

## Performance Framework Academic Goal Amendment Request Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [Las Montañas Charter High School], effective [1] of [July], [2015]. [Las Montañas Charter] was approved for a [5-Year Term] Charter Contract.

[Las Montañas ] Charter Contract through the Performance Framework currently states:

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### CURRENT ACADEMIC GOAL:

1. Reading: short cycle assessment data (NWEA-MAPS) will be used to measure academic growth or proficiency in Reading of Full Academic Year in grades 9-11.
  2. Math: short cycle assessment data (NWEA-MAPS) will be used to measure academic growth or proficiency in Math of Full Academic Year in grades 9-11.
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[Las Montañas Charter] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract through the Performance Framework, Section \_\_\_\_\_, as follows:

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**PROPOSED ACADEMIC GOAL: Student Learning Community (9<sup>th</sup>—11<sup>th</sup> grade): All students not classified as Senior by the 40D and full academic year will complete rigorous Student Learning Community (SLC) activities that focus on College and Career Readiness and Social/Emotional Learning.**

[Las Montañas Charter] Performance Framework Academic Goal amendment request is hereby submitted by, [Caz Martinez], on [November 4, 2019], and affirms the school meets the following eligibility criteria:

- ☒ A change to the performance framework academic goal is not effective until approved by the PEC; and
- ☒ The school must confer with the PEC to convert to the 2018 contract template within 30 days of a vote on this request; and
- ☒ All performance data (academic, organizational, and financial) for the last three years including any outstanding compliance or investigations will be provided to the PEC for consideration of the amendment request; and
- ☒ The school's governing board is in compliance with all reporting requirements.

Caz Martinez  
Charter School Representative Signature

11-5-19  
Date

Las Montañas Charter Performance Framework Academic Goal amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

☐ APPROVED

☐ DENIED

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Chair, Public Education Commission

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Date

**Caz Martinez**  
*Principal*

1405 S. Solano  
Las Cruces, NM 88001  
575-636-2100



## **“Home of the Rams”**

### **Performance Framework Academic Goal Amendment Request Narrative:**

Student Learning Community (9<sup>th</sup>-11<sup>th</sup> grade): All students not classified as “Senior” by the 40<sup>th</sup> day and full academic year will complete a rigorous Student Learning Community (SLC) activities that focus on College and Career Readiness and Social/Emotional Learning.

#### *Exceeds Standard:*

85% of 9<sup>th</sup>-11<sup>th</sup> grade students who complete both semesters will achieve a minimum of 75 points on the SLC program rubric by the end of the school year.

#### *Meets Standard:*

75%-84% of 9<sup>th</sup>-11<sup>th</sup> grade students who complete both semesters will achieve a minimum of 75 points on the SLC program rubric by the end of the school year.

#### *Does Not Meet Standard:*

60%-74% of 9<sup>th</sup>-11<sup>th</sup> grade students who complete both semesters will achieve a minimum of 75 points on the SLC program rubric by the end of the school year.

#### *Falls Far Below Standard:*

Less than 60% of 9<sup>th</sup>-11<sup>th</sup> grade students who complete both semesters will achieve a minimum of 75 points on the SLC program rubric by the end of the school year.

*Note: The Certification of the Vote taken by the Board will be submitted immediately following the scheduled November 12, 2019 Board meeting.*

- Describe the rationale for the change in the Academic Performance Framework Goal.
  - The High School Redesign Network (HSRN) Blueprint has drastically changed the academic program of the school. The previous performance framework academic goal does not fit in the changes of the HSRN. This decision was considered thoughtfully and discussed with the Charter School Division.
- Explain why the requested measurement tool is reliable, including how the measurement tool was selected.
  - The measurement tool is a robust rubric that is modeled after current performance framework academic goal #3 which addresses Seniors only with advisory activities that addresses College and Career Readiness. After thoughtful discussion with the Charter Schools Division it was determined that amending a goal to address the rest of the student population (9<sup>th</sup>-11<sup>th</sup> grade) would be important and directly aligns to our HSRN Blueprint that addresses Social/Emotional Learning and College and Career Readiness for the entire student population.
- Explain why the requested goals are rigorous, including how the goals were established.
  - The amended goal is rigorous because we are asking staff and students to undertake the important task that addresses a huge need for our student population, the rubric associated with the amended goal is rigorous. The goals were established through the HSRN process and a dedicated time and space was made available in the school's master schedule to address the need of Social/Emotional Learning and College and Career Readiness for the entire student population.
- Explain why the requested goals are attainable.
  - The requested goals are attainable because the school has found qualified and appropriate personnel to lead the time and space created in the master schedule to address the goals.
- Describe how the requested goal meets all of the remaining elements of a SMART goal.
  - The requested goal meets all of the elements of a SMART goal by creating a robust rubric that guides the elements of the goal which is modeled after an already approved goal for Senior students only.
- Describe how the required goal aligns to and measures the effective implementation of the school's mission.
  - The goal aligns to the school's mission by creating a space to address skills that directly relate to the preparedness of students to be successful to meet the challenges of a post-secondary or workforce environment while developing the academic potential and personal character of each student.
- Describe the school's transition plan.

- The school's transition plan is tied directly to the HSRN Blueprint and the school's renewal application which was submitted in September, 2019. The NMPED approved HSRN Blueprint and HSRN grant are the resources that provide training, funding, and program evaluation.

## Mission Specific Goals for LMCHS Grades 9 - 11

**Student Learning Community (9th-11th grade): All students not classified as “Senior” by the 40th day and full academic year will complete rigorous Student Learning Community (SLC) activities that focus on College and Career Readiness and Social/Emotional Learning.**

### College and Career Readiness 50 points

Standard - Applied Knowledge					
Applied academic skills enable students to put skills based on academic disciplines and learning to practical use in education and workplace settings. These skills include: • Reading • Writing • Using mathematical strategies and procedures • Using scientific principles and procedures					
9th Grade	Successfully completed core classes	Emerging (Passed 1 core class) <b>2 points</b>	Developing (Passed 2 core classes) <b>5 points</b>	Proficient (Passed 3 core classes) <b>8 points</b>	Advanced (Passed 4 core classes) <b>10 points</b>
10th Grade	Successfully completed core classes	Emerging (Passed 1 core class) <b>2 points</b>	Developing (Passed 2 core classes) <b>5 points</b>	Proficient (Passed 3 core classes) <b>8 points</b>	Advanced (Passed 4 core classes) <b>10 points</b>
11th Grade	Successfully completed core classes	Emerging (Passed 1 core class) <b>2 points</b>	Developing (Passed 2 core classes) <b>5 points</b>	Proficient (Passed 3 core classes) <b>8 points</b>	Advanced (Passed 4 core classes) <b>10 points</b>

Standard - College Readiness					
College Exploration					
9th Grade	Students will research colleges, community colleges, and CTE programs that offer studies in their career choice based on career interest inventories.	No post-secondary options researched <b>0 Points</b>	1-2 post-secondary options researched <b>4 Points</b>	3-4 post-secondary options researched <b>8 Points</b>	5 or more post-secondary options researched <b>10 Points</b>
	Students will listen to 6 presentations per year by local professionals or educational professionals.	Not in attendance for any presentation <b>0 Points</b>	Actively engaged in 2 presentations <b>4 Points</b>	Actively engaged in 4 presentations <b>6 Points</b>	Actively engaged in 6 presentations <b>10 Points</b>
10th Grade	Students will identify colleges, community colleges, and CTE programs that offer studies in their career choice based on career interest inventories.	No post-secondary options identified <b>0 Points</b>	1-2 post-secondary options identified <b>4 Points</b>	3-4 post-secondary options identified <b>8 Points</b>	5 or more post-secondary options identified <b>10 Points</b>
	Students will listen to 2 presentations per semester by local professionals in career fields.	Not in attendance for any presentation <b>0 Points</b>	Actively engaged in 2 presentations <b>4 Points</b>	Actively engaged in 4 presentations <b>6 Points</b>	Actively engaged in 6 presentations <b>10 Points</b>
11th Grade	Students will correspond with colleges, community colleges, and CTE programs that offer studies in their career choice based on career interest inventories.	No post-secondary options corresponded <b>0 Points</b>	1-2 post-secondary options corresponded <b>4 Points</b>	3-4 post-secondary options corresponded <b>8 Points</b>	5 or more post-secondary options corresponded <b>10 Points</b>
	Students will listen to 2 presentations per semester by local professionals in career fields.	Not in attendance for any presentation <b>0 Points</b>	Actively engaged in 2 presentations <b>4 Points</b>	Actively engaged in 4 presentations <b>6 Points</b>	Actively engaged in 6 presentations <b>10 Points</b>

College Entrance Exams					
9th Grade	Students will explore the different college entrance exams such as the Compass, ACT, Accuplacer, or the SAT	Emerging <b>2 points</b>	Developing <b>6 points</b>	Proficient <b>8 points</b>	Advanced <b>10 points</b>
10th Grade	Performance on the state mandated PSAT Assessment	Emerging <b>2 points</b>	Developing <b>6 points</b>	Proficient <b>8 points</b>	Advanced <b>10 points</b>
11th Grade	Performance on the mandated SAT Assessment	Emerging <b>2 points</b>	Developing <b>6 points</b>	Proficient <b>8 points</b>	Advanced <b>10 points</b>

Standard - Career Readiness			
Career Exploration			
9th Grade	Students will complete the KUDER assessment	Did not complete <b>0 points</b>	Completed <b>10 points</b>
10th Grade	Students will complete the KUDER assessment or the ASVAB	Did not complete <b>0 points</b>	Completed <b>10 points</b>
11th Grade	Students will complete KUDER assessment or the ASVAB	Did not complete <b>0 points</b>	Completed <b>10 points</b>

## Social Emotional Learning

**50 points**

<b>LMCHS Student Learning Community (SLC) 12 points</b>					
The Student Learning Community is a required class for all students in which students will focus on social emotional learning.					
9th Grade	Student participated in SLC class	Emerging (<75% attendance) <b>2 points</b>	Developing (75 - 89% attendance) <b>6 points</b>	Proficient (90 - 95% attendance) <b>10 points</b>	Advanced (>95% attendance) <b>12 points</b>
10th Grade	Student participated in SLC class	Emerging (<75% attendance) <b>2 points</b>	Developing (75 - 89% attendance) <b>6 points</b>	Proficient (90 - 95% attendance) <b>10 points</b>	Advanced (>95% attendance) <b>12 points</b>
11th Grade	Student participated in SLC class	Emerging (<75% attendance) <b>2 points</b>	Developing (75 - 89% attendance) <b>6 points</b>	Proficient (90 - 95% attendance) <b>10 points</b>	Advanced (>95% attendance) <b>12 points</b>

<b>Standard - Self-Awareness 8 points</b>				
Competence in self-awareness means understanding emotions, values, and personal goals. It includes accurately assessing your strengths and limitations, possessing a well-grounded sense of self-efficacy and optimism, and having a growth mindset that you can learn through hard work.				
	Points	Date of Activity	Description of Activity Outcomes for Early High School (Grades 9,10)	Description of Activity Outcomes for Late High School (Grade 11)
Students demonstrate an awareness of their emotions	<b>2</b>		Distinguish their real feelings from how others expect them to feel Describe the external event or internal cognition that triggered an emotion Understand the effect of self-talk on emotions	Describe how changing their interpretation of an event can alter how they feel about it Use self-reflection to make sure their emotions are in line with the truth of a situation Acknowledge an emotion and determine the appropriate time and place to safely digest it
Students demonstrate awareness of their	<b>2</b>		Identify things about themselves that they cannot change and devote their energy to	Find and enhance an affinity Identify the skills and credentials required to enter a particular



personal traits			something they can change Recognize their personal learning style/intelligence and find ways to employ those styles Explore possible career and volunteer opportunities based on their identified interests and strengths	profession and begin to prepare accordingly Show self-esteem based on accurate assessment of self
Students demonstrate awareness of their external supports	2		Identify school support personnel and have knowledge of when and how to access/use them Identify organizations in their community that provide opportunities to develop their interests or talents	Activate community resources to help achieve their goals Access safety networks for self and others Have constructive support systems in place that contribute to school and life success
Students have a sense of personal responsibility	2		Analyze the effect that taking (or not taking) responsibility can have on themselves and others Describe how taking personal responsibility can lead to success Demonstrate an ability to take responsibility for their choices	Realize the level of control they have over their own lives and act accordingly Take the role of a personally responsible citizen promoting the betterment of the community

<b>Standard - Self-Management 8 points</b>				
Competence in self-management requires skills and attitudes that help regulate emotions and behavior. They include the ability to delay gratification, manage stress, control impulses, and persevere through challenges to achieve personal and educational goals.				
	Points	Date of Activity	Description of Activity Outcomes for Early High School (Grades 9,10)	Description of Activity Outcomes for Late High School (Grade 11)
Students demonstrate the ability to manage their emotions constructively	2		Demonstrate control of their behavior so as not to behave impulsively Evaluate the role attitude plays in success (i.e. pessimism vs. optimism) Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of	Demonstrate reframing skills to promote resilience and optimism. Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being
Students demonstrate honesty/integrity	2		Analyze their behavior to determine whether or not they are being authentic Analyze whether they are behaving in an honest manner and adjust accordingly	Show authenticity in their behaviors Act with a correlation between their words and their actions (walk the talk)

Students use effective decision-making skills	2		Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision-making Consider ethical, safety, and societal factors when making their decisions	Apply decision-making skills to foster responsible social and work relations and make healthy lifelong decisions
Students demonstrate the ability to set and achieve goals	2		Monitor progress toward achieving a goal, and make adjustments to their plan as needed Identify outside resources that can help in achieving a goal Set a positive academic goal	Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement Demonstrate an understanding that goal setting promotes lifelong success

<b>Standard - Social Awareness 8 points</b>				
Competence in social awareness involves the ability to take the perspective of people with different backgrounds or from different cultures and to empathize and act with compassion toward others. It also involves understanding social norms for behavior and recognizing family, school and community resources.				
	Points	Date of Activity	Description of Activity Outcomes for Early High School (Grades 9,10)	Description of Activity Outcomes for Late High School (Grade 11)
Students demonstrate awareness of other people's emotions and perspectives	2		Identify verbal, physical and situational cues that indicate how others may feel Use conversational skills to understand the perspective of others Demonstrate ways to express understanding those who hold different opinions	Differentiate between the factual and emotional content of what a person says Express empathy toward others Value and learn from the perspective of others
Students demonstrate consideration for others and a desire to positively contribute to their community	2		Work cooperatively with others to implement a strategy to address a need in the broader community Evaluate the impact of their involvement in an activity to improve their school or community	Participate in activities that show they are agents for positive change within their community/world Analyze their responsibilities as involved citizens of a democratic society
Students demonstrate an awareness of cultural issues and a respect for human dignity and differences	2		Demonstrate respect for individuals from different social and cultural groups Participate in cross-cultural activities and reflect on their responses	Evaluate strategies for being respectful of others and opposing stereotyping and prejudice Evaluate how advocacy for the rights of others contributes to the common good Show sensitivity to the cultural settings they are in

Students can read social cues	<b>2</b>		Evaluate how society and cultural norms have an effect on personal interactions Read social cues and recognize the impact of their reactions to those cues	Recognize and respond to social cues in a manner that contributes to their life-long success
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<b>Standard - Relationship Skills 6 points</b>				
Relationship skills give children the tools they need to establish and maintain healthy and rewarding relationships and to act in accordance with social norms. Competence in these skills involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed.				
	Points	Date of Activity	Description of Activity Outcomes for Early High School (Grades 9,10)	Description of Activity Outcomes for Late High School (Grade 11)
Students use positive communication and social skills to interact effectively with others	<b>2</b>		Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward Offer and accept constructive criticism in order to make improvements Work to maintain an objective, non-judgmental tone during disagreements	Use assertive communication to get their needs met without negatively impacting others Empower, encourage, and affirm themselves and others through their interactions
Students develop constructive relationships	<b>2</b>		Understand the benefits of setting limits for themselves and others (boundaries) Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness) Understand the value of mentor	Actively participate in a healthy support network of valued relationships Independently seek out relationships that support their development through life
Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<b>2</b>		Analyze how listening and talking accurately help in preventing and resolving conflicts Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety Access conflict resolution and problem-solving resources (i.e. trusted adult, peer mediators, counselors)	Demonstrate an ability to co-exist in civility in the face of unresolved conflict Use prevention, management, and resolution skills to resolve interpersonal conflict constructively Evaluate and reflect on their role in a conflict to utilize this information to better their behavior in future conflicts

**Standard - Responsible Decision Making 8 points**

Responsible decision-making requires the knowledge, skills, and attitudes to make constructive choices about personal behavior and social interactions, whatever the setting. Competence in this area requires the ability to consider ethical standards, safety, and the norms for risky behavior; to realistically evaluate the consequences of various actions; and to take the health and wellbeing of yourself and others into consideration.

	Points	Date of Activity	Description of Activity Outcomes for Early High School (Grades 9,10)	Description of Activity Outcomes for Late High School (Grade 11)
Students demonstrate resistance skills	<b>2</b>		Identify factors that influence choices in responding to peer pressure Identify values that are tested with negative peer pressure Identify a list of personal values Demonstrate refusal skills to handle negative peer pressure assertively	Effectively convey and follow through with their decision not to engage in unwanted conduct Employ a wide range of strategies to communicate appropriately with different audiences Explain and apply concepts such as power, justice, and influence to the examination of persistent issues and social problems
Students demonstrate a sense of personal power and influence over their lives	<b>2</b>		Feels they have control over “things that happen to me” Identify the ways human beings view themselves in and over time Identify things about themselves they cannot change and devote their energy to something they can change	Accurately perceive situations in which a decision is to be made and assess factors that might influence responses Demonstrate effective verbal and nonverbal communication skills to enhance health Adjust their spoken and written language to communicate effectively with various audiences
Students use effective decision-making skills	<b>2</b>		Evaluate how external influences (e.g. media, peers, cultural norms) affect their decision making Consider ethical, safety, and societal factors when making their decisions	Apply decision-making skills to foster responsible social and work relationships and to make healthy life-long choices
Students demonstrate ability to plan and make decisions	<b>2</b>		Set positive goals Monitor progress toward achieving a goal, and make adjustments to their plan as needed	Establish and work toward the achievement of short– and long-term pro-social goals Use knowledge of facts and concepts to inform decision-making Predict the potential outcomes of options Research issues by generating ideas, questions, and posing problems and communicate their discoveries