

Aldo Leopold Charter School (ALCS)

Five Year Strategic Plan

2023-2028

(Year #2: 2024-2025)

Initial plan prepared by:

Dr. Anthony L. Smith, Interim Director

With input from:

Governing Council; ALCS Leadership Team; Student, Staff, Family and
Community Input through Director One-on-Ones; ALCS Committees

In conjunction with:

Andrea Sanchez Perea, Executive Secretary and Cathie Gomez, Secretary III

2024-2025 Plan implementation led by:

Hannah Wecks, ALCS Director

(Completion of Tasks Updated Monthly)

**2023-2028 INITIAL FIVE-YEAR STRATEGIC PLANNING
PARTICIPANTS**

Name	Representing
Governing Council	ALCS
Leadership Team	ALCS
Student Interviews	Student Voice
Family/Parent/Guardian Interviews	Family Voice
Community Member Interviews	Community Voice
Staff Interviews	Staff Voice
ALCS Committee Input	Various Committees

TABLE OF CONTENTS

i	Title Page
ii	Workshop Participants
iii	Table of Contents
1.0	EXECUTIVE SUMMARY
1.1	Charter School Overview
1.2	Process
1.3	The Next Steps
1.4	2023-2024 Significant Accomplishments
2.0	PLAN DEFINITIONS
2.1	Planning Model
2.2	Plan Components
3.0	THE STRATEGIC PLAN
3.1	Vision
3.2	Mission
3.3	Values
3.4	Critical Success Factors
3.5	Environment
3.6	Goals & Objectives
4.0	APPENDIX
4.1	References
4.2	Glossary
4.3	Revisions Record
4.4	Plan Timeline Summary

1.0 EXECUTIVE SUMMARY

1.1 Charter School Overview

Aldo Leopold (public) Charter School (ALCS)

The charter school movement was founded on the simple understanding that different students learn best in different ways. Education is not a one-size-fits-all enterprise. (Read the latest brief from the New Mexico Charter Division).

The parents, teachers, and community leaders who developed Aldo Leopold Charter School shared this understanding of the need to provide a choice for this area's students and families. Years of research and months of meetings led us to adopt the following overlapping principles on which Aldo's educational approach would be based:

- Many students learn best by doing, not just reading or listening;
- Many students retain knowledge more effectively when they gain it through direct experience;
- Many students learn better when they pursue answers to questions they themselves have asked;
- Learning is deeper and more lasting when students connect what they are learning to their own lives, families, and communities;
- Many students respond well to rigorous academic expectations;
- A supportive learning community will improve many students' attitudes towards school and performance in school; and
- Teaching to the whole child is more important than teaching to standardized tests.

We put these principles into practice in the following ways:

- **Learning from and in Nature:** Many educational researchers have documented the importance of integrating nature into educational curricula. Using the outdoors as a learning laboratory, Aldo addresses the health and education of the whole student. Outdoor activities develop intellectual, emotional, and physical skills, including self-confidence, fitness, and team building, as well as an appreciation for our place in nature. A direct and respectful relationship with the natural world refreshes the human spirit and reveals important lessons about how the world works and how we function on the planet. Students learn to become stewards of the earth and of generations to come. In Southwestern New Mexico we are privileged to have the Gila and Aldo Leopold Wildernesses as our backyard for students to link school and nature. Every year, our high school students explore these wildernesses on four-day backpacking trips. Other school trips include explorations of nature, including the 9th grade Sonoran Sojourn, the junior class marine biology trip to San Diego, our four-day New Mexico History trip, the senior class trip which has varied from Moab to Puerto Rico and Costa Rica, and the optional Winter Count and Leadership Enhancement Workshop. Our middle school students prepare for these trips with overnights at Camp Thunderbird and the City of Rocks, in addition to a recently added backpacking trip. Through these experiences, ALCS puts into practice Mr. Leopold's writings on land ethics and community in *A Sand County Almanac* (1947), "When we see land as a community to which we belong, we may begin to use it with love and respect."
- **Community Orientation:** In the 9th grade, Aldo students acquire a broad understanding of what makes our community tick, from how we get our food and water to how we run our local governments and the important roles played by nonprofit organizations and small businesses. After passing this Community Orientation class, students will deepen their understanding of specific aspects of the community, as well as beginning to explore their own

life interests through a series of internships and by participating in Aldo's long-running Youth Conservation Corps program.

- **Rigorous Expectations:** The most obvious sign of our high academic standards is the fact that a passing grade starts at 70% and not the usual 60%. Less obvious but more important are our teachers' expectations of student engagement and participation. Consistent with our inquiry-based philosophy, we expect students to be active participants in their own learning, which leaves little room for sitting in the back of the class and remaining quiet.
- **Project-based Learning:** Is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. In 9th and 10th grades, students choose topics related to sustainability and international affairs. In 12th grade, they research the career field in which they are doing their internship that year. These projects develop teamwork and communication skills, provoke curiosity, self-motivated study, and prepare students for their future studies and careers.

Aldo Leopold Charter School's Governing Council, Staff, Students, Families and Community Members are highly involved in the everyday operations, events, and future planning of the school. To maintain and enrich our obligation to the students, staff, parents, and community, we commit to an accountable strategic planning process.

1.2 Process

The Aldo Leopold Charter School Governing Council (GC) gave approval to the Interim Director, Dr. Anthony L. Smith, to begin the process of writing an accountable strategic plan as part of Director Goals. This included a three-phase process in developing the plan between February and August of 2023.

In the first phase, the GC and Director met during regularly scheduled public meetings to set a new strategic direction; strategic goals were then written, based on stakeholder input received.

During the second phase, the Goal Managers collaborated to help define the objectives. These objectives included specific performance levels, and realistic targets for continuous improvement.

During phase three, the final plan was approved and adopted by the GC in November of 2023. The GC is also committed to an accountability process that includes Goal Manager reports on all tasks at regularly scheduled public meetings.

During July and August of 2023, the GC and new Executive Director, Hannah Wecks reviewed plan objectives as a primary focus. Changes were made to objectives and included specific tasks to be accomplished in 2023-2024. The first year of the plan went extremely well. Significant accomplishments are outlined in section 1.4, beginning on page 9 of this document.

In March of 2024, meetings were held with Goal Managers and the Leadership Team. Objectives were edited, and Tasks were subsequently updated to elevate the plan for 2024-2025 school year. The new plan draft was presented to the Governing Council on March 7, 2024. After editing the plan once again based in GC input, the 2024-2025 plan was approved by the Governing Council on April 11, 2024.

The entire strategic plan is available for public viewing on the school website at <https://www.aldocs.org/>. The online plan is updated monthly in section 4.4 through Goal Manager reports to the GC for public accountability. Goal managers are required to demonstrate measurable improvement of programs over time.

1.3 The Next Steps

The Strategic Plan will be disseminated to appropriate staff on a yearly basis. Identified Objectives and Tasks are reviewed and revised yearly to support and elevate the plan. This effort will be reviewed to keep the plan current and active.

Additional milestones include:

Task Status Reports to the Governing Council	Monthly
Publish Interim Changes	As needed
Plan Review/Revision Process	Annually (March)
Conduct Program/Curriculum Reviews	As needed

1.4 2023-2024 Significant Accomplishments (Published after each year of plan)

Goal 1 Increase the academic achievement of all students.

- Increased enrollment to 202 students with 191 at semester, positively impacting student opportunity and budget
- Improved math professional learning and alignment
- Articulated teacher mentoring program for increased support of new teachers
- Hired MLSS (Multi-Layered System of Supports) Coordinator
- Improved IEP schedule notice for meeting times – sent out at least two weeks in advance to participants
- 100% parent participation in IEPs up significantly from previous year

Goal 2 Provide a financial process, business practices, and healthy, safe, and modernized facilities to support the improvement of student learning.

- Day to day management and reporting of the budget has been more accountable and transparent
- A .5 Financial Business Specialist was hired, which led to more efficiency, productivity, and positive fiscal outcomes
- Creating an additional line item for trip planning resulted in more accurate analysis and budget planning

Goal 3 Provide Human Resources practices to improve student learning.

- Added written job descriptions for all positions thus clarifying job roles and responsibilities
- Completed new employee check off forms for consistent orientation process
- Completed summer employee check out forms to ensure yearly obligations, summer orders, and inventory such as keys are accounted for
- Completed form for exiting employees to improve transitions and account for return of school keys and property
- Reviewed and revised hiring process document to meet current standards

Goal 4 Provide Maintenance and Operations, and Risk Management practices to improve student health, safety, and learning.

- Completed 5-year ALCS Facility Improvement Plan
- Increased capacity of staff members trained in First Aid, CPR, WOFER, Vans/SUVs, and Busses

Goal 5 Provide Equity and Access practices to ensure all students feel like they belong and are able to thrive.

- Met Martinez-Yazzie mandate through PED Equity Portal
- Established Equity Council
- Increased student participation on Equity Council

2.0 PLAN DEFINITIONS

2.1 Planning Model

The strategic planning model is based on simple concepts. Every strategic plan has essentially the same components: mission, vision, values, critical success factors plus an examination of the organization's strengths, weaknesses, opportunities, and threats. Goals are established to provide focus and direction for all levels of the organization. As a follow-up measure, a plan is developed to provide the Objectives with action steps, and Tasks, that are reported on monthly to support the strategic plan. This effort is also included in this document.

2.2 Plan Components

The following terms are defined as key components of the planning model:

Vision:	The commitment to create a reality that currently does not exist. An organizational “To-Be” three to five years out.
Mission:	A statement describing what the organization does. What are the services provided?
Values:	Principles and core beliefs that guide the organization.
Critical Success Factors:	Describes those factors that are critical to the success of the organization.
Environment (SWOT):	Environment within which the strategic plan was developed and is to be implemented. It includes strengths to be maximized, weaknesses to overcome, opportunities to take advantage of, and threats to be met.
Strategic Goal:	Organizational outcomes that define what an organization is trying to accomplish both programmatically and organizationally.
Objective:	Defines how we will operationalize the Goals. They are realistic measurable targets that include specific performance levels, tasks, dates, methods of measurements and assignment of responsibility.
Action Plan:	Provides the action methodology for the strategic plan. It consists of objectives, action steps, schedules, methods to measure and assigned responsibility.
Budget:	The budget accounts for expenditures and existing staffing to accomplish goals/objectives/tasks.

3.0 THE STRATEGIC PLAN

3.1 Vision

Definition: A vision expresses an organization's aspirations, strategic goals and plans for the future.

Aldo Leopold Charter School graduates will use the skills, perspectives, and information they gain at school to enhance their own lives and to advance social, economic, and environmental sustainability.

Vision expectations follow:

- 85% on-time graduation rates
- 90% meeting standard on the PED College and Career Readiness Indicator
- Consistently utilization state and classroom-based assessments to improve each student's learning
- Results of parent, student, community, and staff surveys, such as Panorama to measure improvement of perceptions and climate
- Student scores on the ALCS mission specific goals rubric
- A required "portrait of a graduate" will be implemented in the future

3.2 Mission

Definition: The mission is a statement describing what the organization does – the organization’s “why” or purpose.

At Aldo Leopold Charter School, the human and natural environments serve as text and lab for learning through direct experience, inquiry, and stewardship.

3.3 Values

Definition: Values describe the principles and core beliefs that guide the organization. Values should be viewed in their total context. This list reflects our core values.

Our core values follow:

- Integrity
- Inclusiveness
- Engagement
- Stewardship

3.4 Critical Success Factors

Definition: The factors which are critical for the success of the school. These factors should be viewed as a whole.

THE CRITICAL SUCCESS FACTORS:

- Adequate financial resources
- Student learning and growth
- Motivated and highly qualified staff
- Family engagement
- Community engagement
- Effective governance
- Appropriate facilities
- Community partnerships
- Equity and access
- Long range planning and implementation
- Quality professional development

3.5 Environment and SWOT Analysis

Definition: The environment describes the school’s Strengths, Weaknesses, Opportunities, and Threats (SWOT). It provides a forum in which to maximize the strengths, eliminate weaknesses, and take advantage of emerging opportunities and to recognize and minimize threats to the school.

3.5.1 Current Organizational Strengths

In light of the stated Mission, the following are the identifiable **STRENGTHS** of the school:

- Mission is a focus and integrated daily
- Focus on student learning
- Small class sizes
- Partnership with Western New Mexico University
- Community pride and support
- High sense of belonging among students
- Highly dedicated staff
- Stakeholder involvement

3.5.2 Current Organizational Weaknesses

Perceived current **WEAKNESSES** of the organization are:

- Budget to expenditures leaves inadequate ending fund balance
- Percent of students meeting state math standards is too low
- Building/Facility security measures need to be improved
- Building/Facility improvements are needed
- Inconsistent curricular connections between the classroom and the field

3.5.3 Environmental Opportunities

The current environment offers the following **OPPORTUNITIES**:

- Increase donations and in-kind contributions, grants, and partnerships
- Increase legislative advocacy and communication regarding state budget reform for rural charter schools
- Capitalize on technology integration to increase student learning
- Integrate math across the curriculum and especially within trips, and Friday excursions
- Build out framework from the graduate profile that supports the curriculum and can be demonstrated through a portrait of a graduate

3.5.4 Environmental Threats

Environmental **THREATS** to the organization are:

- State funding model failure to adequately fund rural charter schools
- State and Federal funding not keeping pace with mandates
- Legal liabilities
- Outdoor and Experiential programs create increased risk management exposure
- Global climate instability impacts trip planning and success

3.6 Goals & Objectives

Goals are organizational outcomes that define what an organization is aiming to accomplish both programmatically and organizationally. Objectives define how the organization operationalizes the goals. Goals are measurable targets that include tasks, timelines, method of measurements and assignment of responsibilities.

The following list identifies the goals and objectives. The remaining pages in this section describe in detail the goals, objectives, and tasks.

Goal 1 Improve Teaching and Learning systems and practices to support the growth of each student.

- 1A: Formulate additional ideas for 6th grade recruitment and continued school-wide retention of students.
- 1B: Implement high school math curriculum as aligned to middle school math curriculum and complete a written professional development plan for the year.
- 1C: Complete written Staff Mentoring Plan for teachers, with requirements for mentors and mentees.
- 1D: Standardize MLSS Model including Restorative Practices and implement Student Assistance Team structure and written intervention strategies.
- 1E: Support the timely development and implementation of IEPs and accommodations to increase student engagement, academic success, and social-emotional well-being.

Goal 2 Provide a financial process, business practices, and healthy, safe, and modernized facilities to support the improvement of student learning.

- 2A: Continue sustainable budget projections for year two of three years, based on projected increases in expenditures.
- 2B: Continue internal program budgets and improve pre trip planning process to include trip budget.

Goal 3 Provide Human Resources practices to improve student learning.

- 3A: Implement new employee checklist forms, end-of-year employee check out forms, and employee exit/separation from service forms.
- 3B: Continue to increase substitute teacher pool from July baseline.

Goal 4 Provide Facility, Maintenance, Operations, and Risk Management practices to improve student health, safety, and learning.

- 4A: Begin planning for transition to a new facility as lease options with Western New Mexico University (WNMU) are scheduled to expire in 2026.
- 4B: Review Student Trip Operations Planning (pre-trip, trip, and post-trip), including corresponding forms and checklists, and revise as necessary for improved clarity on responsibilities, communication, consistency, and accountability.
- 4C: Review Student Transportation Operations fleet maintenance schedules and articulate a plan of who is responsible for each item on the schedule to address any existing gaps.
- 4D: Review the Risk Management Plan and continue to increase staff trained in areas needed (First Aid, CPR, WOFER, Vans/SUVs, and Busses).

GOAL 1

TITLE: Improve Teaching and Learning systems and practices to support the growth of each student.

DESCRIPTION: Improvement of student learning is at the core of everything we do at Aldo Leopold Charter School. To accomplish this goal, we will provide an aligned, articulated, relevant, and rigorous curriculum that is frequently assessed and clearly communicated to all stakeholder groups. Adequate resources and professional development shall be provided to address identified needs. The continued development of Professional Learning Communities (PLCs) will be at the forefront of our efforts. Progress will be measured by local, state, and national assessment scores, classroom-based assessments (CBAs), and other metrics, such as surveys, drop-out rates, on time graduation rates, and post high school college and career placement percentages. Both the quality of the school and funding from the state are dependent on student enrollment. In addition, there has been an ongoing effort to increase the diversity of students at ALCS to match the diversity in our community. Once students are enrolled, we want to retain them to maintain continuity of programming and further ensure that each student is successful.

SUPPORTING OBJECTIVES:

- 1A: Formulate additional ideas for 6th grade recruitment and continued school-wide retention of students.
- 1B: Implement high school math curriculum as aligned to middle school math curriculum and complete a written professional development plan for the year.
- 1C: Complete written Staff Mentoring Plan for teachers, with requirements for mentors and mentees.
- 1D: Standardize MLSS Model including Restorative Practices and implement Student Assistance Team structure and written intervention strategies.
- 1E: Support the timely development and implementation of IEPs and accommodations to increase student engagement, academic success, and social-emotional well-being.

GOAL MANAGER: ALCS Director

GOAL 1: Improve teaching and Learning systems and practices to support the growth of each student.

OBJECTIVE 1A

1A: Formulate additional ideas for 6th grade recruitment and continued school-wide retention of students.

PROGRESS MEASUREMENT:

- Tasks completion

TASKS	GC REPORT DATE
1. Work collaboratively with identified staff and others to identify conditions needed to add an additional section of 6 th graders.	October 17, 2024
2. Review 6-12 recruitment procedures and recommend adjustments, if any.	February 13, 2025
3. Provide steps and infrastructure necessary for possible written plan to add another section of 6 th grade.	March 13, 2025

RESPONSIBILITIES:

<u>Primary</u> ALCS Director	<u>Secondary</u> Leadership Team, Staff, Consultants
--	--

GOAL 1: Improve teaching and Learning systems and practices to support the growth of each student.

OBJECTIVE 1B

1B: Implement high school math curriculum as aligned to middle school math curriculum and complete a written professional development plan for the year.

PROGRESS MEASUREMENT:

- This objective will be measured by classroom, state, and national assessment (NAEP, SAT, ACT, etc.) results and other assessment results with a focus on trend data over time.
- Task completion.

TASKS	GC REPORT DATE
1. Implement Illustrative Math Curriculum at the high school level.	August 8, 2024
2. Provide written professional development plan for training on new curriculum and alignment middle school to high school.	September 12, 2024
3. Integrate more math concepts and procedures as part of experiential learning curriculum.	February 13, 2024

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
ALCS Director	Leadership Team, Staff, Consultants

GOAL 1: Improve teaching and Learning systems and practices to support the growth of each student.

OBJECTIVE 1C

1C: Complete written Staff Mentoring Plan for teachers, with requirements for mentors and mentees.

PROGRESS MEASUREMENT:

- Tasks completion

TASKS	GC REPORT DATE
1. Write the Staff Mentoring Plan for teachers	August 8, 2024
2. Revise the plan as needed for clearer roles and responsibilities.	September 12, 2024
3. Report on progress and any revisions for next year	May 8, 2025
4. Publish plan in Faculty Handbook	June 12, 2025

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
Student Success Coordinator	Leadership Team, Staff, Consultants

GOAL 1: Improve teaching and Learning systems and practices to support the growth of each student.

OBJECTIVE 1D

1D: Standardize MLSS Model including Restorative Practices and implement Student Assistance Team structure and written intervention strategies.

PROGRESS MEASUREMENT:

- Task completion

TASKS	GC REPORT DATE
1. Implement recommendations from 2023-2024 yearly self-assessment and plan	August 8, 2024
2. Schedule consistent meeting time for Student Assistant Team Structure implementation	August 8, 2024
3. Share list of written intervention strategies with staff	August 8, 2024
4. Complete yearly self-assessment and plan and provide recommendations for 2024-2025	April 10, 2025

RESPONSIBILITIES:

<u>Primary</u> Student Success Coordinator	<u>Secondary</u> Leadership Team, Staff, Consultants
--	--

GOAL 1: Improve teaching and Learning systems and practices to support the growth of each student.

OBJECTIVE 1E

1E: Support the timely development and implementation of IEPs and accommodations to increase student engagement, academic success, and social-emotional well-being.

PROGRESS MEASUREMENT:

- Task completion
- Special Education students are receiving differentiated instruction and passing classes
- Present level return percentage rate

TASKS	GC REPORT DATE
1. Report on progress toward addressing required improvements outlined in Special Education Corrective Action Plan from PED and IEP process	January 9, 2025 May 8, 2025

RESPONSIBILITIES:

<u>Primary</u> Special Education Director	<u>Secondary</u> ALCS Director, Special Education Teachers, General Education Teachers, Ancillary Staff, Leadership Team, ALCS Consultants
---	--

GOAL 2

TITLE: Improve financial systems and practices to sustain budget outcomes that support the growth of each student.

DESCRIPTION: The school's financial resources must be effectively managed to ensure that educational program goals are met and improved. This includes consistent transparency and communication with constituents, and collaboration with those that are providing fiscal process input. In addition, proper human resource allocation is essential to the long-term sustainability of the fiscal program.

SUPPORTING OBJECTIVES:

- 2A: Continue sustainable budget projections three years out, based on projected increases in expenditures.
- 2B: Continue internal program budgets and improve pre trip planning process to include trip budget.

GOAL MANAGER: Business Manager

GOAL 2: Improve financial systems and practices to sustain budget outcomes that support the growth of each student.

OBJECTIVE 2A

2A: Continue sustainable budget projections three years out based on projections for increases in expenditures.

PROGRESS MEASUREMENT:

- Three-year budget performance measures equate to a balanced yearly budget
- Balance sheets reflect *at least* a 5-10% uncommitted ending fund balance (cash balance report) for the closing of the fiscal year
- Task completion

TASKS	GC REPORT DATE
1. Provide a detailed budget report to the Governing Council	September 12, 2024 January 9, 2025 May 8, 2025
2. Effectively manage the budget process to maintain a functional and sustainable uncommitted general operating fund balance	May 8, 2025

RESPONSIBILITIES:

<u>Primary</u> Business Manager	<u>Secondary</u> Governing Council, School Director, Finance Committee, Executive Secretary, Financial Business Specialist, Audit Committee
---	---

GOAL 2: Improve financial systems and practices to sustain budget outcomes that support the growth of each student.

OBJECTIVE 2B

2B: Continue internal program budgets and improve pre-trip planning process to include trip budget.

PROGRESS MEASUREMENT:

- Task completion
- Proof of line items in budget and/or consistent budget reporting for programs/special education

TASKS	GC REPORT DATE
1. Collaborate with trip coordinators to implement a pre-trip budget plan form	October 17, 2024

RESPONSIBILITIES:

<u>Primary</u> Business Manager	<u>Secondary</u> Governing Council, ALCS Director, Finance Committee, Executive Secretary, Financial Business Specialist, Audit Committee
---	--

GOAL 3

TITLE: Provide Human Resources practices to improve student learning.

DESCRIPTION: Human Resources is committed to operating in a manner that supports effective and caring relationships with staff, students, families, and the community. Human Resources maintains the highest ethical standards in providing a system that ensures equal opportunities for employment and excellence in staff recruitment, hiring, retention, professional development, and recognition.

SUPPORTING OBJECTIVES:

- 3A: Implement new employee checklist forms, end-of-year employee check out forms, and employee exit/separation from service forms.
- 3B: Continue to increase substitute teacher pool from July baseline.

GOAL MANAGER: ALCS Director

GOAL 3: Provide Human Resources practices to improve student learning.

OBJECTIVE 3A

3A: Implement new employee checklist forms, end-of-year employee check out forms, and employee exit/separation from service forms.

PROGRESS MEASUREMENT:

- Task completion.
- Evidence forms are being completed for each purpose in Objective 3A

TASKS	GC REPORT DATE
1. Ensure each staff member completes the end-of-year check out form	August 8, 2024
2. Ensure each new employee is provided with and completes the new employee checklist form	September 12, 2024
3. Ensure each exiting employee completes the exit/separation from service form	May 8, 2025

RESPONSIBILITIES:

<u>Primary</u> ALCS Director	<u>Secondary</u> Front Office Executive Secretary
--	---

Goal 3: Provide Human Resources practices to improve student learning.

OBJECTIVE 3B

3B: Continue to increase substitute teacher pool from July baseline.

PROGRESS MEASUREMENT:

- Task completion
- Increase in pool from July baseline

TASKS	GC REPORT DATE
1. Establish July baseline	September 12, 2024
2. Begin recruiting process including advertising and posting	September 12, 2024
3. Complete data on increase	October 17, 2024

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
ALCS Director	Business Manager, Executive Secretary for Fiscal Services, Internship/YCC Coordinator

GOAL 4

TITLE: Provide Facility, Operations, and Risk Management practices to improve student health, safety, and learning.

DESCRIPTION: Clean, safe, and high functioning Facilities are critical to student learning and a safe and productive work environment. Efficient and effective Operations, including a safe and organized Transportation Program are essential to maintaining the mission and vision of ALCS, which focuses on experiential learning, outdoor education, and stewardship. This includes regular schedules for replacement and maintenance issues such as inspections, cleaning, minor part replacement, lubrication, fluid monitoring, etc., and all aspects of trip planning. Risk Management is the process of identifying, assessing, and controlling financial, legal, strategic, human, and security risks to school's ongoing operations. These threats, or risks, could stem from a wide variety of sources, including financial uncertainty, legal liabilities, strategic management errors, accidents, and natural disasters.

SUPPORTING OBJECTIVES:

- 4A: Begin planning for transition to a new facility as lease options with Western New Mexico University are scheduled to expire in 2026.
- 4B: Review Student Trip Operations Planning (pre-trip, trip, and post-trip), including corresponding forms and checklists, and revise as necessary for improved clarity on responsibilities, communication, consistency, and accountability.
- 4C: Review Student Transportation fleet maintenance schedules and articulate a plan of who is responsible for each item on the schedule to address any existing gaps.
- 4D: Review the Risk Management Plan and continue to increase staff trained in areas needed (First Aid, CPR, WOFER, SUVs, and Busses).

GOAL MANAGER: ALCS Director

Goal 4: Provide Facility, Operations, and Risk Management practices to improve student health, safety, and learning.

OBJECTIVE 4A

4A: Begin planning for transition to a new facility as lease options with Western New Mexico University are scheduled to expire in 2026.

PROGRESS MEASUREMENT:

- Task completion

TASKS	GC REPORT DATE
1. Provide an update of progress toward securing the next ALCS school facility	September 12, 2024 March 13, 2025
2. Begin to create a written outline of issues that will need to be addressed as part of moving to a different facility	April 10, 2025

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
ALCS Director	Business Manager, Consultant(s), Maintenance Workers, Contractors, Custodians

Goal 4: Provide Facility, Operations, and Risk Management practices to improve student health, safety, and learning.

OBJECTIVE 4B

4B: Review Student Trip Operations Planning (pre-trip, trip, and post-trip), including corresponding forms and checklists, and revise as necessary for improved clarity on responsibilities, communication, consistency, and accountability.

PROGRESS MEASUREMENT:

- Task completion

TASKS	GC REPORT DATE
1. Assemble existing forms, checklists, and written processes, including the new Trip Budget Form	January 9, 2025
2. Revise forms and instructions to ensure trip supervisors and participants know who is responsible for what	February 13, 2025
3. Review Trip Planning communication procedures and audiences for student attendance and revise as needed	September 12, 2024
4. Report on Trip Planning improvements of procedures and communication and identify future revisions or adjustments needed	April 10, 2025

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
ALCS Director	Business Manager, Trip Coordinator, YCC Coordinator, Secretary III, Committees

Goal 4: Provide Facility, Operations, and Risk Management practices to improve student health, safety, and learning.

OBJECTIVE 4C

4C: Review Student Transportation fleet maintenance schedules and articulate a plan of who is responsible for each item on the schedule to address any existing gaps.

PROGRESS MEASUREMENT:

- Task completion
- Job description completed
- Forms, schedules, and checklists edited and implemented

TASKS	GC REPORT DATE
1. Complete a written job description for Transportation Fleet Manager	August 8, 2024
2. Meet with YCC Coordinator, Experiential Education Coordinator, Secretary III and others needed to review and revise responsibilities and address responsibility for fleet maintenance and repair	December 12, 2024
3. Edit and implement revised schedule sheets, forms, and checklists as needed	September 12, 2024
4. Report on progress and any revisions needed for 2025-2026 Strategic Plan	May 8, 2025

RESPONSIBILITIES:

<u>Primary</u> ALCS Director	<u>Secondary</u> Business Manager, Trip Coordinator, Committees
--	---

Goal 4: Provide Facility, Operations, and Risk Management practices to

improve student health, safety, and learning.

OBJECTIVE 4D

4D: Review the Risk Management Plan and continue to increase staff trained in areas needed (First Aid, CPR, WOFER, SUVs, and Busses).

PROGRESS MEASUREMENT:

- Task completion
- Record “near miss” challenges for improvement

TASKS	GC REPORT DATE
1. Identify staff training needs to increase staff trained in areas needed (First Aid, CPR, WOFER, SUVs and Busses)	October 17, 2024
2. Risk Management Committee reviews plan and makes needed changes	January 9, 2025
3. Revise Training Spreadsheet to indicate additional staff trained/certified in identified areas	May 8, 2025
4. Report numbers of trained staff in all areas of need and share numbers compared to previous year.	May 8, 2025

RESPONSIBILITIES:

<u>Primary</u>	<u>Secondary</u>
ALCS Director	Business Manager, Trip Coordinator, Risk Management Committee, Secretary III

4.1 References

All relevant materials, individuals, and organizations capable of providing further insights or detail for the requirements referenced in this document are either listed or included here.

If the referenced materials are included rather than simply identified, retain only those parts that apply. Such items might be best in a sub-section.

1. Aldo Leopold Charter School Policies and Procedures
2. Employee Handbook
3. Student Handbook
4. Annual School Improvement Plans
5. Student Survey Data
6. MAP and State Assessment Data
7. Annual School Budget Report
8. School Equity Plan
9. Human Resources Documents, including HR process documents and job descriptions
10. Annual Facilities, Operations, and Risk Management Plans

4.2 Glossary

Define acronyms and unusual terms. Identify what the acronyms represent and what the terms mean.

Term	Definition
21 st Century Skills	<i>The skills and habits of mind that allow students to succeed in a global dynamically changing society that relies heavily on information technology.</i>
ACT	<i>American College Testing</i>
ALCS	<i>Aldo Leopold Charter School</i>
AP	<i>Advanced Placement</i>
BAR	<i>Budget Adjustment Request</i>
CES	<i>Cooperative Educational Services</i>
EFB	<i>Ending Fund Balance</i>
EL	<i>English Learners</i>
ERB	<i>Educational Retirement Board</i>
GC	<i>Governing Council</i>
G/O/T	<i>Goal/Objective/Task</i>
HR	<i>Human Resources</i>
IEP	<i>Individualized Education Plan</i>
IRS	<i>Internal Revenue Service</i>
MAP	<i>Measures of Academic Progress</i>
MLSS	<i>Multi-Layered System of Supports</i>

NAEP	<i>National Assessment of Educational Progress</i>
NMASBO	<i>New Mexico Association of School Business Officials</i>
NMPSIA	<i>New Mexico Public Schools Insurance Authority</i>
NMRHC	<i>New Mexico Retiree Health Care</i>
OBMS	<i>Operating Budget Management System</i>
PED	<i>Public Educational Department</i>
POMS	<i>Poms and Associates Insurance Brokers</i>
PSAT	<i>Preliminary Scholastic Assessment Test</i>
PSCOC	<i>Public School Capital Outlay Council</i>
RfR	<i>Request for Reimbursement</i>
SAT	<i>Scholastic Assessment Test</i>
SEG	<i>State Equalization Guarantee</i>
SIP	<i>School Improvement Plan</i>
SOAP	<i>Secure Online Assessment Portal</i>
STARS	<i>Student Teacher Accountability Reporting System</i>
SUTA	<i>State Unemployment Tax Act</i>
SWOT	<i>Strengths, Weaknesses, Opportunities, Threats</i>
WNMU	<i>Western New Mexico University</i>
YCC	<i>Youth Conservation Corps</i>

4.3 Revisions Record (Approved by ALCS Director with GC support)				
Description of Revision	Page(s) Affected	Approved By	Accomplished By (if applicable)	Effective Date
4/A/1 task was rewritten due to notification that the lease of the current building with WNMU would be expiring in 2026.	pgs. 23, 37	ALCS Director		09/12/24
1/E/2 and 1/E/3 tasks were eliminated because of a needed focus on meeting the PED corrective action plan and IEP process/compliance requirements	pg. 29	ALCS Director		10/17/24

4.4 Plan Timeline Summary				
G/O/T	TASKS	TIMELINE	COMPLETED	PRIMARY
4/C/1	Complete a written job description for Transportation Fleet Manager	August 8, 2024	August 8, 2024	Director
1/B/1	Implement Illustrative Math Curriculum at the high school level.	August 8, 2024	August 8, 2024	Director
1/C/1	Write the Staff Mentoring Plan for teachers	August 8, 2024	August 8, 2024	Student Success Coordinator
1/D/3	Share list of written intervention strategies with staff	August 8, 2024	August 8, 2024	Student Success Coordinator
3/A/1	Ensure each staff member completed the end-of-year check out form	August 8, 2024	August 8, 2024	Director
1/B/2	Provide written professional development plan for training on new curriculum and alignment middle school to high school.	September 12, 2024	September 12, 2024	Director
1/C/2	Revise the plan as needed for clearer roles and responsibilities.	September 12, 2024	September 12, 2024	Student Success Coordinator
1/D/1	Implement recommendations from 2023-2024 yearly self-assessment and plan	September 12, 2024	September 12, 2024	Student Success Coordinator
1/D/2	Schedule consistent meeting time for Student Assistant Team Structure implementation	September 12, 2024	September 12, 2024	Student Success Coordinator
1/E/2	Publish teacher-friendly spreadsheet with updated student special education information for teachers, mentors, and YCC staff	September 12, 2024	See Revisions Record on page 44	Special Education Director
2/A/1	Provide a detailed budget report to the Governing Council	September 12, 2024	September 12, 2024	Business Manager
3/B/1	Establish July baseline	September 12, 2024	September 12, 2024	Director

4.4 Plan Timeline Summary				
G/O/T	TASKS	TIMELINE	COMPLETED	PRIMARY
3/B/2	Begin recruiting process including advertising and posting	September 12, 2024	September 12, 2024	Director
3/A/2	Ensure each new employee is provided with and completes the new employee checklist form	September 12, 2024	September 12, 2024	Director
4/A/1	Provide the first update of progress toward securing the next ALCS facility	September 12, 2024	September 12, 2024	Director
4/B/3	Review communication process and audiences for student trip attendance and revise as needed	September 12, 2024	September 12, 2024	Director and/or Trip Coordinator
4/C/3	Edit and implement revised schedule sheets, forms, and checklists as needed	September 12, 2024	September 12, 2024	Director
1/A/1	Identify conditions needed to add an additional section of 6 th graders.	October 17, 2024		Director
4/D/1	Identify staff training needs to increase capacity	October 17, 2024		Director
2/B/1	Collaborate with trip coordinators to implement a pre-trip budget plan form	December 12, 2024	See Revisions Record on page 44	Business Manager
4/C/2	Meet with YCC Coordinator, Experiential Education Coordinator, Secretary III and/or others needed to review and revise responsibilities and address responsibility for fleet maintenance and repair.	December 12, 2024		Director
1/E/1	Report on improvements outlined in Special Education Corrective Action Plan from PED and IEP process.	January 9, 2025		Special Education Director

4.4 Plan Timeline Summary				
G/O/T	TASKS	TIMELINE	COMPLETED	PRIMARY
2/A/1	Provide a detailed budget report to the Governing Council	January 9, 2025		Business Manager
4/B/1	Assemble existing forms, checklists, and written processes, including the new Trip Budget Form	January 9, 2025		Director
4/D/2	Risk Management Committee reviews plan and makes needed changes	January 9, 2025		Director
1/A/2	Review 6-12 recruitment procedures and recommend adjustments, if any.	February 13, 2025		Director
1/B/3	Integrate more math as part of experiential learning curriculum.	February 13, 2025		Director
1/A/2	Review 6-12 recruitment procedures and recommend adjustments, if any.	February 13, 2025		Director
4/B/2	Revise forms and instructions to ensure trip supervisors and participants know who is responsible for what	September 12, 2024		Director
1/A/3	Provide structure for possible 6 th grade additional section.	March 13, 2025		Director
4/A/1	Provide the second update of progress toward securing the next ALCS school facility	March 13, 2025		Director
1/D/4	Begin to create a written outline of issues that will need to be addressed as part of moving to a different facility.	April 10, 2025		Student Success Coordinator
4/B/4	Report on Trip Planning improvements of procedures and communication and identify future revisions or adjustments needed	April 10, 2025		Director

4.4 Plan Timeline Summary				
G/O/T	TASKS	TIMELINE	COMPLETED	PRIMARY
1/C/3	Report on progress and any revisions for next year	May 8, 2025		Student Success Coordinator
1/E/1	Complete improvements outlined in Special Education Corrective Action Plan from PED and IEP process	May 8, 2025		Special Education Director
2/A/1	Provide a detailed budget report to the Governing Council	May 8, 2025		Business Manager
2/A/2	Effectively manage budget process to maintain uncommitted and sustainable general operating fund balance	May 8, 2025		Business Manager
3/A/3	Ensure each exiting employee completes the exit/separation from service form	May 8, 2025		Director
4/C/4	Report on progress and any revisions needed for 2025-2026 Strategic Plan	May 8, 2025		Director
4/D/3	Revise Training Spreadsheet to indicate additional staff trained in identified areas	May 8, 2025		Director
4/D/4	Report numbers of trained staff in all areas of need and share numbers compared to previous year.	May 8, 2025		Director
1/C/4	Publish plan in Faculty Handbook	June 12, 2025		Student Success Coordinator