



**New Mexico Public Education Department
Charter School Division**

2013 New Charter School Application Kit



Part B: Executive Summary

This section should be two to three pages long and address in a narrative form the following points:

- Your proposed school's name and a description of the targeted student population including key demographic data (academic performance, home languages, special populations) and the targeted geographical area of the proposed school.
- Where the targeted students are most likely attending school currently and why they are expected to choose the proposed charter school for their future educational needs.
- Evidence that there is a community need for a school of this nature in the location proposed. Note: NMSA 1978 § 22-8B-6(L)(5) provides, "[a] chartering authority may approve, approve with conditions or deny an application. *A chartering authority may deny an application if...the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.*" Evidence of community need is required. Specific data and evidence is required in Section V. Therefore, specific statistical information does not need to be provided here.
- The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, etc.).
- How you project that the school will be more effective than the schools currently serving the targeted student population, or the founder(s)' plans to improve student achievement and exceed the academic performance of these existing public schools in the targeted service area. Provide a brief summary of any data you have to support this assumption.
- Names of all the founders of the proposed school, their background, and expertise.
- If different from the list provided above, the names, background, of the founding governing board.

To complete the following form, click on the text box and begin to type.

Executive Summary

Executive Summary

EXECUTIVE SUMMARY

Our Vision:

“Everything we do, we believe in Enriching Students’ lives to awaken the light that lies within”.

R.I.S.E., New Mexico will be unlike any other school in the country. R.I.S.E. is an acronym which stands for Relevant, Inspire, Self, and Empower.

The role of today’s teacher is overwhelming considering all the challenges faced to meet the needs of our students. Teachers’ consistently apply best practices, one to one attention, interventions, and differentiated instructional strategies. Teachers’ have many roles including, counselor, nurse, and even parent....this I know well. This “Top Down” approach, which emphasizes teacher effort, is not working. A multitude of problems, obstacles, and risk factors are hard at work against our children, especially for students in lower socio-economic areas. The focus of this rational and plan is on the solution which ultimately and most productively involves the use of making connections. **Dual purpose instruction**, is a consistent dosage of **not only**, “**cognitive**” academic skills such as factual, analytical, and evaluative comprehension, and knowledge acquisition, etc, **but also**, “**non-cognitive**” social-emotional skills such as confidence persistence, and resiliency (CPR). The combination of best approaches and paramount skills help then create *motivation, self-efficacy* and *empowerment* within the students. This refers to a “Bottom up” approach, where student effort valued. The combination of the best “Top Down” approaches meeting the most effective “Bottom Up” skills combine to help students attain success not only in school but in life. These approaches and skills are introduced, learned, practiced and internalized at RISE, New Mexico, a school unlike any other.

RISE New Mexico’s *approach* to teaching these necessary abilities is as valuable as the skills themselves. We teach these skills from a Cultural **R**elevant Pedagogy, which simply means, how to teach. Cultural Relevance at RISE creates a learning environment that acknowledges respects and is representative of the social world of all our students. Cultural relevancy tailors to today’s modern students, considering their interests, their interface with technology and their learning styles. We can think of Cultural Relevancy as the gear that propels all the other programs at RISE. This is the culture of today’s student.

RISE New Mexico is truly innovative and unique. RISE New Mexico’s cognitive and non-cognitive curriculum, culture, and programs **I**nspire and provide purpose, meaning and connection to school. RISE inspires by providing knowledge, skills, and attitudes to awaken the light that lies within each student.

To be successful, the range of interaction needs to be so much more than just academic. The ultimate solution lies in this new educational pedagogy, a world which applies best “Top Down” practices of instruction with the best “Bottom Up” skills to where they meet in the middle to build the **S**elf and **E**mpower. Our data in sections E.1 and E.2 will show the need and support, for this model.

State grading for schools in Albuquerque's South Valley are in the D/F range and are continually under state and national averages. Of the 17 Elementary Schools, in the 87121/87105 zip codes, only four schools had an overall grade of "C". The rest of the 13 had either D's or F's. In addition, the number of students who pursue higher levels of education in the 87105/87121 zip codes are lower than other areas. Of the 17 Elementary Schools, currently, there is only one Elementary Charter School in the South Valley, which has a grade of "D".

School	Grade	% Proficient Reading	% Proficient Math
Adobe Acres	F	35.5	45.5
Alamosa	D	38.9	33.5
Armijo	D	30.4	26.2
Atrisco	F	44	40.9
Barcelona	C	49.4	46.9
El Camino Real Academy Charter School	D	32.7	20.1
Kit Carson	D	31.8	30.7
Lavaland	F	36.2	25.6
Los Padillas	D	35.5	22.3
Maryann Binford	F	39.1	24.8
Navajo	C	37.2	40.2
Pajarito	F	35.3	26.5
Valle Vista	C	34	28.9
Carlos Rey	F	31.9	33.2
Edward Gonzales	C	40.4	37.6
Rudolfo Anaya	D	33.1	28.6
Mounain View	D	36.2	33.7

2011 NAEP results for New Mexico demonstrate that the New Mexico is in the bottom 15% of all states/jurisdictions in terms of mathematics and reading achievement.

By grade 8, only 22% of students are proficient & above in reading and only 24% are proficient and above in mathematics. That places New Mexico in 44th (out of 52) and 45th place nationally in those subjects, respectively.

Students in New Mexico, especially lower socio-economic, need a fundamental new approach to connect how these ideas relate to success in school and life. R.I.S.E, New Mexico creates a new way of thinking, and a new approach that puts a stop to the barriers the students have been experiencing in their "reality". RISE will help transform education in New Mexico. New Mexico students need and deserve much more.

RISE New Mexico will show case an effective new approach to education.

RISE New Mexico is not a traditional school: The old outdated factory model approach to education simply is not working. We are a fundamental new approach to education: Dual-purpose instruction,

teachers' *deliberately* working explicit talk about character strengths such as confidence, perseverance, and resiliency (**CPR**) into every lesson. For example, math teachers to use the character strengths in word problems; and Language Arts teachers use them in classes about Harriet Tubman and the Underground Railroad, etc..... taught from a cultural relevant approach which focuses on today's modern student's interests, talents, and learning styles.

RISE is not a traditional school with respect to employees too. In 2011, we set out to make a great school, but we knew back then that we had first to create a place, which was designed to foster that greatness. RISE is a place where incredibly talented individuals, aka "Stunning Colleagues", are empowered to put their best work into the hands of the future, with very little in their way.

Rather than, a hierarchical, command-and-control structure with human "resources" expected to act as increasingly specialized, efficient cogs in a machine designed to do roughly the same thing over and over again.

RISE New Mexico abandons rigid old Employer structures in favor of more dynamic ones that foster increased individual creativity, ownership, autonomy, and connections among not only students but also team members, while helping our school culture, to more quickly and effectively, adapt to changes in today's modern world.

RISE is more than a school. We are a philosophy and a belief in New Mexico. We believe in implementing freeing practices not only to our students but also to our employees. Since our inception, this has been incredibly important in providing freedom to shape the school and its business practices and, yet we are a school, but with a hugely expanded focus.

RISE New Mexico students learn how to unlock and tap into their unique capabilities. RISE gives the tools not just for academic but also social and emotional success. RISE New Mexico guides and encourages the use of those tools to build a bridge to a successful and promising future.

RISE builds **Self** and **Empowers**, by *deliberately* employing dual purpose instruction which integrates cognitive *and* non cognitive skills development to help all youth succeed in school and life

Both founders having been raised, gone to school, and having taught in Albuquerque's lower socio-economic South Valley, give a familiarity and wealth of experience in understanding the problems, obstacles, daily struggles but also the potential of the students of this culturally rich area. Our experiences in the South Valley have allowed us to discuss with parents, students, and staff working in this area, the need for this RISE. Living in this community, going to the schools, and then aspiring onto schools of higher education give us a genuinely unique perspective and appreciation. We bring a positive attitude, are good examples, and this combined with our genuine interest, tempered by our "challenging" upbringing, is priceless in being aware of the value and potential of the community. Where others may see problems – we see a Golden opportunity. As does Partners for Developing Futures (Partners), is a national non-profit organization whose mission is to foster and strengthen minority entrepreneurial leadership in charter schools serving historically underserved communities. Partners, in collaboration with local philanthropists and community organizations, is launching the Leadership for Excellence, Accountability and Diversity (LEAD: New Mexico) initiative. This initiative will create a pipeline of talented leaders of color in traditional district and charter schools equipped to address the underachievement of urban and rural communities in the State of New Mexico. At RISE New Mexico, we are proud to have received the following recognition for our contributions to the Albuquerque community. Eppie Lopez was selected to become a partner of the first NM cohort for LEAD NM.

Vanessa Lopez: Teacher Bachelor Degree University of New Mexico; Teach for America Corps Member; Multiple subject teaching credential State of California. (Level II) license NM.

Eppie Lopez: Teacher (14 yrs. Teaching experience) Post BA Elementary Ed., University of New Mexico (UNM); Master of Art in Teaching - Multiple Subject Teaching, University of Southern California (USC); Partner in LEAD New Mexico.

This document created in conjunction with, or replication of documents used by, the New Mexico Public Education Department and developed by the National Association of Charter School Authorizers.