for any extra professional development needs in addition to discussions on students and instruction.

WSA will also utilize PD360 to enhance professional development for its staff on an individual basis. We recognize that staff will come to our school with varying degrees of expertise and may require individualized professional development.

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| **Exceeds—4** | **Meets—3** | **Partially Meets - 2** | **Does Not Meet—1** |
| The application provides a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the proposed school's educational plan, mission and performance goals. The plan is **completely** supported by the budget. | The application provides a **clear plan** for Professional Development that meets state requirements, supports the implementation of the proposed school's educational plan, mission and performance goals. The plan is **mostly** supported by the budget. | The application provides a **limited** plan for Professional Development that meets state requirements **and appears to be somewhat** supported by the budget. | The application provides an **inadequate or incomplete** Professional Development Plan. --OR-- The application **does not address** a Professional Development Plan. |

*Row label: D.(4) Professional Development Plan*

**CSD EVALUATION:** Does Not Meet—1
The applicant's response is rated Does Not Meet.

The application provides an inadequate Professional Development Plan that is not supported by the budget:

- The "curriculum team" will be providing most of the professional development. The make-up and qualifications of this team is unclear.
- The applicant states, "We recognize that staff will come to our school with varying degrees of expertise and may require individualized professional development" It is not clear how the individualized professional development will be provided.
- Compass learning, personalized learning plans, and projects are the foundation for the school's academic program. Limited professional development is provided, which may occur before all teachers are hired based on the hiring plan provided.

E. Employees.

> E. (1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation of** how you will address employees' recognized representatives.

**APPLICANT RESPONSE:**

Willow Springs Academy will be in compliance with the School Personnel Act, State Statute 22-10A-1 et seq. NMSA 1978. WSA will also comply with the New Mexico Public Employee Bargaining Act, 10-7E-1 through 26 1978. Willow Springs Academy will not permit employment discrimination against any employee because of race, color, sexual orientation, religion, gender, age, national origin, or disability.

All contract and non-contract employees are expected to follow the conditions of their contract at all times. Failure to follow contractual responsibilities may result in discipline or dismissal. Willow Springs Academy will follow all state mandates regarding staff conflict resolutions and employee discharge issues. All employees will be given information regarding membership to the National Education Association (NEA) upon employment at WSA. If a situation arises where there is a significant need for collective bargaining, Willow Springs Academy will not deny its employees the right to organize or bargain if desired.

The Governing Board and Head Administrator will be responsible for staffing Willow Springs Academy.
Candidates applying will need to provide references, a resume and letter of interest for the desired position. A background check will be conducted by an independent entity upon job offer acceptance.
All full-time permanent employees will be entitled to health benefits as well as automatic contribution to a retirement fund. Full-time teaching staff will be contracted for 187 days. The Head Administrator and Business Manager will have year round contracts with 2 weeks of vacation during the summer months. All staff members of WSA will receive 10 sick days and 2 personal days per school year. All teaching staff will be hired as full-time contracted employees and therefore will receive a 30 minute lunch break daily. The teacher work day will be 7:30-3:15 Monday through Friday. The Head Administrator and Business Manager will operate from 7:30-4:00 Monday through Friday during the school year and from 8:00-2:00 during the summer.

All teaching staff will be evaluated using the NMTEACH Evaluation tool utilized by the Public Education Department (PED). The evaluation process will be completed by both the Head Administrator and teaching staff by the end of the school year. Three observations per teacher will be conducted by the Head Administrator annually. A professional Development Plan (PDP) is required to be submitted within the NMTEACH Evaluation website by the 40th day of school.

| | Ranking | | | |
|---|---|---|---|---|
| | Satisfied ← | | Not Satisfied → | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| E.(1) Employer/Employee Relationship | The application **clearly describes** the employer/employee relationship and provides **clear terms** of employment for all classes of employees. The application **completely and appropriately explains** how the proposed school will address employees' recognized representatives. | The application **describes** the employer/employee relationship and provides the **terms** of employment for all classes of employees. The application **explains** how the proposed school will address employees' recognized representative. | The application provides a **limited** description of the terms of employment for all classes of employees **and may or may not address** how the proposed school will address employees' recognized representatives. | The application's description of the employer/employee relationship is **incomplete or inadequate**. --OR-- The application **does not address** the relationship between the employer and the employee. |

**CSD EVALUATION: Partially Meets – 2**
The applicant's response is rated Partially Meets.

The application provides a limited description of the terms of employment for all classes of employees **and did not address** how the proposed school will address employees' recognized representatives:

- **The applicant did not address the pay terms.**
- The applicant stated that it will not deny its employees the right to organize or bargain if desired, but did not provide a complete explanation of how this will occur.
- It is not clear what terms are expected of non-contract employees when the applicant states, "All contract and non-contract employees are expected to follow the conditions of their contract at all times."
- It is unclear what classifies an individual as a "full-time permanent employee".

**F. Community/Parent/Employee Involvement in Governance.**

F. (1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school.  The plan includes structures to facilitate **parental involvement that will help to advance** the proposed school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

**APPLICANT RESPONSE:**

The mission of WSA describes parents and community members as actively involved and integral to the success of the school. In order to support this portion of the mission, WSA has created the following school structure to facilitate parental, educator and community involvement.

Goals

- Create a welcoming school environment.
- Provide families information related to creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication.
- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
- Engage families in school planning, leadership and meaningful volunteer opportunities.
- Connect students and families to community resources that strengthen and support students' learning and well-being.

Create a Welcoming Environment and Providing Information

WSA will provide a personal greeting and welcome packet for all parents visiting the school, including a community services directory, important school contact information, school calendar and coupons to local businesses. We want to make clear how important our community is to the school and its students.

Teachers will be encouraged to make personal contacts with families through e-mails or phone calls. WSA wants families to feel comfortable communicating with the classroom teachers and feels it is important to establish a rapport as quickly as possible.

WSA will hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents.

WSA will offer translators to welcome and assist families during school activities.

WSA will partner with local agencies to provide regular parenting workshops on nutrition, family recreation or communication.

Establish Effective School-to-Home and Home-to-School Communication

WSA will provide printed information for parents on curriculum policies and on monitoring and supporting student work at home.

WSA will provide families access to its curriculum software so families can frequently monitor their children's progress.

WSA will communicate school policies to all families in their home language and establish formal mechanisms for families to communicate to administrators and teachers as needed (e.g., direct

phone numbers, email addresses, weekly hours for families to call or meet).

WSA will create a family's "suggestion or comment" box (electronic and onsite) for families to anonymously provide their questions, concerns and recommendations.

Strengthen Families' Knowledge and Skills

WSA will offer workshops to inform families of the high expectations and standards children are expected to meet and provide ways for families to support the expectations and learning at home.

WSA will engage families in opportunities to work with their children in setting their annual academic, college and career goals through the use of Personalized Learning Plans.

Engage Families in School Planning, Leadership and Volunteer Opportunities

WSA will create roles for parents on all decision-making and advisory committees, equal representation on school governing bodies and properly train them for the areas in which they will serve (e.g., curriculum, budget or parent advisory committee).

WSA will conduct a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs.

WSA will create volunteer recognition activities such as events, certificates and thank-you cards.

WSA will establish a parent telephone tree to provide school information and encourage interaction among parents.

Connect Students and Families to Community Resources

Through school-community partnerships, WSA will facilitate families' access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education.

WSA will establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.

WSA will Invite community partners to share resources at annual open houses or parent-teacher conferences.

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes how **parental involvement will help to advance** the proposed school's mission. | The application provides a **clear** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. | The application provides a **limited** plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the proposed school. | The application provides an **inadequate and incomplete** plan or description of meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. --OR-- The application **does not address** community involvement. |

*F. (1) Community involvement.*

**CSD EVALUATION:** Partially Meets - 2
The applicant's response is rated Partially Meets.

The application provides a limited plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the proposed school:
- No mention of required advisory council.
- A variety of general structures are discussed for parental communication, access and some involvement. The applicant states it will create roles for parents on all decision-making and advisory committees, equal representation on school governing bodies and properly train them for the areas in which they will serve (e.g., curriculum, budget or parent advisory committee). However these positions were not stated in the governance section of the application.
- No discussion of community involvement.

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents.  The plan is transparent, fair, accessible to the community, and ensures a timely and meaningful response from school administration and the GB.

**APPLICANT RESPONSE:**

Willow Springs Academy will require all parents to sign a Complaint Resolution Agreement that outlines and agrees to the following terms:

1. If a parent/community member has a concern or complaint against a classroom teacher or staff member the complainant should attempt to resolve the issue with the teacher or staff member openly.
2. If the complainant is unable to resolve an issue with the teacher or staff member or if the complaint is regarding another issue, they should supply the Head Administrator, in writing, an outline of the complaint along with a possible solution. This document must be dated when received.
3. Within 10 days of receiving the complaint/concern the Head Administrator will provide a resolution in writing to the complainant. This resolution may also be presented in person if requested.
4. If the complainant is not satisfied with the resolution they then may supply the Governing Board with their written complaint and the resolution offered by the Head Administrator.
5. The Governing Board will then administer an investigation of the complaint and return a written resolution within 20 days of receipt of the complaint/concern in writing or in person if requested. No further action will be accepted after this step has taken place.

| Ranking | | | |
|---|---|---|---|
| ←         Satisfied | Not Satisfied         → | | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents.  The plan is transparent, fair, accessible to the community, and assures a timely and meaningful response from the proposed school administration or the GB. | The application provides a **clear** plan to receive and process concerns and complaints from the community and parents. The plan is **somewhat** transparent, fair, accessible to the community, and assures a timely and meaningful response from the proposed school administration or the GB. | The application provides a **limited** plan to receive and process concerns and complaints from the community and parents, and assures a timely response from the proposed school administration or the GB. | The application provides an **inadequate or incomplete** plan to address community and parent complaints. --OR-- The application **does not address** complaint resolution. |

(First column label, vertical: F.(2) Complaint Resolution)

**CSD EVALUATION: Partially Meets - 2**
The applicant's response is rated Partially Meets.

The application provides a questionable plan to receive and process concerns and complaints from the community and parents. A special meeting of the board may be required to meet the proposed timeline for response:

- The applicant states it will require parents to sign a "complaint resolution agreement", but does not discuss a complaint policy as required by law.
- Step 5 of the complaint agreement is not clear as who will do the investigation, what subsequent steps toward resolution are available, or whether a third party hearing an option.
- The self imposed 20 day timeframe may require a special meeting of the board.

G. Student Recruitment and Enrollment.

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment /enrollment timelines presented are **reasonable.**

**APPLICANT RESPONSE:**
In accordance of statute NMSA 22-1-4 (C.) Willow Springs Academy will offer any person a free education at any time. Also adhering to NMSA 22-8B-4.1 (B) our school will give enrollment preference to students who have been previously admitted into WSA utilizing our enrollment process and wish to have continuous enrollment in subsequent grades. Enrollment preference will also be given to siblings of students already enrolled in WSA.

Willow Springs Academy has launched a Facebook page giving members of our community information about our charter. We have also posted informational pieces about Blended and Project-Based Learning on our page to inform parents of our unique curriculum. This page has been active since March 23, 2016. We have also presented on-air via our local radio station giving information of our intent and our mission to the community. Recently we have secured and activated our website: http://www.willowspringsacademy.com which allows interested parties to fill out a form with their child's name and age at the time of the charter opening. This has allowed for a prospective enrollment figure. We have also left pamphlets in a few businesses, the Arthur Johnson Memorial Library, and grocery stores within our community, as well as set up boxes with Enrollment Interest Forms for the community members who do not have access to the internet.

Willow Springs Academy will conduct Open Enrollment Sessions prior to the start of each school year. During these sessions parents will submit their enrollment application and letter of interest on time and in person. Willow Springs Academy will have 98 spaces available the first year. Once all spaces have been filled WSA will initiate a lottery process for enrollment. Sibling enrollment will occur prior to Open Enrollment. Our enrollment cap will be a school wide cap and not a grade-level cap.

Willow Springs Academy will accept students in Kindergarten through 8th grade in its initial

charter year. The second year we will accept Kindergarten through 9th grade, and by the fifth year WSA will operate as a Kindergarten- 12th grade school.

Timeline

Fall 2016-   Open Enrollment Session. Willow Springs Academy will start accepting enrollment applications and letters of interest at our facility. Parents will be able to access our application starting September 10th, 2016 online or at our facility. The number of applications and letters of interest received as well as the sibling enrollment will determine the length of time the session will remain open. If all spaces are filled a lottery will then be implemented.

Winter 2016- Staffing Recruitment. Based upon how many students per grade-level have enrolled Willow Springs Academy will determine staff needs. These positions will be advertised until filled.

Spring 2017- Open Enrollment Session (if needed). Heavy recruitment strategies (radio, Facebook, free public advertisement locations, our website/email) will be implemented if spaces are still available.

Summer 2017- Staff and Governing Board Orientation. All enrolled students and their families are required to attend a Student Orientation. This will be held 2 weeks prior to the start of the 2017-18 school year.

Fall 2017- Willow Springs Academy begins instruction

| | Ranking | | | |
|---|---|---|---|---|
| | ⬅ Satisfied | | Not Satisfied ➡ | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| G.(1) Student Recruitment | The application provides a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment /enrollment timelines presented are **reason-** | The application provides a **clear** outreach and recruitment plan that ensures equal access to the proposed school. **Adequate** recruitment /enrollment timelines are presented. The outreach/ marketing plan **appears to be** | The application provides a **limited** recruitment plan for ensuring equal access to the proposed school.  General recruitment /enrollment timelines presented.  The outreach/ marketing plan is **partially supported** by the | The application provides an **inadequate or incomplete** outreach and recruitment plan. Or the plan/timelines are not reasonable or are not likely to be effective or ensure equal access to the proposed school.  The outreach / marketing plan does not appear to be supported by the budget. --OR-- |

| able. The outreach/ marketing plan is **completely supported** by the budget. | **supported** by the budget. | budget. | The application **does not address** student recruitment. |
|---|---|---|---|

**CSD EVALUATION:** Partially Meets - 2

The applicant's response is rated Partially Meets.

The application provides a limited recruitment plan for ensuring equal access to the proposed school. General recruitment /enrollment timelines presented. Clarification of the following in necessary:

- Why 98 spaces when the enrollment cap is 150?
- How does an open enrollment period without a specified closing date work?
- What if enrollment exceeds space early in the open enrollment period? How does a lottery after the open enrollment period work?
- How does a lottery work with the two open enrollment periods identified but not clearly defined: Fall 2015 and Spring 2017?
- Summer 2017- Staff and Governing Board Orientation. All enrolled students and their families are required to attend a Student Orientation. This will be held 2 weeks prior to the start of the 2017-18 school year. What if they do not attend? Are they removed from the school?
- There is no mention of advertising in the newspaper (if required).

The major recruitment effort for students is electronic. The target population described may not have a computer, or "Facebook page", resulting in some students not getting information that would allow them to attend this school.

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes, and **support equal access** to the proposed school (include how a wait list will be maintained). Please provide tentative timeframes or dates.

**APPLICANT RESPONSE:**

WSA is a publically funded school and as such will provide a tuition-free and individually appropriate education regardless of gender, race, religion, disability, academic standing or any other condition.

As stated in NMSA Section 22-8B-4.1 NMSA 1978 WSA's enrollment and lottery process will be governed by the following:

- A start-up school may either enroll students on a first-come, first-serve basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the start-up.

WSA will give preference to:
1. Students who have applied to WSA via the application process on a first-come, first-serve basis and remain in attendance.
2. Siblings of students already admitted to WSA.

WSA will follow its student recruitment plan outlined in item G.1 beginning in the Fall of the planning and implementation year and initiating open enrollment for each successive school year January 1.

If and when the enrollment cap for the current academic year at WSA has been met following open enrollment and first-come, first-serve selection, students will be enrolled via a lottery process as follows:

- Student information will be entered into a lottery drawing by grade level. The school secretary will complete this process upon receipt of a completed application and supporting documents.

1. In the event a space opens up, the Head Administrator, as witnessed by the school secretary, will draw a student information sheet from the corresponding grade level lottery and notify the family in writing. The drawing will occur within 5 school days of the confirmed availability.
    1. At this time, siblings of a lottery drawn enrollment will not be admitted. If openings are available at the start of the next school year, siblings will be admitted at that time.  If not, siblings will remain in the lottery process and reviewed annually for availability of enrollment.
- Students drawn via the lottery process will have 10 days to either accept or reject placement.  If rejected, they must reapply for open enrollment beginning January 1 of the next year.
- At the conclusion of each school year, any students remaining in the lottery will be drawn by the Head Administrator and the secretary and added to a waiting list in the order in which they are drawn.  The list will be documented with the current academic school year and these students will be given priority for enrollment starting January 1 of the next calendar year. The secretary will maintain yearly wait lists.

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **complete, comprehensive, and cohesive** description of its lottery procedures that comply with state statutes, and **support equal access** to the proposed school. Tentative dates are provided. | The application provides a **clear** description of its lottery procedures that comply with state statutes. Tentative dates are provided **for the most part**. | The application provides a **general** description of lottery procedures that comply with state statutes.  **Some** tentative dates are provided. | The application provides an **inadequate or incomplete** description of its lottery procedures or what is provided does not comply with state statues. --OR-- The application **does not address** the lottery process. |

*(Row label: G.(2) Lottery Process)*

**CSD EVALUATION: Partially Meets - 2**
The applicant's response is rated Partially Meets.

The application provides a general description of lottery procedures that comply with state statutes:

- It is unclear why a grade level lottery is necessary if the school has an overall enrollment cap, but no grade level is capped.
- Little information is provided to determine if the process supports equal access to the proposed school.
- The applicant states, "Student information will be entered into a lottery drawing by grade level. The school secretary will complete this process upon receipt of a completed application and supporting documents."  The content of the "student information sheet" is not clear.  The "supporting documents" are not described.  It is not clear how parents will be notified if their child has been drawn in the lottery.
- Very limited dates are provided.

H. Legal Compliance.

H. (1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

**APPLICANT RESPONSE:**

Pursuant to 22-8B-5.2 NMSA 1978 (Governing Body Conflict of Interest), every WSA Governing Board member will sign a "Conflict of Interest" statement annually.

No person shall serve on the WSA Governing Board if the person or an immediate family member of the person, is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which WSA contracts directly for professional services, goods or facilities. A violation of this Policy renders the contract between the person or person's immediate family member and WSA voidable. A person who knowingly violates this Policy may be individually liable to WSA for any financial damage caused by the violation.

No member of the WSA Governing Board, employee, officer or agent of WSA shall participate in selecting, awarding or administering a contract with WSA if a conflict of interest exists. A conflict of interest exists when the member, employee, officer, agent or immediate family member of the member, employee, officer or agent has a financial interest in the entity with which WSA is contracting. A violation of the Policy renders the contract voidable.

As used in this Policy, "immediate family member" means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported.

Sample Disclosure Statement:

# WSA Conflict of Interest
## Disclosure Statement

Date:_____

Name:_____Position:_____

I,_____(name), as an employee of WSA, pursuant 22-8B-5.2 NMSA 1978 make this conflict of interest disclosure stating the following:

_____I shall maintain, at all times, the integrity and ethically high responsibilities of public service and discharge my duties in the same manner.

_____I shall conduct myself in a manner that justifies the confidence placed in me by the public.
_____I shall treat my position with WSA as a public trust and shall use the powers and resources of my position to advance the public interest and not to obtain personal benefits or pursue private interests.

_____I shall not request or receive nor offer a legislator, public official, or public employee any money, thing of value, or promise thereof that is conditional upon or given in exchange for the

promised performance of an official act.

_____I shall not directly or indirectly coerce or attempt to coerce another public officer or employee to pay, lend, or contribute anything of value to a party, committee, organization, agency, or person for a political purpose. I shall not directly or indirectly coerce or attempt to coerce the political activities of another employee when they are acting as a private citizen.

_____I shall not use or disclose confidential information acquired by virtue of my position with WSA for my or another's private gain.

_____I shall fully disclose real or potential conflicts of interest and shall make reasonable efforts to avoid undue influence and abuse of my position.

I am/ am not (circle one) engaged in any employment outside of WSA.

If you answered that you are engaged in outside employment, please identify below the name of the employer, your Position, a summary of your duties, and whether or not the employer has a contract with WSA:

Employer: _____

Position and description of duties: _____

Does employer contract with WSA?:   Yes          No

Please identify and describe below any business in which you, or a family member has/have a financial or substantial interest. Financial interest means an ownership interest in a business or any employment or prospective employment for which negotiations have already begun. Substantial interest means an ownership interest of a business that is greater than 20%.

Business:_____

Type of Interest:  Financial   Substantial

Interested Person:  Myself     Family Member (identify relationship) _____

I will not participate in any decision or action involving the business identified in this section.

The statements contained herein are based on my personal knowledge and are true and correct.

_____I understand that failure to comply with the above provisions and the Governmental Conduct Act may be grounds for disciplinary action, including dismissal, demotion, or suspension, and may be punishable in criminal or civil court.

_____I understand that it is my responsibility to update the disclosure if a new financial interest or employment occurs prior to the annual review of this document.

Name:_____ (Print)

Signature:_____ Date:_____

| | Ranking | | | |
| --- | --- | --- | --- | --- |
| | ← Satisfied | | Not Satisfied → | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| H.(1) Conflict of Interest | The application provides a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to meet the requirements of the law. The application provides a sample disclosure statement of any real or potential conflict of interest. | The application provides a **clear** Conflict of Interest Policy that meets demonstrates an understanding of the requirements of the law. | The application provides a **limited** Conflict of Interest Policy. However, the response **may raise questions or concerns** about understanding or capacity regarding the requirements of the law. | The application provides a Conflict of Interest Policy that is **inadequate or incomplete** or does not meet the requirements of the law. <br> --OR-- <br> The application **does not address** a Conflict of Interest Policy. |

**CSD EVALUATION:** Meets—3
The applicant's response is rated Meets.

The applicant provides a clear conflict of interest policy that demonstrates an understanding regarding requirements of the law.

**I. Evidence of Partnership/Contractor relationship. (If Applicable.)**

I.(1)  If there is /are third party relation-ship(s) (partner organization or a contractor etc.) that is essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.).  Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.

**APPLICANT RESPONSE:**
NA

| | Ranking | | | |
|---|---|---|---|---|
| | ← Satisfied | | Not Satisfied → | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet-1 |
| I. (1). Third Party Relationships | *If Applicable* The application indicates that there is /are third party relation-ship(s), and the application provides a **clear, comprehensive, and cohesive** description of all third-party relationships that are considered integral to accomplishing the mission of the proposed school. The application demonstrates a **complete under-standing** of the legal implication of the relationship to the proposed school. | *If Applicable* The application indicates that there is /are third party relationship(s), and The application provides a **clear** description of all third-party relationships that are considered integral to accomplishing the mission of the proposed school. The application demonstrates **knowledge** of the legal implication of the relationship to the proposed school. | *If Applicable* The application indicates that there is /are third party relationship(s), and the application provides **some** information about the relationships and how it/they will support the proposed school. The application may or may not indicate a **limited knowledge** of the legal implication of the relationship to the proposed school. | *If Applicable* The application is **inadequate or incomplete.** --OR— The application indicates that there is /are third party relationship(s), but the application **does not address** the relationship. |
| **CSD EVALUATION: NA** | | | | |

I.(2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

**APPLICANT RESPONSE:**

NA

| Ranking | | | |
| --- | --- | --- | --- |
| ← Satisfied | | Not Satisfied → | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet-1 |
| *If Applicable* The application indicates that there is /are third party relationship(s), and it provides a proposed, **signed, clear, formal** agreement between the proposed school and each third party relationship **OR** memorandum of understanding (MOU) between the proposed school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides. | *If Applicable* The application indicates that there is /are third party relationship(s), and it provides a **proposed, signed formal** agreement or MOU between the proposed school for most prospective third-parties, delineating major roles and responsibilities **OR** the application provides **some** formal agreements or MOUs and some signed letters of intent with strong evidence that the third party will enter into an agreement should the charter be granted. | *If Applicable* The application provides a **limited** proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) **OR** signed letter(s) of intent between the proposed school and prospective third-parties. Roles and responsibilities provided may **be general**. | *If Applicable* The application provides an **inadequate or incomplete** response --OR-- **Does not address** the prompt. |

(Row label: I.(2) Proposed Agreement)

**CSD EVALUATION: NA**

**J. Waivers.**

J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers specifically identify statutes or state rules for which a waiver is requested. For all describe how the waiver will support the proposed school's plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school's mission, and the educational program and curriculum**. For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html.

| NMSA 1978 § 22-8B-5(C) Waiver | Utilized | Description of how waiver will support school's plan. |
|---|---|---|
| Individual class load (22-10A-20) | ☒ | WSA does not anticipate the need for this waiver, however student enrollment may mandate a reduction in staff. It may also be required if we receive a larger number of students at one grade level as opposed to others. |
| Teaching load | ☐ | Click here to enter text. |
| Length of school day (22-2-8.1) | ☒ | WSA is requesting this waiver so that students may be released at 1:20 PM every Friday in accordance with the local school district release schedule. We believe it's important to our community that all students are on a similar schedule regardless of the school attended. Community regard and support is important to our school's mission. We are exceeding the required 180 days. |
| Staffing pattern | ☐ | Click here to enter text. |
| Subject areas | ☐ | Click here to enter text. |
| Purchase of instructional materials (22-15-8) | ☒ | WSA, when appropriate and necessary to our curriculum, will not purchase instructional materials off of the state list. WSA curriculum differs from that of a traditional school district and must support its student population as needed per the curriculum narrative and mission statement. Project-based curriculum may require resources unavailable through approved textbook and instructional material companies. |
| Evaluation standards for school personnel | ☐ | Click here to enter text. |
| School principal duties | ☐ | Click here to enter text. |
| Drivers education | ☐ | Click here to enter text. |
| **Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1** | **Description of how waiver will support school's plan.** | |
| Click here to enter text. | Click here to enter text. | |
| Click here to enter text. | Click here to enter text. | |

| | Ranking | | | |
|---|---|---|---|---|
| | Satisfied | | Not Satisfied | |
| | Exceeds—3 | Meets—2 | Partially Meets—1 | Does Not Meet—0 |
| J.(1) Waivers | The application provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the wavier is being requested. The rationale **clearly demonstrates** how requested waivers **align with the proposed school's proposed autonomy, its mission, and the educational program and curriculum**. | The application provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the wavier is being requested. | The application provides a **limited** list of statutes or state rules for which a waiver is requested. | The application suggests that waivers from statutes or state rules will be used, but the application fails **to identify the waivers** in III.K. (1) and (2). Or, the application **does not** address waivers. |

**CSD EVALUATION:**
Meets—2
The applicant's response is rated Meets.

**K. Transportation and Food.**

K. (1) *If Applicable, s*tate how the proposed school plans to offer transportation to its students. Provides **a clear description** of how student transportation needs will be met that is supported by the proposed budget.

For further information please see the following link:
http://ped.state.nm.us/div/fin/trans/index.html.

**APPLICANT RESPONSE:**

*NA*

| | Ranking | | | |
|---|---|---|---|---|
| | Satisfied | | Not Satisfied | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| K.(1)Transportation | *If Applicable*<br><br>The applicant states that it plans to offer transportation to its students. The applicant provides **a clear description** of how student transportation needs will be met that is supported by the proposed budget. | *If Applicable*<br><br>The applicant states that it plans to offer transportation to its students. The applicant provides **an adequate description** of how student transportation needs will be met that appears to be supported by the budget. | *If Applicable*<br><br>The applicant states that it plans to offer transportation to its students. Only a **limited description** of how student transportation needs will be met is provided OR the applicant has not fully addressed transportation in the budget. | *If Applicable*<br><br>The applicant states that it plans to offer transportation to its students. The applicant provides an **inadequate or incomplete** description of how student transportation needs will be met.<br>--OR--<br>The applicant **does not state** whether or not it plans to offer transportation to its students. |
| **CSD EVALUATION: NA** | | | | |

K.(2) *If Applicable* Provide a plan to offer food services to students (i.e., contracting with approved/appropriate food services vendors, providing Free and Reduced Lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

**APPLICANT RESPONSE:**
*NA*

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | Not Satisfied → | | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| *If Applicable*<br><br>The applicant plans to offer food services to its students.<br> The applicant provides a **clear description** of how food services will be provided that is supported by the proposed budget. | *If Applicable*<br><br>The applicant plans to offer food services to its students.<br>The applicant provides **an adequate description** of how food services will be provided that appears to be supported by the proposed budget. | *If Applicable*<br><br>The applicant plans to offer food services to its students. Only a **limited description** of how food services will be provided is included OR the applicant has not fully addressed food services in the budget. | *If Applicable*<br><br>The applicant plans to offer food services to its students.<br>The applicant provides an **inadequate or incomplete** response of how food services will be provided.<br>--OR--<br>The applicant plans to offer food services to its students but **provides no other information.** |

K.(2)Food Services

**CSD EVALUATION: NA**

**L. Facilities/ School Environment.**

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority **no later than Friday, April 22nd, 2016**.  The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at: http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.

| |
|---|
| L.(1)  **Complete, submit, and attach as Appendix E,** the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist. |
| **APPLICANT RESPONSE:**   *The letter of approval from the Public Schools Facilities Authority (PSFA) for Willow Springs Academy is attached as Appendix E.*<br><br>*Willow Springs Academy will be promoting a creative environment which will enhance our blended learning and project-based learning strategies. Our facility will reflect these strategies by being in an open concept for classroom meetings and goal setting sessions. Tables and couches will be a main staple to our environment so the interior of the facility will require flexibility. Having access to the full scope of technology advances will allow for our curriculum to be utilized by all students and staff with rigor and fidelity. Willow Springs Academy will have a school-wide cap of 210 students by year five of the charter. The facility will need to accommodate this number of students. We also require our facility to be accessible to all students, staff members and community members and therefore it will be handicap accessible. Willow Springs Academy will also require an outdoor space for recess and projects. The facility will also benefit from being within the community to foster school/community relationships.* |

| | Ranking | | | |
|---|---|---|---|---|
| | ← | Satisfied | Not Satisfied | → |
| | **Exceeds—4** | **Meets—3** | **Partially Meets - 2** | **Does Not Meet—1** |
| L.(1) Projected Facility Needs | The applicant **completed and submitted** the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the **approved form** as Appendix "J." | The applicant provides evidence from PFSA that it has **completed and submitted** the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the **review process has not been completed, the plan has received PSFA's tentative approval.** | The applicant has **completed and submitted** the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, but the **review and approval process has not been completed**. | The applicant has completed and attached the Facilities Master Plan Ed / Spec Checklist but has **not yet submitted it to PSFA for review and approval.**<br>--OR--<br>The applicant **does not address** the Facilities Master Plan Ed / Spec checklist. |

**CSD EVALUATION:**

Meets—3

The applicant's response is rated Meets.

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L. (2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/ property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

**APPLICANT RESPONSE:**

*The Willow Springs Academy founders met with City Manager Scott Berry regarding three empty buildings in Raton. The ARMEX building had new restrooms installed but was lacking walls and flooring. The Knights Auto building was a warehouse type structure which needed classroom boundaries and noise-cancellation fittings. The final building was previously occupied by New Mexico Highlands University (NMHU) on Park Ave. as a distance education center. There were no needed repairs for this building. We have researched utilities for all three buildings and have concluded the NMHU building would suit the immediate needs of Willow Springs Academy. We have indicated to Mr. Berry our intentions of occupying this building and we are awaiting charter approval prior to any lease agreements being made. On May 10th 2016 Willow Springs Academy sent a letter to the Raton Public Schools Superintendent requesting information regarding any facilities they may have available for use. We received no response to this request.*

*Willow Springs Academy did receive an acceptance letter for this location with no immediate repairs needed or suggested by the PSFA, except our potential enrollment would need to be decreased if we intended to occupy this building.*

*Once our charter has been approved and staff has been hired the facility will be furnished, painted and prepared for our first Open Enrollment session on September 30th, 2016.*

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| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The applicant provides evidence that it has researched potential facilities/properties and **identified at least one appropriate, viable facility/ property in the targeted geographic location**. The evidence includes a **clear plan** to prepare the | The applicant provides evidence that it has researched potential facilities/properties and **made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location**. | The applicant provides evidence that it has done **some research** on potential facilities/properties in the desired geographic location. | The applicant **does not provide** evidence that it has researched or begun a search for an appropriate facility/property. --OR-- The application **does not address** the proposed school's facility needs. |

(Row label, left column: L.(2) Facility Plan)

| | | | |
|---|---|---|---|
| facility/property in time for the proposed school's opening. | | | |
| **CSD EVALUATION:** <br> Meets—3 <br> The applicant's response is rated Meets. | | | |

# III. Financial Framework

- **Budgets.**

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding in all areas of the budget.

| A.(1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan (use current unit value and for Special Education, please budget the state average of 15%). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement** New Mexico public school funding. |
|---|
| **APPLICANT RESPONSE:** |
| See Appendix F |

| | Ranking | | | |
|---|---|---|---|---|
| | ←————————————— Satisfied | | Not Satisfied —————————————→ | |
| | Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| A(1)910B5 Worksheet | The application provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet **clearly demonstrates understanding of and capacity to implement** New Mexico public school funding. | The application provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The **worksheet may contain some minor errors, but demonstrates an adequate understanding of, and capacity to, implement** New Mexico public school funding. | The application provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. The worksheet **contains some errors that may raise questions about understanding of and capacity to implement** New Mexico public school funding. | The application provides an **incomplete or inadequate** 910B5 State Equalization Guarantee (SEG) Computation Revenue Worksheet for each of the 5-year budget plan. --OR-- The application **does not include** a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. |
| **CSD EVALUATION:** | | | | |
| Meets—6 | | | | |

The applicant's response is rated Meets.

During the capacity interview, the applicant will be asked to explain why a T&E Index was reported as 1.112 for Year 1 and 1.000 for other years.

A.(2)  Provide, and attach as **Appendix G**, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the proposed school's mission and aligns with the proposed school's five- year growth plan, including staffing, facilities, educational program, and services.  Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

**APPLICANT RESPONSE:**
*See Appendix G*

| Ranking | | | |
|---|---|---|---|
| Satisfied | | Not Satisfied | |
| Exceeds—12 | Meets—9 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a five-year budget that **clearly supports** the proposed school's mission and aligns with the proposed school's five-year growth plan, including staffing, facilities, educational program, and services.  The draft budget **clearly demonstrates** the financial capacity and long-term sustainability of the proposed school. | The application provides a five-year budget that **appears to support** the proposed school's mission and the proposed school's five- year growth plan, including staffing, facilities, educational program and services.  The draft budget **adequately demonstrates** the financial capacity and long-term sustainability of the proposed school. | The application provides a five-year budget that **generally supports** the proposed school's five- year growth plan. However, the draft budget **may raise some questions** about the financial capacity or the long-term sustainability of the proposed school. | The application provides an **inadequate or incomplete** five-year budget.<br>--OR--<br>The application does not include a 5-year budget. |

*(Row label: A(2) 5-Year Budget Plan)*

**CSD EVALUATION:** Does Not Meet—1
The applicant's response is rated Does Not Meet.

The application provided an inadequate/incomplete five year budget.
- The PED requirements call for a balanced budget per the Operating Budget 101 Workbook.  In this case, the budget presented consistantly has available budget for all years ranging from $79,862 during the first year to $405,840 during the fifth year.  This is caused by more  budget for revenue than expenditures.  This causes concern that the budget is incomplete and does not adequately support the school's growth plan to support the necessary costs.
- Although the school did set aside reserves as recommended by PED of 3%, the amount was reported in the incorrect line item.  This should have been budgeted in an expenditure line item under the reserve line item or another line item that would serve the same purpose.  Instead, the application presents this information within a revenue line item which adds to the available budget.

It is clear that there is a misunderstanding of the budgeting requirements and process per the aforemetnioned examples.

Additionally, there are concerns with budget including:
- The application incorporates technology in delivery of instruction. However, there is limited budget for necessary IT costs like IT services for maintenance.
- The budget accounts for 4 teachers, which creates a 24:1 ratio with the anticipated 98 students in year 1.  This is in excess of the 17:1 ratio described in an early portion of the application (Academic Famework A. School size.)
- Salaries for secretary ($19,800 including stipend for home school student supervision) and business manager ($34,500) appear low.
- Professional development and related travel costs are low for the first year, given the distance from where PD is provided and the amount of PD that will be necessary.

A.(3)  Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility.   The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

**APPLICANT RESPONSE:**
Revenue: WSA will base its budget on revenue received through SEG funding. We believe this is the only way to create a self-sustaining school.  As advised by David Craig, we will attempt to withhold 3% of our SEG in unrestricted cash. We will pursue federal funding opportunities such as Title I once we have opened and can provide student counts. WSA is currently pursuing a private donation of $300,000 per year which has not been documented in the budget since it is not currently confirmed. We have attached a copy of our request letter. In addition, we will also participate in fundraising activities such as the Drive for Your School our local Ford dealer has agreed to organize.

Function 1000: Instruction: Salaries for teachers were figured based on the salary of a Level III teacher with 6 years teaching experience at $53,300. This includes 4 regular education teachers and 1 special education teacher. The educational assistant salary was based on a Level III License and 7 years teaching experience. We allowed for 10 days sick leave and 2 days personal leave for teachers and the educational assistant when figuring the cost of substitutes. Substitute pay was figured at $9.75 an hour for 6.5 hours.

Benefits were calculated based on 36% of total salaries. Individual benefit breakdowns were figured as percentages of the total 36% estimated from the sample budget in the charter school budget workbook.

Professional Development for the Compass Learning Software was based off a direct quote from the company. The remainder of PD for instruction will be conducted in house utilizing Edutopia (Project-Based Learning PD Guide) and other free resources.

Furniture Expenses were determined for year 1 by checking prices at IKEA for student cubbies (4 sets with 25 cubbies $1000), classroom tables (20 at $50 each), student chairs (60 at $20 each) and teacher desks with chairs (5 at $160 a set). We will use a mixture of purchased and used furniture in the first year of operation and replace used furniture with new furniture each successive year. Our used furniture will come from community donation. The remaining balance will be used for classroom whiteboards (5 @ $135 each) and materials or supplies requested by the teachers ($500 each for 5 teachers).

Rental for our building was determined by an estimate given for a local catholic school budgeted at $12,000 for a year. The initial building inspected by the PSFA would be rent free as it belongs to the city and its use would be welcomed. In return we would pay to maintain the building. Our budget for rent will also cover this scenario if we choose to stay with that option. The amount of $12,000 will also cover the cost of purchasing a newly closed school building from the local school district in the event we are approved and it is still available.

Student travel was budgeted for $200 even though we do not anticipate any student travel at this point. The school will be located centrally in our town allowing students and staff the ability to walk whenever they are participating in projects, events or programs provided in the community.  However, if WSA is able to purchase a school suburban with private donations, funds will be used to pay for students to travel locally to participate in special programs provided by the NRA and other local organizations.

Teacher travel was also budgeted at $500 even though we don't anticipate any.  We intend to handle any PD onsite, at our local REC or through remote conferencing.

The cost of contracting with our local REC #3 was determined based on an estimated MAX FTE of 0.61 (provided on the estimate) and a fee of $61,000 (therapists with travel included). This is the calculation for our estimate of 14 SPED students in our 5th year of

operation. We estimated the cost for years 1-4 based on that number. We intend to apply for IDEA-B funding after the 40th day count.

In software, Compass Learning ELA and Math, NWEA MAPS, Renaissance Learning STARS and Powerschool were based on estimates provided by each individual company. Student Laptops were priced at $300 each. Since K-8 is a station rotation model, we only need to purchase 49 laptops for 98 students.  The remaining $5000 is the cost for purchase of 5 teacher laptops.

General Instructional or classroom supplies include a copy machine for staff priced at $3000 from Xerox and $360 each for 5 teachers to use for classroom supplies.  There is $600 extra for copy paper and other art supplies.

Function 2100 Support Services: The nurse's salary of $34,500 was estimated by reviewing available salary schedules of other school districts in NM. The benefits were calculated the same way by estimating 36% of the salary.

General supplies for support services were budgeted at $200 for year 1 with an increase over the next 4 years to $400 to assist the nurse with band aides, gloves, alcohol wipes, q-tips, thermometers and other supplies.

Function 2300 General Administration: Auditing services in the amount of $1437.50 was estimated by looking at expenses allocated for auditing services in the charter school budget workbook and estimating half of that cost based on the size of our school compared to the school used in the example.

Board travel and board training was estimated to total $200 per board member to attend 1 out of town training each year per WSA requirements.

General Supplies and Materials for WSA's network technology were budgeted at $18000 for a server, wireless access points, software, wiring and internet service. This estimate was based on discussions with a local IT expert. WSA intends to apply for E-Rate funding to help cover these costs.

Function 2400 School Administration: We determined our Head Administrator salary of $72,000 based on state mandated minimums in addition to increased responsibility and budget. Our school secretary's salary of $14800 was based on rate of $9.91 per hour. Benefits were again calculated based on 36% of the salary.

Additional compensation secretary of $5000 was budgeted as the stipend for handling any home-school students enrolling in our school.  The position would be responsible for scheduling, supplies and the required mentoring. This stipend will increase to $8000 by year 5.

Professional Development and travel were budgeted at $500 to accommodate required administration training.

General supplies in the amount of $1200 includes a laptop/computer priced at $800 for the Head Administrator in addition to any other supplies they may require.

Function 2500 Central Services: A Business Manager was estimated at $34500 based on local hourly pay. Upon review of available resources, WSA is evaluating agencies to contract out these services. In this case, this amount will be applied towards the contract amount. Benefits again were based on 36% of salary.

Professional Development and travel was budgeted for $400 in the event our Business Manager needs to accompany our Head Administrator.

General Materials and Supplies were budgeted to include a laptop/computer priced at $800 for the Business Manager, a copy machine priced at $1000, 1 filing cabinet priced at $200 and any other office supplies in the amount of $200 the first year.

Function 2600 Operation and Maintenance of Plant: Property and Liability Insurance were estimated at $28,000 based on the allocated amount of a school of similar size to WSA. Upon approval quotes will be obtained from Park Avenue Insurance.

Communication expenses were budgeted at $800 to include phone service to WSA. This amount will gradually increase to $1200 by year 5.

Maintenance has not been budgeted per the agreement with the Family Worship Center who will assume maintenance duties as payment for use of the facility when WSA is not in session. The agreement is attached.

Electricity and Natural Gas costs were estimated at $18001.00 (which includes water) based on averages given to us by the local utility company.

Function 2700 Student Transportation: Transportation is not budgeted at this time because WSA does not intend to provide transportation for the first year (since it is not funded) or the next 4 years. Options will be discussed and estimates collected if transportation is to be considered based on feedback and student counts.

Fund 14000 Instructional Materials: Our estimated revenue for instructional materials was based on the amount awarded to our local school district and divided by the number of students. We got a per student amount of approximately $55 and multiplied that by the number of students we expect. This gave us a total of $5400 which we separated further down into instructional materials textbooks and instructional materials. However, based on information from instructional materials, charter schools are allowed to spend 100% of the allocation for instructional materials of their choosing.

Fund 21000 Food Service: As with transportation, WSA does not intend to provide food service during its first 5 years of operation.

| Ranking | | | |
|---|---|---|---|
| Satisfied | | Not Satisfied | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **clear, comprehensive, cohesive, and reasonable budget narrative** that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the applicant's **thorough understanding** of the budget and of budgeting. | The application provides a **clear budget narrative** with **some meaningful detail** that explains basic assumptions, how those were determined based on reliable sources, and identifies most of the priorities that are consistent with the proposed school's mission, educational program, staffing and facility. The budget narrative demonstrates the applicant's **general understanding** of the budget and of budgeting. | The application provides a **limited budget narrative** that explains some basic assumptions, how those were determined, and identifies some priorities. The budget **narrative may raise some questions** about the applicant's understanding of the budget and of budgeting. | The application provides an incomplete or inadequate budget narrative. --OR-- The application does not provide a budget narrative. |

*(Left side label: A(3) Budget Narrative)*

**CSD EVALUATION:** Partially Meets—2
The applicant's response is rated Partially Meets.

Although the narrative provided a general understanding, there are many concerns on whether the applicant has a clear understanding of budgeting especially since the budget is not balanced. Some major items of concern include:

- did not budget sufficiently for the audit, supplies, BM services, and travel for GC members/BM/Director.
- The budget did not include attorney, financial software, cleaning services (was not addressed in narrative), and membership fees for entities who provide training.
- Most schools do not employee a nurse or typically spend $20,000 for this size whereas the school budgeted total cost of $46,895.
- The budget did not identify the FTE for teachers in Years 2-5. A calculation could not be made with the information provided.

A. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula the proposed school will only receive additional funding during the next school year.

Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

**APPLICANT RESPONSE:**
The budget for Willow Springs Academy is based on the SEG estimate of funds. Our first year of operation will be the most challenging to budget. Many of the contracts have a large up-front fee and a small renewal per year after that. The initial purchase of equipment, furniture and supplies also puts a strain on the first year budget.

Initially WSA will make adjustments to staff based on current enrollment. We will ask for applications prior to hiring of staff to help ensure adequate staffing for students and budget requirements. Our current plan for staffing is as follows for 98 students:

| K | 1st and 2nd Combined | 3rd and 4th Combined | 5th and 6th Combined | 7th and 8th Combined |
| --- | --- | --- | --- | --- |
| 12:1 | 20:1 | 22:1 | 22:1 | 22:1 |

* There will be a roaming educational assistant assigned to grades K-2

In the event our enrollment is below 98, WSA will reduce teaching staff, redistribute students (according to enrollment indications) and hire another educational assistant if the budget allows. The school's individualized educational model allows for flexibility of student grouping (including grade level). According to the actual interest forms received as of this date, staffing will be as follows:

| K and 1st Combined | 2nd and 3rd Combined | 3rd, 4th and 5th Combined | 6th, 7th and 8th Combined |
| --- | --- | --- | --- |
| 15:1 | 11:1 | 24:1 | 12:1 |

* The instructional assistant will be moved into the 3rd, 4th and 5th grade combined classroom.

WSA has budget for 11 Sped students out of the anticipated 98 students the first year.

We would anticipate approximately 7 Sped students for the adjusted 62 students.

If we receive more Sped or general education students during the school year than we have budgeted for, the first adjustment would be to move some money from Unrestricted Cash into Instruction and Student Services where needed and a BAR would be submitted. On a smaller scale, adjustments could be made to available travel, supply and professional development line items as approved by the governing board. Travel is budgeted at $3750, Supplies at $13700 and Professional Development at $7300. The finance committee along with the Head Administrator would have to evaluate how much could be moved from each item based on current and future commitments. These changes could be used to pay for additional services through the local REC to service additional Sped students. We would implement school fundraising projects to cover any money used from travel and supply funds to cover emergency expenses and conduct the necessary Professional Development in house or via free webinars. Currently, WSA has approximately a $16,000 cushion in the SEG budget. In addition, WSA hopes to receive a $300,000 per year supplement from a local investor. It has not been included in our school budget because WSA wishes to keep its expenses within the confines of the SEG allocation. In the event this funding is finalized, $75,000 or more each year will be put into savings. This money will be available in the event there are unexpected expenses after school staff is hired.

WSA will be applying for Title I, IDEA B and E-Rate funding as soon as possible. If approved, this money will supplement the budget and free up additional money for savings in the event of a budget shortfall.  Title I and E-Rate also have not been added to the budget plan since there is not an estimated amount for the first year 2017-2018. Following the first year, these amounts will be available.

WSA also intends to apply for the New Schools Venture Fund and the Daniels Fund to supplement costs during the first year. Awards cannot be determined until after approval of the charter school and applications are being accepted for the grants.

| | Ranking | | | |
|---|---|---|---|---|
| | Satisfied ← | → Not Satisfied | | |
| | **Exceeds—4** | **Meets—3** | **Partially Meets - 2** | **Does Not Meet—1** |
| A(4) Strategies for Budget Control | The application provides a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully. | The application provides a **description** of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide **some** evidence that the adjustments may be viable and realistic. The suggested budget control strategies demonstrate a **general capacity** to manage the budget successfully. | The application provides a **limited** description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The explanations about the adjustments are **too general** to determine if they are viable or realistic. | The application provides an **inadequate or incomplete** description of budget adjustments. --OR-- The application **does not address** strategies for budgeting control. |

**CSD EVALUATION:** Partially Meets—2
The applicant's response is rated Partially Meets.

Although the application provided examples of budget transfers if funding is reduced, the ideas are not realistic. There is concern that the application does not indicate what monetary amount of budget cuts they would experience if the membership projections are not met. This application also does not provide a balanced budget, which may again hinder the applicants basis of making strategic decsisions. Another concern is that the initial year has identified budget in cash, but believe that the school will not have start-up cash available for budgeting. The applicant indicated that they would transfer from cash, but if none is available, I am not sure this would be a viable option. Finally, there is also concern with the proposition to transfer from supply accounts since it is already considered insufficient.

**B. Financial Policies, Oversight, Compliance, and Sustainability**

B.(1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal and state statues, regulations, and rules relative to the proposed school's procedures.

**APPLICANT RESPONSE:**

Willow Springs Academy has established procedures to maintain internal control over all its assets. The purpose of establishing these internal controls is to provide a reasonable assurance that WSA will safeguard assets, provide reliable financial information, promote operational efficiency and ensure compliance with laws, regulations and established school policies and procedures.

Control Framework

WSA has implemented an internal control system and framework based on its internal and external needs. This framework includes elements modeled after the COSO model. It is the policy of WSA to ensure that its control framework provides for strong administrative governance.

Ethics Statement

WSA makes every effort to create honest and ethical expectations for the school that are demonstrated at every level. The school operations reflect the overall attitude, awareness, and actions of the Governing board, administration and others concerning the importance of how the school views internal control and the management of these controls.

Communication and Training

WSA makes every effort to maintain communication with all employees regarding the policies and procedures of the school including but not limited to periodic training for personnel at the school and regular meetings of the Governing Board. The school's Board Policies and meeting agendas are maintained on WSA's web site along with other information necessary to for the safekeeping of various assets and transparency of financial operations. Supervisory hierarchies are maintained to insure proper approvals and processes are in place.

Personnel

The recruitment of competent and honest individuals is handled by the Head Administrator and the Governing Board. The training of staff regarding the established policies and procedures governing all financial transactions is administered through the Business Office.

Segregation of Duties:

The assignment of duties to staff members who have access to the Financial Management System is done with the intent of limiting their ability to cause and conceal errors or irregularities. Working within certain limitations such as staff size, incompatible functions are not assigned to any staff member. Details of incompatible staff assignments are specifically addressed, such as accounts payable and receiving, or

posting of cash receipts and reconciling the bank accounts. Continued monitoring and oversight must take place daily to ensure secure business operations.

## Transaction Authorization

The budget is allocated to each department and the authorization or expending of funds is assigned to the Head Administrator for monitoring. The Head Administrator is responsible for his/her budget and for assuring that each request is appropriate and necessary. WSA allows for Purchase Orders of under $500 to be processed without additional authorization unless otherwise restricted by the funding source. Purchase Orders over $500 are forwarded to the Governing Board.

## Transaction Recording

Transactions are recorded at the time of authorization resulting in the encumbrance of the budget. The Business Manager is responsible for verifying the amounts, the classification to the appropriate account codes, and the proper authorization of all transactions. All source documents (checks warrants, etc.) used to record transactions are official WSA forms and are sequentially numbered for accountability. All voided check warrants are marked VOID and kept on file for the auditor's review. All voided Purchase Orders are marked VOID and kept on file for the auditor's review.

## Risk Assessment

WSA analyzes all processes and applies a Risk Assessment tool to determine inherent risks in each of its accounting processes. Emphasis is on communication to ensure that each employee is aware of necessary processes. WSA will hold meetings 3 times a year with key personnel to ensure that employees involved with the acquisition and disposal of assets are thoroughly trained and informed on procedures. At the same time, WSA must weigh the costs of certain requirements to make sure that the benefits justify the cost of implementing, maintaining and monitoring the system.

## Budget

WSA will prepare and adopt an annual budget in accordance with New Mexico Statutory requirements. The Operating Budget will be prepared under the supervision of the Head Administrator, Business Manager and the Finance Committee. The Head Administrator monitors all staffing and compares all positions to student class loads. The Operating Budget is reviewed for technical accuracy and approved by the PED. It is then presented to the Governing Board for approval and certification prior to June 20 of each year. The approved and certified budget constitutes the Operating Budget, which is authorization for WSA to begin operations on July 1 of the fiscal year.

## Final Cash Balances

Upon completion of the final close for each fiscal year, WSA determines the actual cash balances for all funds and reports them to the PED by the designated deadline. The Operating Budget is then adjusted by the use of a Budget Adjustment Request to incorporate adjusted cash balances as of June 30 into the Operating Budget. Upon approval by the PED through OBMS (Operating Budget Management System), WSA will adjust the budget and incorporate the changes into the Financial Management System.

## Budget Maintenance

The budget ledgers are maintained in the Business Office using the financial management system used in concert with the cash balance and encumbrances to ensure that all spending is in accordance with budget authority. While budget object lines may be temporarily overspent, budget functions may not be overspent.

All Operating Budget increases, decreases, and adjustments to the Operating Budget are presented to the Governing Board for approval and then submitted to the PED via the department's OBMS (Operating Budget Management System) for approval. Budget adjustments, which do not alter the total amount of the budget, are processed as follows:

Intra-budget transfers—Transfers between expenditure account codes within the same function are prepared as maintenance BARs and presented to the Governing Board for approval at the monthly scheduled board meetings. Once approved by the Governing Board, the adjustments are recorded into the Financial Management System (FMS) and into the Operating Budget Management system (OBMS). No further approvals are needed from PED.

Inter-budget transfers—Transfers between expenditure account codes outside of the same function are presented to the Governing Board of Education for approval. The transfer requests are then submitted to the PED via OBMS for approval. Once all approvals are in place, the change is recorded to the Financial Management System as an adjustment to the Operating Budget.

All original budget documents are summarized and rolled up to the required elements in the account string maintained in the OBMS system. Copies are distributed to the appropriate staff for recording to the Financial Management System and these documents are made available to the auditor annually.

## Payroll

The Head Administrator is responsible for hiring of personnel, authorizing salaries, initiating employment contracts, and maintaining the staffing levels approved in the annual budget. The Business Manager verifies that budget is available for any staffing increases. A Personnel Action Request (PAR) containing employment information (training and experience, fund to be paid from, and school information) is completed for new or replacement personnel. The Business Manager verifies the personnel data and enters all information into the payroll system. All additional payrolls are processed by exception and only with proper authorization from the Head Administrator. These payroll payments can include substitutes, increments and/or additional services such as tutoring and summer school.

The Business Manager is responsible for maintenance of employee insurance, tax sheltered annuities, and other voluntary and mandatory payroll deductions.  After the payroll data is entered, a payroll report is generated and must be reviewed and signed by the Head Administrator.  All contract employees will be paid twice a month.

### Sick Leave

Employees must call the WSA secretary. All school employees do not have to submit printed leave forms for sick leave, but they must verify their absences with the secretary upon their return to work.

Other types of leave

Other types of leave which require prior approval must be submitted on a printed "application for leave" or a printed "Professional Leave" form signed by the Head Administrator.

The leave forms, which are turned into the business office, are used to verify absences. The leave forms are also used to make deductions for leave and are used to dock pay when leave is taken without a sufficient leave balance. The pay docks are deducted from the employee's pay on the next scheduled check.

### Purchasing

The Business Manager is responsible for assuring that all purchases against the assigned budgets are appropriate and necessary. Any staff member may make a purchase request. The requests for purchase orders (requisitions) is the initial document submitted to the Business office and once approved by the Business Manager, the document is assigned a purchase order number and a copy is provided to the originator of the request so that purchase can be made. The vendor invoice must also reference the purchase order number for verification purposes.

### Receiving

The merchandise ordered is delivered directly to staff requesting purchase. Staff verifies receipt and indicates this on a copy of the purchase order. Once this document has been received by the secretary, release of payment can be made to the vendor by the Business Manager. In cases of incomplete orders or damaged merchandise, the secretary will store them until return or reimbursement occurs.

### Cash Receipts

Any money received at the school will be the responsibility of the secretary to issue a receipt.  Receipts will be pre-numbered and deposited within 24 hours. The secretary will keep record of the date, person received from, cash or check and the amount. The secretary will prepare a bank deposit for review by the Head Administrator. Once deposit is made, all bank paperwork and receipt log will be submitted to the Business Manager. A monthly recap or revenue report is generated by the Business Manager and reconciled with the bank statement.

### Encumbrances

The initiating personnel forwards all requisitions over $500 for respective fund approvals. The Business Manager verifies account code, fund number and checks to see if all necessary approvals are in place and a purchase order is issued. Once receipt of the order has been verified as complete and correct, a copy is returned to the

Business Office and attached to the purchase documents (including applicable invoices) and the payment can be issued.

## Accounts Payable

All vendor invoices are mailed to the secretary. The vendor invoice is matched to the receiving copy of the Purchase Order. Once the documents are matched, the items invoiced are checked back to the items listed on the approved copies of the purchase order. The Business Manager checks each invoice carefully to verify amounts due, shipping and handling costs, and any other applicable discounts, etc. Invoices are then marked paid with date and check number.

All blank check stock will be stored in a locked cabinet in the Business office. The school secretary will be the only staff member with a key to the locked cabinet.

## Bank Reconciliations
All bank accounts will be reconciled on a monthly basis by the Business Manager. Reconciliation will occur within 1 week of receipt. The Business Manager will generate an account reconciliation report and attach it to each bank statement. In addition, the Business Manager will provide a cash balance report and list of outstanding checks and warrants.  The Head Administrator must sign off on each bank reconciliation and report cash balances at the monthly Governing Board meeting.

## Inventory
All District equipment and items of tangible value (over $1,000.00) are identified by a bar-coded tag. It is the responsibility of the Secretary to ensure that all equipment delivered to the school is appropriately marked.

The Business Manager maintains fixed asset inventory records in the Business Office. The inventory database includes the inventory tag number, a description of the item, the serial number, the purchase order number, the acquisition date and the fund code.

The secretary will keep inventory of any school supplies purchased and used. Classroom teachers will be responsible for inventory of classroom supplies, computers, books, equipment and furniture.

Any discrepancies in inventory will be reported to the Head Administrator.

All requests for removal of surplus property, deletions, and discards must be approved by the Governing Board if the amount is over $1,000.

## Journal Entries
WSA limits access for journal adjustments outside of the automated Financial Management System adjustments to the Business Manager and the Head Administrator.

## Per Diem and Mileage Act

Employees and Board members of WSA are entitled to reimbursement of registration fees, mileage, per diem, and other costs associated with authorized trips for official school business.

**In-State Travel:** All in state trips must have Head Administrator approval, prior to traveling. This approval is requested on the leave request form. The business purpose of the trip
must be justified and all costs associated with the trip must be itemized, if reimbursement is expected. The Business Office will process the reimbursement travel form only with sufficient approvals and required documentation such as agendas and invoices attached to the reimbursement request.

**Out-of-State Travel:** All out of state travel requires prior approval by the Head Administrator. The travel reimbursement form will be processed with sufficient documentation only and personnel will follow the same procedures as listed with in-state travel. If, in the event, personal vehicles are utilized, proof of insurance will be required and submitted to the Business Office prior to the trip. All reimbursements are processed in accordance with the Per Diem and Mileage act, as outlined in the DFA regulations. All receipts for out-of-pocket expenditures for transportation, registration, and miscellaneous expenses are required for reimbursement. Any meals and/or lodging cost included in the registration fee are deducted from the per diem reimbursement.

Petty Cash
A petty cash fund for small purchases will be established under the authorization of the Business Manager and overseen by the school secretary. Cash and receipts will total the original amount authorized by the Business Manager not to exceed $100.

Insurance
The New Mexico Public School Insurance Authority provides insurance for employee benefits and property and liability coverage. Premiums are determined for health, vision, and dental coverage by the Authority and their staff with procedures set by statute. Property and Liability coverage are determined by a claims loss ratio established by the New Mexico Insurance Authority and their brokers, Poms and Associates. A Memorandum of Coverage is provided to the school.

Accounts Receivable
The secretary is responsible for forwarding all information about receivables to the Business Manager in a timely manner. The Business Manager is responsible for monitoring the collection of all amounts due. Invoices are prepared by the Business Manager and approved by the Head Administrator.

Investments
WSA accounts for all monies placed in interest bearing accounts by fund. Excess cash balances in the bank accounts generate interest which is credited by the financial

institution on a monthly basis. The amount of interest earned is receipted and recorded to the Financial Management System when the credit is received.

## Special Revenue Funds

All proposals prepared by school staff for special funding require administrative approval from the Business Manager. Original and approved proposals are then submitted to the Head Administrator for final approval and signature. These procedures must be adhered to ensure proper budget authorization is obtained in a timely manner and prior to the expenditure of any monies.

Upon receipt of an award notice, a budget document is prepared and submitted to the Business Manager for review and processing. New Budget Adjustment Requests are presented to the Governing Board for approval monthly as applicable and then forwarded to the School Budget Finance and Analysis Bureau at the PED via OBMS for final approval as applicable.

Special revenue fund approvals are then entered into the Financial Management System of WSA and monitored by the Business Manager. The program manager is responsible for program compliance with regard to the nature of the grant guidelines and the Business Manager is responsible for the fiscal aspects of the award with oversight by the Head Administrator.

## Reporting

Monthly reports are prepared and maintained by WSA. The Business Manager reviews bank statements and a monthly reconciliation is performed and the Business Manager then reconciles each fund's activities on a year to date basis to determine all adjustments have been made correctly. The Business Manager is responsible for ensuring the reports are prepared accurately and timely. Any discrepancies are reported to the Head Administrator and the Business Manager makes corrections immediately. Access to the Financial Management System is limited and initiated by a password procedure. This limited access is established in an effort to ensure records will not be altered and accountability can be maintained. Reports are then filed and maintained as per the Schedule for Retention and Disposition of Records. A copy of the school's fiscal quarterly report is forwarded to the PED, School Finance and Audit Committees, the Head Administrator and WSA's Governing Board.

| | Ranking | | | |
|---|---|---|---|---|
| | Satisfied | | Not Satisfied | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet-1 |
| B.(1) Financial Policies and Internal Controls | The application provides a **clear, comprehensive, and cohesive** description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to the proposed school's procedures. | The application provides a **clear** description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to the proposed school's procedures. | The application provides a **limited description** of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to the proposed school's procedures. | The application provides **incomplete or inadequate** financial policies and internal controls.<br>--OR--<br>The application **does not address** financial policies and internal controls. |

**CSD EVALUATION:** Partially Meets—2
The applicant's response is rated Partially Meets.

The application provides a limited description of the internal control procedures which raise concerns including:

- School Secretary has many responsibilities of which none are mentioned in the job description.
- Procedures do not mention who has authority to sign checks or who is responsible for personnel files.
- The Govering Board is overly involved in the day to day operations. For example, it must approve all orders over $500 and handles the recruitment of employees.
- Lack of internal control in receiving because it is verified by the person requesting the purchase.
- The secretary is the only one with key to cabinet which holds blank check stock.

B. (2) Identify the appropriate staff to perform financial tasks, and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.

**APPLICANT RESPONSE:**

Given the size of WSA's staff, there will be two positions mainly responsible for financial tasks, the Head Administrator and the Business Manager. In the event a Business Manager cannot be found, WSA will contract out the Business Manager duties to an accounting firm. Following are the job qualifications and responsibilities of each position:

Head Administrator

**Duties and Responsibilities:**

- Works with educational team to establish academic and behavior standards.
- Supervise and evaluate staff members.
- Manage day to day school operations.
- Presents financial information and reports to the Governing Board, Financial Subcommittee and Audit Subcommittee as required.
- Maintaining accurate financial records in accordance with WSA Internal Control Procedures.
- Maintain a positive school atmosphere and a culture of character within our school.
- Administers appropriate discipline as outlined in the Student Code of Conduct.
- Coordinates and conducts parent / teacher conferences related to discipline and attendance.
- Attends and supports initiatives related to school SAT process.
- Assists teachers with student behavior plans.
- Creates and supports an ongoing School Improvement Plan.
- Performs other tasks, duties and responsibilities as needed.
- Develops and adheres to yearly budget.
- Familiar with writing grants in order to obtain further funding.

**Qualifications:**

- Five years experience as a teacher, counselor or leader within the education community.
- Knowledge of school budgets (creation, maintenance and management).
- Successful experience working with diverse families and community populations.
- Strong assessment, analytical and diagnostic skills.
- New Mexico Department of Education Administration Licence.
- Effective communication skills.
- Evidence of successful leadership and organizational skills.
- Able to build relationships with students, staff and community.

Business Manager

**Duties and Responsibilities:**

- Responsible for monthly budget / financial reports.
- Manage a centralized purchasing system.
- Manage school payroll system.
- Establish and maintain a filing system for all business office documents.
- Draft, establish and maintain a school operating budget.
- Draft budget adjustments.
- Maintain asset lists and schedules.
- Oversee proper receipt and deposit of cash.
- Reconcile bank accounts.
- Responsible for implementing a payroll system for staff.
- Manage accounts receivable.
- Responsible for purchasing supplies according to budget.
- Assisting administrative staff and the Governing Board as requested.
- Maintain relationships with staff, parents, student, community.
- Develop strategies for facilities management.

**Qualifications:**

1. NM School Business License or qualified to obtain a NM School Business License.
2. Experience with developing and adhering to budgets.
3. Successful strategic experience.
4. Knowledge and experience of a variety of financial management systems and processes and procedures.
5. A working knowledge of facilities management.
6. Experience of working effectively with a wide range of people.
7. An understanding of school management issues and the role of the Governing Body.
8. An understanding of HR policy, including hiring and staffing policy.

**Job Search Process and Timeline:**

The Head Administrator and Business Manager position will be advertised positions. WSA will advertise locally on the radio, as well as through the NMPED website for employment. The positions will be advertised starting November 1, 2016. There will be deadlines for each process - deadline to apply will be on or before March 31, 2017. A requirement will be that a resume and letter of interest is sent to us by February 31, 2017. Each candidate will fill out an application for employment. All records will be updated and kept in the school business office. These records will include a document tracking applicants, information on each candidate and the steps completed in the interview process (did they submit resumes and letters, complete an application, etc.). Once all resumes are received, the hiring committee (consisting of a school founder, 2 teachers and a board member) will invite candidates to a first round interview - this will be a phone screening interview. After the screening, it will be

determined if candidates will be invited back for a 2nd in person interview. This interview will consist of situational questions so that candidates have the opportunity to discuss their experience and how they would apply their experience to the position. The hiring committee will determine who the best candidates are that best fit for our organization based on the feedback from the interview process. WSA will use a scoring rubric to determine which candidate is offered either position.

**Evaluation Process:**

The evaluation process will be continuous throughout the school year for each position. Prior to the start of the school year, each position (Head Administrator and Business Manager) will complete a self-evaluation of their skills. The Head Administrator and a designated Governing Board member will agree upon data, evidence and artifacts to be gathered throughout the year to demonstrate school and administrative success. Similarly, the Business Manager and the Head Administrator will agree upon criteria to be evaluated that demonstrates ability to perform job duties. There will be a mid-year conference to discuss progress of documentation. Data and evidence will be collected throughout the year, with a conference evaluation between the Board President and the Head Administrator and the Head Administrator and the Business Manager. This evaluation will take place in May of each year. At the conferences, any information or items collected will be presented by the Head Administrator or Business Manager along with a reflection statement.

The purpose of the evaluation is to serve as a guide so that the Governing Board can reflect on performance and financial stability of the school, performance of the staff / teachers and performance of themselves as a Governing Board. This will help the Governing Board focus on the goals, mission and values of Willow Springs Academy.

In the event a Business Manager cannot be identified, WSA will contract business services to an accounting firm previously identified. Services requested will be as follows:
- Responsible for monthly budget / financial reports.
- Manage a centralized purchasing system.
- Manage school payroll system.
- Draft, establish and maintain a school operating budget.
- Draft budget adjustments.
- Maintain asset lists and schedules.
- Oversee proper receipt and deposit of cash.
- Reconcile bank accounts.
- Manage accounts receivable.
- Upload information to the NMPED.

In identifying an accounting firm, the following will be considered:
- Experience with charter school or school district operations (when to use cash, modified accrual and accrual accounting and oversight of federal funds).
- Length of operation by the accounting firm.
- Familiarity with NM budgeting and reporting requirements.

- Credentials of the person responsible for handling our school's accounting.
- Recommendations by other charter schools or school districts.

In any case, hiring will be complete by July 31, 2017.

| | Ranking | | | |
|---|---|---|---|---|
| | Satisfied ◄────── | | Not Satisfied ──────► | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| B.(2) Financial Personnel | The application identifies the appropriate staff to perform financial tasks, and the staff positions are **completely supported** in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are **clearly provided.** The application includes evidence of a clear plan to hire and evaluate highly-qualified staff no later than two weeks prior to the start of the proposed school year. | The application identifies the appropriate staff to perform financial tasks, and the staff positions are **adequately supported** in the organizational structure/chart and in the budget. The application **provides some** qualifications and responsibilities for those positions. The application includes evidence of a plan to hire and evaluate highly-qualified staff no later than two weeks prior to the start of the proposed school year. | The application **generally** identifies the appropriate staff to perform financial tasks. The application includes a limited plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year. | The application provides an **inadequate or incomplete** description of staff necessary and appropriate to perform financial tasks.  AND/OR The application include no evidence of a plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.      --OR-- The application **does not address** identification of appropriate financial personnel for the proposed school. |

**CSD EVALUATION:**  Partially Meets - 2
The applicant's response is rated Partially Meets.

The application generally identifies the appropriate staff to perform financial tasks.
This section does not include the secretary as the previous section did. Teachers are hired and involved in the selection of the Head Administrator and Business Manager.  The committee makes the selection, it doesn't appear to be a board decision.  The purpose of the evalutions appears to be for the Governing Board to focus its efforts, rather than an evaluation of the individuals doing the jobs.

B.(3) Provide a **clear, comprehensive, and cohesive plan for** how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school's overall governance and management.

**APPLICANT RESPONSE:**

The WSA Governing Board is responsible for ensuring the fair and uniform application of all federal, state and local laws in the operation of the school as well as the school's charter and policies. The Governing Board is a policy making body that will exercise leadership through the formulation and adoption of policies.

The financial and legal powers and duties of the Governing Board shall be outlined by WSA and the NM Public School Code and all applicable laws and regulations. The powers and duties of the WSA Governing Board are listed below:

- Development of educational and operational policies.
- Adoption of rules and policies pertaining to the administration of the Governing Board and WSA.
- Employ, supervise and annually evaluate the Head Administrator and delegate administrative and supervisory functions of the day-to-day operations of WSA to the Head Administrator.
- Review, approve and monitor the implementation of the annual budget, of anticipated income and expenditures, vote on Budget Adjustment Requests (BARS) and direct preparation of the annual financial audit.
- Acquire, lease and dispose of property, both real and personal to the extent permissible by laws applicable to charter schools.
- Initiate lawsuits or take all necessary steps to protect WSA's interests.
- Authorize the repair and maintenance of all property.
- Enter into contracts consistent with the WSA approved budget for any service or activity that is required by WSA in order to carry out its educational program as described in its charter and in accordance with the NM Charter School Act as amended.
- Accept or reject any charitable gift, grant, devise or bequest.
- Approve amendments to the charter prior to presentation to the authorizer for approval.
- Make application to the authorizer of the public School Capital Outlay Council for capital outlay funds.
- Amend the bylaws as necessary to remain consistent with the mission of WSA.
- Delegate to the Head Administrator the authority to implement the approved charter and the policies and procedures, facility plans, budget and other such directives and policies adopted by the Governing Board. The Governing Board shall not be involved in the day-to-day operations of WSA.
-  The Governing Board will have primary responsibility for the development and review of all major policies, problem resolution and review of recommendations submitted by the Head Administrator and other consultants and advisors.
- Promote a cooperative relationship with its charter authorizer, to function in accordance with the New Mexico Charter School Act and resolve any dispute which may arise between the Governing Board and its authorizer, the PED.

- Review and approve amendments to the charter.
- Act as a board of finance responsible for fiscal soundness.
- Review strategic plan and progress.
- Assess compliance and progress in achieving educational outcomes and assess the program evaluation plan.
- Reserve any other duties that are not inconsistent with federal or state laws or constitutions, or as otherwise set forth in the Charter Schools Act, NMSA 1978 22-8B-1, et seq. And the NM Public School Code, Chapter 22 of the NM Statutes.

The Finance Committee will be composed of the Governing Board Treasurer, the WSA Business Manager and one other Board member appointed by the Board. The Finance Committee will assume primary responsibility for making recommendations to the Board in the areas of financial planning, review of revenue and expenditure projections, review of financial statements and periodic monitoring of revenues and expenses, annual budget preparation and oversight and procurement. The Financial Committee shall also serve as an external monitoring committee on budget and other financial matters. It will also present the budget to the entire Governing Board and be responsible for any reporting related to the budget. The Finance Committee shall meet at least three times per year in the fall, spring and summer.

The Audit Committee will be composed of two board members, one volunteer who is the parent of a student at WSA and one volunteer who has accounting and financial experience.
The Head Administrator and Business Manager will serve as ex officio members as well. The Audit Committee will evaluate the request for proposal and/or the contract for annual financial audit services, recommend the selection of the financial auditor, attend the entrance and exit conferences for annual and special audits, meet with external auditors at least monthly after audit field work begins until the conclusion of the audit, be accessible to the external financial auditors as requested to facilitate communication with the Board and the Head Administrator, track and report progress on the status of the most recent audit findings, provide other advice and assistance as requested by the Board and be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the local school board by the NM Audit Act and rules of the state auditor.

| Ranking | | | |
|---|---|---|---|
| Satisfied ← | | Not Satisfied → | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides a **clear, comprehensive, and cohesive description**: of how the GB will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and of how these committees will operate in the proposed schools overall governance and management. Clearly stated financial controls demonstrate a **sound** understanding of the required GB oversight and financial reporting. | The application provides a **clear description** of how the GB will provide proper legal and fiscal oversight, and of the state-required audit and finance committees. Clearly stated financial controls demonstrate an **adequate** understanding of the required GB oversight and financial reporting. | The application provides a **limited description** of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. The limited description may lack clear details of how the committees will operate in the context of the proposed school's overall governance & management. Stated financial controls demonstrate **some** understanding of the required GB oversight and financial reporting. | The application provides an **incomplete or inadequate** description of how the GB will provide fiscal oversight and of the state-required audit and finance committees.  --OR-- The application **does not provide** a clear plan for financial oversight. |

B.(3) Financial Oversight

**CSD EVALUATION:** Meets—3
The applicant's response is rated Meets.

# IV. Evidence of Support

**A. Outreach Activities.**

A.(1)  Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program.  Provide **sound** evidence that you have addressed a broad audience to develop community support for the proposed school.  Provide clear descriptions of outreach activities demonstrating that the applicant is attempting to reach a broad audience and understand the community needs.

**APPLICANT RESPONSE:**

*December 12, 2015*
An online survey was distributed using survey monkey to gather community input on the proposed charter school. We received 48 responses with 90% voting "Yes" our community would benefit from a charter school and 10% voting "No". It returned a vote of 84% stating "Yes" they would enroll their child and 15% voting "No". The same survey will be recirculated will an additional option for comments starting May 13, 2016.

*January 23, 2016*
During the initial stages of development for Willow Springs Academy the founders attended a meeting on with a community lawyer who has a similar vision for the community and its schools. He provided the team with valuable information about his involvement with the local school district and discussed how WSA could become a valuable asset in moving towards a self-sustaining community.

*February 2, 2016*
Met with representatives on from our local home-school community, law enforcement, non-profit organizations, teachers and parents. We presented the mission and vision of WSA and opened the meeting up for comments, opinions, questions, suggestions and input.

*February 3, 2016*
Spoke with Thayla Wright from Arthur Johnson Memorial Library about supporting WSA and offering library services to students and coming up with a reading program for elementary students.

*February 3, 2016*
Spoke with Jared Chatterly, Director of Raton Parks and Recreation about supporting WSA and offering students a swimming program, including swimming lessons for all WSA students.

*February 3, 2016*
Contacted business owner Randy Rubin of Sports Arena about supporting WSA and offering to contribute student uniforms and potential embroidery service.

*February 9, 2016*
Spoke with Director Wayne Armacost of the NRA Whittington Center about supporting WSA and he has offered to support the school by providing any of the following services

to our student that we have interest in; archery program including certified instructors, hunter safety program for any interested students, and wilderness or survival skills program.  He also offers the use of the facility for students to conduct projects as needed.

*March 12, 2016*
The application committee scheduled a meeting with the city manager to walk-through two buildings the city would be willing to let WSA occupy. As a result of this meeting, the PSFA was contacted to review the currently available buildings.

*March 23, 2016*
WSA created a Facebook page to facilitate an exchange of information to the public concerning the definition of a charter school and an overview of the instructional methods to be used. Shortly after the launch of our Facebook page we sent a representative to the local radio station on March 29, 2016 to discuss the same information presented on our Facebook page, notify the public about the Facebook page and provide an email address for any questions, comments and concerns.

*March 29, 2016*
A Google form was created and made available online through Facebook to get an idea of the number of prospective students.  To date there have been 39 responses resulting in an approximate enrollment of 60.  The form will be distributed during the week of May 9-13, 2016 to the local aquatic center, library and local businesses to target community members without access to technology. It can be filled out and placed in the drop box. It is exactly the same as the online version.

*April 14, 2016*
The next step was the creation of a WSA website.  The goal was to have it published for the next radio interview so there would be new information available to the public.

*April 27, 2016*
Our representative again conducted an interview on the local radio station.  He addressed questions received via email and on the Facebook page. He also answered questions presented in an article written on the radio station's website.  Our community doesn't have a local newspaper at this time to help facilitate any written articles or correspondence.

*May 5, 2016*
Two of the founders have met in a private meeting with the new superintendent of schools for the 2016-2017 school year.  They answered any questions they could at the time concerning WSA's plans for enrollment.

*May 9, 2016*
Posted WSA Flyers in public facilities including Arthur Johnson Memorial Library, United States post office, and Raton Aquatic Center.

*May 20, 2016*
Second meeting with a community lawyer in regards to Santa Fe Community College's interest in WSA's project-based curriculum Advised that their board will meet second week of June to discuss potential involvement.

Plans for the future include:

- Meetings with organizations in the community to share information on Willow Springs Academy, its plans and its progress.
- Distribution of pamphlets and flyers to local communities and churches, summer lunch program, little league baseball teams or any other sporting camps and events.
- Continued radio interviews.
- Interviews with a newspaper serving a nearby community.
- Community forum

| | Ranking | | | |
|---|---|---|---|---|
| | Satisfied | | Not Satisfied | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| A.(1) Outreach Activities | The application provides **clear, comprehensive, and cohesive** evidence that it has developed an effective and thoughtful outreach program.  There is **sound** evidence that the applicant has addressed a broad audience to develop community support for the proposed school.  Clear descriptions of outreach activities demonstrate that the applicant is attempting to reach a broad audience and understand the community needs. | The application provides **clear** evidence that it has developed an adequate outreach program.  There is **adequate** evidence that the applicant has addressed a broad audience and understands the community needs. | The application provides **general** evidence that it has developed an outreach program.  There is **some** evidence that the applicant has addressed a broad audience and understands the community needs. | The application provides **inadequate or incomplete** evidence that it has developed an outreach program.<br>--OR--<br>The application **does not provide** a description of outreach activities, or evidence that the applicant developers have conducted any exploratory community outreach to understand the community needs. |

**CSD EVALUATION:  Partially Meets – 2**
The applicant's response is rated Partially Meets.

The application provides general evidence that it has developed an outreach program.  There is some evidence that the applicant has addressed a broad audience and understands the

community needs.  It would be helpful to know:
- How many people attended the Feb 2, 2016 meeting?
- Did Thayla Wright agree to support WSA and offer library services?
- Did David Chatterly agree to provide swimming lessons for all kids?
- Did Randy Rubin agree to contribute uniforms and embroidery?

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.**  If appropriate to support earlier descriptions of the anticipated the demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.)

**APPLICANT RESPONSE:**
Willow Springs Academy chose 2 methods of documenting community support for the new charter school in our community. Our first method was a survey conducted via survey monkey. We received 48 responses with 90% voting "Yes" our community would benefit from a charter school and 10% voting "No". It returned a vote of 84% stating "Yes" they would enroll their child and 15% voting "No".

The second method was a Google form asking for interested parents who wanted to enroll their students and asking if they would like to know more about our home school options. Currently the form has returned the following data:

| Kinder | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Total |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| 5      | 10  | 5   | 6   | 13  | 4   | 2   | 4   | 4   | 53    |

We feel these numbers are significant because WSA can only accept 98, which is 10% of the school district's student enrollment. The total number of students above represents more than half without distinguishing between home school and out-of-district students and the addition of grades 9-12 phased in over years 2-5 of the charter.

We expect those numbers to continue to grow as we continue our outreach efforts and the recirculation of our surveys and forms.

| Ranking | | | |
|---|---|---|---|
| ← Satisfied | | Not Satisfied → | |
| **Exceeds—8** | **Meets—6** | **Partially Meets - 2** | **Does Not Meet—1** |
| The application provides **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. | The application provides **adequate** quantifiable data-based evidence of broad-based support for the proposed school among residents in the targeted community. | The application provides **limited** measurable evidence of support for the proposed school among residents in the targeted community. | The application provides **inadequate or incomplete** evidence of community or student support for the proposed school.<br>--OR--<br>The application **does not provide** evidence that there is community and student support for the proposed school. |

*B. (1) Evidence of Support*

**CSD EVALUATION: Partially Meets – 2**
The applicant's response is rated Partially Meets.

The application provides limited measurable evidence of support for the proposed school among residents in the targeted community. Responses were limited to those with access to technology (survey monkey and google docs only), which does not demonstrate a broad based community support for school.


C. Community Relationships

C. (1) Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

**APPLICANT RESPONSE:**
The community in Raton has seen substantial population decline over the last 10-20 years. It has lost major employers such as the P&M Coal Company, the La Mesa Park Race Track and a failed attempt to open a casino and racing facility. In turn, many smaller businesses were unable to remain open. All of which has led to a community starving for jobs. Raton's families are moving to find work and taking their students with them. The remaining population consists of families who have managed to keep their businesses and their jobs, a rather large retired population, increasing welfare population and a continually growing population who are addicted to illegal drugs.

Our local school district has consolidated from 5 schools to 3 due to a decrease in population and has seen frequent turnovers of administration. Community input wasn't considered in many of the decisions even though it was solicited and there were no clear justifications as to why. The leaders are failing our community and the students

are suffering. They are in overcrowded classrooms with resources stretched to maximum capacity.

In discussions with parents who choose to homeschool or take their students out of district, we have identified what we believe to be is the framework for a successful school. Our community needs a school that is connected and invested. It needs a school so effective that families will move here just to attend. It needs to provide current and prospective families a choice in education for their kids.

WSA founders and supporters have worked hard making connections and lobbying for support. We have found out just how starved our community is for something positive and how eager they are to do what they can to help.

The city manager has offered up a list of buildings for our use with the promise of contributing to required renovations and upgrades when available. The PSFA evaluated and approved one of the locations. We have attached a letter of support.

A local entrepreneur has offered up a yearly contribution to WSA upon approval and submission of our request for funds to his business associate. We have signed and will mail the letter requesting $300,000 per year. We have attached a copy of the letter.

A community member has offered to buy one of the empty school buildings for WSA's use. The building was appraised for sale at $7000. We have attached a copy of the letter.

Santa Fe Community College has agreed to begin discussions with WSA concerning the project-based portion of our curriculum and the possibility of helping us provide college credit courses for our high school students. A letter is not attached at this time since the board will not meet until after June 1.

Many local groups and organizations have volunteered work-study services and donations to help WSA get started. Some of those letters are attached.

Please see letters attached as Appendix H.

| Ranking | | | |
|---|---|---|---|
| Satisfied ← | | Not Satisfied → | |
| Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| The applicant clearly demonstrates that it has developed **meaningful, strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section III.J (1) of this application.) | The applicant demonstrates that it has developed **adequate** networking relationships or resource agreements with local community agencies, groups, or individuals. | The applicant provides **limited** descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals. | The applicant provides **inadequate or incomplete** evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals. --OR-- The application **does not address** the applicant's networking relationships or other agreements with local community agencies, groups, or individuals. |

*(Left vertical label: C.(1) Community Relationships Optional evidence of support.)*

**CSD EVALUATION:** Partially Meets – 2
The applicant's response is rated Partially Meets.

The applicant provides limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals. The community support is spoken of specifically in terms of some financial support, but generally in terms of work-study or support for the project. It would be helpful to have some actual names of organizations. This is lacking in the application generally, especially when the mission is focused on community involvement and social awareness**.**

It would be interesting to know how many home school families do so because of their dissatisfaction with the school options rather than the desire to home school. A great deal of this school's enrollment is based on home schoolers returning to a structured program, or participating on a part time basis.

The description the applicant is providing is of a town which cannot sustain an additional school. The community in Raton has seen substantial population decline over the last 10-20

years.  It has lost major employers such as the P&M Coal Company, the La Mesa Park Race Track and a failed attempt to open a casino and racing facility. In turn, many smaller businesses were unable to remain open.  All of which has led to a community starving for jobs. Raton's families are moving to find work and taking their students with them. The remaining population consists of families who have managed to keep their businesses and their jobs, a rather large retired population, increasing welfare population and a continually growing population who are addicted to illegal drugs.

D. Uniqueness and Innovation.

D.(1) Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate.   Ensure that the evidence establishes a compelling demand for the proposed school's educational program.

**APPLICANT RESPONSE:**

Willow Springs Academy believes its innovative and unique quality fosters the ability to adapt the curriculum to each student's individual and specific educational needs.  The curriculum is designed, monitored and assessed on an individualized level for each student.

The Raton Public Schools offer curriculum by grade level. There is not a program or plan specifically designed to help them progress through the curriculum independant of the classroom teacher. If a student is performing above grade level, classroom teachers may or may not have the time and resources to keep them focused and performing to their potential. If a student is performing below grade level there are interventions in place to provide more instructional time for those students. However outside of intervention they are expected to perform with the rest of the class. Raton Public Schools does not offer a blended learning program.

There are programs at the high school (FCCLA and YCC) that participate in a type of project-based learning. However these opportunities are not provided for all students and project-based learning does not exist at the elementary or middle school level.  There were initiatives during the Fall 2015 for Raton Public Schools to partner with Santa Fe Community College in hopes of creating a project-based curriculum. At this time, as per an email on May 12 from the lawyer responsible for this initiative, the new administration has changed directions.  In light of these developments, they wish to begin discussions with Willow Springs Academy.

Students attending Raton Public Schools do not participate in Personalized Learning Plans. There is some evidence of planning for the future when students enter high school but it is not an integrated part of the curriculum. It doesn't reflect and assist in student assessment, performance, goal setting and mentoring the way WSA intends to utilize it.  Students will participate in a Personalized Learning Plan appropriate to their

level beginning in Kindergarten and continuing through the 12th grade.

The highest reading proficiency level for the Raton Public Schools is Longfellow Elementary with 81.9% proficient. The remaining two elementary schools, the middle school and the high school are below 50%. Columbian Elementary had a reading proficiency score of 41.2%, Kearney Elementary 21.0% reading proficiency, Raton Middle School 12.6% proficiency and Raton High School 29.5% proficiency.

In math, there wasn't a proficiency percentage for Longfellow Elementary. The remaining schools scored below 25% proficient in math.  It is quite clear that the instructional methods, strategies and curriculum are not successful for the diverse student population in our community. As the community struggles economically, our students are becoming even more diverse in educational performance.  Many students leave the community and return several times a year making it even more difficult to meet their needs on a consistent basis. As the population declines, the Raton Schools have consolidated and closed two elementary schools.

Many families, when faced with the current state of the Raton Public Schools, have chosen to enroll their students in the surrounding area schools such as Maxwell, Des Moines, Cimarron and Springer or home-school their students. Currently we estimate there are approximately 30 students enrolled with Maxwell Schools, 19 students enrolled with Des Moines Schools, and six enrolled with Cimarron Schools. The home-school population in our community is approximately 54 students. WSA is invested in changing the way education is provided to our students and the way the community interacts with the school. We intend to provide services and support to not only students attending WSA but also those students who wish to remain home-schooled. Education should provide something for everybody and support the community in which the students and their families live.

| Ranking | | | |
|---|---|---|---|
| ←             Satisfied | | Not Satisfied             → | |
| Exceeds—8 | Meets—6 | Partially Meets - 2 | Does Not Meet—1 |
| The application provides **clear evidence** of the **uniqueness, innovation** and significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the proposed school plans to locate. The evidence establishes a compelling need for the proposed school's educational program. | The application provides **adequate evidence** of the **significant** contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the proposed school plans to locate. The evidence establishes a compelling need for the proposed school's educational program. | The application provides **unclear or general** descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is **limited or weak**. | The application provides **inadequate or incomplete** evidence of the uniqueness, innovation, or significant contribution of its educational program to public education. --OR-- The application **does not address** the uniqueness or innovation of the proposed school's educational program. |

*(Row label, left side vertical: D.(1) Uniqueness of Proposed School)*

**CSD EVALUATION:** Partially Meets – 2
The applicant's response is rated Partially Meets.

The application provides general descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is weak. The second paragraph of Section D(1) Curriculum, Educational Program… states, "The curriculum chosen by WSA is a blended learning curriculum provided by Compass Learning. It is research-based and <u>widely used in our state</u>. Very little information is included about the project-based, community involved program to be able to determine whether it is unique or implementable.

## Appendices and Attachments

| Appendix Number | Appendix Description | Attached (Check if Yes) |
|---|---|---|
| A | Governing Body Bylaws | ☒ |
| B | Head Administrator Job Description | ☒ |
| C | Job Descriptions for Certified, Licensed, and Other Key Staff | ☒ |
| D | Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*) | ☐ |
| E | PSFA-Approved Projected Facility Plan Documentation | ☒ |
| F | Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets | ☒ |
| G | 5-year budget plan | ☒ |

| | Ranking | | | |
|---|---|---|---|---|
| | ← Satisfied | | Not Satisfied → | |
| | Exceeds—4 | Meets—3 | Partially Meets - 2 | Does Not Meet—1 |
| Appendices | The application provides all of the required appendices. | | The application provides most of the significant appendices | The application does not provide the most significant appendices. --OR-- The application does not include all of the required appendices. |

**CSD EVALUATION:** Exceeds—4
The applicant's response is rated Exceeds.