

Part B: Progress Report

School Information

Name of School: School of Dreams Academy

Authorizer: New Mexico Public Education Commission

Current Charter Term: School Years 2019-2020 through 2023-2024

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

Introduction

The School of Dreams Academy (SODA) is pleased to submit this application for renewal of our charter contract. Moving into our 15th year of operation we have worked hard to provide the best academic experiences for all our students grades K-12. Founded in 2008, we opened the doors to students in August of 2009. Since our beginning school year (SY 2009-2010), we have strived to provide a comprehensive instructional model focused on Science, Technology, Engineering, Arts, and Mathematics (STEAM). Our school's mission is:

The mission of the SCHOOL of DREAMS ACADEMY is to graduate students of the Rio Grande Valley who embrace an education that emphasizes Science, Technology, Engineering, Arts, and Mathematics (STEAM) while focusing on developing well-rounded individuals with good character ready for post-secondary success.

Every charter school has a mission statement. Readers often skim these and do not pay attention to what they really are saying and mean. At SODA, we mean to follow through with this mission, and keep striving to do so. Our founders really had this dream—and we add to this, we attempt to make sure that every student entering this school learn: learn to cope with the world they will live in when school is over; optimize their chances to attend college if they wish (our dual enrollment is significant, in the PEC mission goals, and has been increasing its success rate). We also understand that not all students intend, nor wish to go to college, and we strive to educate them so that they are prepared as best as possible, with learning across all subjects they can be taught, whether they are special education students, English language learners, or someone who wishes to enter a trade after they leave school. We wish to help our students to love to learn, as our staff does and is selected with that criterion in the forefront.

We offer an opportunity to start our students at an early age to learn how to excel and how to take joy from learning for its own sake. And learning for life, though it may sound trite – it is not – is

the first step in learning for college, learning for ranching, for all walks of life, and on and on—whatever you wish to be when you grow up hoping that you always learn, thrive, and never really grow up – not quite to the point of losing that love of learning.

The 2022 VISTA rating for College and Career Readiness was 90%. We see this as evidence that our students, especially those that have been with SODA since their beginning years in school, are learning at very good rates. Why this does not align with MSSA performance for 2022 will be discussed in the following paragraphs.

Community Recognition

“Community” is very important to our school. We strive to be productive and supportive members of the Valencia County Landscape. The community of Los Lunas and surrounding entities have expressed their appreciation and support for the continuance of the School of Dreams Academy charter. The letters, on the following pages, represent this expression of support:





Small Community • Big Possibilities



ADMINISTRATION DEPARTMENT

September 27, 2023

New Mexico Public Education Commission
c/o New Mexico Charter School Division
Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

Subject: School of Dreams Academy Charter Renewal

Dear Public Education Commission,

It is my pleasure to write this letter of support for the School of Dreams Academy, charter renewal. I have had the opportunity of watching SODA grow and interact with the Los Lunas community for the past 15 years. To say this charter school has had a positive impact on our community is an understatement. In 2016 the Village of Los Lunas helped SODA obtain land in the heart of our village with the goal of SODA building a quality facility for the students and families of Valencia County. We have been pleased with their diligence and progress in obtaining funding for a permanent facility. SODA offers quality educational, arts and STEM related programs that have won numerous state and national awards. This past year they won the prestigious Governor's STEM Challenge and a AA State Championship in E-Sports. SODA also has one of the premier FFA programs in New Mexico. For many years now SODA students have participated in high end robotics, dance, guitar, film making, horticulture, FFA, and STEM research. Over the past couple of years, SODA has been working on building out a Career Technical Education (CTE) programs so students will have the opportunity to earn job ready certifications in trades programs like welding, electrician, plumbing, machining, and other trades related fields. The School is also the only Early College High School in Valencia County with three to five students a year graduating high school with associates degrees.

As the Mayor of the Village of Los Lunas, I highly support the Charter Renewal of School of Dreams Academy and believe the continued existence of this school will provide our community with a solid educational option for years to come.

Respectfully,

Charles Griego
Mayor
Village of Los Lunas

CHARLES GRIEGO
MAYOR

GINO ROMERO
COUNCILOR

JAMES T. RUNYON
COUNCILOR

CRUZ MUÑOZ
COUNCILOR

CHRISTOPHER S. ORTIZ
COUNCILOR

GREGORY D. MARTIN
VILLAGE ADMINISTRATOR

www.loslunasnm.gov ★ Location & Mailing Address: 660 MAIN STREET NW LOS LUNAS, NM 87031 ★ (505) 839-3840



September 25, 2023

New Mexico Public Education Commission
c/o New Mexico Charter School Division
Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

Subject: School of Dreams Academy Letter of Support

I am writing to express our passionate support for the School of Dreams Academy (SODA) application for renewal.

The School of Dreams Academy is a critical educational institution serving the students of Valencia County communities of Belen, Los Lunas, and the surrounding communities. I had the opportunity to meet Mr. Michael Ogas, the Superintendent and Founder of School of Dreams Academy when I began my tenure as Chancellor of the University of New Mexico Valencia Campus in August 2022.

Since my arrival, I have learned a lot about how important the institution is in the growth, development, and educational success of students in our area. I had the opportunity to visit their site (currently in modular units) and seeing what that school does to change students lives. The students who attend that institution are there for one reason – **to grow and lead**. The School of Dreams Academy in conjunction with UNM-Valencia has the only Early High School in Valencia County, a facility that greatly benefits students taking dual credit as well as all their high school courses at the university.

Here are some of the other accomplishments SODA has earned:

- Focus on STEAM (Science, Technology, Engineering, Arts and Math) Award winning programs in:
 - Robotics, Performing Arts, FFA, Robotics, Performing Arts, FFA, Digital Arts including Filmmaking, Webpage design, AA State E-Sports Champion, 2022 Winner of Governor’s STEM Challenge, STEM Research Lab
- Partnerships with The University of New Mexico, and Central New Mexico Community College, with more partnerships in the works.
- Growth in Career Technical Education (CTE) Programs
- Recognition by PED College and Career Readiness Bureau as a CTE Champion
- Notable CTE Pathways in Electrical, Welding, Plumbing, Manufacturing, Barber/Beautician, Entrepreneurship, and more

The institution is currently working towards its goal of a recognizable campus through its Building Project. SODA projects to submit a \$65million to \$85million application to build a permanent facility on a 20-acre site in Valencia County. This facility will lead to an increase in student headcount at the school, as it will be an attraction for more students.

Please accept this letter of support for the School of Dreams Academy as a testimony to the work the school is doing, the value today and into the future as it becomes a fixed facility in



Valencia County. With the anticipated growth of the county, new businesses are relocating to Valencia County and so will more families with K-12 students, thus increasing the enrollment over the next 5-10 years.

Please feel free to contact me if you require any further information or if I can be of assistance in any way. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Dosumu', written over a light grey horizontal line.

Dr. Samuel Dosumu
Chancellor
UNM-Valencia
280 La Entrada Road,
Los Lunas, NM 87031

September 26, 2023

4216 Balloon Park Rd., NE
Albuquerque, NM 87109

New Mexico Public Education Commission
c/o New Mexico Charter School Division
Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

Attention: New Mexico Public Education Commission

Please accept this letter of support for the charter renewal of the School of Dreams Academy. For the past four years the Central Region Educational Cooperative has worked collaboratively with the School of Dreams Academy's administration to successfully implement their early childhood education program. This New Mexico Authorized Charter School currently operates five preschool classrooms including a New Mexico PreK funded classroom.

The school consistently meets the NM PreK program and Special Education standards and strives to improve their programming to meet the various needs of their youngest students. Their preschool teachers engage in Practice-Based Coaching with the assigned Early Childhood Instruction Coach in a bi-weekly evidence-based coaching model. The teachers work on improving their teaching practices in two critical areas: early literacy strategies and social emotional development. In addition, each teacher receives an annual CLASS (Classroom Assessment Scoring System) observation. The CLASS assessment defines teaching quality through the lens of interactions and provides the ability to measure and improve the interactions that matter most for children's outcomes. It supports a journey of continuous improvement that is data driven.

The beginning of this school year we were able to engage in their collaborative partnership with Antigua/Barbuda Ministry of Education by providing two early childhood professional learning opportunities simultaneously with the School of Dreams Academy early childhood educators on site and the educators in Antigua who joined us virtually via Zoom. This innovative event was appreciated by all who attended.

We look forward to our continued professional relationship with the School of Dreams Academy as they expand and continue to meet the educational needs of their community, families, and students.

Sincerely,



Terri Tapia
Lead Instructional Coaching Coordinator



4000 Ruffin Ave SW
Albuquerque, NM 87105

September 26, 2023

New Mexico Public Education Commission
c/o New Mexico Charter School Division
Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

Subject: School of Dreams Academy Charter Renewal

Dear Public Education Commission,

Please accept this letter of support for the Charter Renewal Application for School of Dreams Academy. I have had the pleasure of watching the school grow over the years and have also worked with the SODA administration and students on various initiatives. SODA students have attended our coding camps and have done very well in our summer coding programs. From the outside looking in, it has been clear from the onset that School of Dreams has had a very positive impact on the community, students, and families of Valencia County. The school has a tremendous reputation throughout New Mexico and SODA is known in many parts of the country for excellence in robotics, guitar, FFA, and STEM initiatives. SODA's Early College High School initiative allows students from all walks of life, including those from diverse and marginalized backgrounds, an opportunity to achieve academic excellence by allowing them the chance to earn their associate degree before graduating high school. Personally, I have a great professional relationship with Mr. Ogas and his leadership team and look forward to future collaborations with the school.

With that said, I offer my utmost support for the renewal of School of Dreams Academy's Charter. This school serves a great need and provides Valencia County with a much-needed educational option for students and families.

Sincerely,

A handwritten signature in black ink, appearing to read "Charles Ashley".

Charles Ashley, President
Cultivating Coders



Andres Sisneros
Sisneros Bros. Mfg.
2300 Roldan Drive
Belen, NM 87002
andres@sisnerosbros.com
(505) 864-0106

9/23/23

New Mexico Public Education Commission
c/o New Mexico Charter School Division
Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

To whom it may concern,

I am writing to express my full support for the School of Dreams Academy and the invaluable educational opportunities it provides to the children in Valencia County. As a resident, parent, & business owner in Valencia County, I firmly believe that charter schools like SODA play a crucial role in enhancing our local educational landscape.

There are several reasons why I believe SODA deserves our support:

SODA has a dedicated educational approach to support and focus on STEAM. I am impressed by the commitment to innovate and personalize their teaching methods in these areas.

SODA is an active community partner. They are proud members of several Valencia County organizations. They have also brought many rounds of students through our manufacturing facility for tours.

SODA continuously produces exceptional results. They are the only approved Early College High School in Valencia County. Their Career Tech Programs are recognized by the PED College and Career Readiness Bureau.

SODA is an Innovator in the Education World. They were able to act swiftly throughout COVID-19 by providing full school instruction virtually, immediately when the shutdown occurred.

Lastly, SODA has been resourceful and has always reached when they need help achieving a project. I believe this to be fiscally responsible. In January they will be submitting a \$65-85 Million application to build a permanent facility on their current 20-acre campus. We will be doing our best to support throughout this process.

I believe that supporting SODA is not just an investment in the education of our children but also an investment in the future of our community. The positive impact it has had on countless students' lives is undeniable, and I am confident that its continued success will further strengthen our community.

I urge you to consider this letter as a testament to the widespread support that SODA enjoys in our community. As SODA seeks to expand and provide even more opportunities to our children, please know that you have my unwavering support in this endeavor.

Sincerely,

Andres Sisneros
Sisneros Bros. Mfg.

A handwritten signature in black ink, appearing to read 'A. Sisneros', with a stylized flourish at the end.



New Mexico Public Education Commission
c/o New Mexico Charter School Division
Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

Subject: School of Dreams Academy Letter of Support

Dear Members of the New Mexico Public Education Commission,

I am writing to express my wholehearted support for the reauthorization of the School of Dreams Academy (SODA), a vital institution that has made a profound impact on the community over the years. As a concerned advocate for public education, I believe it is essential that SODA continues to serve as a beacon of educational excellence and innovation for our region.

SODA's commitment to academic excellence, combined with its unique focus on STEAM (Science, Technology, Engineering, Arts, and Math) education, has significantly contributed to the educational landscape in the Village of Los Lunas and beyond. The school's outstanding programs in Robotics, Performing Arts, FFA, Digital Arts, Webpage design, and its impressive achievement as the AA State E-Sports Champion in 2022 reflect its dedication to nurturing well-rounded students with diverse talents and interests.

One of the most commendable aspects of SODA is its Early College High School program, in partnership with our flagship institution the University of New Mexico and Central New Mexico Community College. This initiative has provided local students with invaluable opportunities to pursue higher education and gain hands-on experience in fields they are passionate about. Potential future partnerships with New Mexico Tech, New Mexico State, and New Mexico Highlands University hold great promise for our student's educational prospects.

Beyond academics, SODA has demonstrated a strong commitment to community service by actively participating in organizations such as the Hispano Chamber of Valencia County, the Valencia Community Partnership, and the Community Wellness Council. This commitment to community engagement is a testament to SODA's role as a responsible and caring institution. And I am also pleased to have been a partner in SODA's ongoing collaborative efforts with the Ministry of Education in Antigua and Barbuda regarding STEAM education initiatives, reflecting its global outlook and commitment to sharing its expertise and resources with others.

During the challenging times of the pandemic, SODA's existing expertise in distance instruction allowed for a swift transition to virtual learning and ensured that students continued to receive quality education without interruption, highlighting the school's adaptability and dedication to its mission.

Lastly, the upcoming building project, which involves an application to the New Mexico Public Facilities Authority/Capital Outlay Council, underscores SODA's dedication to providing a permanent and state-of-the-art facility that will further enhance its ability to serve the community effectively.

As a partner and supporter for over a decade, I wholeheartedly support the reauthorization of the School of Dreams Academy. SODA's track record of excellence, its diverse and innovative programs, and its unwavering commitment to community make it an invaluable asset. I trust that the New Mexico Public Education Commission will recognize the profound impact that SODA has had on the community and students' lives and thus will grant the renewal of its charter without hesitation.

Sincerely,

A handwritten signature in black ink, appearing to read "Everette Hill". The signature is fluid and cursive, written over the printed name below.

Dr. Everette W. Hill, DSW, MCP
Principal & Managing Director,
Social Innovation Strategies Group, LLC
SISGroup, LLC

CENTURY 21

Champions, Inc.

September 29, 2023

New Mexico Public Education Commission
c/o New Mexico Charter School Division
Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

Greetings

As the School of Dreams Academy (SODA) approaches its 5 year charter renewal , it is my honor and pleasure to submit a letter of support for your consideration. My company has had a presence in the Valencia county and Los Lunas communities for over 43 years, primarily in the development and sale of real estate with a focus on housing. Invariably, one of the most frequent questions that comes up is school choice and quality. The favorable reputation that SODA has in the community is well known. It is a strong selling point for us when families with school age children decide to locate in Valencia County. SODA's commitment to fostering educational excellence and nurturing the potential of each student is commendable.

Although, I don't have a working knowledge of educational systems and methods, SODA's involvement in the STEAM programs and their collaboration with various institutions of higher learning is highly regarded in our community and is a big draw for many of our families. SODA's innovative approach to education and its positive impact on the community underscore the need for continued support and encouragement from our legislative body. I urge you to prioritize the needs and growth of SODA, ensuring that it continues to receive the necessary resources and support to flourish and positively influence the education landscape in our community. Michael Ogas is very active in all community affairs that affect the school and is a known personality in Los Lunas. His passion for the school's continued success is admirable. We love everything he has done for our town. It is my personal aspiration that SODA will be in our community for a very long time.

Respectfully,



Joe J. Gonzales
Owner/Broker

2601 Main Street SW, Los Lunas, NM 87031
Each office is independently owned and operated.





**Government of
Antigua & Barbuda**

**Ministry of Education, Sports and Creative Industries
Government Complex, Queen Elizabeth Highway
St. John's, Antigua
Tel: 462-0192/462-0193/462-0198/462-0199
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Antigua and Barbuda is a twin island nation which is classified as a Small Island Development State which is located in the Caribbean. The country's population is just under one hundred thousand and caters for approximately twenty thousand students enrolled in compulsory education.

During 2019, the Ministry of Education would have entered into discussions with a team from the School of Dreams Academy which resulted in a partnership which still exists today. The main aim of the partnership is to work collaboratively, exchanging ideas, building capacity among our teachers through the sharing of best practices and to also allow for cultural exchanges between both teachers and students.

In 2023, the partnership would have resulted in two teachers from SODA traveling to Antigua and Barbuda to facilitate in the Summer STEM programme in Antigua. Also, a number of literacy specialist from Antigua was able to join in a virtual workshop which was organized by SODA. Indeed, this partnership has morphed into a Communities of Practice which certainly has the potential to benefit both entities in years to come.

To this end, Antigua and Barbuda celebrates its symbiotic relationship with SODA as the school has a very rich curriculum which is authentically delivered. This Antigua and Barbuda is hoping to benefit from, getting new ideas and building capacity in efforts of transforming the Education Sector.

As such, the Ministry is desirous of continuing the collaboration with SODA as we continue change the landscape of our Education Sector.

School of Dreams Academy, a Look at the Last Four Years

The last four years have clearly presented challenges to all schools in the state. SODA has experienced its trials, and we believe our school has come out better than we were at the beginning. We have also experienced some great successes during this contract period. Our current charter contract began during the 2019-2020 school year. Over the past four years, SODA has implemented some key programs and realized some significant advances. Below is a running list of initiatives and accomplishments over the past four years:

- The 2019-2020 school year began with the promise of new beginnings and collaborations. In late summer of that year we met a great charter school founder who had also founded a national charter organization, the Coalition for Independent Charter Schools (CPICS).
- Prior to the pandemic, School of Dreams Academy worked with Cypress Tree New Mexico to host the national CPICS (Coalition for Independent Charter Schools) conference. It was a tremendous event with over 500 “indie” charter leaders from across the country. It provided an opportunity for our students and programs to shine. We had our video filmmaking students filming the event, other students and staff worked registration and helped throughout the entire event.
- When the pandemic struck, School of Dreams Academy was able to move into remote learning almost immediately. The legislative session of 2019 awarded us \$485K to upgrade our technology platform. We were able to implement a school-wide Google platform for both students and staff. The staff had been using google classroom for the first semester and all students were issued a Chromebook. When the shutdown was announced we immediately purchased 70 zoom licenses and went to work learning how to provide online instruction in both real time and through assignments in google classroom. This was as close to a seamless transition that one could have expected. Also, during the pandemic we had five locations throughout the valley that our bus drivers went daily to deliver breakfast and lunch for our students. We even took meals directly to the student's door when they were unable to get to our drop off locations. It was also during this time that SODA became an integral part of the New Mexico Course Consortium offering online school opportunities for students within districts that could not provide virtual learning. SODA also represented New Mexico on the national Virtual Learning Leaders Alliance (VLLA) with representatives from almost 30 states.
- Also, early in the pandemic SODA submitted a proposal, to the PEC, to be granted an emergency amendment so we could provide virtual and hybrid instruction statewide. The PEC did not approve it at the time; however, SODA was able to show that we have the capacity and know how to implement a quality hybrid model using both online lessons and real time class participation via zoom. Providing a hybrid opportunity.
- SODA Consolidated our virtual teaching with our standard, in-class teaching, developing a hybrid learning model that used online instruction, Zoom, and google classroom which increased our ability to offer individualized and differentiated instruction.
- The class of 2020 graduation ceremony was conducted in the parking lot of Calvary Church in Belen. Instead of walking the line they drove their cars in sync to Pomp and Circumstance. It was actually a very nice ceremony.
- SODA's FFA students continued to be ranked highly amongst their peers both academically and in statewide competitions.
- SODA has been competing in the BEST (Boosting Engineering Science and Technology) Robotics competition since the 2020-2021 school year. It was the school year following

the start of the pandemic. It was one of the very few robotics competitions that offered a virtual option for students. That year's theme was "Outbreak." Students had to code a virtual robot that separated "infected cells" from "uninfected cells" and "administered vaccines to cells." SODA has continued competing in BEST since that school year. BEST is a project-based STEM program where students learn to analyze and solve problems utilizing the Engineering Design Process. BEST Robotics offers schools a robotics competition at no cost. A new theme/challenge is released every year. All competing schools are given the same "returnables kit," "consumables kit," and 6-weeks to put together a robot that addresses that year's theme. Not only must students build a robot, any schools wanting to win the BEST Award must also put together an engineering notebook, a marketing presentation, a physical exhibit, and demonstrate spirit and sportsmanship. During the 2022-2023 SY, SODA put together all of the components needed to go after the BEST Award. We competed in the New Mexico HUB which included 20 schools from New Mexico. The competition took place at New Mexico State University. SODA made it to the semifinals of the robot performance and took 1st place in the Spirit and Sportsmanship category. Due to our results in the robot performance category, we qualified to compete in that category at regionals in Texas. SODA advanced to the Texas BEST Championship 2022. The competition was held from 12/01/2022 to 12/03/2022 at the Comerica Center & Frisco Convention Center. We placed 16th out of 20 schools only competing in the head-to-head portion of the competition, and 55th overall out of about 75 schools in attendance. During the 2021-2022 SY, SODA put together all of the components needed to go after the BEST Award and competed in the New Mexico HUB which included 20 schools from New Mexico. The competition took place at NMSU. SODA made it to the semifinals of the robot performance. Due to our results in the robot performance category, we qualified to compete in that category at regionals at the Texas BEST Championship 2021. During the 2020-2021 SY, SODA took 3rd place at the Virtual NM BEST State Competition, "Outbreak." This year SODA plans to compete in the BEST Robotics competition again as well as the VEX Robotics Competition. It's been a long-awaited return to competing in VEX competitions since the pandemic occurred. We have two veteran students graduating this year that would like to get the opportunity of also competing in the BEST and in VEX Robotics Competitions.

- One of our administrative staff is a PowerSchool Champion and the founder and leader of the New Mexico PowerSchool User Group. This group is a collaborative space for schools and their representatives to discuss and troubleshoot issues with the Student Information System, State Reporting through EdFi/NOVA/STARS, and best practices for assisting and serving our students across the entire state. We host the webpage for this group and assist any school in the state that needs it. Due to their leadership, other members of our staff are also being considered for the PowerSchool Champion status. PowerSchool recognized SODA's efforts and sent out a press release. Our story was covered by Ch 13 news.
- PowerSchool recognized two of our administrators, Justin Salada and Paul Howard, as "PowerSchool Champions"
- In 2022 SODA's founder, Mike Ogas, was recognized as a CTE Champion by the PED College and Career Readiness Bureau.
- The English Language Learner (ELL) issues, identified by CSD in the past, have been resolved. We have implemented procedures that comply with state and federal laws in the identification, verification, and service provision for our ELL students. All ELL files have been audited and are up to date with the required documents and notifications as of the Fall of 2023. (See letter below.)

- School of Dreams Academy was one of the first New Mexico schools to participate in the Extended Learning Time Program (ELTP). Our entire school (PreK-12) participated during ELTP. When we built these extra days into our calendar, we decided to make one day a month where the entire school stepped back from the regular schedule and participated in “STEAM based themes” appropriate for each grade level all planned by SODA staff. For example, we held an ELTP day with the theme “Flight”. The school atmosphere on these days was like a major student-based conference workshop with dozens of activities going on all over campus throughout the day. We held one ELTP day a month for the duration of the program. In 2022 SODA won the Governor’s STEM Challenge.



- Also, in 2022 we joined the New Mexico Activities Association (NMAA) and participated in E-Sports. During the Spring of 2022 our E-Sports team won an AA State NMAA E-Sports Championship.
- During the past two years SODA was awarded grant money from META allowing us to create a high-tech STEM Research Lab. The only one of its kind in the state.
- SODA students and staff won many awards and recognitions for their work in STEM related competitions.



- Dozens of SODA students have been selected as All State Guitarists.
- SODA’s PreK program was awarded \$5M to build a PreK facility, by the New Mexico Public Schools Facilities Authority and the NM Capital Outlay Council.

- SODA's PreK program is recognized by the ECECD and CREC as a Five Star Exemplar Model Program for the State.
- SODA is an approved Dual Language Bilingual school for grades K - 8.
- In Fall of 2022 SODA was, once again, accredited by COGNIA. This is our third accreditation.



- SODA is the only CCRB approved Early College High School in Valencia County. Since the program's inception in 2012, 26 students have graduated high school with also having attained their associate degree (some multiple associate degrees). Dozens more have graduated high school with over 30 college credits.
- We have spent the past 3 years planning for implementation of CTE certification programs. We have offered CTE related courses for years. Now we will be offering courses and course pathways as part of certification programs in a number of areas. This will impact how we plan space for our new building.
- We recently received an Innovation Zone award. These dollars will help reshape our secondary design as we make room for more CTE and certification offerings. On November 1, 2023, we are hosting a meeting of community partners, parents, state and local officials, and industry leaders to provide input on the types of skills, courses, and programs to build out and teach.
- SODA students are required to complete 20 hours of community service to graduate.
- Our building project is very close to becoming a reality.
- All secondary students have a daily advisory period.
- Student Individual Learning Plans are now electronic and tied to our SIS.

- SODA hired an Attendance for Success Liaison beginning the 2023 - 2024 school year which we believe will significantly impact our attendance rates and ultimately help more students graduate.
- SODA contracts with the Rio Grande Educational Cooperative for a before and after school 21st Century Program.
- For SY 23/24 we now require all students to develop and maintain interactive notebooks for all subject areas.
- This year we have implemented a Restorative Justice program for most disciplinary infractions.

The SODA teaching staff created some very special student learning opportunities during the pandemic. One outstanding example is the initiative and creativeness shown by our band and guitar directors in the 2019-2020 school year. We urge all people reviewing this application to please view this very special [virtual concert](#) put together by the brass section of the SODA band. Additionally, this [virtual guitar](#) concert, in collaboration with local artists and the La Cueva Symphony Orchestra in their annual [concert](#), is simply exceptional.

SODA also began a significant push to consolidate data required to track performance and demonstrate accountability. We learned that retrieving these data was very difficult and sometimes not possible. These included grades by student by quarter and semester, significant improvements to our Student Information Software. We believe this is very important because we know that some of our performance metrics have not been properly recorded and accounted for. This hurts PED perception of our school, but perhaps more importantly, this hurts our own ability to respond and improve based on data.

Student Information Software Significant Improvements

Beginning in January of 2022, we have made significant steps in implementations, corrections, and processes within our student information software (SIS), PowerSchool. While this is still an ongoing process, we would like to highlight some of the most significant work completed thus far. The first major overhaul that was completed within our SIS was a rebuild of the course catalog. This necessary change aligned our course numbers, credits, and other course info more accurately with the STARS/NOVA course listings. This change was also necessary as a first step to facilitate changes to the gradebooks and data tracking that is required in our charter's mission goals. New courses were put into active service in the spring semester of 21-22 and at the start of the 22-23 school year.

It is noted in our data, at those points, significant changes in our attendance levels across the district and the addition of gradebook data in our elementary school. In the fall of 22-23 our elementary teachers started taking grades by subject, but it is noted that the year began with a 0-100% traditional grading scheme. Once we moved into the spring semester of that year, elementary teachers were able to use the standards-based grading scales of 1-5 for their subjects. Starting this school year, we did final gradebook corrections and should now see 1-5 scales in elementary and traditional grading for our secondary schools. Our next step in this portion is putting into place procedures to ensure that teachers are accurately and repeatedly entering grade data for all students.

The second overhaul within our SIS system was attendance. Starting with the course catalog overhaul, and while examining our internal student data, we discovered that our SIS system was

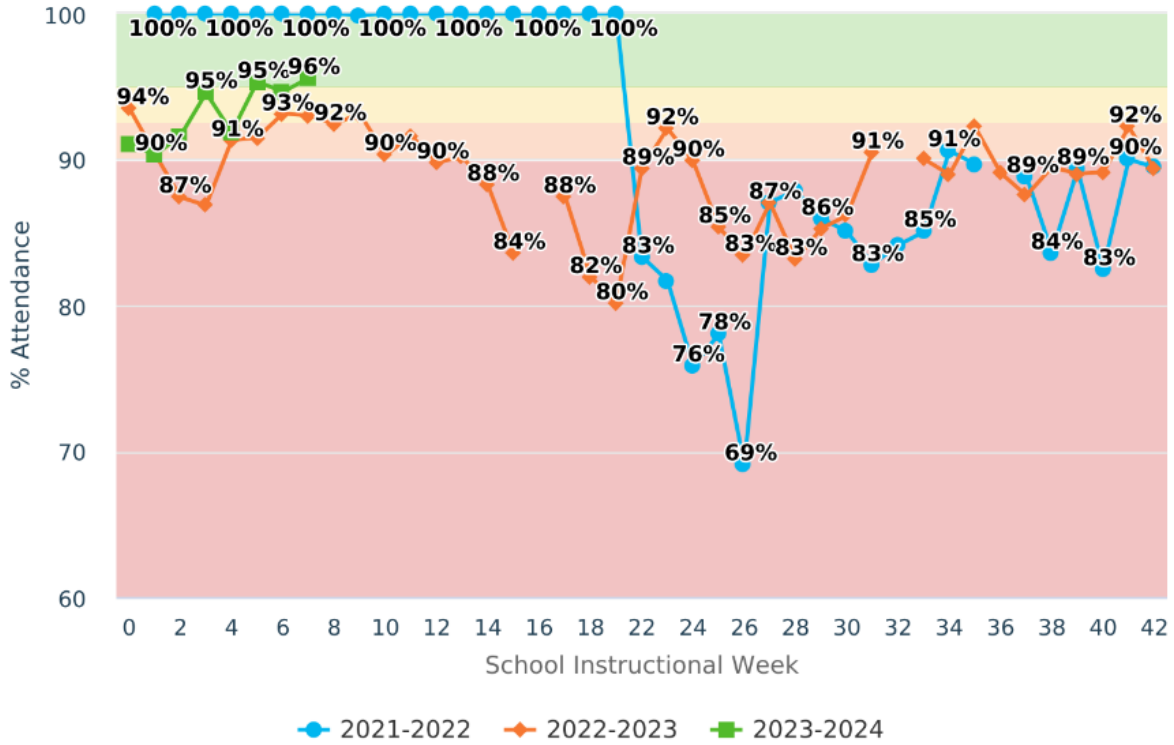
not accurately calculating attendance or Average Daily Attendance (ADA) and Average Daily Membership (ADM) reports. Our first step in this area was to ensure the proper attendance codes and settings were applied within each school so that attendance marked correctly showed student accurate attendance levels. The second step was to enact a policy with the teachers to ensure that accurate and timely attendance was being taken. Once these corrections were made, we allowed the system to function on its own for a time, fixing problems as they came to light. Then in the spring semester of 22-23, we completed an informal internal audit on attendance for students within our system. There were several findings that led to corrections of system settings at the end of that school year. All those corrections were in place at the start of the 23-24 school year, and we brought a full-time attendance liaison onto our team, so that we can continue to evaluate and better serve our students within the SIS.

In the below chart “Is Student Attendance Improving Week Over Week?”, we see overall attendance data for the Elementary school for the last three years. In the 21-22 graph (blue) you can see that the corrections made to our system made a huge difference in attendance rates between weeks 22 and 26. Then as we made further corrections that spring, we saw a normalization in the 83-90% range. We continued to make corrections which lead to some of the up and down changes we see at the end of that year. The 22-23 graph (orange) shows more accurate attendance trends, but corrections to internal coding and membership values were still being made through week 30 of that year. We watched the system carefully through the end of that year and noted a few corrections to be made for the 23-24 year (green). Now our attendance is more accurately reflecting true data of 90% or high attendance week over week at the elementary school.

Is Student Attendance Improving Week Over Week?

The weekly attendance trend for students over the last 3 years.

Filter Criteria:			
School	School of Dreams Academy Elementary	Grade	[All Grades]
Staff	[All Staff]	Gender	[All]
Ethnicity	[All]	SPED	[All]
ELL	[All]	Programs	[All]
Student Group	[None Selected]		



The next chart is similar to the previous but for our Secondary school grades 6-12. We were making similar corrections to our systems as the elementary school and saw similar data outliers. In 21-22 (blue) we see a shifting of attendance rates after week 22 in relation to corrections we were making to our coding and calculations with a normalization near the end of the year. In 22-23 (orange) we see more accurate information with fluctuations near the end of the year due to system adjustments. Finally, this year we see data that is truly representative of student attendance and a general upward trend. We attribute this upward trend to the inclusion of a new Attendance Liaison at our district as well as the attendance and course systems accurately reflecting student data. As we move through this year, the Attendance Liaison will be assisting us

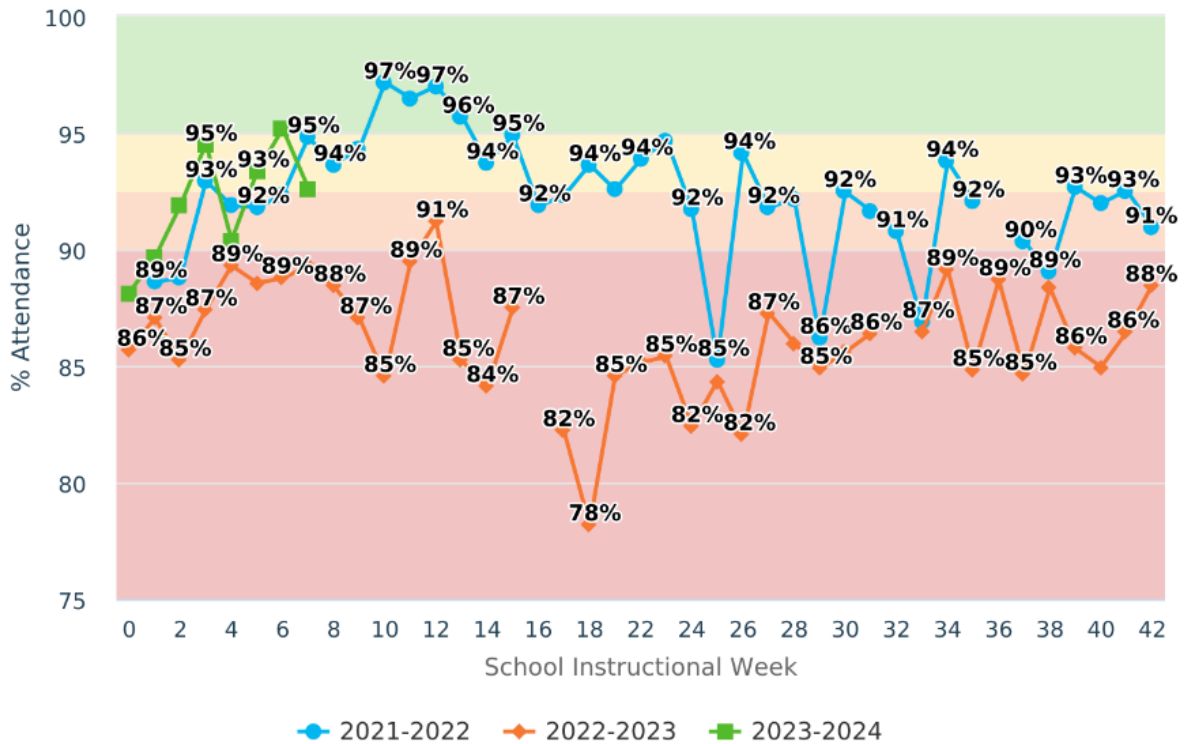
in evaluating student data on a case-by-case basis to ensure that our systems are 100% accurate.

Is Student Attendance Improving Week Over Week?

The weekly attendance trend for students over the last 3 years.

Filter Criteria:

School	School of Dreams Academy	Grade	[All Grades]
Staff	[All Staff]	Gender	[All]
Ethnicity	[All]	SPED	[All]
ELL	[All]	Programs	[All]
Student Group	[None Selected]		

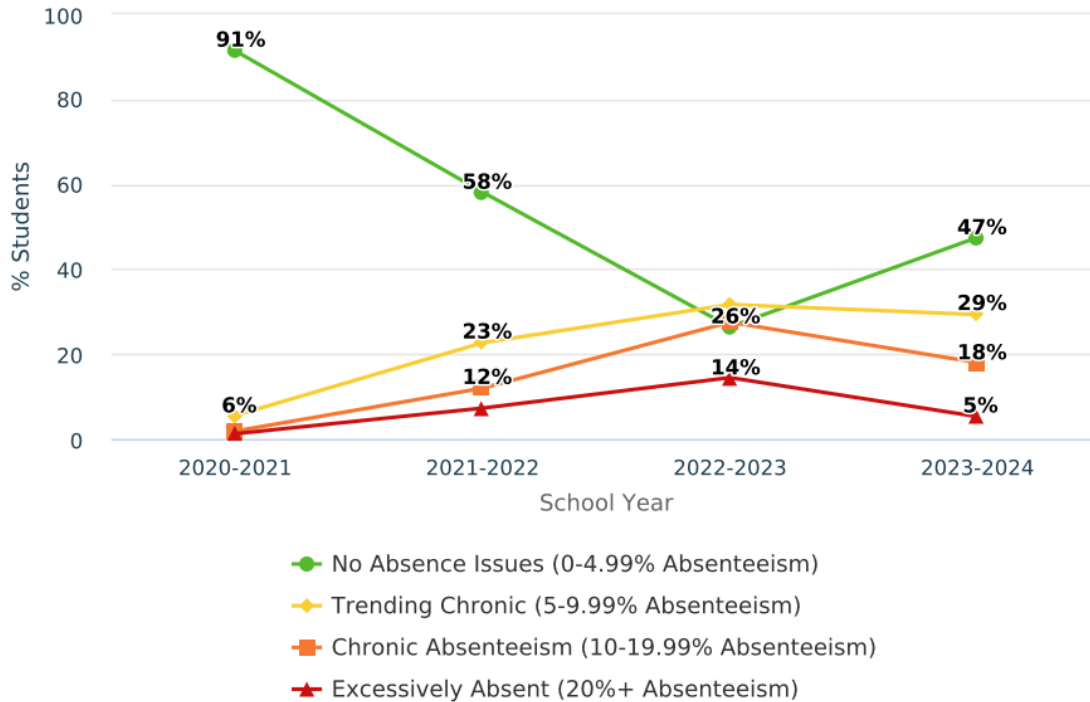


The next chart, “Which years have the most chronically absent students?” shows our internal audit of chronic absenteeism as we made the above-mentioned changes. In the years 20-21 and 21-22 you see a lower number of chronic absenteeism due to the inaccuracies in our SIS system. When we made the first adjustments in 21-22 you can see how our chronic absenteeism rate was negatively impacted. This trend continued into the 22-23 school year as we continued to make corrections and adjustments. Now that the adjustments have been made and with the addition of our attendance liaison, we can see the chronic absenteeism rate is in a corrective trend where our Tier 1 students are at 47% and our Tier 3&4 students are at a lower percentage.

Which years have the most chronically absent students?

The percent of students in each chronic absence category over time.

Filter Criteria:			
School	School of Dreams Academy, School of Dreams Academy Elementary	Grade	[All Grades]
Staff	[All Staff]	Gender	[All]
Ethnicity	[All]	SPED	[All]
ELL	[All]	Programs	[All]
Student Group	[None Selected]	Year	2023-2024
Student Status	Active		



During these system overhauls we also introduced several new modules and programs into the mix to more accurately document information in the SIS. These modules include Unified Insights, Unified Talent, PowerPak, Special Programs, SwiftK-12, third-party programs, and internal reports. PowerPak and SwiftK-12 are module add-ons that assist with communication to families, added features for teachers, and quality of life fixes within the SIS. Unified Insights is a data warehouse module that allows administrators and teachers to see student data in ways conducive to making data informed decisions. We use this program to house our students' Individual Learning Plans. We are also in the process of adding SAT/MLSS plans within Unified Insights. Unified Talent is a human resources module that has allowed us to digitize the hiring process and reach thousands more candidates, as well as digitize our personnel records. These processes are still ongoing.

PowerSchool Integrated Programs

We have also been making efforts to add programs and software outside of our SIS that interface with it and covers many different areas of operation on our campus. The first of these softwares is Raptor. Raptor is an emergency and visitor management system that integrates with our SIS to both increase the safety of our campus and lower the administrative burden of some required tasks. The emergency management portion of Raptor allows us to hold and document drills,

emergencies, and other team responses throughout campus. It integrates with PowerSchool so that accountability tasks like attendance and reunification can be taken accurately in any situation. It also allows teams to communicate during these events and ensure student safety. The visitor management portion of the systems helps us track who is on campus at all times. All our staff sign in and out on this system, as well as contractors, volunteers, and visitors. Each person is issued an ID or ID Sticker so they can be easily identified on campus by any adult or student. It also screens visitors and other adults state issued IDs against several databases to make sure we do not allow unsafe persons on our campus. This portion also integrates with the emergency portion so visitors or others can be accounted for in an emergency. This system also allows our clerical staff to sign in or out students without having to do the extra attendance steps in the SIS, by directly manipulating a student's attendance record when they come or go.

The second software is Clever. This program interfaces with our SIS to get rostering data to our testing partners as well as the Raptor program mentioned above.

The third software is Vizer which is an inventory management program. Currently we are building this program's inventory lists starting with technology related assets. This program allows us to accurately track school assets, who they are assigned to, how and when they are repaired, and many other asset related tasks. In the future it will allow staff and students to request assistance with their assigned assets and much more.

The fourth software package is Apptegy. This package includes the tools for our school website and a new application called Rooms. This new application that we are integrating will allow our teachers to interact with students and their families across the district. It will also allow school administration to monitor communications as part of the Elevate NM evaluation process for teachers. This software integrates with the SIS so that teachers' rosters are automatically loaded onto their accounts in near real time.

These improvements are still ongoing. Already we have been able to see the change for the better in our data reporting and consolidation.

School of Dreams Integration of PowerSchool Special Programs (PSSP)

PowerSchool Special Programs (PSSP) is the confidential program used by SODA to provide families with digital access to all Special Education, Gifted Education, and Section 504 documents for students served by the school district. The system provides instant, online access to students' files in real-time. This portal is provided free of charge to all district families and includes information such as grades and students' schedules, along with providing access to special education, gifted education, and Section 504 documents used by the district. Parents are provided with student-specific codes necessary to access students' documents. Parents can configure the system to receive email alerts indicating documents have been added to the system at an email address of their choosing by setting up message forwarding. Parents can view, download, and print documents. Documents requiring a signature may be signed via DocuSign or may be printed and returned via scanned copy or paper copy to the district. Case management is made much easier, and educational administrators are given the ability to make informed decisions. This reduces the amount of work administrative staff and fosters collaboration with student information systems

Key features:

1. SODA has Individualized Education Plan (IEP) software, so we can work on the same documents simultaneously without worrying about losing data. Individual goals, assessments, and comments on progress can be added quickly while other team members are changing different document sections.
2. SODA can send documents to parents electronically so they can read and sign them on computers, tablets, and phones. This is especially helpful for online or phone meetings with parents.
3. SODA can find missing, incorrect, or non-compliant document data in real-time to correct. PowerSchool only allows documents to be turned in once all checks have been cleared.
4. SODA has all of the required, optional, and sample Special Education forms that our state department of education has made available to help districts stay compliant.
5. SODA can access documents from anywhere in the district, use insightful administrative reports, and pull-out state reporting data. Administrators can ensure compliance documents are turned in on time by automating program participation and deadline tracking.
6. SODA has embedded state and federal advice, online manuals available 24/7, and help desk access for all users can help staff get high-quality answers to questions quickly and save notable education directors a lot of time on paperwork.

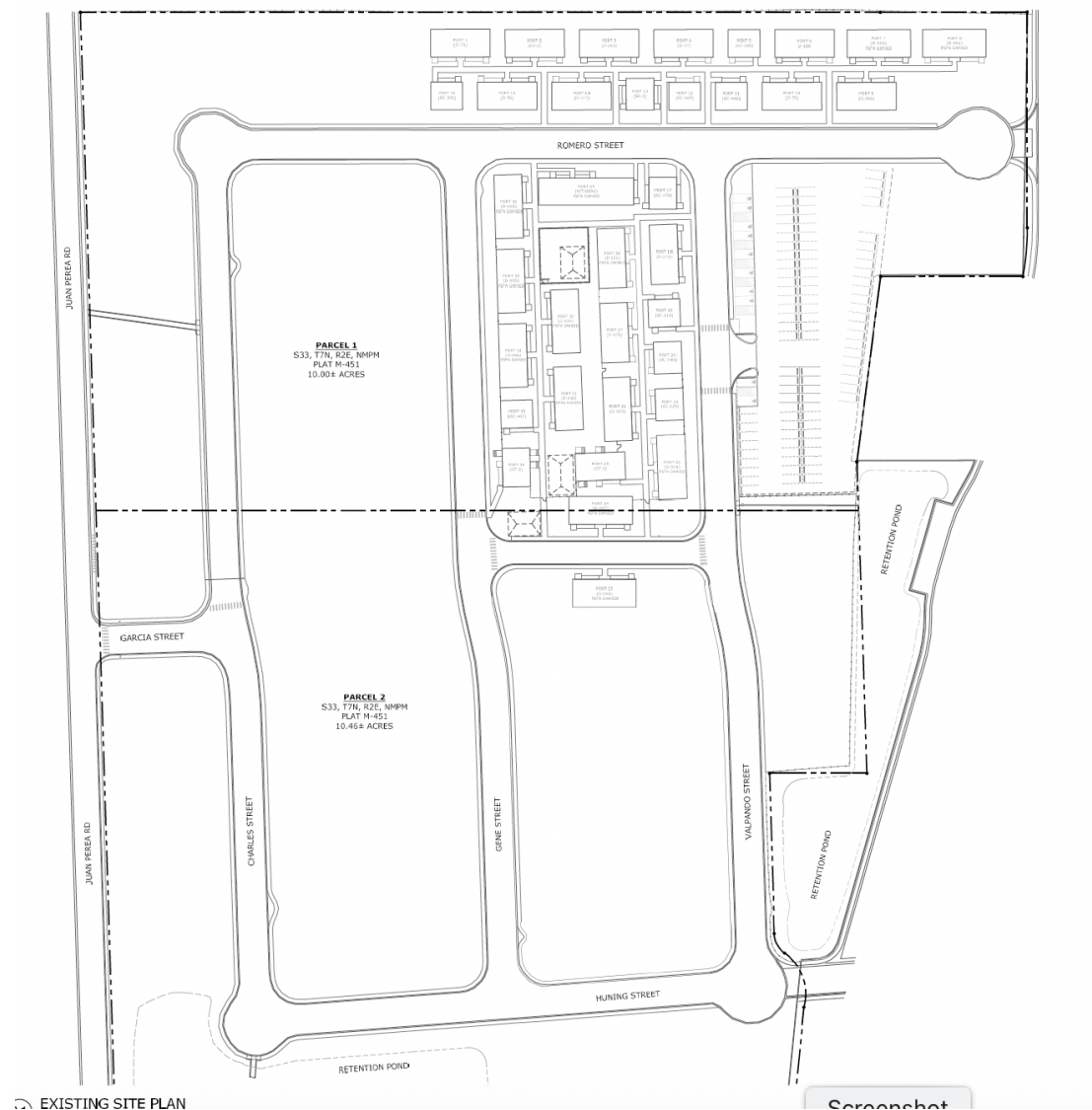
Additionally, the software allows for the direct submission of reports to the state's data reporting platform, eliminating the need for manual submission, and reducing the risk of errors. This feature makes the software a valuable tool for our school looking to simplify their reporting process and meet state requirements. SODA's Special Education software is a technological solution designed to support the delivery of special education services to students with special needs. The software streamlines processes, improves communication, and enhances the overall delivery of services. It helps manage student cases, track progress, comply with state and federal laws and regulations, and provide individualized education plans (IEPs) that meet the unique needs of each student.

The New Building

As previously mentioned, SODA's PreK program received a \$5 Million award to build a PreK facility, from the Public-School Facilities Authority / Capital Outlay Committee. SODA has been actively pursuing building a new facility for several years now. In 2016 the Village of Los Lunas Council voted to assist our school in acquiring a 20-acre site in the heart of town, right next to the Rail Runner train station. They purchased the land and developed the underground infrastructure for our school. At one point the land was divided up into two ten-acre parcels with the Village lease purchasing the northern ten acres to our foundation for the school. A facility master plan was developed and approved by the SODA governing council for the northern ten acres. In early spring 2023 we presented an updated plan to the Village Council. They agreed to give us control of the entire 20 acres with the agreement that we provide proof of funding for a new facility within 18 months. SODA has never been in as good a position to realize significant funding for a new building as we are now. Here is why.

During the pandemic we requested that the PSFA come back out and re-inspect our facility to see if we could get a more favorable NMCI number. In the fall of 2022, they came and evaluated our facility. This past December 2022 we were informed that when the new NMCI score is released

in December of 2023 our NMCI score should be #1! With this knowledge we have been in conversation with the PSFA in preparation for submitting a full application for new school funding in January 2024. One main topic is whether we have to rescind the PreK award in lieu of the full funding application. We were told the PSFA will not allow for two projects to be open at the same time. In preparation for this we have been working on adjusting our Facility Master Plan to include development of the entire 20 acres. At current rates we are estimating that our “ask” will be somewhere between \$65M - \$85M. Knowing this we have been actively seeking funding for the required match for this possible award. As part of this project, we will be incorporating spaces for CTE offerings as well as space for a community school project. On Nov 1, 2023 SODA will host a community meeting to discuss plans for building out the CTE portion of the building as well as renew old and foster new partnerships. Below are some preliminary drawings showing where we are not, how the FMP was laid out for the northern 10 acres, and some different thoughts on how we will build on all 20 acres.









1.a. Student Outcomes

How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school’s narrative, provide it in Appendix A-1 Academic Data. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

OVERVIEW

The School of Dreams uses many tools to track performance. Not all metrics apply equally across-the-board, however. For example, the formative tools used are generally the NWEA and iStation slate. But these formative metrics, we have found, do not necessarily align with testing designed for summative evaluations. SODA teachers use them as they were intended: to help teachers pinpoint student learning status. We use the interim summative testing to evaluate absolute student standing on an individual and rollup basis.

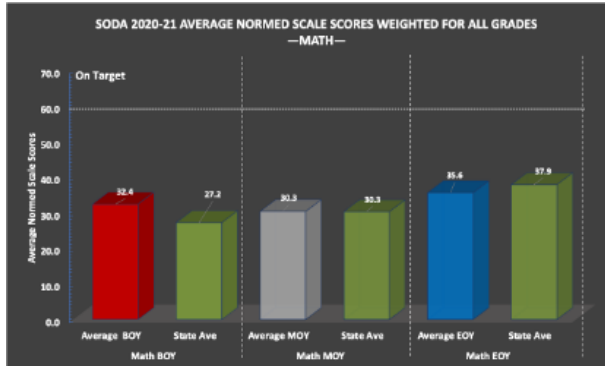
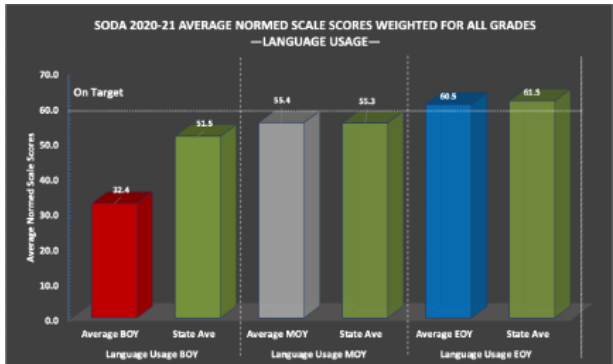
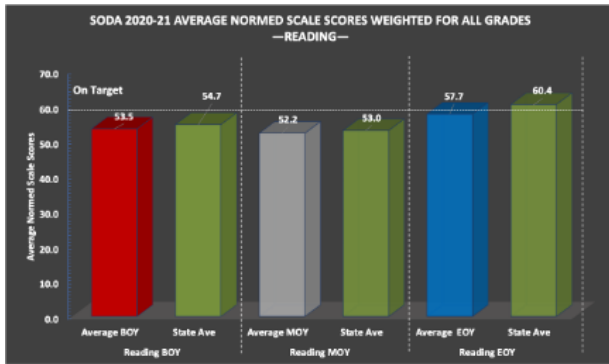
During the pandemic, SODA used every tracking tool available, but there was no good tool until SY 2020-2021 when the iMSSA was first available. Even then, the students were not consistently able to even take all the formative testing desirable. Furthermore, our internal student information software (described in 1.0) simply was not working as well as we desired. In large part, this led to our complete makeover of the system, which was largely completed in 2022, though improvements are still being added.

We present the summative results (iMSSA), herein, as the primary metric we have used. The MSSA summative EOY testing is also presented, but we only have the formal PED MSSA results for the 2021-2022 school year to date. We analyzed how well the iMSSA aligns with the MSSA and will present that below. We also include other ratings, such as key VISTAS scoring elements and our Mission Goals metrics (as we intended them to be measured—see above, “1.b. Mission-specific or School-Specific Goals”). Finally, we will analyze the potential impact of the increased percentage of students with disabilities. Our fraction of SWD has grown such that it is now at 60% above the state average as of the last data available to us.

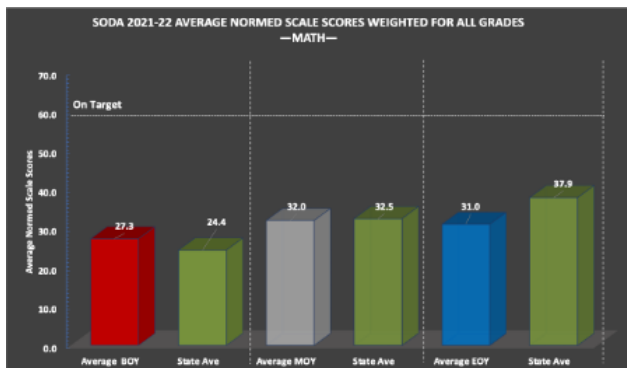
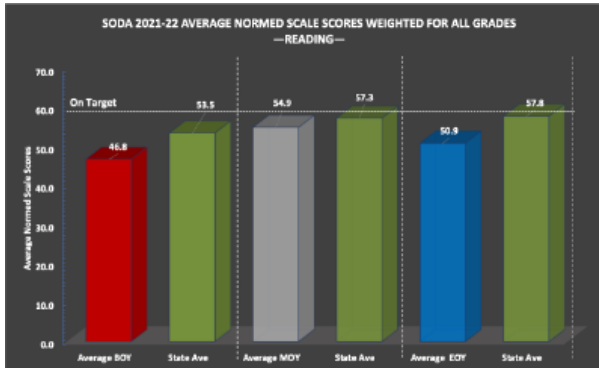
iMSSA RESULTS

Below are the iMSSA roll ups by year for SODA for Reading, Language Usage, and Math. We have confirmed these scale scores to be grade independent, with a scale score of 60 being the “On Target” value, roughly comparable to “Proficient” in the MSSA test. These are rolled up and shown in the figures below. Note that these graphs are sized so that the comparisons can be made between the state averages and SODA scores.

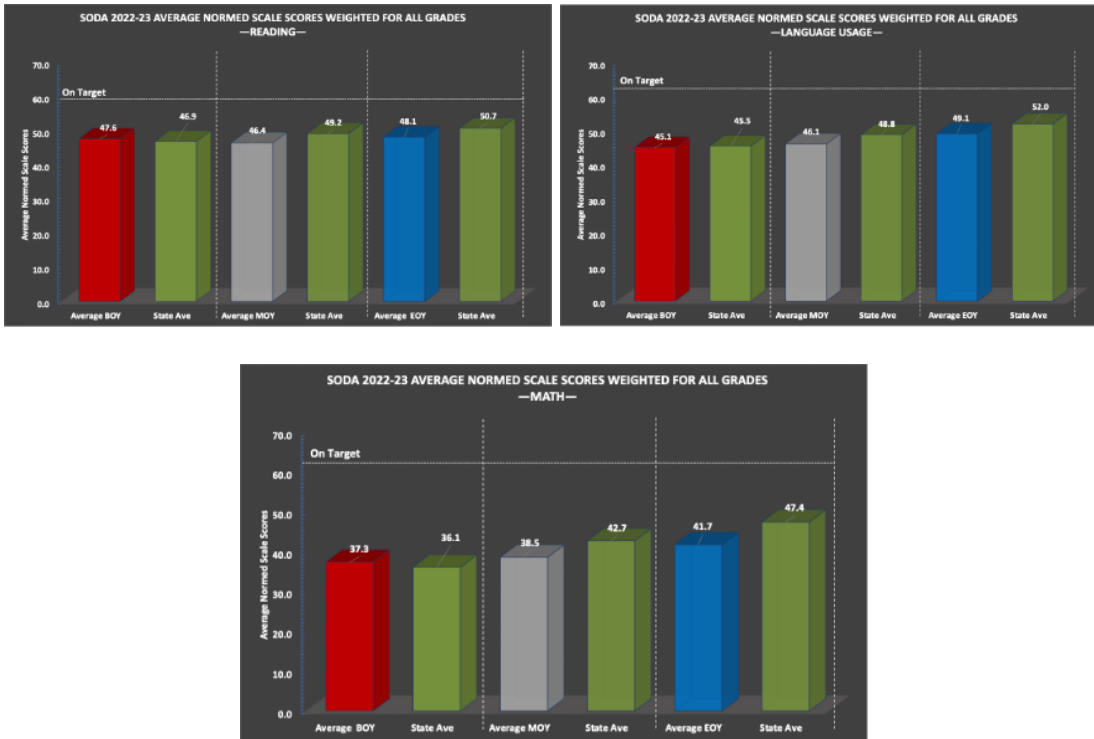
Generally, the SODA scores are comparable with state scores in SY 2020-2021. There are some variances, e.g., Language Usage Beginning of Year (BOY) scores show SODA lower than the state, but otherwise, these are all within a few points of each other, but the End of Year (EOY) scores are trending slightly lower than the state averages in SY 2021-2022 and 2022-2023.



iMSSA Rollup Normed Scale Scores compared to State Average Scale Scores for SY 2020-2021



iMSSA Rollup Normed Scale Scores compared to State Average Scale Scores for SY 2021-2022



iMSSA Rollup Normed Scale Scores compared to State Average Scale Scores for SY 2022-2023

We asked ourselves, how well do the iMSSA test scores align with the MSSA scores? To calculate this by grade, we look at how well each iMSSA bin levels predicts the MSSA level, mapping iMSSA levels 1 to MSSA level 1, iMSSA level 2 to MSSA level 2, and iMSSA level 3 to MSSA level 3 and 4. (Here iMSSA level 1 is “Needs Support”, MSSA level 1 is “Novice”, iMSSA level 2 is “Near Target”, and MSSA level 2 is “Nearing Proficiency”, and iMSSA level 3 is “On Target” with MSSA level 3 being “Proficient”, and MSSA level 4 is “Advanced”).

The results of this alignment exercise were presented to the PED’s New Mexico Technical Advisory Committee in May of 2023. An example of the mapping is shown below.

iMSSA Levels Predicting MSSA Levels—Reading ==> Language Arts								
1=>1	1=>2	1=>3 or 4	2=>1	2=>2	2=>3 or 4	3=>1	3=>2	3=>3 or 4
25.5%	10.6%	2.5%	6.8%	9.3%	3.7%	5.0%	14.3%	22.4%
Total Percentage iMSSA Predicting the Same Range as MSSA Results =						57.1%	161	TOTAL STUDENTS

Net iMSSA Prediction Accuracy

This shows the total percentage of level 1 iMSSA bins predicting Level 1 MSSA bins, etc. for iMSSA Reading to MSSA Language Arts

This example shows all grades iMSSA Reading results predicting MSSA levels for Language Arts. Similar mapping was done for iMSSA Language Usage to MSSA Language Arts and for iMSSA Math to MSSA Math. The percentage circled corresponds to the predictive accuracy of iMSSA to MSSA results. This example shows that iMSSA Reading to MSSA Language Arts is

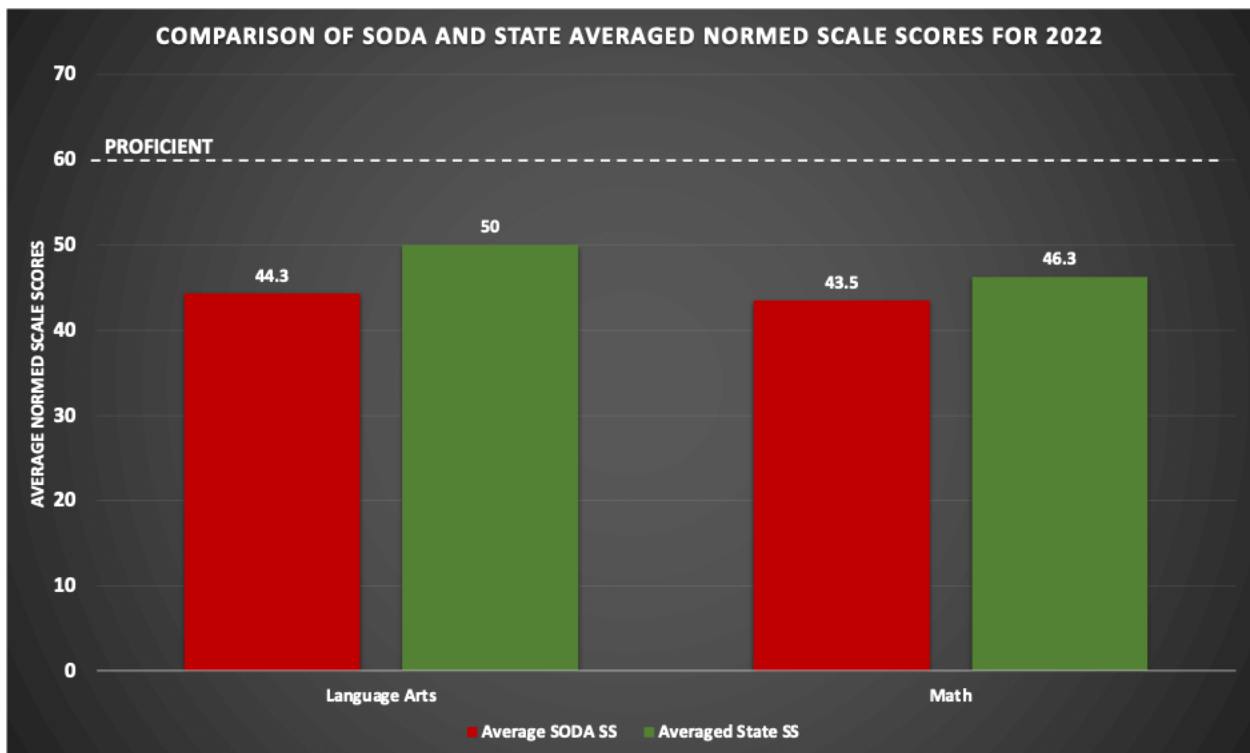
predictive 57% of the time. When we look at all the combinations, we calculate that iMSSA about 58% of the time for SODA scores.

So how well do we trust SODA iMSSA scores to keep us apprised of students' real progress? The answer is the average percentage given above: about 58% of the time iMSSA gets it right if we are looking at just the level-to-level predictions, and that is what most people do look at. We would really like to see 80% or better. Even looking at iMSSA scale score to MSSA scale score correlations, we do not see over about 0.75 which is considered only moderate by statisticians.

Still, the iMSSA, though not perfect, is much better at telling us a student's achievement level than any of the formative tests used as student-by-student teacher guidance tools. We look at the results of the iMSSA testing by year above and conclude that SODA students may be slightly under state levels as far as MSSA test results would indicate.

MSSA Results

The next thing we want to look at is the 2022 MSSA results. These should be the better indicator of SODA student progress. The only PED output results are from the 2021-2022 MSSA. (We note that the PED 2022-23 EOY summative results should contain the proficiencies for Early Literature (grades K-2), also. This means we cannot look at only the Cognia MSSA outputs and make a good comparison between 2022 and the unpublished 2023 results.). The 2021-22 results are shown below.



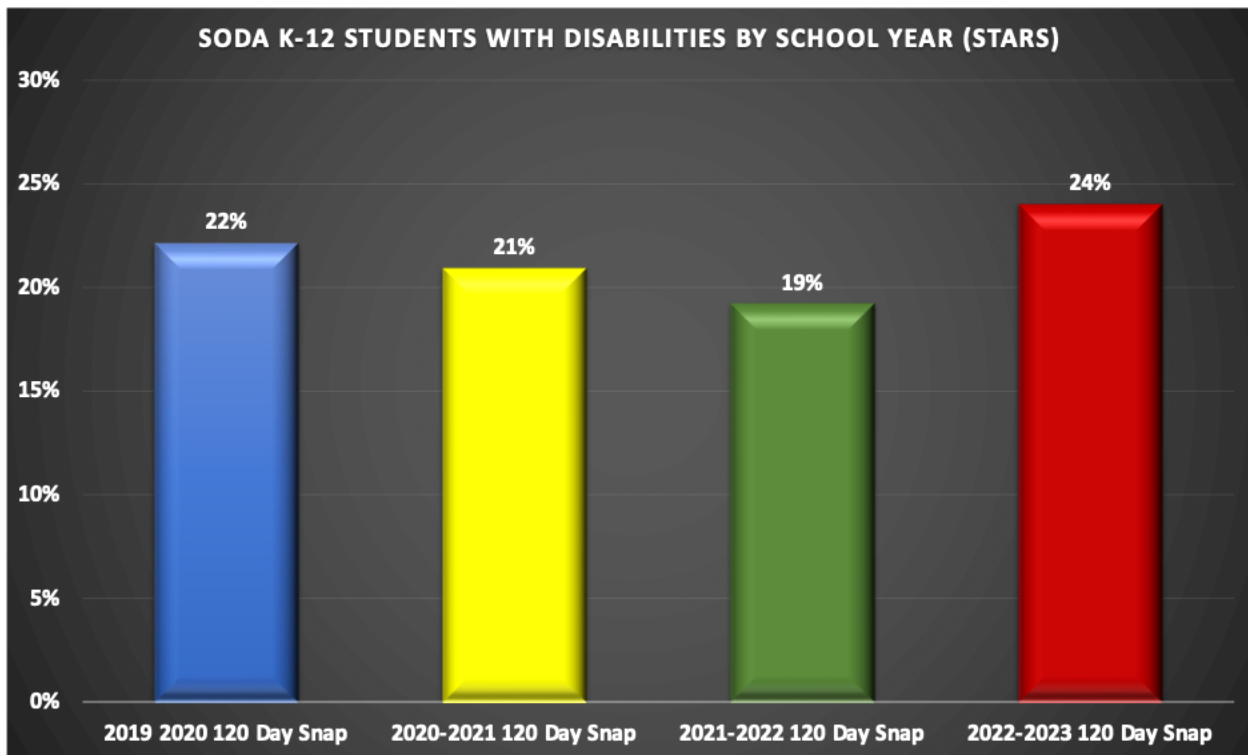
MSSA averaged scale scores comparing SODA to the state.

As it turns out, neither the state nor SODA achieved proficiency in either Language Arts or Math. Regardless, SODA has taken steps to improve these scores. These include:

- Assigning one person as a district testing coordinator. This person is responsible for planning and preparing all state and district assessments, ensuring that all requirements are met, and providing actionable data to the staff of SODA.
- Assigning a dedicated staff person whose duty is to ensure compliance with the Attendance for Success Act. This includes monitoring, notifications, and coordination of interventions related to the act and its included students.
- Significant personnel changes were made at the end of SY 2022-2023. These primarily involved changes to core content staff.

Students with Disabilities Impact?

One of these is the SODA high percentage of students with disabilities (SWD). When we do this, we do a weighted average based on the percentage of SWD students compared to the states and adjust the score accordingly. The number of SWD students over time has risen for the K-12 grades over the years.

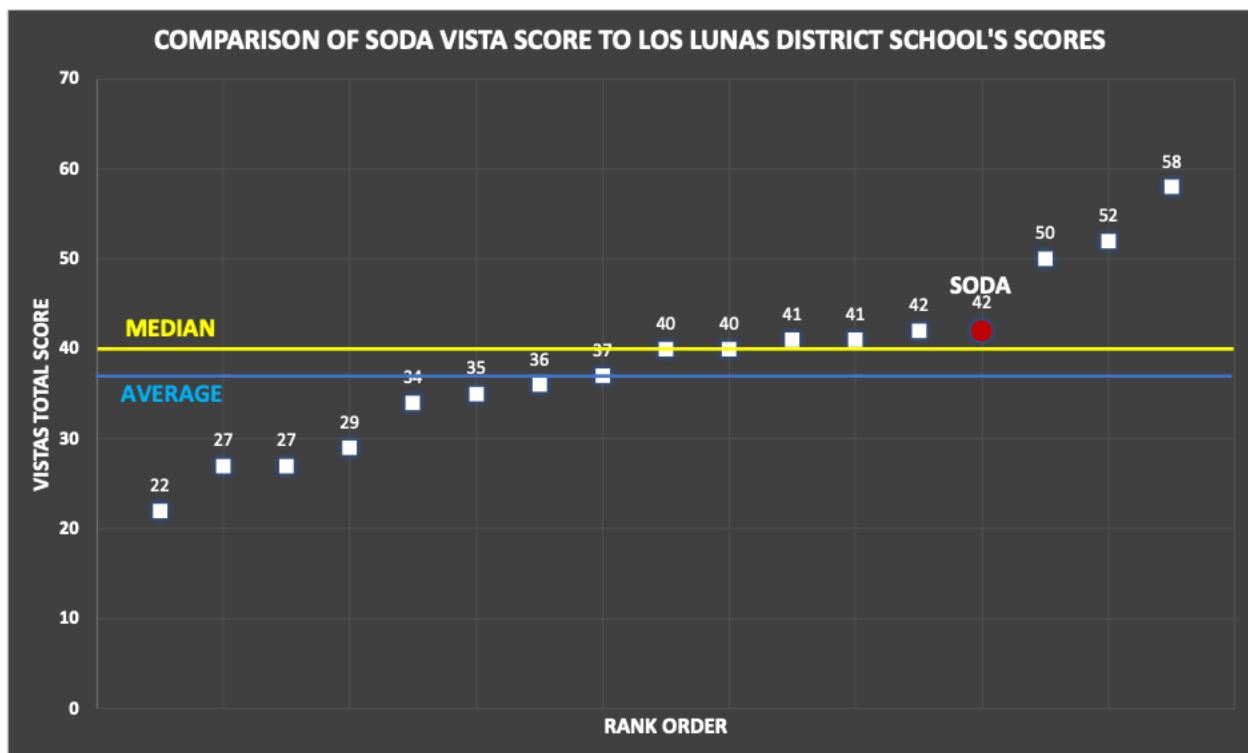


This shows the trending of SODA with respect to the SWD population fractions. We expect this to probably continue increasing because the SODA pre-k school is working with a high percentage of SWD students, many of whom will more than likely continue at SODA

The state average has varied from about 15% in the 2019 TAMELA test to 18% for the 2022 MSSA test. We see that this is probably not a large influencing factor for the 2022 MSSA but may very well be so for the 2023 MSSA results, especially since we are trending above our recent historical levels and since our pre-k students are averaging around the 80% SWD levels because of our early intervention program for the pre-k students. Many of these students will continue at SODA. We shall follow up on this when the 2023 results are released.

2022 VISTAS

The figure below shows how SODA compares to each school in the Los Lunas district each school's total VISTAS score. Note that SODA compares quite well to these schools, though we continually attempt to improve. One problem we have with VISTAS is that the growth calculations were based on 2018 and 2019 EOY test results rather than the expected student growth percentile (SGP) that was advertised in the VISTAS manual. We understand that something had to be done because of the lack of continuity through the pandemic. But we also understand that SGP is a much better metric. (We can go into more detail about this should anyone wish to hear about it.)



This graph compares SODA's VISTAS total score to all schools in the Los Lunas District. SODA is in approximately the top 20%.

GRADUATION

The VISTAS output included graduation figures, and we are very aware they fell below the desired levels over the period graded. However, for 2022, we have good reason to believe that the SODA graduation rates will have risen to over 80% using the state's modified Shared Accountability Model. We believe that our graduation rates are increasing because we have:

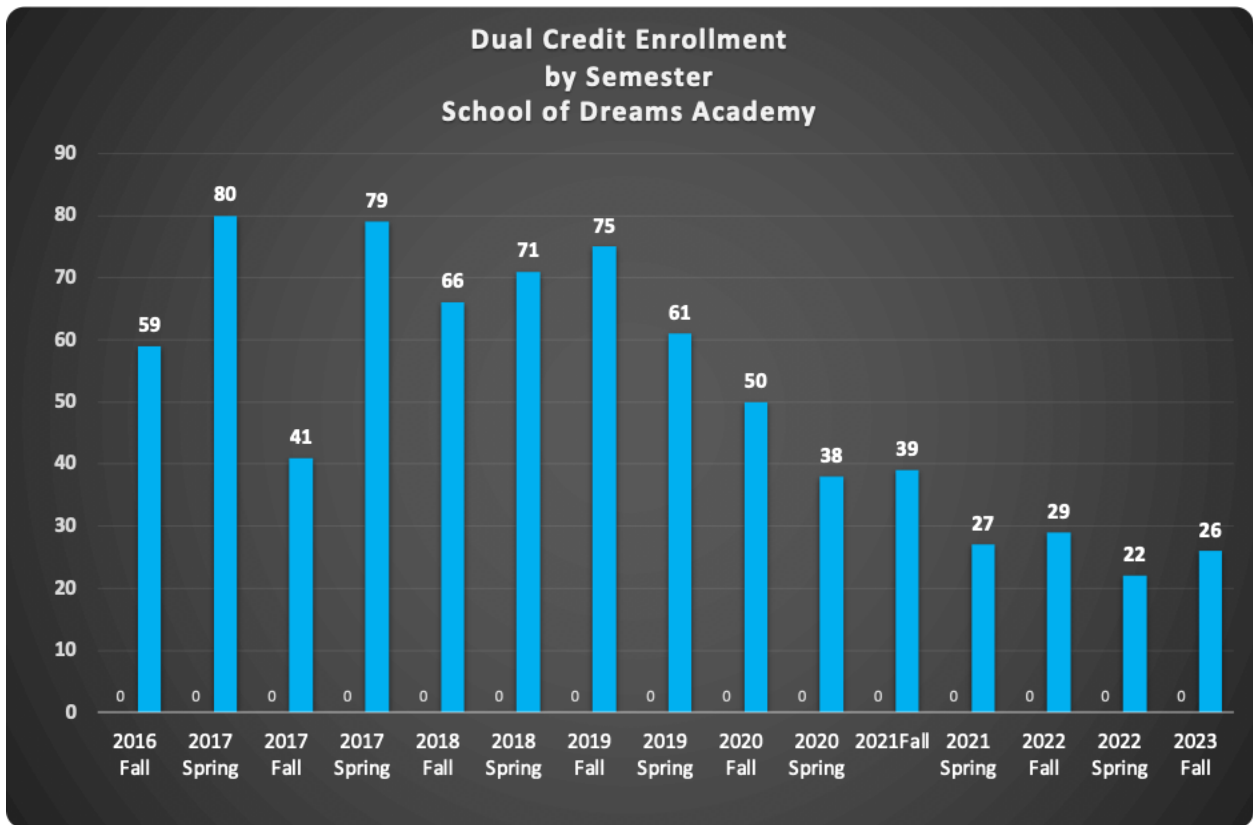
- Given students ownership of their Individual learning Plans (ILP)

- Added real-time graduate requirements tracking to our SIS. This allows students and parents to check where a student is with respect to graduation requirements completion
- Increased our review of where a student is, both academically and social/emotionally, so that earlier intervention is available when needed
- Added two new math courses that are allowable by the PED toward graduation requirements and are more appropriate for some students
- Approached credit recovery options more aggressively and systematically than was done in the past
- Met more often with senior to review progress and make changes where necessary
- Aggressively worked with SWD students and their parents/guardians in high school to help them get through successfully
- Implemented Read 180 and Math 180 at the secondary level to help increase proficiency and academic success

These actions have certainly contributed to our graduation rate increases.

HIGH SCHOOL DUAL CREDIT SUCCESS

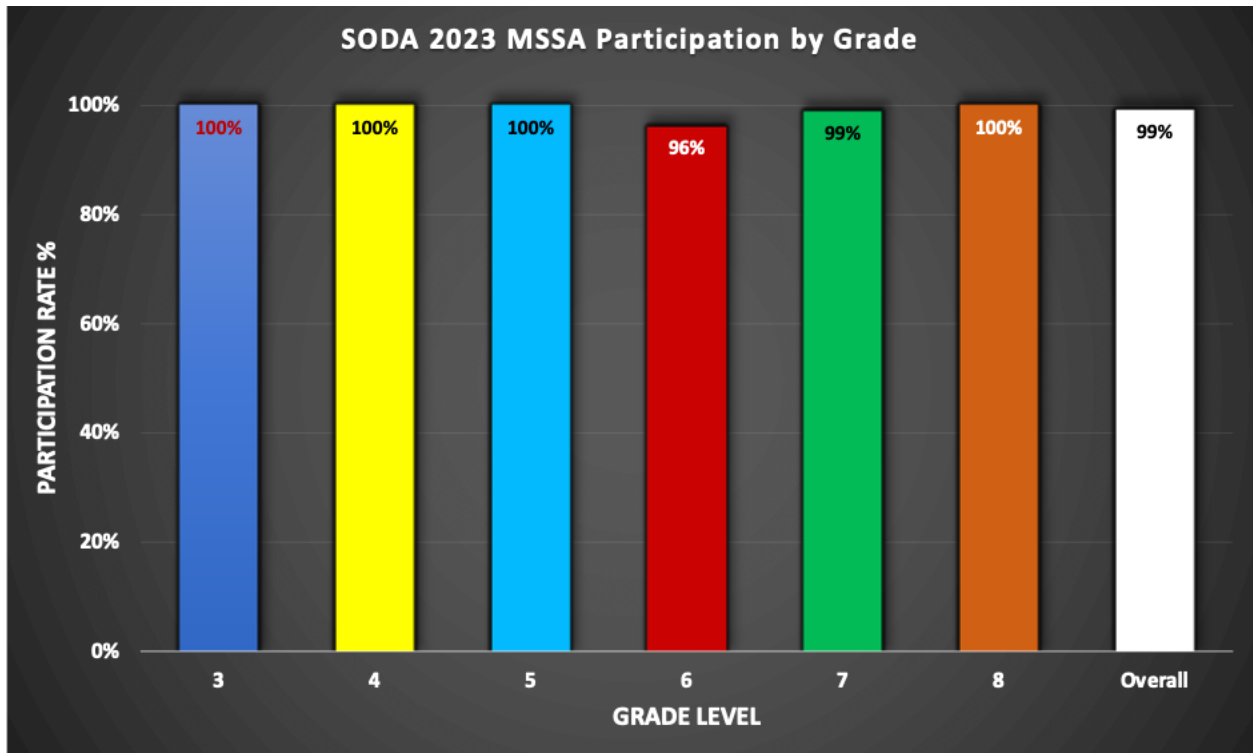
SODA is proud of our dual credit record. Since its inception in 2012, we have had 26 students graduate with a high school degree but also an Associate Degree. This SODA program has been extremely successful. Early on the number of students was very high, however, after ongoing evaluation, fewer of the younger students have taken college coursework. It has been better for the students to make sure they were prepared properly before jumping from high school to college. We expect the number to gradually rise as the students increase in numbers or become better prepared to take on the college level classwork. If anyone wishes to see details of the SY 2022-23 classes and grades by students (masked), please see the Excel file attached in Appendix A-2.



The number of SODA high school students taking advantage of dual enrollment by year and semester since 2016

CONCLUSION

SODA has sought to improve all aspects of student learning. This includes overall teaching methods (please see 2.a. Educational Program, below) as well as important details such as the assignment of individuals to work in specific areas where problems have occurred, e.g., assigning a Testing Coordinator to increase test attendance and encourage students to perform well to counter the “does this count on my grade?” attitude. Also, increasing student personal responsibility for their own outcomes and making the extra effort to involve parents in those outcomes, and all the other efforts presented, above, appear to be paying off. As an example, note in the graph below that test attendance has increased such that the 95% test participation goal was easily met for the SY 2022-2023 MSSA testing. Overall, test attendance was 99%.



The 2023 MSSA test attendance by grade increased significantly over the 2022 MSSA test attendance due in large part to SODA’s assigning a dedicated person to make this happen

There are many details involved in increasing performance metrics. We believe that this current school year will show an increase in student summative test performance, for graduation percentage (as indicated by the 2022 rate), for attendance with a new dedicated staff member who is responsible for this. We have emplaced “fixes” for any of the shortcomings we have discovered from research, observation, and CSD auditing. This is a process of ever continuing improvement, and we at SODA are practicing this process with dedication and much better understanding than we had when SODA was first chartered.

1.b. Mission-specific or School-Specific Goals

Report on the school’s performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in Appendix A-2 Mission Goal Data. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

SODA SPECIFIC MISSION GOALS

The SODA Mission Standards Goals are shown below. These reflect students' classroom performance and provide evidence of learning at the most fundamental level for SODA—teacher to student. We review how SODA performed on these goals and address the reasons for the performance in the following narrative.

In accordance with the revised Part A of September 15, 2023, we see that the SODA Mission Goals rankings reproduced after the Goals, below, show that we did not meet the standard in Year 2 (SY 2020-2021), we met the standards in Year 3 (SY 2021-22), and we did not meet them in Year 4 (SY 2022-23). Taking each year in order, we will address the reasons for these rankings.

Measure Rating Category	Description of Target for This Performance Level	Points Assigned
<i>Exceeds Standards</i>	Each year, 90-100% of students in grades K-5, enrolled on the 40th and 120th day, will earn a "Level 3 out of 5 within Mastery Grading Scale" or higher on a minimum of three (3) STEAM courses. AND 90-100% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a "C" or better on a minimum of four (4) STEAM elective courses.	100
<i>Meets Standards</i>	Each year, 75-89% of students in grades K-5, enrolled on the 40th and 120th day, will earn a "Level 3 out of 5 within a Mastery Grading Scale" or higher on a minimum of three (3) STEAM courses. AND 75-89% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a "C" or better on a minimum of four (4) STEAM elective courses.	75
<i>Does Not Meet Standards</i>	Each year, 65-74% of students in grades K-5, enrolled on the 40th and 120th day, will earn a "Level 3 out of 5 within a Mastery Grading Scale" or higher on a minimum of three (3) STEAM courses. AND 65-74% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a "C" or better on a minimum of four (4) STEAM elective courses.	25
<i>Falls Far Below Standards</i>	Each year, Less than 65% of students in grades K-5, enrolled on the 40th and 120th day, will earn a "Level 3 out of 5 within a Mastery Grading Scale" or higher on a minimum of three (3) STEAM courses. AND Less than 65% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a "C" or better on a minimum of four (4) STEAM elective courses.	0

The SODA Mission Goals for the current contract

School-Specific or Mission-Specific Goals:

Year	Goal 1	Goal 2	Overall Rating: Academic Indicator 3
Year 1	Unable to Review - COVID	No Goal	Unable to Review - COVID
Year 2	Does Not Meet Standard		Does Not Meet Standard
Year 3	Meets Standard		Meets Standard
Year 4	Does Not Meet Standard		Does Not Meet Standard

Source: CSD Internal Monitoring

SODA Mission Goals Rating as per the Revised Renewal Part A for SODA September 15, 2023

In the first year we were ranked (year 2), we simply did not have the data available in a retrievable manner to calculate how well we did. This was a SODA problem. When we realized this, we started the implementation of student course grades tracking so this would not be a future problem. The grades are now entered into our PowerSchool database by teachers. (We are using PowerSchool for most of our data storage and retrieval needs now. (Please see Section 1. Student Information Software Significant Improvements for more details.) By Year 3, we were able to extract the PowerSchool data and calculate the degree of our success which was “Meets Standards.”

In Year 4, we were rated as “Does Not Meet Standards.” We wish to take exception to this rating. The problem lies with the wording for grades 6-12 and a different CSD interpretation from the year before.

As one can see, the Mission Goals do state that students in grades 6-12 “will earn a “C” or better on a minimum of four (4) STEAM “elective” courses. This is stated in all Measure Rating Categories for grades 6-12. SODA submits that the inclusion of “elective” was never intended and is, in essence, a typo that we missed when reviewing our contract language. Indeed, it is impossible for students in grades 6-8 to even take four (4) elective courses in any given semester, because required coursework does not allow room for this. This is not a Mission Goal we would have knowingly signed on to.

We also note that in Year 3 of the contract, we did meet standards. In that year we explained the situation in our writeup, and that explanation was accepted. However, we do understand that there are those who will interpret the written contract as exactly as worded and may not make allowances for uncaught typos and the original intent. For those people, we have calculated the SODA Mission Goal performance as written. These are presented, below, with grades K-5, grades 6-8, and grades 9-12 disaggregated and averaged to provide overall Mission Goal categorization for SODA. Calculations are on file and will be provided as requested.

STEAM COURSES DEFINED

Before presentation of the calculated results, there has also been some possible confusion as to what constitutes a STEAM course. STEAM means not just specific courses but also the gestalt achieved for all the combined courses. STEAM is a teaching model that compliments the

Common Core based state standards and is not a course classification scheme. For one explanation of STEAM please see [The Institute for Arts Integration and STEAM](#). There are other sites that also explain the overall concept.

Below is an example of a working definition of what STEAM courses fall into the different categories. Note that different individuals will sometimes provide slightly different categorizations. However, this is not the important point to understand, rather, please remember that STEAM is a teaching model, not a course classification, per se.

Science Technology Engineering Arts Math—STEAM

The class subjects are generally classified as follows*:

- **Science**—All subjects listed as a science, to include, general science classes, biology, chemistry, physics, agriculture science, health education, environmental science, computer science, and related
- **Technology**—All subjects listed as technology, e.g., science technology, photography, digital arts, robotics, culinary related, music business/recording, etc.
- **Engineering**—Construction Career Exploration, manufacturing Technology, and related courses
- **Arts**—Creative writing, all civics related courses, music related courses (guitar, choir, etc.), physical education related courses, dance, chess, e-sports, government, etc.
- **Math**—All algebras, geometry, trigonometry, all calculus courses, Differential equations, and all related math courses
- **Miscellaneous Courses**—STEM research, English language arts (ELA), Spanish language arts (SLA) (ELA and SLA are embedded and integral to STEAM), history, economics, etc.

Credited hours for Office Aide, Advisory, and similar not count towards STEAM credits.

*Note that others may provide slightly different course binning

DISAGGREGATING RESULTS WITH AND WITHOUT USING THE WORD “ELECTIVE”

The data were extracted from SODA’s PowerSchool database, exported to Excel, and organized so that Excel programing logic could be used to aid in calculating the results. The calculations that do not include the “elective” wording, but rather accept all courses in grades 6-12, as was originally intended are presented first. Next are the results for when “elective” is completely disaggregated into grades K-5 (3 STEAM courses), grades 6-8 (4 STEAM elective courses) and grades 9-12 (4 STEAM elective courses) are shown. The averaged (K-5 with 6-8) results are also shown.



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RESULTS FOR MISSION SPECIFIC GOALS FOR THE SCHOOL OF DREAMS ACADEMY SY 2022-2023 USING COURSES FOR GRADES 6-12 SEMESTERS 1 & 2 COMBINED				
	Total Count	Passed Criteria	Range and Ranking	Percentage Passed Criteria
Elementary— Grades K-5 STEAM Courses	373	367	90 to 100% to Exceed Standards	98%
Grades 6—12 (including Concurrent Enrollment) STEAM Courses	595	517	75 to 89% to Meet Standards	87%
AVERAGE K-12 STEAM COURSES	968	884	90 to 100% to Exceed Standards	91%

Now compare the above to the disaggregated calculations:

RESULTS FOR MISSION SPECIFIC GOALS FOR THE SCHOOL OF DREAMS ACADEMY SY 2022-2023 USING ELECTIVES FOR GRADES 6-12 SEMESTERS 1 & 2 COMBINED				
	Total Count	Passed Criteria	Range and Ranking	Percentage Passed Criteria
Elementary— Grades K-5 STEAM COURSES	373	367	90 to 100% to Exceed Standards	98%
Grades 6—8 STEAM ELECTIVES	259	0	Less than 65% Falls Far Below Standards	0%
Grades 9—12 (including Concurrent Enrollment/Dual Credit) STEAM ELECTIVES	336	200	Less than 65% Falls Far Below Standards	60%
AVERAGE GRADES K-12 USING STEAM COURSES ALL COURSES K-5 AND STEAM ELECTIVES 6-12	968	567	Less than 65% Falls Far Below Standards	59%



The K-5 results are unchanged. The disaggregated 6-8 results show that not a single student met the criteria of taking four (4) electives, as we stated, earlier. This is an impossible goal. The disaggregated 9-12 students with elective courses, only, shows an achievement level of 60%. Again, none of the grades 6-8 students and many of the lower grade high school students could take enough electives to meet the criteria, regardless of the grades achieved. Please see Appendix A-2 for the calculation data used.

CONCLUSION

We do understand that the letter of the contract rather than the intent certainly can cause confusion. However, SODA never intended the contract wording for mission goals to be about electives only for grades 6-12. We hope that the PEC can accept the results as intended and allow us to clear up the contract language during the upcoming negotiations in the spring. Consequently, we do not see any actions that SODA needs to take, other than clarifying the current contractual wording to reflect intent.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

Academic Framework

SODA's goal is to teach and nurture students so that they might find the ability and the inner strength to meet the challenges that they currently face and that they will face in the future so they can realize their full potential. SODA's research and many students' personal experience dictate that studying Science, Technology, Engineering, Art, Mathematics (STEAM), can help

young people find ownership, pride, strength, and positivity in their lives. At SODA we strive to offer an equitable opportunity for all New Mexico students. To accomplish this, our academic STEAM model includes the classical skill set (English language arts, history, math, etc.) and those skill sets specific to Hispanic (emphasis on local history, Spanish language arts, etc.), Native American, and Black student skill set learning opportunities.

Instruction is a significant part of each day. To offer students more flexibility in how and when they learn their core content curriculum, we have selected a flexible online and customizable curriculum so students may study and learn at their own pace while getting individual and extended attention from online licensed teachers and our on-location support staff. Furthermore, our community of educators teach courses and use these opportunities to unpack and present our students with content connections between the mechanics of a skill set and their academics. This offers students yet another approach to actively promote and inspire a student's curiosity for learning.

We realize that our STEAM model is innovative and can be foreign to many families and that many parents may have a bias toward online learning. We believe that when there is resistance more information is needed. And to this end we are committed to offering regular town hall meetings to share with the community the benefits associated with SODA's educational approach. By doing this, our community is given a platform to identify if their child would flourish academically, artistically, and socially by enrolling their child in SODA. SODA cultivates a student's grit to fight for their success one day at a time, hence and in consideration of these model components, we become a trusted voice for education in the community.

Why our school is committed to providing a public education platform for our proposed community:

Our community is not so much a geographic community, but one that is identified by common interests and learning styles. SODA is committed to serve these students with our STEAM-based and online model, because otherwise they may not be in a position to benefit from a multicultural STEAM based approach to education. SODA is committed to our platform of combining multicultural arts and science, and flexible online curricula because we have experienced that it develops and cultivates students to realize their full potential regardless of whether they seek a career in the arts and sciences or not.

Since it is also our desire to serve the at-risk student populations, we are partnering with an internationally recognized virtual education organization that has years of experience in serving the at-risk population. Imagine Learning has helped expand our students' opportunities and provided them with the appropriate scaffolding to find success in their educational endeavors.

How our program serves the community in unique and innovative ways:

Our learning model requires that we unpack and present content connections between STEAM skill sets and a student's academic learning to actively promote a student's curiosity for learning, clarifying questions, and conversation. SODA's unique approach to education allows students of all abilities, interests, and circumstances to grow through virtual and hands-on learning. This flexible arrangement helps make education more accessible to all. Many of SODA's students will be coming from at-risk situations, so this combination of online and teacher-led flexible learning environment allows each student to learn at their own pace within their personal circumstances. The gifted and talented students are also able to learn at their own pace and

create more time freedom for themselves by completing their online academics at a faster rate. The students are afforded more autonomy and move through their courses quicker, calling on teachers when needed. Furthermore, the core curriculum teachers have extended working hours to accommodate each student's schedule. Of course, all students have deadlines. That is, this is not open ended. This all leads to an equitable experience for each of our students as SODA tries to accommodate each type of learner.

Blended Learning Environment

The SODA Blended learning environment or hybrid environment is the combination of the professional educator and teaching integrated instruction, the skill sets classes, and the Imagine Learning online technology that enables student-centered learning. The SODA teachers know that using a blended learning environment can help students learn any time, any place, on any path, and at any pace using adaptive digital content. Additionally, the use of technology frees up teachers to restructure their classroom and teach in new ways.

The gifted and talented students will be able to move at their own pace allowing them to participate in workshops and internships off campus while still completing their core academics and integrated courses online. Furthermore, our students who will need an IEP will be more easily accommodated with the help of SODA's Special Services Director creating an individualized education plan specifically designed for each student with special needs. The SPED Teacher will be responsible for carrying out the IEP designed by the Special Services Director while ensuring that each student needing an IEP will have the accessibility to online and live instruction.



Curriculum, Educational Program, Student Performance Standards:

SODA offers a comprehensive curriculum, with a full complement of core academic courses and an extensive variety of electives in the higher grades. The core academic courses and most electives will be taught asynchronously by teachers licensed in NM and trained in online instruction in the Imagine Learning courseware.

1. **Hands-on learning.** This generation’s work style tends to be hands-on. Courseware needs to be interactive, where students use tools—interactive historical timelines, mathematical function explorers, maps, and more—to explore concepts in concrete ways that are difficult to create in traditional classrooms.
2. **Working independently.** Generation Z prefers independent work. Imagine Learning courseware allows students to work irrespective of platform and physical location. The modality of online learning is uniquely suited to independent work not bound by location, space, and time.
3. **Working at their own pace.** This generation prefers self-directed work. Imagine Learning courseware may be more individualized than other instruction modes because there is more leeway for self-pacing. Courses are customizable to fit the learner’s individual needs.
4. **Working solo.** Generation Z prefers working solo. Imagine Learning courseware is an intimate, one-to-one encounter of the student with the course material. One of the factors that Duckworth (2016) identified as an essential aspect of deliberate practice in the behaviorist learning model was practicing alone, as opposed to in groups.
5. **Practical interactive learning exercises.** Generation Z tends to view teachers as facilitators of learning and prefers not to be “lectured at.”

SODA strongly encourages and works with each high school student to enroll in concurrent enrollment and/or dual credit classes as part of our Early College High School. New Mexico makes these available to high school students at little to no cost to the student. SODA in conjunction with the University of New Mexico administers the Accuplacer to high school students at the beginning of the year to identify those students who are academically prepared for college level courses, and identify what skills need strengthening in those students who are not yet ready. If a student is ready, it is not uncommon for students in schools emphasizing this option to graduate with both a High School Diploma and an Associate’s Degree or Industry Credential. Since then, there have been 26 associate degrees awarded to SODA students.

SODA understands the cognitive, emotional, social, and interpersonal benefits of bilingual and multicultural learning. It is SODA’s mission to serve students who are at risk. The evidence shows overwhelmingly that students of low socio-economic families and students of color struggle the most. SODA provides excellent and engaging performance and STEAM education with a focus on Indigenous and Hispanic art forms as well as other cultures of the world. SODA prepares all students for both higher learning and career paths by giving them the tools necessary to become inter-culturally adept citizens of the world.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and

the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

In FY 2022 School of Dreams Academy and the School of Dreams Education Foundation had 10 audit findings, some of which were repeat findings. SODA administration and the Vigil Group have worked diligently to develop a Corrective Action Plan (submitted to CSD 6/12/23). We acknowledge the serious nature of any audit finding and are purposeful in doing everything we can to avoid any discrepancies in the future.

The CAP addressed all the audit findings including steps we are taking to resolve them and identifying responsible parties. The CAP is concise and designed to establish better accounting practices. As part of the process to remediate these concerns our in-house finance assistant has pulled the documents for each instance that resulted in a finding, analyzed it and where necessary provide some clarifying information for the record.

Moving forward we are confident that these items will be resolved. As some of the findings dealt with the SODA Foundation, we have since contracted with a financial accountant, John Jennings, who specializes in non-profit financial bookkeeping and reporting. He has been working on making sure the foundation's accounting is current and accurate.

School of Dreams Academy and the School of Dreams Education Foundation are committed to the issues raised in the audit. For further information refer to the CAP documents and the detailed analysis of the audit exceptions in Attachment 1.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

Response

In FY20, FY21, and FY22 not all our GC members met the required training hours. Two, Dr Schneider and Denise Romero had constraints around their jobs. Dr Schneider is a family practitioner and Mrs. Romero is our County Sheriff. Mr. Mims also had job related constraints and Mrs. Smith was having health issues. At the beginning of FY 23 we had to replace our entire GC and the four new members met all their training hour requirements. Mrs. Smith (Catherine Smith served on the PEC and the old State Board of Education for decades). She has since resigned her GC position and we have added two new GC members, bringing our board to 6 members now. The following GC members have all their training hours for FY24 (David Watling, Yolanda McKinley, Summer Ludwig, and Pamela Skinner). The two new members (Kerra Howe and Lacey Chenay) will have their training hours prior to the CSD site visit on Oct 13, 2023. Moving forward all our GC members will continue to meet the training requirements each year. We have verification of their training hours on file in our HR office.

Please see Attachment 3, Certs and Reps, for the required board certification and representations.

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

Compliance & Equity Accomplishments

The School of Dreams Academy (SODA) has made significant progress in promoting equity and inclusion, particularly in accordance with the Equity Councils initiative out of the Identity, Equity, and Transformation Division of the NMPED and the Black Education Act (BEA), Indian Education Act (IEA), and Hispanic Education Act (HEA). The schools' commitment to creating a more inclusive learning environment has been evident through the implementation of various PED-sponsored initiatives and locally led actions.

As the student population of SODA has grown over the past few years, one significant step taken by SODA was the establishment of an Equity Council in 2020. This council, comprising teachers, administrators, parents, and community representatives, has played a pivotal role in

guiding equity initiatives supporting the growth of the school. Members have selectively been engaged in decision-making processes, advocated for inclusive policies, and provided guidance on fostering a positive and inclusive school culture. In addition, SODA has:

- Initially prioritized providing Black Education Act training for all staff members. In the summer of 2022, SODA held two days of training for all staff. The trainer is expert in all aspects of Black student education understanding as well as aspects of Native American and Hispanic specific needs. This comprehensive training included important conversations about cultural competency and a review of achievement and inclusion data specifically related to African American students. By equipping their staff with knowledge and understanding, SODA has created an environment where educators are better equipped to address the unique needs of their students.
- Committed to conducting periodic school-wide equity audits and assessments. For example, during two days of staff training, all staff participated in assessing where the school's culture was along the Cultural Competence Continuum, then having active discussions about ways to continue to move in positive directions along the continuum towards greater diversity and inclusivity. Working in collaboration with the local experts in equity, diversity, inclusion and belonging, these opportunities have identified areas of improvement and guided the development of targeted school strategies.
- Recognized the value of professional development. SODA staff has attended training and implemented some of the Culturally and Linguistically Responsive, or CLR opportunities and supports provided by the Identity, Equity, and Transformation Department of the NMPED. These professional development opportunities—which can impact the school at the culture, behavior, and classroom level—have proved to equip faculty and staff with the necessary tools and knowledge to create an inclusive learning environment that embraces the cultural diversity of their students.
- Demonstrated its commitment to equity and inclusion through the allocation of resources. By dedicating resources specifically for equity and inclusion initiatives, SODA has been able to fund programs, interventions, and initiatives aimed at addressing the needs of Black students and fostering a more inclusive school culture. These resources have helped to create a supportive and nurturing environment where every student feels valued and has equal opportunities for success.

Looking to the future, SODA aims to deepen its commitments and ability to monitor progress through evaluation. By establishing transparent reporting and accountability standards, SODA will be able to track the impact of their equity initiatives and continuously improve upon their efforts. This commitment to monitoring and reporting will ensure that the school remains accountable and that their equity goals are aligned with the needs of their students and community.

Equity Council & Strategic Plans

In the coming school years, SODA and the Equity Council have prioritized the following areas for engagement to support ongoing implementation of activities that further the commitment to equity, support the Indian Education Act, the Black Education Act, the Hispanic Education Act, and respond to Yazzie Martinez:

1. **Equity Council Capacity Building:** The School of Dreams Academy can build greater capacity within its Equity Council by continuing to identify representatives from the local

Native, Hispanic, and Black communities The Council will continue to engage teachers, administrators, parents, and students who represent these communities as well. The council will meet regularly to discuss and develop strategies to address equity and identity issues.

2. **Conduct Bi-Annual Equity Audits & Assessments:** The school will conduct comprehensive needs assessments by gathering input from Indian, Hispanic, and Black students, their families, and community members. This assessment will help identify the specific challenges and needs faced by these student populations at the School of Dreams Academy.
3. **Develop Culturally Responsive Curriculum:** The school can begin to take meaningful steps to collaborate with teachers and community members to review and revise the curriculum, ensuring that it includes culturally responsive materials and resources. For example, they can incorporate literature, historical perspectives, and art that represent the experiences, histories, and contributions of Indian, Hispanic, and Black communities.
4. **Provide Professional Development:** The school has and will continue to organize professional development sessions for faculty and staff, focusing on cultural relevance and strategies to support the academic and socio-emotional needs of Indian, Hispanic, and Black students. These quarterly trainings will be facilitated by experts in cultural diversity and equity education and seek to align with the IEA, HEA, and BEA initiatives coming out of the Identity, Equity, and Transformation Division of the NMPED.
5. **Allocate Resources:** The School of Dreams Academy can continue to identify and allocate resources to support targeted diversity programs and equity initiatives that students and teachers have signaled they would be in support of. For instance, SODA can pursue funding to establish technology resources and language support services to enhance accessibility that specifically addresses the needs of Indian, Hispanic, and Black students.
6. **Monitor Progress and Evaluation:** The Equity Council will prioritize the gradual development of a system for collecting and analyzing data on student outcomes, engagement, and experiences that can be disaggregated by race and difference. This data will be used to monitor the effectiveness of the school's equity initiatives and identify areas for improvement. Regular reports can be generated to track progress and inform decision-making.
7. **Reporting and Accountability:** The School of Dreams Academy will work to maintain transparency by sharing annual reports and updates, as appropriate, on its equity efforts with the school community and the broader public. The reports will highlight initiatives undertaken, outcomes achieved, and the ongoing commitment to providing an equitable and inclusive education.

Through ongoing capacity building of the Equity Council, provision of BEA, IEA, and HEA training, regular equity audits, implementation of professional development opportunities like Cultural and Linguistically Responsive (CLR), resource allocation towards equity initiatives, and commitment to monitoring and reporting, SODA has made significant strides in promoting equity and inclusion. These actions exemplify their dedication to creating an inclusive learning environment where all students can thrive and reach their full potential.

School Needs, Stakeholders, & Partners

As the School of Dreams Academy (SODA) continues its journey to implement equity and inclusion initiatives, it recognizes the importance of collaboration and support from various stakeholders. To effectively create an inclusive educational environment, SODA will require specific needs to be fulfilled by different entities. These stakeholders include the New Mexico Public Education Department (NMPED), students, the community, and funders. By addressing these needs collectively, SODA can ensure that their equity and inclusion efforts align with state mandates, meet the diverse needs of their students, engage the community, and secure the necessary resources for successful implementation.

NMPED

The School of Dreams Academy (SODA) specifically will need technical support from the New Mexico Public Education Department (NMPED). SODA will require guidance, resources, and technical support to align school efforts with state mandates within the IEA, HEA, and BEA. Collaboration with the NMPED's Identity, Equity, and Transformation Division will be crucial for accessing professional development opportunities and staying informed about best practices.

Students, Parents, & Community

From students, SODA will need active participation, open communication, and feedback to ensure their initiatives meet their needs effectively. Engaging with parents and the community will require support and collaboration from parents, community members, and local organizations. Their involvement in decision-making processes, sharing cultural knowledge, and contributing resources will be invaluable.

Funders

Lastly, funders will play a vital role in providing financial support for targeted diversity programs, resource allocation, professional development opportunities, and ongoing implementation. Collaboration and investment from these stakeholders will enable SODA to create a truly inclusive and equitable educational environment.

To foster an environment where every student feels valued, supported, and empowered, and belongs, the School of Dreams Academy (SODA) must collaborate with multiple stakeholders. The support, guidance, and resources from the New Mexico Public Education Department (NMPED) will assist in aligning SODA's initiatives with state mandates and best practices.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response: This section is not Applicable for SODA

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress

toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in Appendix B-1 Complaint Communications, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

There is only one indicator requiring action on SODA's part that has not already been covered in the sections, above. This involved special education and has been resolved. See the below letter from the Special Education Bureau.

During the 2023 spring CSD monitoring visit we did not meet standard for item 4c, Staff Credentialing. Three of our teachers from India, the Philippines, and the United States were issued NM licenses to teach special education. We assumed that their teaching license was tied to either an Elementary or Secondary license. This was the case several years ago. So, when we asked them to teach regular education (elementary) we thought it was ok. In hindsight, we should have requested waivers for them, but we found out too late. However, as of this writing we have alleviated these concerns and have all our teachers certified (some with waivers) in the areas consistent with their licenses.

All other Working to Meet Standard and Does Not Meet Standard ratings from the 22-23 CSD Performance Framework have been addressed in other areas of this document, attachments, or appendices.

Closure of CAP
September 21, 2023
Page 2 of 2



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MICHELLE LILIAN GRISHAM
GOVERNOR

Sincerely,

Developed by

Miguel Lozano
Interim Director, Special Education Division

ml/cr

cc: Paul Howard, Director of Special Education, School of Dreams Academy

September 21, 2023

Superintendent Mike Ogas
School of Dreams Academy
906 Juan Perez Rd.
Los Lunas, NM 87031

RE: Closure of Corrective Action Plan (CAP)

Dear Superintendent Ogas:

This letter is a follow-up to the Special Education Division (SED) 2021-2022 Annual Determination letter sent to School of Dreams Academy on February 10, issued as a result of non-compliance with Indicator 11. As part of the SED's general supervisory responsibilities under the Individuals with Disabilities Education Act (IDEA) and pursuant to 34 CFR 300.600(e), the SED, as the state educational agency (SEA), must ensure that identified non-compliance with the requirements of the IDEA is corrected as soon as possible, and in no case later than one year after the identification of the non-compliance.

After reviewing the evidence submitted to the SED by the LEA and the action steps and strategies addressing Indicator 11, the SED has determined that School of Dreams Academy has complied with the corrective action ordered to correct the non-compliance identified. The SED will continue to work with the LEA to further improve and strengthen processes and procedures. Based on the foregoing, the SED is closing the CAP in this matter.

Thank you for your cooperation. If there are any additional questions, please contact the SED at (505) 372-8161.

In Conclusion

School of Dreams Academy submits this renewal application in hope that the PEC will see that our school is a vital part of the overall landscape in Valencia County and grant us another 5-year contract. When we negotiate the new contract, it is likely we won't be requesting any changes to our current Mission Specific Goals, except for deleting the word "elective". Also, we want to explore the "waiver" options already available to us in more detail.

There is one aspect that we would like to discuss adding during the upcoming negotiations, with the PEC. That is allowing SODA to be recognized as having a "hybrid" virtual model. Allowing us to bring this to the negotiating table, for the new contract, will give us the opportunity to highlight our proven capacity to provide a quality hybrid experience. We proved our ability to provide quality hybrid learning experiences during the pandemic. We were a driving force helping create the [New Mexico Course Consortium](#) and, as mentioned earlier, our transition into a virtual model was seamless as we maintained constant communication with parents and other constituents. In a nutshell this is what we propose:

- Approve SODA allowing us to provide a hybrid option for students to include both synchronous and asynchronous learning opportunities.
- Allow us to "regionalize" this effort. Our charter mission speaks to providing quality education to students in the "Rio Grande Valley". We propose we be allowed to enroll students from the following counties: Valencia, Bernalillo, Sandoval, and Socorro. All are within driving distance to or from SODA which will allow us to provide "in person" services

as needed (e.g., special education, ELL, testing, workforce training, Early College HS, counseling, etc.).

- Approving this during the upcoming contract negotiations will give us the opportunity to plan for this program model into our building plans.

We look forward to talking about this more and bringing a full proposal to the negotiations.
Thank you!

And by the Way ...

Please check out the following news links.

SODA in the News....

<https://news-bulletin.com/gianna-nilvo-places-first-at-national-ffa-agriscience-fair/>

<https://news-bulletin.com/soda-student-is-top-30-finalist-in-national-stem-competition-2/>

<https://news-bulletin.com/sodas-jeff-jolly-wins-emmy-award/>

<https://news-bulletin.com/soda-awarded-facebook-grant/>

<https://news-bulletin.com/soda-student-is-a-phi-theta-kappa/>

<https://news-bulletin.com/no-shave-november-challenge-accepted/>

<https://news-bulletin.com/valencia-county-students-able-to-take-spanish-lessons/>

<https://news-bulletin.com/soda-teacher-receives-recognition-opens-stem-lab-for-county-students/>

<https://news-bulletin.com/honoring-and-rejoicing-in-our-culture-soda-hosts-multicultural-day-for-bilingual-program/>

<https://news-bulletin.com/soda-ag-students-succeed/>

<https://news-bulletin.com/helping-students-join-the-workforce-secondary-education/>

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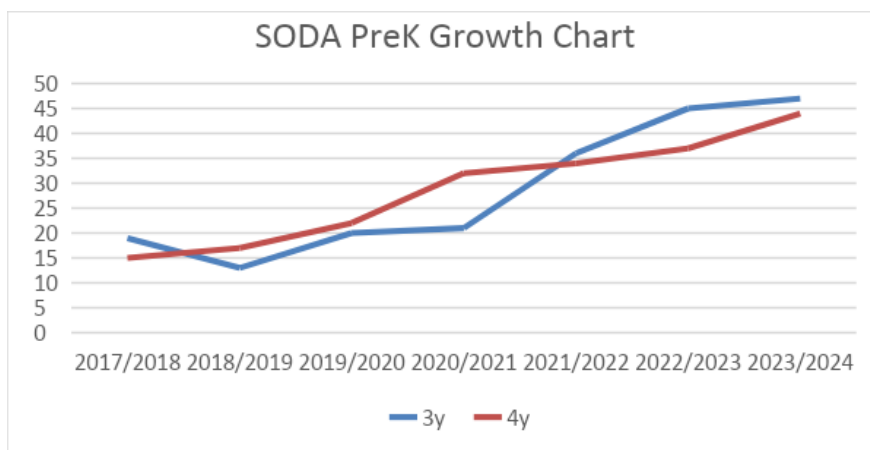
<https://webnew.ped.state.nm.us/wp-content/uploads/2022/10/CTE-Corner-October-2022-FINAL-10-7-22.pdf>

(CONTINUE TO NEXT PAGE TO SEE THE STATUS OF SODAS PRE-K PROGRAM)

School of Dreams Academy PreK

In SY 2017 School of Dreams Academy sought the PEC’s permission to start a PreK program. The PEC gave us permission to proceed and opted not to include the PreK program as part of the charter contract knowing that we would still have to comply with State and Federal statutes governing PreK in the schools. This program has more than exceeded expectations having earned both a “5 Star” and “Exemplar” status by the ECECD and CREC. SODA PreK has strong and knowledgeable leadership and a very dedicated staff that fosters tremendous community involvement and a strong support system for our families and their children. The program also received a \$5M award from the PSCOC and Capital Outlay Committee. Because of this, we felt it important to share our PreK success with the PEC. Below is a table and graph showing the program’s growth over the years with a brief narrative of how the program is operating.

	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
3y	19	13	20	21	36	45
4y	15	17	22	32	34	37



Narrative

1. Family and Community Engagement

PreK Programs must collaborate to support the establishment of a seamless continuum of quality early care and education programs in their respective communities.

1.A Community Engagement: Collaboration

- o Quarterly Meeting with Community Providers
 - School of Dreams Academy is a participating agency and is considered a stakeholder, who participated in the development of the Memorandum of Understanding for Valencia County (Trailblazers Team). Members of the Trailblazers Team include PreK Program Administrators within Valencia County, Early Intervention Teams from Valencia and Bernalillo County from the Family Infant Toddler (FIT) Programs, and Head Start (including Migrant, Tribal, and Early Head Start).

- Trailblazers meet quarterly and School of Dreams Academy’s administrators attend these meetings.
 - School of Dreams Academy participates as a member of the Community Wellness Council. The meetings are scheduled monthly on the second Tuesday of every month until June 13, 2024.
- o Collaboration to prevent duplication of services.
 - School of Dreams Academy meets with local school districts to collaborate on services provided at each of the school districts so there are no duplicates of services and to share waiting lists with each other.
 - School of Dreams Academy PreK Program collaborates with the community early care and education providers, including Head Start Programs to coordinate services, address saturation or duplication of services in the community, and share waitlists to ensure children in Valencia, Bernalillo, and Socorro Counties have access to the program that best fits their needs while honoring family choice.
 - School of Dreams Academy will share waiting lists with other PreK Providers
 - School of Dreams Academy will share waiting lists with other PreK providers who are at capacity in order for families who are seeking information, services, and preschool opportunities within the community.

1.B Family Engagement: 90 Hours

- **1.B.1**
 - School of Dreams Academy’s Prekindergarten programs implement family-centered practices that support the engagement of families in all aspects of their child’s learning and development.
 - Practices are culturally and linguistically responsive.
 - All family engagement opportunities and communications must be accessible to multilingual families.
 - o Professional interpretation and translation are provided when applicable.
- **1.B.2** School of Dreams Academy’s Prekindergarten programs provide a minimum of 90 hours of family engagement activities. Activities/events are shared with families in a timely manner prior to the events.
 - Home Visits
 - o A minimum of one family home visit for each child prior to the start of school or within two weeks of enrollment for children who enroll after the start of the 2023-2024 School Year
 - o **Home Visits** occurred at the beginning of the 2023-2024 School, from August 3 through August 09, 2023. Home Visits were approximately 45 minutes to 1 hour per student. (19 Hours)
 - NM PreK = 19 hours

□ Family/Teacher Conferences

- o Three family/teacher conferences are scheduled to coincide with ECOT BOY, ECOT MOY, and ECOT EOY test results to review with families. Conferences will be held on October 20th, February 09th, and April 15th.
- o School of Dreams Academy values communication with parent(s)/guardian(s). Each parent/guardian knows their child best. Families are encouraged to work with their child's teacher to meet child's individual learning needs. Parent(s)/Guardian(s), teachers, ancillary staff, and administration are partners in educating their child and will attend the family/teacher conferences as per request from teacher, parent, guardian, ancillary staff.
- o The family is the most important part of a young child's life. We know all families want what is best for their child. We also believe that every family is unique, just like every child is unique. Together families and School of Dreams Academy's staff can help their child succeed and celebrate those successes! Research and many years of experience tell us that the more familiar and involved a family is with their child's program – the more the child grows.
- o Involvement means the family members take part in program activities. Some involvement is required; however, we feel that there are many levels of involvement including registering their child at School of Dreams Academy, attending Open House, participating in the beginning of school year home visit, attending IEP's (if applicable) for their child, and attending Family Conferences.
- o Parents are always welcome at School of Dreams Academy, but we must follow PED and CDC guidelines regarding visitors to the classrooms. Parents are actively involved when they prepare their child for school, talk with teachers about activities they would like to do that relate to their child in their home or at school, inform the teacher of important events that may affect their child at school, participate in parent meetings, family nights, or other family activities, volunteer in the classroom following PED and CDC guidelines. If you plan on volunteering for an extended amount of time, you must complete School of Dreams Academy's requirements including a background check.
- o Parents may request a conference with the classroom teacher any time throughout the year. At School of Dreams Academy, three Family/Teacher Conferences will be held. Their child's teacher will contact you to find a day and time that works for everyone involved. School is not held on these days. Conferences will be held on October 21st, February 10th, and April 14th.
- o Parent conferences with teachers are scheduled close to the date that Authentic Observations are made by Prekindergarten staff, and we also abide by the Parent/Teacher Conference dates as outlined in the district calendar.
- o Classes are not held on these days, but you may bring their child with you if needed. The meetings may also take place virtually as per CDC and PED's guidance to ensure the safety of all students and staff. Parents will continue to be welcomed through Zoom, Google Classroom, phone calls, and by appointment.

- o During the conferences, if parent(s)/guardian(s) come to the conference parent/guardian may want to prepare a list of questions, comments, or concerns regarding their child’s progress. By doing this, their child’s teacher can specifically address their areas of interest.
- October 20, 2023
 - o The first conference will held on October 20, 2023 (Coincides with Beginning of Year ECOT)
 - o NM PreK/PreK = Approximately 30 minutes to 45 minutes
- February 09, 2024
 - o The second conference will be held on February 09, 2024 (Coincides with Middle of Year ECOT)
 - o NM PreK/PreK = Approximately 30 minutes to 45 minutes
- April 19, 2024
 - o The last Parent (Family) Teacher Conference on April 19, 2024 (Coincides with End of Year ECOT)
 - o NM PreK/PreK = Approximately 30 minutes to 45 minutes
- Family Engagement Events/Opportunities
 - o NM PreK/4Y DD PreK (Each program is 7 hours each day)
 - Families are invited to participate during the Extending Learning Time Program (ELTP) by volunteering for the day in the classroom.
 - Families are provided a list of activities to do at home to carry on the “Theme” for the Month
 - o Dates and themes are as follows:
 - August 30, 2023
⇒ Community Day
 - September 27, 2023
⇒ Family/Culture Day
 - October 25, 2023
⇒ Myths and Legends
 - November 29, 2023
⇒ Health and Wellness/Survival
 - December 13, 2023
⇒ STEAM Around the World
 - January 31, 2024
⇒ Transportation and Communication
 - February 28, 2024
⇒ Weather and Energy
 - March 27, 2024
⇒ Music and Fine Arts
 - April 24, 2024
⇒ AG Day
 - May 22, 2024
⇒ Field/Sports Day
- Family Volunteers and Classroom Support

- o Families are invited to participate during the Extending Learning Time Program (ELTP) by volunteering for the day in the classroom.

- o Parent Trainings
 - School of Dreams Academy is committed to assist families in their role as “first teachers”. Parent trainings will focus on the essential indicators. We will inform parent/guardian of trainings at least two weeks in advance to ensure parent/guardian have enough time to plan to attend. The trainings are designed to meet a variety of criteria:
 - ⇒ Be interactive with families
 - ⇒ Model and support developmentally appropriate strategies
 - ⇒ Provide materials and supplies to parents
 - ⇒ Involve the Pre-K student for demonstration
 - ⇒ Include opportunities for various disciplines
 - ⇒ Be FUN and ENGAGING

 - A guide for parents is located at the following website: <https://families.ped.state.nm.us/> Preschool staff also work with each family to identify and reach their goals. The focus in meeting the goals is using their family strengths. Prekindergarten staff are available to help with resources based in the community to connect families with local services and supports.

- o Parent/Guardian Visits to Classrooms
 - Pursuant to PED’s Reentry Guidance, parent(s) and/or guardian(s) will have limited access into the classroom as per CDC and PED’s guidance to ensure the safety of all students and staff. Parents will continue to be welcomed through Zoom, Google Classroom, phone calls, and by appointment.

 - Parents are welcomed to visit classrooms by appointment, following CDC and PED guidelines. It is necessary for parent/guardian to take into consideration, however, that situations where parent/guardian may need to talk extensively with the teacher be scheduled outside instructional time. All visitors are required to first sign in our front office. Parent/guardian will be given a visitor’s pass to wear while parent/guardian are on campus. Visits that will be longer than 15 minutes must be approved by the elementary principal. COVID restrictions may temporarily impact parents and or guardians’ ability to visit classrooms. Contact the office or the Preschool Coordinator if you have any questions.

 - The new statute extends to school volunteers. These requirements are already in place for employees and contractors working in the schools and they must complete an FBI background check. This is a more thorough background check than those previously required of volunteers.

With the changes, all volunteers need to apply for an FBI background check as of June 14, 2019.

- Volunteers who have cleared the background check and received an approval through email may be utilized at school at the discretion of administration. First time approved volunteers will sign in with front office staff with a driver's license; a volunteer ID sticker will be printed for daily use and must be discarded at the end of their visit.
- The background screening is \$44.00 and will be valid for 2 years from the date of the approval, pending no new offense appears on the monthly RAP* back report. Volunteers must be at least 18 years of age.

**What is a RAP back?*

Rap Back is a Federal Bureau of Investigation (FBI) service that will allow authorized government agencies to receive notification of subsequent activity on individuals who hold positions of trust.

1.B.3 PreK Programs: Family Handbook

- o Handbook is being sent prior to Monitoring Visit

● Guidance Policy

- o New Mexico Prekindergarten Program
 - New Mexico Prekindergarten Program is a state funded, developmentally appropriate school readiness program. The program provides a comprehensive program for four-year-old children. Children who qualify for the program must be four years of age by September 1st of the current school year.
 - Priority will be given to families residing within the boundaries of a Title 1 School (School of Dreams Academy has been designated as a Title 1 School), children experiencing homelessness/displacement, and children who are in foster care.
 - The New Mexico Prekindergarten includes children with special needs. Attendance at parent meetings and a developmental screening (of their child is required for participation in the program and is administered by the New Mexico Prekindergarten staff).
 - Applications are available beginning in the Spring for the following school year. Space in this program is limited to 20 students. Transportation is the parent's responsibility for the New Mexico Prekindergarten Program.

- Wait lists are maintained by the elementary administrative assistant and is based on one NM Prekindergarten Program at School of Dreams Academy which has a maximum of 20 students.
- School of Dreams Academy will promote equitable access for all eligible children, families who are on a waitlist will be provided information on all available early care and education opportunities in Valencia County and surrounding areas.
- All students who are new to the School of Dreams Academy must be enrolled through online registration or in-person registration. To enroll students new to School of Dreams Academy parent(s)/guardian(s) must provide the following:
 - ⇒ Verification of Student’s Age: original birth certificate, adoption papers, custody papers or another document suitable as proof of the child’s age and identity.
 - ⇒ Proof of Guardianship: original birth certificate, adoption papers, custody papers or another document suitable as proof of guardianship.
 - ⇒ Copy of student’s current Individualized Education Plan (IEP), if applicable.
 - ⇒ A copy of the child’s records from the school most recently attended if previously enrolled in a school.
 - ⇒ An up-to-date immunization record or a copy of their notarized exemption request that has been submitted to/approved by the state. Satisfactory evidence that the student has begun the process of obtaining the immunizations required by law will be accepted when approved by the School Nurse.

● **Expulsion Policy**

- o Children may not be expelled/dismissed from the School of Dreams Academy’s PreK Program due to special or behavioral needs.
 - A referral should be made and/or the IEP team must meet to determine staff/parent training needs and the Least Restrictive Environment (LRE)
- o Responding to Parent Concerns/Problems
 - School of Dreams Academy (SODA) encourage families to look for answers to their questions. If parent/guardian has concerns or problems about the program or their child, please talk with their child’s teacher or therapist. If you continue to

have concerns or need more information, please talk with the School of Dreams Academy's Assistant Elementary Principal (866-7632).

- Problems are easier to resolve when they are small, or when they first arise. If something needs to be discussed, we will work towards addressing the situation. Here's a guide to addressing complaints and finding resolution.
 - ⇒ Communicate Respectfully.
 - ⇒ Yelling, name-calling, and cursing does not accomplish anything.
 - ⇒ Actively listen (all parties will be heard), calmly discuss their concerns, speak one at a time, and work together to seek a mutually beneficial resolution.
 - ⇒ At School of Dreams Academy our goal is always to put their child's best interests and those of all students at School of Dreams Academy.

- If you have a concern, first try to resolve it by discussing the situation with their child's teacher, School of Dreams Academy's School Counselor, School Nurse, or other professional. Disputes and misunderstandings are often best resolved in person. Often, misunderstandings can be cleared up or issues addressed through a courteous conversation at the school level.

- If the issue is not resolved, talk to a school administrator. Some concerns cannot be resolved with school staff and in this case, you should schedule a meeting or phone conference to discuss the situation with one of our elementary principals.

- Finally, if after discussing the situation with one of our assistant elementary principals, you continue to feel there has been no satisfactory resolution, you may refer their complaint to the Superintendent. You will be asked to fill out a Parent Concern Form outlining concerns and the Superintendent will review the information and contact you.

● Program Philosophy

- At School of Dreams Academy, we believe the foundation for learning includes the total development of every child. Play is the work of children and is the basic way in which young children gain knowledge.

- Just as teachers use instructional techniques for reading; preschool teachers plan opportunities for spontaneous play, guided play, directed play, or investigative play to teach new skills and concepts. Our preschool program is designed to encourage learning through play, hands-on activities, and small and large group discovery time.

- Foundational skills provide children with exposure and opportunities to continue to build on in later learning. Through play, explorations, and investigations, children are learning foundational skills. Weekly lesson plans are posted on the parent/teacher communication board. The lesson plans are designed to encourage children to discover, create, explore, experiment, observe, discuss, and share.
 - Activities can include:

- ⇒ Dramatic play, art, cooking
- ⇒ Manipulatives: blocks, construction, sand, and water
- ⇒ Music and Movement
- ⇒ Explorations in Science and Math
- ⇒ Emerging Reading and Writing activities

● Transition Activities

o Beginning of Year Transitions

- Making a smooth transition into the preschool program is an important task for the preschool student and his/her family. Prior to the beginning of the school year, parents/guardians may attend their child’s classroom to discuss the schedule, curriculum, and procedures.
- The students are able to meet the teacher with their parents prior to the first day of school. An Open House will take place during the beginning of the school year. Families will be notified by phone calls, emails, web site, and social media.
- The parents and students have the opportunity to become familiar with the surroundings and to ask any questions to ensure the children receive quality services from all program staff.

o End of Year Transitions (Transition to Kindergarten)

- In May, children in the 4-year-old Early Childhood programs will participate in a “Kinder Transition Day”. Children will have the opportunity to visit a kinder classroom during the school day.
- The kinder teacher will provide hands-on engaging activities representative of a typical kinder day. This experience will facilitate a smooth transition into kindergarten. All 3-year-old children participating in an early childhood program will partake in a “3 and 4-Year-Old Transition Day”.
- In May, parents will be invited to participate in a transition meeting. This meeting will provide information regarding the upcoming kindergarten year.
- The School of Dreams Academy’s administration, ancillary staff, transportation, School Nurse, Preschool Staff, and Kindergarten teacher(s) will be present to provide support and answer questions. If their child will be attending School of Dreams Academy’s Kindergarten for the 2024-2025 School Year, an application must be submitted online or in person.

● Curriculum

- o Curriculum describes how and what their child will have the opportunity to learn while at school. School of Dreams Academy 3Y, 4Y DD Preschool, and New Mexico Prekindergarten will use the Three Cheers for Pre-K Curriculum and Heggerty Phonemic Awareness Curriculum as guides and the New Mexico PreK Essential Indicators. It is the Pre-Kindergarten curriculum that helps get young children ready for Grade K.

- School of Dreams Academy’s program curricula is research based, culturally and linguistically responsive, and aligns with the New Mexico Early Learning Guidelines: Birth through Kindergarten (ELG)
- Three Cheers for the PreK Curriculum is one of the currently approved curricula
- Skills-based experiences and purposeful play initiate learning around quality children’s literature. It’s fun and effective with multisensory activities and amazing interactive digital content.
- A Family Engagement web portal includes learning games and helpful tools for parents and caregivers. The rich concept development activities in *Three Cheers for Pre-K* are mirrored in *Uno, dos, tres !Prekinder!* to support multilingual learners.
- It is designed to support social-emotional and culturally responsive learning through instruction tied to nine developmentally appropriate themes. The program fosters the development of key skills and concepts in the core disciplines of literacy, mathematics, science, and social studies, as well as in other subjects, such as health, technology, and the arts — all of which are integrated into weekly instruction.
 - ⇒ Foundational skills provide children with exposure and opportunities to continue to build on in later learning. Through play, explorations, and investigations, children are learning foundational skills.
 - ⇒ Weekly lesson plans are posted on the parent/teacher communication board. The lesson plans are designed to encourage children to discover, create, explore, experiment, observe, discuss, and share. Activities include: dramatic play, art, cooking; manipulatives (blocks, construction, sand, and water); music and movement; exploration in science and math; and emerging reading and writing activities.
- School of Dreams Academy also incorporates the Heggerty Phonemic Awareness program in the Prekindergarten classes up to second grade. The Heggerty Phonemic Awareness Curriculum is a well-organized 35-week curriculum of daily phonemic awareness lesson plans.
- It is developed on a systematic scope and sequence of skills, each level focuses on eight phonemic awareness skills, along with two additional activities to develop Letter and Sound recognition, and Language Awareness.
- The lessons are designed to deliver Tier 1 phonemic awareness instruction in a group setting and only take 10-12 minutes. For students in need of extra support, portions of a lesson could be used in a small group and serve as a “second dose” of phonemic awareness instruction.
 - ⇒ School of Dreams Academy uses New Mexico Prekindergarten Essential Indicators as a guide for the targeted skills young

children learn during the preschool years. The New Mexico Early Learning Guidelines were designed to be used for the benefit of children and families.

- ⇒ Young children learn by doing. They use their bodies to touch, smell, move, listen, and learn about the world they live in. They like to play, and we call this “child’s work.” Play is very important and tells us how well children are getting along with others. Through observation, we know how and what the children are learning and allow us to plan the next steps for learning and work to meet each child’s individual goals.
- ⇒ The developmental expectations are identified to help educators assist each child to reach his or her maximum potential and to communicate clearly with families about how their child is growing and learning, what steps are being taken to enhance his or her early learning experience, and to address the family’s goals and concerns.

1.C Eligibility, Recruitment, Enrollment, Attendance (Also included in Family Handbook)

- Eligibility Criteria
 - The School of Dreams Academy (SODA) is committed to building an early learning system focusing on a high-quality, comprehensive, community program striving to form a continuum of integrated services for preschool students with special needs and typically developing peers. School of Dreams Academy provides bilingual education, early literacy intervention, counseling, art, music, dance, and social work services to our students. School of Dreams Academy’s preschool programs provide School of Dreams Academy’s STEAM model.
 - Children who do not meet special education eligibility must be 4 years old before September 1st. The children who will attend the New Mexico Preschool Program will be chosen on a lottery application process. Applications are available beginning in the spring for the following year. Children with special needs are between the ages of three and five. The children must meet New Mexico eligibility requirements for special education. If there is not a waiting list by May 24 for students applying to the New Mexico Preschool program for the 2024-2025 school year, students will be accepted on a first come basis to the New Mexico Preschool Program.
- Recruitment Plan for the New Mexico Prekindergarten Program

The recruitment process includes the following:

- Inform parents/guardians about the preschool programs offered at School of Dreams Academy by providing informational flyers throughout the community which advertise the New Mexico Prekindergarten program at School of Dreams Academy.

- o Information is also announced on School of Dreams Academy’s Facebook page, School of Dreams Academy’s school website, School of Dreams Academy’s app, other social media platforms, and meetings.
- o New Mexico Prekindergarten program recruitment begins as early as the first week of April of each calendar year.
- o Child Find Program
 - ⇒ Throughout the community, informational brochures are furnished.
 - ⇒ The location of these brochures is at doctor’s offices, early intervention agencies, and at the School of Dreams Academy Administration Office.
 - ⇒ To refer a child suspected of having a developmental delay contact the Child Find Office at (505) 866-3672.
- Enrollment Requirements for the School of Dreams Academy’s New Mexico Prekindergarten Program

The enrollment requirements include the following:

 - o New Mexico Prekindergarten Program is a state funded, developmentally appropriate school readiness program. The program provides a comprehensive program for four-year-old children.
 - o Children who qualify for the program must be four years of age by September 1st of the current school year. The New Mexico Prekindergarten includes children with special needs.
 - o Attendance at parent meetings and a developmental screening of their child is required for participation in the program and is administered by the New Mexico Prekindergarten staff.
 - o Applications are available beginning in the Spring for the following school year. Space in this program is limited to 20 students. A lottery will occur on May 17, 2023, and families will be notified by email and/or telephone call by May 19, 2023, if their child has been accepted to the School of Dreams Academy’s New Mexico 4Y Preschool Program.
 - o A waiting list will be updated as applications come in
 - o Students who have qualified but are unable to attend because of unforeseen circumstances, will be disenrolled and students on the waiting list will be notified on a first come first serve basis.
 - o Transportation is the parent’s responsibility for the New Mexico Prekindergarten Program.

2. Inclusive Practices for Children with Diverse Abilities

PreK programs implement inclusive teaching and learning strategies with curricula and assessment designed and delivered to engage students in learning that is meaningful, relevant, and accessible to all.

2.A.2 Accessible Environment

- Evidence of Modifications to the environment for children with disabilities and/or developmental delays

⇒ SPECIAL EDUCATION PROCEDURES PLAN

- Prekindergarten students at School of Dreams Academy **have inclusive access** to school-wide activities. They participate in spirit days, can food collections, STEAM Days, science fair, robotics, music, dance, and art throughout the school year.
- Once an IEP is in place for a child, **teachers immediately implement the modifications stated on the IEP to support the learning needs of the child.**
- Modifications to the children with disabilities and/or developmental delays will be part of the IEP process, including:
 - ⇒ Intentional, developmentally appropriate, individual, small, and large group activities
 - ⇒ Provision of adequate materials and equipment that is accessible to all children (e.g., books, dolls, toys, and wall displays). Materials must represent diverse cultures, ethnic groups, gender roles, family configurations, and abilities.
 - ⇒ Provisions for adequate space for indoor and outdoor activities, for adult planning and management activities, and for privacy
 - ⇒ Classroom environments, ensuring there are identifiable learning center that are flexible and designed for children to self-select activities.
 - ⇒ Accommodations, modifications, and adaptations, ensuring they are evident as needed for individual children.

2.A.4 Inclusive Practices

- Inclusion Policy

⇒ Evaluation and Referrals

- Child Find Screenings and Evaluations

⇒ Child Find is part of the Individuals with Disabilities Education Act (IDEA) that requires states to identify, locate and evaluate all children with disabilities ages 3-21 who need special education services.

⇒ School of Dreams Academy conducts screening and evaluations of preschool-aged children who are suspected of having developmental delays or disabilities in one or more of the following areas:

Communication Skills, Cognitive skills, Motor skills, Daily Living Skills, Social/Emotional Skills, Vision, Hearing, and/or Orthopedic needs.

⇒ Any parent/guardian with concerns about their child's development (speaking, understanding language, learning, eye-hand coordination, movement, socialization, hearing, vision, or any other developmental concern) may contact Child Find for a screening.

⇒ A child must be at least 3 years old but not eligible for kindergarten. Parent(s)/Guardian(s) must sign consent before the screening can take place. The screening takes about 45 minutes.

⇒ The screener(s) will play with their child using developmental screening tools. You will be asked questions about things their child may be doing at home or in childcare.

⇒ Children will also have their vision and hearing screened. The screener(s) will then talk with the parents/caregivers about the outcomes of the screening and any next steps to be taken. This may include further evaluation(s) or referrals to other community services.

⇒ Students attending New Mexico School of Dreams Academy's Preschool who do not have an IEP, are required to complete a screening which will be completed by the classroom staff.

⇒ A screening helps to discover a child's strengths and to determine if there are areas of concern that may need further evaluations.

⇒ Through this evaluation, families working together will look at all areas of development. This screening will be completed during the first three months of attendance. The screening looks at skills in the area of language, fine motor, gross motor, self-help, and social-emotional skills. Articulation skills (speech sounds) will be screened, if needed.

- Ancillary Staff in the Classroom

⇒ In order to help children with special needs, School of Dreams Academy employs speech and language therapists, occupational therapists, physical therapists, and a social worker.

⇒ Their presence in the classroom provides a natural environment in which all the children can learn new skills in the way they use their bodies to move and the way they use language to communicate their wants and needs. Children with special needs may also be seen on a pull-out basis outside of the preschool classroom as indicated in the IEP. These professionals meet regularly with their child's classroom teacher to plan classroom activities.

- Participation in the Individual Education Program Process (IEP)

- All School of Dreams Academy's staff (including the PreK staff) is trained at the beginning of the school year by the Director of Special Education specific to

inclusionary practices to meet each child's needs including those with an IEP. School of Dreams Academy, the Local Education Agency (LEA) provides training specific to each child's accommodations or program plans documented in an IEP.

Link: [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs \(2015\)](#)

- School of Dreams Academy PreK classrooms will provide inclusive settings for children with developmental delays and disabilities based on the Individuals with Disabilities Education Act (IDEA) and consistent with a child's IEP if applicable.
 - ⇒ IDEA states the IEP team consists of the general education teacher that is knowledgeable about her student in the NM PreK classroom. Educators participate in the IEP process.
 - ⇒ In collaboration and consultation with the special education services providers, educators integrate IEP goals and objectives into the daily schedule, classroom activities, and lesson plan. During the IEP meeting, staff may request additional training from the LEA specific to each student's needs, goals, and objectives. Collaborative efforts should occur to determine ongoing needs.
 - ⇒ A program must develop interagency agreements, if applicable, with the local educational agency responsible for implementing IDEA to improve service delivery to children eligible for services under IDEA. This includes the referral and evaluation process, service coordination, promotion of service provision in the least restrictive environment including appropriate community-based settings, and reduction in dual enrollment which causes reduced time in a less restrictive setting, and transition services as children move from services provided under Part C of IDEA to services provided under Part B of Idea and from preschool to kindergarten.
 - ⇒ Parent(s)/Guardian(s) are to attend all IEP meetings and will participate by providing school personnel with any information that will assist in planning an effective educational plan for the child.
 - ⇒ School representatives will provide facts from testing results and provide guidance through the IEP to ensure a clear understanding of the process.
 - ⇒ The Prekindergarten program is designed to be **inclusive** in addition to providing opportunities for peers to be role models in our Preschool classrooms.
 - ⇒ Any child entering the School of Dreams Academy with a current Individualized Education Plan (IEP) will be directed to go to our Special Education Office or Child Find Office for the IEP to be reviewed. The student will continue with these services until an IEP meeting is held. At that point any changes recommended during the meeting will be implemented as required.
- IEP modifications included in lesson plans and classroom environment.

- Lesson plans are individualized to address each child’s developmental progress. Modifications are incorporated into the classroom activities. Progress is documented and measured through ongoing observation and assess to obtain information on the individual child’s progress in the classroom (ECOT).
- Collaboration with special education services
 - School of Dreams Academy’s Preschool staff collaborate and coordinate with the Director of Special Education and the Preschool and Child Find Coordinator to integrate ancillary services (e.g., occupational, speech/language, social work, physical therapies) within the regular program and routines to the maximum extent appropriate, as described by the IEP team working with the individual child.
 - The Special Education Preschool program is designed for preschool children with special needs who are between the ages of three and five. The children must meet New Mexico eligibility requirements for special education. Children who have Individualized Education Plans (IEPs) which designate speech and language therapy, occupational therapy, social work, and/or physical therapy will receive these therapies within the classroom environment and/or pull-out therapy as indicated in the IEP during the school day. The Preschool classroom staff also implement strategies and techniques recommended by the therapists.
 - A student who is eligible for the Special Education Preschool Program will attend School of Dreams Academy with typically developing peers and will receive special education and therapy services as identified on the child’s Individualized Education Program (IEP). Transportation is provided by the School of Dreams Academy (SODA) for children who live or are receiving daycare within the Los Lunas boundaries and have an IEP. Homebound services are available to children who qualify and whose IEP indicates the need for such services.
 - The School of Dreams Academy (SODA) provides early childhood programs to young children who are three to five years old. School of Dreams Academy implements the US Department of Education Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs (September 14, 2015).
 - School of Dream Academy’s early childhood programs are diligently working toward providing inclusion services to all children with disabilities, together with their peers without disabilities. We hold high expectations and intentionally promote participation in all learning and social activities.
 - **School of Dreams Academy facilitate individualized accommodations** and use evidence-based services that support and foster each child’s development (cognitive, language, communication, physical, behavioral, social-emotional, friendships with peers, and a sense of belonging).
 - ECER-3 Training by staff and administration.
 - ⇒ Modify environment based on child’s needs.
 - ⇒ Visual aids throughout classroom
 - ⇒ Environmental Print
 - ⇒ Items at student level vs. teacher level
 - ⇒ Weighted Blanket

⇒ Sensory Zone

2.A.4 Inclusive Practices:

- Inclusion Policy:
 - The School of Dreams Academy (SODA) is committed to building an early learning system focusing on a high-quality, comprehensive, community program striving to form a continuum of integrated services for preschool students with special needs and typically developing peers.
 - School of Dreams Academy provides bilingual education, early literacy intervention, counseling, art, music, dance, and social work services to our students. School of Dreams Academy's preschool programs provide School of Dreams Academy's STEAM model.
 - Children who do not meet special education eligibility must be 4 years old before September 1st. The children who will attend the New Mexico Preschool Program will be chosen on a lottery application process. Applications are available beginning in the spring for the following year. Children with special needs are between the ages of three and five. The children must meet New Mexico eligibility requirements for special education. If there is not a waiting list by May 26 for students applying to the New Mexico Preschool program for the 2023-2024 school year, will be accepted on a first come basis to the New Mexico Preschool Program.
 - The Special Education Preschool program is designed for preschool children with special needs who are between the ages of three and five. The children must meet New Mexico eligibility requirements for special education. Children who have Individualized Education Plans (IEPs) which designate speech and language therapy, occupational therapy, social work, and/or physical therapy will receive these therapies within the classroom environment and/or pull-out (as designated through the IEP) during the school day. The classroom staff also implements strategies and techniques recommended by the therapists.
 - A student who is eligible for the Special Education Preschool Program will attend School of Dreams Academy with typically developing peers and will receive special education and therapy services as identified on the child's Individualized Education Program (IEP).
 - Transportation is provided by the School of Dreams Academy (SODA) to children who are eligible for Special Education services and who live in the Los Lunas area or are receiving daycare within Los Lunas boundaries.
 - At School of Dreams Academy, we believe the foundation for learning includes the total development of every child. Play is the work of children and is the basic way in which young children gain knowledge.
 - Just as teachers use instructional techniques for reading; preschool teachers plan opportunities for spontaneous play, guided play, directed play, or investigative play to teach new skills and concepts. Our preschool program is designed to encourage learning through play, hands-on activities, and small and large group discovery time.

Foundational skills provide children with exposure and opportunities to continue to build on in later learning. Through play, explorations, and investigations, children are learning foundational skills. Weekly lesson plans are posted on the parent/teacher communication board. The lesson plans are designed to encourage children to discover, create, explore, experiment, observe, discuss, and share.

Activities can include:

- o Dramatic play, art, cooking
 - o Manipulatives: blocks, construction, sand, and water
 - o Music and Movement
 - o Explorations in Science and Math
 - o Emerging Reading and Writing activities
-
- Evaluation and referrals: Screenings (Ages and Stages), Vision and Hearing, Denver II
 - Based on screening results: Students are referred for further assessment if there are significant delays in the following: social/emotional, fine motor, gross motor, language, articulation
 - If the child’s screening falls in the “Caution” level, student will be rescreened in 3 to 6 months, based on team recommendation.

Participation in the Individual Education Program Process (IEP) includes the Director of Special Education, Parent(s), Guardian(s), Early Intervention Team (if child is moving from C to B, Speech Language Pathologist, Occupational Therapist (if there are sensory and/or fine motor concerns), Physical Therapist (if there are gross motor concerns), Social Worker (behavior/social/emotional concerns), Classroom Teacher

IEP modifications included in lesson plans and classroom environment; lesson plans include modified lessons to support students within the environment

Collaboration with special education services including ancillary services, transportation

3.Culturally and Linguistically Responsive Instruction

PreK programs leverage and support the cultural and linguistic uniqueness of each child to support learning and development.

3.A.4. Culturally Appropriate Materials

- Books, materials, and visuals in the classroom reflect the culture and language of the children and families enrolled in the School of Dreams Academy’s NM PreK 4Y Program.
- Student family pictures in classroom on walls/board
- WIDA Trainings (Implementation)
- Multilingual books or translations of books

- Classroom materials/centers labeled in more than one language.
- Circle time songs in more than one language when available

3.A.5 Culturally and Linguistically Responsive Lesson Plans and Approaches to Teaching

- Evidence of individualization and modifications in lesson plans and teaching practices
 - ⇒ Lesson plans are individualized to address each child’s developmental progress. Modifications are incorporated into the classroom activities. Progress is documented and measured through ongoing observation and assessment.
- Bilingual Educational Assistant(s)
- Bilingual Prekindergarten Teacher(s)
- Translation into Spanish when appropriate
- Books read in English and Spanish
- School of Dreams Academy has a Dual Bilingual Language Program. Teacher modifies lesson plan of the week to teach concepts in Spanish.

3.A.6 Written Policy

- Validation of home culture and language
 - School of Dreams Academy has a written policy which demonstrates how the program supports children’s home language while supporting English language development. The policy includes:
 - ⇒ Validation – the intentional and purposeful legitimization of the home culture and language of the student
 - ⇒ Affirmation- the intentional and purposeful effort to reverse the negative stereotypes of non-mainstream cultures and languages portrayed in historical perspective.
 - ⇒ Building-creating connections between the home culture/language and the school culture/language through instruction
 - ⇒ Bridging-creating opportunities for increased engagement by utilizing appropriate cultural and linguistic aspects of the children in the classroom.

4. Promoting Social and Emotional Development

PreK programs support children in understanding their emotions, developing social awareness, feeling, and showing empathy for others, establishing healthy relationships, and making good decisions.

4.A.1 Social Emotional Skills Supported

- Observable, consistent, attuned, safe, and responsive interactions
 - School of Dreams Academy promotes the social-emotional competence of young children by implementing consistent, attuned, safe, and responsive interactions aligned with the New Mexico Pyramid Model.
 - School of Dreams Academy’s PreK staff shall plan experiences, interactions, activities, and positive behavioral interventions and strategies that support the social-emotional development of each child in the program.
 - Staff at School of Dreams Academy have the opportunity to positively influence child development by modeling techniques. In addition, children must practice the skills taught and modeled multiple times in a variety of settings (home, school, community). These include developing children’s capacity for executive function, including:
 - ⇒ Self-confidence: Being open to new challenges and willing to explore new environments
 - ⇒ Self-efficacy: Believing they are capable of performing an action.

- ⇒ Self-regulation/self-control: Following rules, controlling impulses, acting appropriately based on the context.
- ⇒ Self-esteem: Internalizing good feelings and positive information about themselves; Ensuring children develop healthy cultural, racial, and linguistic identities.
- ⇒ Persistence: A willingness to try again when first attempts are not successful
- ⇒ Conflict resolution: Learning to identify/label emotions and helping children to resolve disagreements in a peaceful way.
- ⇒ Versatile communication skills: Understanding and expressing a range of positive and negative emotions.
- ⇒ Empathy: Understanding and responding to the emotions and rights of others
- ⇒ Social skills and social situations: Making friends and getting along with others; recognizing one's emotions to regulate and strengthen personal relationships.
- ⇒ Morality: Learning a sense of right and wrong

4.A.2 Social and Emotional Professional Development

- Professional development for educators to support social and emotional development.
 - Ensure the School of Dreams Academy's PreK staff who work directly with young children demonstrate the capacity for positive relationships along with sufficient knowledge of early childhood social and emotional development.
 - ⇒ All adults at School of Dreams Academy who are working with PreK children must complete professional learning in the social-emotional development and support of young children.
 - ⇒ All adults participate in professional development geared to increase:
 - Knowledge of mental health issues in early childhood, including
 - Trauma-informed practices, attachment, and overall social- emotional and behavioral supports
 - ⇒ All adults at School of Dreams Academy who are working with PreK children must understand positive reinforcement skills using evidence-based strategies.

4.A.3 Evidence-Based Practices Supported in Lesson Plans and Classroom Environment

- Implementation of evidence-based practices of the New Mexico pyramid model or other social/emotional models to support children's social-emotional development.

4.A.4 Building Positive Relationships: Positive Interactions and Guidance

- Measured by the CLASS observations of all Prekindergarten staff.

5. Health Promotion and Developmental Screenings

PreK programs must comply with appropriate local, state, and federal regulations pertaining to health, safety, and nutrition for young children, including-but not limited to-buildings and grounds, equipment, sanitization, water quality, fire protection, storage, and handling of food.

5.A Health Screenings: 90 days after PreK start date.

Compliance (Program must demonstrate evidence of the following)

- Annual Well Child Check
- Vision Screening
- Dental Screening
- Hearing Screening
- Current Immunization Record or Public Health Division approved exemption.

5.B Safety

- Compliance with licensing or other regulatory authority and notification of sanctions and conditions of operations

5.C Nutrition: Meals Provided and must participate in CACFP, USDA School Lunch Program, and Child and Adult Care Food Program.

- Provision of nutritious meals
- Participation in Child and Adult Care Food Program (CACFP)/United States Department of Agriculture (USDA) School Lunch Program

6. Professional Qualifications: Administrators and Educators

Professional personnel are qualified to work with their children and families by education, training, and experience.

6.A.1 Teachers

- Bachelor's degree in early childhood education
- Licensed in Early Childhood
- Evidence of a professional development plan that includes attaining a bachelor's degree or an AA degree if applicable.

6.A.2 Educational Assistants: AA or pursuing AA in Early Childhood

- Associate degree in early childhood education.
- Licensed education assistant.
- Evidence of a professional development plan that includes attaining a bachelor's degree or an AA degree if applicable.

6.A.3 Current Professional Development Plan

- Current professional development
- Documentation of completed coursework.

6.B Training Requirement Compliance Indicators

- Documentation of Training

6.C Administrator Qualifications Compliance Indicators

- Early Childhood Knowledge and Experience
- Administrators support quality early childhood practices.

7. Intentional Teaching Standards

PreK programs implement thoughtful and purposeful teaching practices based on knowledge, judgment, and expertise while recognizing and taking advantage of spontaneous learning opportunities for children.

7.A.1 Environmental Rating Scale

- CLASS observation report
- Additional rating scale if applicable

7.B: Curriculum:

- Implementation of evidence-based curricula

7.C Planning and Observation:

- Play-based activities.
- Planning Time including preparation time.

7.C.4 Lesson Plans

- Alignment with the New Mexico Early Learning Guidelines Essential Indicators
- Family engagement activities
- Individualization
- Large and small group activities
- Learning centers
- Mealtime activities
- Oral Language – Key Vocabulary words
- Oral Language-key questions
- Outdoor / large motor activities
- Repeated reading plan (first, second, third read-aloud)
- Transition activities
- Heggerty Phonological and Phonemic Awareness (if applicable)

7.C.5 Literacy Practices

- Daily phonological awareness activities - Oral language and vocabulary activities - Alphabet knowledge activities
- Concepts of print activities
- Daily read-aloud with comprehension strategies
- Daily, ongoing individual and small group (two to three children) read aloud
- Opportunities for developmentally appropriate writing activities

7.D.2 PreK Observational Assessment entered in Data Base

- Fall observation data
- Winter observation data
- Spring observation data

7.D.5 Developmental Screening:

- 45 calendar days after PreK start date
- Referral to Local Education Agency (LEA)
- Outcome of referral

7.D.6 Family Notification

- Sharing Screening and observation results

7.D.7 NM Early Learning Guidelines

- Essential Indicators used for ongoing assessment of child's progress
- Essential Indicators used for individualized lesson planning

7.D.8 Observational Assessment Training

- Assessment training completed by Administrator
- Assessment training completed by teachers - Assessment training completed by Educational Assistants
- Assessment training completed by long term substitutes

8. Program Administration

PreK program administrators ensure that administrative tasks are successfully accomplished, and that the program is in compliance with all federal, state, and local requirements.

8.A.1 Notification of sanctions

Compliance or conditions of operations:

- If applicable administrators must notify PreK Specialist within 3 days of sanction or conditions of operation

8.A.2 Participation in Consultant or Coaching Model

- Participation of PreK teachers in consultant or coaching model

8.A.3 Notification of Long- term Substitute:

- If applicable administrators must notify PreK Specialist within 10 days

8.A.4 Inventory of PreK equipment using PreK funds

- Inventory list

8.A.5 Notification of Unscheduled Closures

- If applicable administrators must notify PreK Specialist within 24 hours of closure

8.A.6 Ensure that PreK Staff complete required trainings

- Training logs, certificates of completion

8.A.7 Confidentiality of Children’s Information

- Secure filing system

8.A.9 Use PreK funds:

- Not used for religious purposes

8.A.10 Family Handbook

- Handbook containing required components

8.B.2 PreK documents shared with all PreK teachers: nmeccd.org/pre-k.

- Distribution and use of the NM PreK Program Standards
- Distribution and use of the PreK Lesson Plan Template or lesson plan components checklist
- Distribution and use of the NM PreK Essential Indicators with Rubrics
- Distribution and use of the New Mexico Early Learning Guidelines: Birth through Kindergarten
- Family Handbook

8.B.3 Consultant/Coach Release Time

- 30 minutes without children

8.B.4 PreK Duties assigned only during PreK hours

- Work Schedule
- Classroom assignment

8.B.5 PreK Group Size and

Compliance with the following ratios:

- Extended PreK: Group Size 20 Ratio 1:10
- Mixed PreK: Group Size 16 Ratio 1:8
- Early PreK: Group Size 16 Ratio 1:8

8.B.7 Enrollment: 95% minimum

- Enrollment data

8.C.1 Budget and Finance Compliance

- Approved budget
- Monthly Invoices

8.C.3 Purchased Curriculum:

- Aligned to New Mexico Early Learning Guidelines
- ECECD approval

8.D.1 Data Entry and Reporting Compliance

- Evidence of data as outlined in 8.D.2

8.D.2 Database maintained and updated to reflect current information by the 5th of every month

PreK Personnel Data

- Education levels for all PreK/Early PreK staff
- Coursework **Fall:** **Spring:**
- Staffing changes
- EPICS access requests - activate or removal of access sent to PreK

Specialist within 10 days of employee status change

- PreK enrollment application
- PreK enrollment discrepancy process
- PreK student enrollment status (drops, transfers, changes, completed)
- Rubrics
- Fall** **Winter** **Spring**
- Environmental rating scores
- Approved developmental screening tool: Entered by date completed
- Individual Education Programs' (IEP's) if applicable
- Referrals and referral follow-up status

8.D.3 Administrative Reports

- Fall
- Spring

9. Continuous Quality Improvement Standards

Program sites have specific goals and objectives within a Continuous Quality Improvement (CQI) Plan that is evaluated annually by the State. All program components will be evaluated, including personnel/professional development, family satisfaction, and children's progress using both formative and summative approaches.

9.A.1 CQI Implementation

Continuous Quality Improvement (CQI) Compliance and Evaluation Process

- School of Dreams Academy's PreK Programs use multiple measures to evaluate program compliance and quality.
 - Child demographics and assessments
 - Information about personnel qualifications, administrative practices
 - Classroom assessments
 - Coaching and monitoring reports
- A CQI must be developed and implemented to address findings
 - Includes a data analysis process with a focus on improving child outcomes
 - ⇒ The School of Dreams Academy's NM PreK Teacher has identified the shared goals and Action Steps and has come up with the following goals:

1. L2 The teacher will actively engage in developmentally appropriate auditory instruction that is culturally and linguistically responsive to children’s oral language skills to develop **Phonological Awareness**.
 - L2.4 The teacher will use physical cues (such as clapping, tapping, arm tapping, fingers, etc.) to model counting the segmented syllables
 - L2.5 The teacher will embed opportunities to model blending syllables to produce words throughout the day (e.g., The teacher says, “Today is Tues-day, Tuesday”.)
 - L2.6 The teacher embeds opportunities to model segmenting syllables to produce words throughout the day (e.g., The teacher says, “Today is Tuesday, Tues-day”.)

- A minimum of 3 goals (ex. Administrative, classroom, family engagement)
- *CLASS observation results goal required*