



## **New Mexico Public Education Commission**

### **2021 New Charter School Application Kit Part C. Written Responses & Rubric**



**School Information:**

Name of Proposed Charter School: THRIVE Community School

School Address (if known): Proposed zip codes: 87505, 87507, 87508

School Location (City/Town): Santa Fe

School District within which the proposed school will be located: Santa Fe Public Schools

Grades to be served: Kindergarten through 8<sup>th</sup> Grade

Requested Enrollment Cap: 633 Student

**Contact Information:**

Primary Contact Person: Sean Duncan

Address: 4384 Dia Nublado

City: Santa Fe State: New Mexico Zip: 87507

Daytime Tel: 505-303-6307 Fax: N/A

Alternate Tel: N/A E-Mail: [smdunk@gmail.com](mailto:smdunk@gmail.com)

Secondary Contact Person: Dr. Angelia Moore

Address: 13 Carissa Road

City: Santa Fe State: NM Zip: 87508

Daytime Tel: 505-795-9380 Fax: [Click here to enter text.](#)

Alternate Tel: [Click here to enter text.](#) E-Mail: [angeliasmoore@gmail.com](mailto:angeliasmoore@gmail.com)

Founder (if different from above): Julie Lucero

Address: 36 Johnson Mesa

City: Santa Fe State: NM Zip: 87508

Daytime Tel: 505-688-6821 Fax: N/A

Alternate Tel: [Click here to enter text.](#) E-Mail: [julslucero@yahoo.com](mailto:julslucero@yahoo.com)

Founder (if different from above): Amy Chacon

Address: 2905 Pueblo Pintado

City: Santa Fe State: NM Zip: 87507

Daytime Tel: 858-229-0777 Fax: N/A

Alternate Tel: [Click here to enter text.](#) E-Mail: [amysarachacon@gmail.com](mailto:amysarachacon@gmail.com)

|   |     |
|---|-----|
| I. Academic Framework .....   | 5   |
| A. Mission and Vision. ....   | 5   |
| B. Goals Related to the Proposed School's Mission. ....                   | 337 |
| C. Curriculum, Educational Program, Student Performance Standards. ....   | 45  |
| D. Bilingual Multicultural Indian Education and Hispanic Education.....   | 72  |
| E. Graduation Requirements.....   | 85  |
| F. Instruction. ....  | 86  |
| G. Special Populations.....   | 112 |
| H. Assessment and Accountability.....                                     | 149 |
| II. Organizational Framework.....   | 184 |
| A. Governing Body Creation/Capacity. ....                                 | 184 |
| B. Governing Body Training and Evaluation.....                            | 201 |
| C. Leadership and Management. ....  | 208 |
| D. Organizational Structure of the Proposed School. ....                  | 224 |
| E. Employees. ....  | 269 |
| F. Community/Parent/Employee Involvement in Governance. ....              | 276 |
| G. Student Recruitment and Enrollment. ....                               | 286 |
| H. Legal Compliance.....  | 295 |
| I. Evidence of Partnership/Contractor relationship. (If Applicable.) .... | 297 |
| J. Waivers. ....  | 299 |
| K. Transportation and Food. ....  | 301 |
| L. Facilities/ School Environment.....                                    | 312 |
| III. Financial Framework.....   | 318 |
| A. School Size.....   | 318 |
| B. Budgets. ....  | 319 |
| C. Financial Policies, Oversight, Compliance, and Sustainability .....    | 331 |
| IV. Evidence of Support.....  | 340 |
| A. Outreach Activities. ....  | 340 |
| B. Community Support.....   | 357 |
| C. Community Relationships .....  | 364 |
| V. Applicant Remarks .....  | 370 |
| Additional Remarks.....   | 370 |
| Appendices and Attachments .....  | 371 |

**Directions:** Please answer each and every prompt, if applicable (e.g., if you are an elementary school, you will not answer questions about graduation), where indicated. **Use the rubrics following each of the prompts to guide your responses.**

**Rating:** Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as “Meets the Criteria.” The rubrics on this page govern **general rating practices**.

***Please be sure that each response completely addresses the bulleted points in the rubrics for each individual prompt as well.***

|                                   |  |
|-----------------------------------|--|
| <b>Meets the Criteria</b>         | <ul style="list-style-type: none"> <li>• All required elements present</li> <li>• Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development</li> <li>• The proposal is reasonable and realistic</li> <li>• Fully consistent with other sections, including budget and mission</li> <li>• Fully consistent with all requirements of law</li> <li>• Coherent and easily understood</li> </ul>  |
| <b>Approaches the Criteria</b>    | <ul style="list-style-type: none"> <li>• Does not clearly meet all criteria identified above to be rated “Meets the Criteria”</li> <li>• The majority of required elements are present, but not all</li> <li>• Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept</li> <li>• Minor inconsistencies with other sections</li> <li>• May raise questions about legal compliance, but does not demonstrate non-compliance</li> <li>• May raise questions about reasonableness or viability of the proposal</li> </ul>  |
| <b>Dose not meet the criteria</b> | <ul style="list-style-type: none"> <li>• None or less than a majority of the required elements are present</li> <li>• Contradicts other sections, or substantially inconsistent with other sections</li> <li>• Insufficient detail to understand the proposal, which includes: <ul style="list-style-type: none"> <li>○ Copying responses from a prior applicant’s application</li> <li>○ Copying statutory, regulatory, or policy/guidance language</li> <li>○ Plagiarizing information from other publicly available material</li> </ul> </li> <li>• Includes statements that violate or conflict with the requirements of law</li> <li>• Incoherent or cannot be understood</li> <li>• The proposal is patently unreasonable or unrealistic</li> <li>• Does not clearly meet criteria identified above to be rated “Approaches the Criteria”</li> </ul> |

## I. Academic Framework

### A. Mission and Vision.

*Note:* The proposed school shall report each year on implementation of its mission as set forth in the Performance Framework.

#### **A. (1) MISSION**

State the mission that the proposed school intends to achieve. The mission should answer what is innovative and unique about the proposed school. The best mission statements are clear, concise, innovative, and measurable.

#### **THRIVE's Mission**

THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.

#### **Our Mission-Specific Student Outcomes**

THRIVE Community School is proposed to ensure that students and families in Santa Fe have access to a public school that provides comprehensive social and emotional learning supports and robust STEAM education (science, technology, engineering, arts, and math) opportunities to ensure that students develop the affective and cognitive competencies needed to be successful in an ever-changing world.

In support of our mission and vision, which is detailed in **Section I. A (2)**, THRIVE Community School (THRIVE) will achieve the following mission-specific broad outcomes that are listed below. These outcomes are further defined in **Section I. B Mission Specific Goals**.

- **Affective Development:** Students will demonstrate growth in the five areas of competence identified by the Collaborative for Academic, Social, and Emotional Learning ("CASEL"): Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness. Comprehensive development of these competencies will ensure students at THRIVE are to have the interpersonal skills and self-confidence needed to develop and sustain meaningful personal and professional relationships. These outcomes will be measured through the creation of growth targets that will be determined using baseline performance so that all students are on track to average or above average competency development when compared to peers locally and nationally, as demonstrated through Panorama's normed measures for social and emotional learning.
- **Cognitive Development:** Students will use STEAM content area instruction that is rooted in experiential and place-based learning experiences to demonstrate a relevant and practical understanding of the real world connection between academic content, everyday life, and persisting social issues. These outcomes will be measured using rigorous end of unit assessments, performance tasks, and/or rubrics.
- **Subgroup Academic Performance:** Students across all classified subgroups will demonstrate comparable levels of academic proficiency and national achievement. THRIVE will ensure students receive the evidence-based instruction and additional supports that will erase persisting disparities in academic achievement and proficiency that continue to exist along lines of race and wealth, all of which are research-validated. These outcomes will be measured by

evaluating proficiency across sub-groups on state assessments for English Language Arts, Math, and Science and for national achievement on aimswebPLUS reading and math benchmark assessments.

THRIVE's mission specific student outcomes are further defined in **Section I. B. Mission-Specific Goals**. Our academic achievement goals have been developed separately and are outlined in **Section I. H. Assessment and Accountability**. All goals will be evaluated using valid and reliable measurement tools and methods, and will be progress-monitored at regular intervals through the school year to allow our team to make adjustments to our approach in a data-driven fashion. Each year, we will be prepared to report on the implementation of our mission through data connected to our mission specific goals.

#### **Our Approach: How We Will Achieve Our Mission**

THRIVE will be an intentionally diverse school, with a specific focus on social and emotional learning practices (SEL). Our approach utilizes innovation and evidence-based practices, which allows us to offer a new and welcomed model for our community that is rooted in equity and exemplary academic outcomes. Key components of our model include STEAM education to prime science, technology, and engineering passions, experiential and place-based learning to increase relevance, and mastery learning to ensure students have strong academic foundations. THRIVE will be the first of its kind in Santa Fe and will create an innovative solution to persistent inequities experienced by our local families.

Our mission and associated student outcomes will be achieved by following our guiding principles and delivering an educational experience that is defined by the innovative approaches and unique features of our model. Our model is a reflection of what our community wants to see in a new K-8 public school option and one that is informed by evidence-based approaches as well as culturally and linguistically responsive practices. Our guiding principles enable us to put action and accountability behind our shared mindsets while also positioning us to execute our model at a high level. Our model allows us to offer an innovative solution to persisting inequities in a way that elevates community voice and relies on proven methods to boost academic and social outcomes.

#### **THRIVE's Model**

THRIVE's model utilizes four innovative approaches and three unique features that are rooted in equity, affirmation, and exemplary academic outcomes. THRIVE will be the first of its kind in Santa Fe and will create a fresh solution to persisting inequities. Our model exists to ensure that we achieve the defining features of our mission, all of which are a reflection of the desire and need identified through community outreach.

**Innovative Approach #1: Teacher and Staff Development.** At THRIVE, we understand that in order for student outcomes to shift in ways that create transformative change and increased opportunities for students, the most important variable we can address is teacher effectiveness. Teacher effectiveness has consistently been identified as the most important school-based factor that influences the academic growth and proficiency of students.<sup>1</sup> With this in mind, THRIVE staff members will participate in three weeks of summer professional development and two weeks of professional development built in throughout the school year. All professional development will support the unique features of our

---

<sup>1</sup> Dan Goldhaber & Richard Startz (2017) On the Distribution of Worker Productivity: The Case of Teacher Effectiveness and Student Achievement, *Statistics and Public Policy*, 4:1, 1-12, DOI: 10.1080/2330443X.2016.1271733.

programming, including our annual priorities. In year one, THRIVE will offer teachers 25 days of professional development as compared to 7 days of development/prep days offered by Santa Fe Public Schools for the 2021-22 school year.

**Innovation Approach #2: Three Small Schools.** During our community outreach process, one of the clearest pieces of qualitative feedback from parents and families across Santa Fe was a desire for their children to be seen and recognized and not just be a number in a larger school. In response to this feedback, THRIVE is offering an innovative approach that will allow us to operate as three small schools within one K-8 school community (Primary School, Intermediate School, Middle School). The three small schools will be structured to allow for students to have an experience that centers relationships, recognizes developmental needs, increases content area teacher specialization, and allows for more effective and efficient communication with families. At full capacity, each small school will have its own leader and specific area of emphasis that is rooted in our overall model.

**Innovation Approach #3: Expanded Definition of Student Success.** In collaboration with our community, THRIVE's founders have developed a vision and definition for student success that includes considerations for social and emotional learning, intentional diversity, and academic equity. This definition of student success will live and breathe, not just in our goals, but in everyday life at THRIVE, as it is connected to specific aspects of proposed programming. We will invest our teachers, students, and families in goals related to these areas of success through information-sharing and development, regular interval progress monitoring, and a school-wide culture that celebrates student accomplishment in these areas. In taking this approach, our team will be better able to truly deliver on the promises of our mission.

**Innovative Approach #4: 21st Century Calendar and Schedule.** At THRIVE, we believe that in order to properly execute our model, deliver on the promises of our mission, and prepare students for the 21st century, research-proven approaches to calendars and schedules must be used to boost student achievement, increase engagement and relevance, and reduce summer learning loss to ensure that opportunity and achievements gaps are closed. THRIVE's approach to schedules and calendars prioritize increasing the amount of time that students are in school engaging in meaningful, relevant, and impactful learning. THRIVE has developed a school calendar that, after year 1, will position us to be the first year-round K-8 public school in Santa Fe for all students. We have also developed a schedule that will offer an additional hour of instruction each day (8am - 4pm) when compared to local public schools. This additional time, known as our "Bonus Block," will provide time and space for our STEAM Labs to take place. STEAM Labs will give students the opportunity to extend their learning through STEAM content using hands-on, experiential learning, four days per week.

**Unique Feature #1: Social and Emotional Learning (SEL).** THRIVE relies on current, validated research from the Collaborative for Academic, Social, and Emotional Learning (CASEL)<sup>2</sup> and like-minded, applied practice organizations to inform our school-based SEL framework. Defining features include small group learning, research-based SEL instruction, and restorative practices. There is a specific focus on vertical and horizontal alignment of content and teaching practices related to SEL across classrooms and grade levels. This ensures that all students will have similar high-quality experiences to support their affective development.

---

<sup>2</sup> Collaborative for Academic, Social, and Emotional Learning (CASEL), <https://casel.org/>.



**Unique Feature #2: Intentional Diversity.** As an intentionally diverse school community, THRIVE makes every effort to ensure our teaching practices are culturally and linguistically responsive while also supportive of the development of a positive self-concept across diverse identities. We will recruit staff members that are reflective of the racial, cultural, socioeconomic, and linguistic diversity that exists within Santa Fe, and partner with community-based organizations to support all families with lottery and enrollment procedures (These organizations are outlined in **Section IV. C. (1) Community Relationships.**) Decades of research have shown that racially and socioeconomically integrated schools lead to better academic and long-term social outcomes for all students when compared to racially and economically segregated schools.<sup>3</sup> We are intentional in our approach to diversity through deliberate outreach efforts coordinated with community-based organizations, an anti-bias, anti-racist (ABAR) approach to curriculum development and delivery, and extensive family and community programming.

**Unique Features #3: Equitable Academic Instruction.** THRIVE's approach to equitable academic instruction centers the use of evidence-based and culturally responsive teaching practices that have been shown to drive achievement and eliminate disparities in outcomes along lines of race and wealth and to benefit all identified subgroups of students, including students receiving special education services and English Learners. These practices are used across content areas and are a major focus of professional development and instructional coaching. We offer a promise of equity in teaching and learning that comes to life through mastery learning<sup>4</sup>, STEAM Education<sup>5</sup> (integrated science, technology, engineering, arts, and mathematics), and place-based, experiential learning opportunities<sup>6</sup>.

### THRIVE's Guiding Principles

In service of our mission and ambitious student outcomes, our guiding principles are the frame through which we set priorities, make decisions, and reflect on the effectiveness of the execution of our mission-driven model.

#### Guiding Principle #1: We work as a team and are accountable for all students.

THRIVE is not a school where you close your door and do your own thing. We are all responsible for all of our students. Therefore, collaboration across and within teams is the norm. We create sustainable structures that enable students to maintain a sense of safety that facilitates growth while also being responsive to the academic needs of our students. Students sometimes work with multiple teachers throughout the day to ensure that they have access to instruction that is a match for their needs. We believe in an inclusive model for our students with special needs and English Language Learners, ensuring that they have opportunities to learn alongside grade level peers whenever possible while also being challenged academically by both general and special educators. (See **Section I. G. (1) Special and Education** and **Section I. G. (2) English Language Learner (ELLs).**)

<sup>3</sup>Halley Potter and Kimberly Quick, "Diverse-by-Design Charter Schools," *The Century Foundation*, May 15, 2018, <https://tcf.org/content/report/diverse-design-charter-schools/>.

<sup>4</sup>Jean Stockard et al., "The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research," *Review of Educational Research* Month, 52, no.10 (2018) 1-29: DOI: 10.3102/0034654317751919.

<sup>5</sup>Nicholas Graham and Liane Brouillette, "Using Arts Integration to Make Science Learning Memorable in the Upper Elementary Grades: A Quasi-Experimental Study," *Journal for Learning Through the Arts*, 12, no. 1 (2016) 1-17: DOI: 10.21977/D912133442.

<sup>6</sup>Youki Terada, "New Research Makes a Powerful Case for PBL," *Edutopia*, February 21, 2021, <https://www.edutopia.org/article/new-research-makes-powerful-case-pbl>.



**Guiding Principle #2: We constantly develop and improve our teaching and learning.**

Teachers think deeply about what learning experiences they are providing to their students by focusing their efforts on purposeful preparation, clear delivery, and teaching to mastery. Our teachers value and implement culturally responsive teaching, developing deep content knowledge and effective instructional delivery techniques including systems to reinforce, motivate, and affirm all of our students. We invest in staff development through extended teacher training for three weeks leading up to the school year, and we devote two weeks throughout the school to development that revisits academic and instructional priorities introduced at the start of each school year. Finally, we are a community of educators who embrace the continuous and infinite nature of improvement. Therefore, we embrace weekly instructional coaching, implement feedback, and share best practices related to execution so that we can become more effective educators for our students and families. (More information about our approach to professional development can be found in **Section I. F Instruction.**)

**Guiding Principle #3: Data, research, and evidence-based practices drive decisions.**

We choose our curriculum and pedagogical approaches based on what research indicates is going to lead to superior academic, social, and emotional outcomes within our model and for our students. We believe that schools are a place for innovation, not experimentation; therefore, we utilize evidence-based practices whenever they are available and can be replicated within our school environment, and we stay focused on superb execution. We constantly analyze how students are performing so that we can make daily, weekly, and quarterly adjustments. Finally, students, staff, and families know what our shared goals are, and we work diligently within our roles to achieve them. (More information about our approach to curriculum, instruction, and data driven instruction can be found in **Section I. F Instruction.**)

**Guiding Principle #4: We create a loving, structured, and safe environment for our community.**

We ensure that each of our classrooms is a mix of love, teamwork, joy, and bravery, with structures that promote an efficient and effective use of instructional time. We also view our relationships with students and families as the mechanism through which all else happens. We work to ensure that all stakeholders feel seen, valued, and heard, and we create structures that facilitate strong communication and create multiple opportunities to provide feedback. (More information about our approach to community outreach activities can be found in **Section IV. Evidence of Support.**)

**Guiding Principle #5: We strive to be an anti-bias, anti-racist organization.**

As an intentionally diverse school community, we understand that inequity is built into societal structures, including schools, and that our job is to make the world more equitable by starting with our school community. Through professional development, we continuously identify our own biases and the ways in which those biases can cause harm and maintain the status quo in education. We regularly engage in development and action that focuses on affirming students' and community members' identities, fostering a genuine appreciation for diversity, cultivating capacities to identify bias, and developing a sense of empowerment to take action. (More information on our programming to support our intentional diversity can be found in **Section I A. (3) Uniqueness and Innovation.**)

**Guiding Principle #6: Our students' families are their first teachers and our most valuable partners.**

Our students come to us with an immense sense of strength and beauty, which is a direct reflection of their families and communities. We know that families place an enormous amount of trust in us, and we are committed to achieving the mission of our school by proactively and consistently cultivating our

relationships with families. We do this by ensuring that our families are contributing members to the process of building and sustaining an excellent school. We seek feedback on our annual instructional, cultural, and operational priorities, and we invest deeply in family and community engagement. We create multiple entry points for families to partner with us, and we strive to ensure that information and systems of communication are accessible and empowering. (More information about our family and community programming can be found in **Section I A. (3) Uniqueness and Innovation.**)

**Guiding Principle #7: We invest in sustainable structures to create systemic change.**

Founding and sustaining an excellent school is going to take hard work. We know that this hard work does not just happen overnight. We are in this for the long haul, and we know that to show up and be great for our students, families, and school-based teams, we also need to prioritize our own health (physical, mental, and emotional). We are committed to operating with a sense of urgency while ensuring that our careers as educators remain a source of fuel and passion by regularly reflecting on what is working and what is not, and by reimagining traditional roles to empower teachers with a stronger sense of ownership, agency, and leadership. In our approach to accomplishing mission-specific goals and outcomes, we will be incremental and ambitious, and we will be reflective and action-oriented. (More information about our teacher sustainability efforts can be found in **Section I. A. (3) Uniqueness and Innovation.**) ]

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | A complete response must <ul style="list-style-type: none"><li>Identify how the proposed school will achieve its mission.</li><li>Be clear, concise, innovative, and measurable</li></ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

**A. (2) VISION STATEMENT**

State the vision, or the driving force, that guides this school proposal. The vision should answer questions such as: 1) why your team is committed to providing a public education platform for your proposed community; 2) how your team intends to interact with your proposed community in order to provide their children with better academic outcomes; and 3) what about your proposed program serves the proposed community in unique and innovative ways?

**Vision Statement**

We prepare students to see the world through multiple lenses and create the conditions that allow students to THRIVE. We ground everything we do in love, teamwork, joy, and bravery.

Our vision is a reflection of our school's name, which is our purpose and rallying cry: We must do everything within our power to ensure that we position students to thrive. Only setting students up to survive, a continuation of the status quo, is not acceptable. We believe that our mission, which puts our vision into action, will position THRIVE to disrupt the status quo as it relates to student outcomes.

Our vision is also inclusive of our core values, which positively influence the ways in which we interact with students, families, staff members, and community members.

**Core Value #1: Show Love**

- We affirm one another and recognize the innate beauty and brilliance in each of us.
- We hold each other responsible for being the best versions of ourselves.

**Core Value #2: Work as a Team**

- We rely on one another to achieve our shared goals.
- We value different voices and perspectives and elevate voices that are often ignored.

**Core Value #3: Create Joy**

- We find joy in learning and being part of a school community.
- We smile and laugh and prioritize finding the fuel we need to overcome the challenges we face.

**Core Value #4: Be Brave**

- We grow when we take risks and lean into discomfort.
- We value mistakes because we are committed to learning from them and adjusting.

**Our Commitment**

Our Founding Team is composed of four co-founders and nine proposed board members. (See **Section II. A. (2)** for proposed board member professional qualifications.) This team is committed to providing a public education platform for our community for several reasons. First, all four of our co-founders and several of our proposed board members have a history of working to improve educational and social outcomes for students in the zip codes where we are proposing to locate. Additionally, all of our co-founders and several of our proposed board members have worked in both community-based support organizations as well as traditional public education systems and spaces. The work we have done has allowed us to develop genuine connections within and across our community, and for several of our founders and board members, our proposed community is our community of residence.

We are also committed to founding THRIVE Community School to provide this education platform because of what we have identified as expressed needs through our robust and on-going community outreach efforts. We began intentional outreach in July 2020 for community input in our design process. This outreach has consisted of 200 individual and group meetings, collection of over 145 responses to a School Input Survey that gauged interest in features of our proposed model, creation of a web-based presence, as well as conducting focus groups and commissioning professional surveying to measure attitude and opinions related to the creation of a new K-8 public charter with a STEAM focus. Detailed information regarding our community outreach program, community support, and community relationships can be found in **Section IV. Evidence of Support**. Below you will find highlights of the data and information collected through our community outreach program activities.

**Our Community Outreach**

We have conducted 200 outreach meetings with families, community members, and prospective board members representing 70 different organizations that serve the zip codes where THRIVE will potentially locate.

- A number of organizations, including organizational leaders from Girls Inc, YouthWorks, La Casita, Many Mothers, Gerard's House, Esperanza Shelter, Kids Campus at Santa Fe Community College, Many Mothers, and La Casita Preschool have supported our outreach efforts by sharing our dual language School Input Survey with the families and community members they serve.
- Over **145** survey responses have been collected and **73.6%** of respondents identify as parents or family members of school-aged children.
- Over **77%** of survey respondents indicated a desire to participate in focus groups to provide additional targeted feedback on aspects of school design.

- Four themes emerged from qualitative feedback provided during our **200** family and community outreach meetings:
  - More high quality, innovative, and accessible public school options are needed;
  - New options should prioritize social and emotional needs;
  - The persisting trends of school segregation must be challenged; and
  - New norms for dramatically improved academic outcomes must be created

#### School Input Survey

- Of **145** survey respondents, over **85.5%** were either “Very Supportive” or “Supportive” of THRIVE Community School opening in the summer 2022. To the same question, **6.9%** of respondents were “Neutral” and **7.6%** were either “Unsupportive” or “Very Unsupportive.”
- The follow innovative school design features were indicated by survey respondents in order of popularity:
  - Small Group Learning
  - Social and Emotional Learning
  - Rigorous Instruction
  - STEAM Education
  - Mastery Learning
  - Intentional Diversity
  - Before and After School Programming
  - Transportation to and from School

#### Focus Group Data

Beginning in February 2021, after engaging in **200** community meetings, THRIVE’s founders conducted four focus groups to gather feedback on specific components of our proposed model, including our Innovative Approaches, Unique Features, and aspects of our Facilities Master Plan. Our focus groups were attended by **63** individuals across all four events. The objectives for each focus group are below:

##### Focus Group #1, February 25th, 2021, 6pm

- Collect input and feedback on THRIVE’s innovative approaches and unique features
- Collect input and feedback on the structure of our focus groups

##### Focus Group #2, March 23rd, 2021, 6pm

- Collect input and feedback on one of THRIVE’s proposed unique features: Social and Emotional Learning

##### Focus Group #3, March 24th, 2021, 6pm

- Collect input and feedback on one of THRIVE’s proposed unique features: Equitable Academic Instruction

##### Focus Group #4, March 25th, 2021, 6pm

- Collect input and feedback on one of THRIVE’s proposed unique features: Intentional Diversity
- Collect input and feedback on THRIVE’s Facilities Master Plan (draft)

Our community outreach programming has shown us that our community clearly wants a public education platform that is accessible and inclusive, and the outreach process during the school design phase has set the tone for the platform that we will continue providing and expanding upon once

THRIVE is serving students. These outreach efforts have also shown that there is a shared belief amongst founders, board members, parents and families, and community members that a unique and innovative model, coupled with a plan for excellent execution, can lead to results that will spur further innovation across existing public school settings in Santa Fe, resulting in the systemic change and improved outcomes that are broadly desired by our community.

**How our team intends to interact with our proposed community in order to provide their children with better academic outcomes:**

To ensure that THRIVE remains a community driven school collectively committed to providing our children with better academic outcomes, our Founding Team will take the following steps:

- We will continue community outreach during our planning year by hosting monthly focus groups and brainstorming sessions with families of potential students and other community stakeholders. We will release a monthly newsletter and host open community meetings to share information about THRIVE and to answer questions and collect general feedback about relevant topics such as our school model, facilities, lottery and enrollment, etc. These meetings will be held virtually until public health orders allow for larger group gatherings. If public health orders are lifted, meetings will be held across the 87505, 87507, and 87508 zip codes.
- Once operational, our team will collect family and community input through focus groups and surveys on annual mission-related instructional, cultural, and operational priorities. These priorities will always be in service of achieving our mission, and will help us to set the focus at the beginning of each school year in a way that builds investment across key stakeholder groups (students, families, staff).
- A unique feature of our school model is intentional diversity and a key component of this feature is our family and community engagement programming. This programming is deliberately structured to ensure that our focus on intentional diversity extends beyond our student body and is inclusive of our student's families. It is modeled after the successful approach taken by Community Roots Charter School in Brooklyn, NY.<sup>7</sup> A few examples of this programming include family cooking and sport night, workshops, book clubs, movie discussions, and academic and cultural culminating project events, among others.
- THRIVE has also pursued and established partnerships with community-based organizations that are mission aligned and provide services and perspectives that complement features of our innovative model, namely, SEL, intentional diversity, STEAM Education, and experiential learning. Our community outreach efforts during the school design phase have shown that there are a number of organizations which are interested in partnering with us for before, during, and after school programming, as well as providing other wrap-around services. These organizations are outlined in **Section IV. C Community Relationships**, along with letters of support in **Attachment Q**.

<sup>7</sup> [https://www.communityroots.org/apps/pages/index.jsp?uREC\\_ID=279717&type=d&pREC\\_ID=632304](https://www.communityroots.org/apps/pages/index.jsp?uREC_ID=279717&type=d&pREC_ID=632304)

**What aspects of how our proposed program serves the proposed community in unique and innovative ways:**

The aspects of THRIVE's proposed program that will serve our proposed community in unique and innovative ways are: Social and Emotional Learning (SEL), Intentional Diversity, and Equitable Academics. These unique features have been developed with and vetted by families and community members of Santa Fe at large, with 71.5% of school survey feedback coming from community members living in the 87505, 87507, and 87508 zip codes. These features and how they will serve our proposed community in unique and innovative ways are explained briefly below and further detailed in section I.

**A. (3) Uniqueness and Innovation.****Unique Features & Key Components:**

**Social and Emotional Learning:** THRIVE relies on current, validated research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) to inform our innovative, school-based SEL framework.

**Small Group Learning:** We reimagine teaching roles to ensure that students spend large portions of their day working in small groups that are teacher-led, independent, and student-led. This structure ensures that students have frequent opportunities for teacher affirmation in teacher-led groups, self-regulation in independent groups, and opportunities to develop collaboration and problem-solving skills in student-led groups. Group sizes will range from 6-12 students in most cases, depending on the grade level, content area, and needs of the students.

**RULER Approach (Evidence-Based SEL Curriculum):** THRIVE will implement the evidence-based approach to building emotional intelligence, known as the RULER approach (Recognize, Understand, Label, Express, Regulate), developed by the Yale Center for Emotional Intelligence. This approach focuses on developing the capacity of educators to support the social and emotional needs of students. It also allows for daily teaching, practice, and application of age-appropriate skills related to social and emotional development, through the use of structured lessons, emotional vocabulary development, and advisory groups for older students.

**Restorative Practices:** We embrace a proactive approach to school discipline that focuses on reinforcing prosocial behaviors and, instead of relying on punishment, we create structures that encourage students to reflect on and take responsibility for their actions and come up with plans to repair harm.

**Intentional Diversity:** THRIVE is intentional and innovative in our approach to diversity through outreach efforts, exploration of identities, family programming, and staff development.

**Coordinated Outreach:** We have developed intentional partnerships with community-based organizations that serve historically marginalized members of our community to ensure that access to information is not a barrier to entering the lottery and seeking enrollment. These organizations, outlined in **Section IV. C. Community Relationships**, are mission-critical partners that will help us ensure that all community members have equal access to high-quality public school options.

**Anti-Bias/Anti-Racist Education (ABAR):** We provide additional summer staff development where staff members are given the opportunity to build trust, acquire knowledge, and align mindsets, not just in their respective content areas and grade levels, but also in the areas of race, equity, identity, bias, and power. We also ensure that students have cross-curricular opportunities to explore aspects

of their identity, the identity of others, as well as on how to think with a critical lens when encountering topics related to stereotypes, biases, power, and influence.

**Family and Community Programming:** We create multiple opportunities and entry points for families to participate in programming at various times of the day to facilitate relationship-building across families by sharing skills and interests, building community, and celebrating student achievements. Each trimester, students will have one culminating content area project or event that parents and community members will be invited to attend during the school day. We will also offer at least one afterschool or weekend family programming event per trimester in year one, and as we grow to serve 633 students, we will eventually offer three per trimester.

**Equitable Academic Instruction:** THRIVE's approach to equitable academics prioritizes the use of evidence-based practices that have been shown to drive academic achievement through innovative approaches to schedules, structures, and groupings to appropriately support and challenge students.

**STEAM Education:** We use STEAM, an integrated approach to learning, to help prime passions and build academic proficiency. This innovative approach helps students develop the critical thinking, collaboration, communication, and problem-solving skills needed for long-term success.

**Mastery Learning:** We implement a research-proven approach to teaching early literacy and numeracy skills, concepts, and background knowledge. This approach utilizes flexible small groups, which allows instruction to be modified to accommodate each student's pace of learning.

**Experiential Learning:** We ensure students are able to engage in experiential learning opportunities across all content areas to increase relevance, deepen conceptual knowledge and to provide students with multiple pathways to demonstrate mastery of content.

### **Innovative Approaches**

While our proposed model contains unique features, particularly when compared to current local options, THRIVE's innovation also exists in its approach to systems, structures, staff development, and instructional time. The four innovative approaches that have been identified and operationalized by our Founding Team are itemized below and explained in further detail in **Section I. A. (3) Uniqueness and Innovation**.

**#1: Teacher and Staff Development**

**#2: Three Small Schools**

**#3: Expanded Definition of Student Success**

**#4: 21st Century Calendar and Schedule**

In our proposed community, as well as across Santa Fe at large, there are no public K-8 models currently available with a stated or applied focus on SEL, Intentional Diversity, or STEAM Education, making THRIVE the first of its kind, not just in our proposed community but in the City of Santa Fe. Our Bonus Block (extended day), small group learning, and mastery learning, along with our expanded definition of student success inclusive of SEL competency development, makes THRIVE both innovative and reflective of what our community wants to see in a new K-8 public school option.



| Rating   | Expectations   |
|--|--|
| <input type="checkbox"/> Complete                          | A complete response must <ul style="list-style-type: none"><li>Describe the team's reasoning and purpose</li></ul> |
| <input type="checkbox"/> No Response                       | <i>This narrative will be rated for completion, not content</i>  |
| <div>[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]</div> |  |

**A. (3) UNIQUENESS AND INNOVATION**

Provide **clear evidence** demonstrating the **uniqueness, innovation**, and significant contribution of your educational program to public education in the geographic area in which you plan to serve. Ensure that the evidence establishes a compelling demand for the proposed school's educational program and that it is based on reliable research, effective practices, or demonstrated success in schools with diverse characteristics.

[THRIVE Community School's proposed model and educational program embodies five innovative approaches to systems, structures, staff development, and family and community engagement that truly reimagine the school experience. In collaboration with our community, THRIVE's Founding Team has also identified and operationalized three unique features that are each supported by several key programming components. The innovative approaches and unique features of THRIVE Community School offer a contrast to current public school programming options that exist at the K-8 level in the geographical area where we plan to locate (87505, 87507, or 87508) and our city as a whole. The features and approaches described below are also firmly rooted in evidence-based practices and reliable research that has taken place in communities, schools, and school districts with diverse characteristics similar to those of Santa Fe.

**Innovative Approaches**

At THRIVE, we reimagine specific aspects of the student, family, and staff member experience to ensure that our school is reflective of an education that (a) prepares students for success in the 21st century, (b) is responsive to family and community needs, and (c) is supportive of the infinite journey of being an excellent educator. These approaches were developed through specific consultation with community members of Santa Fe and a detailed examination of approaches being used nationally and in other parts of our state.

**Innovative Approach #1: Teacher and Staff Development**

At THRIVE, we understand that for student outcomes to shift in ways that create transformative change and increased opportunities for all students, the most important variable we can address is teacher effectiveness. Teacher effectiveness has consistently been identified as the most important school-based factor that influences the academic growth and proficiency of students. THRIVE staff members will participate in three weeks of summer professional development and two weeks of professional development built in throughout the school year for a total of 25 annual PD days. The following objectives are met through our extensive professional development:

**Investing in Priorities and Goals:** Each year we identify academic, cultural, and operational priorities. During summer months, we examine these priorities and goals and determine how we will collectively operate to ensure we bring our priorities to life and achieve our goals.

**Developing Content Area Expertise:** During summer development and throughout the school year, at key points our team continues building content knowledge. This time is professionally fulfilling and necessary for delivering on the academic promises of our mission. Development will be delivered by internal leaders and external leaders with expertise that matches our model.

**Aligning Mindsets and Beliefs:** As a community of education professionals, THRIVE works to ensure that we live our school values and align our mindsets and beliefs. This hard work takes time and must be nourished throughout the school year. THRIVE families will know that their children are coming to a school where a team of educators is ready to support their needs and cultivate their passions in an aligned manner within and across grade levels.

**Focused School Model Professional Development:** THRIVE's model consists of three unique features: (1) Social and Emotional Learning, (2) Intentional Diversity, and (3) Equitable Academics. These three areas drive large portions of our teacher development and are all rooted in a theme of teaching and leading for equity. Our model-related development begins with a kick-off of comprehensive race and equity development that continues throughout the school year. THRIVE's implementation of the RULER Approach (Recognize, Understand, Label, Express, Regulate) utilizes professional development time to ensure that teachers also have the time and space to reflect on and build their own emotional intelligence capacities before engaging in development related to our school-wide SEL framework. As we engage in content related to Mastery Learning, STEAM Education, and Experiential Learning, our approach stays rooted in equity and culturally relevant teaching.

#### **Innovation Approach #2: Three Small Schools**

During our community outreach process, one of the clearest pieces of feedback from parents and families across Santa Fe was a desire to see more accessible high-quality public school options that are smaller in size. In response to this feedback, THRIVE is proposing an innovative approach that will allow THRIVE to operate as three small schools within one larger school community. The three small schools will be structured to allow for students to have an experience that caters to the needs of students and families in a way that centers relationships, recognizes developmental needs, and allows for more effective and efficient communication with families. Each small school will have its own area of emphasis that is rooted in our overall model. Each school is described below:

**Primary School (Kindergarten - 2nd Grade):** This grade span builds strong foundations for long-term academic and social and emotional success by ensuring that students begin to develop a positive self-concept as learners and school community members on the path to building rock-solid academic foundations. We reimagine grade levels structures to create a three-year runway in literacy and mathematics, ensuring that all students leave second grade at or above grade level. In Primary School, SEL competencies, Mastery Learning, and hands-on learning opportunities through STEAM Education drive teaching, learning and scheduling priorities.

**Intermediate School (3rd - 5th Grade):** This grade span ensures that our students are developing into independent learners (versus dependent learners), confident in their abilities and identities and growing in their sense of self-awareness. Intermediate School students begin to develop deeper conceptual understanding, emerging self-awareness, and critical thinking skills through an increased instructional focus on content-based literacy, project-based learning, and applied emotional vocabulary. Our Intermediate School recognizes the importance of teacher content knowledge, so beginning in 3rd grade, students have content-specialist teachers for ELA, Mathematics, Science, and Social Studies.

**Middle School (6th Grade - 8th Grade):** This grade span ensures that students are poised for short-term success in high school and long-term success in life. Students have increased opportunities to demonstrate academic skills and knowledge and SEL competencies through more advanced applications of learning and with an emphasis on service and place-based experiences. In our Middle School, STEAM programming gives students additional meaningful and relevant learning experiences and our advisory model allows students to have small, teacher-led groups where planning, problem-solving, and goal-setting take place.

**Innovative Approach #3: Expanded Definition of Student Success**

THRIVE's expanded definition of student success is rooted in our mission and vision, guided by our values, and operationalized through the three unique features of our model, with clear metrics to determine success. It is also inclusive of our Mission-Specific Goals described in **Section I. B. Goals Mission-Specific Goals**. Our expanded definition of student success is organized into three categories aligned to the unique features of our proposed model. We have identified goals and metrics that we will use to ensure that THRIVE's definition of student success remains broad, inclusive, and forward thinking. Expanded definitions, goals, and metrics are described in **Figure 3**.

**Figure 3: Expanded Definition of Student Success**

| Student Success at THRIVE  | Social and Emotional Learning   | Intentional Diversity   | Academic Equity  |
|----------------------------|---|---|--|
| <b>Expanded Definition</b> | Students develop a positive self-concept and the social and emotional competencies needed to follow passions of their choice.                               | Students embrace their identity with pride, grow appreciation for community members' identities, understand systems of power and privilege, and actively apply an anti-bias/anti-racist lens to learning and relationships.       | Students have the academic skills, knowledge, and conceptual understandings needed to follow passions of their choice.   |
| <b>Goal Areas</b>          | #1: Student SEL Competency Development<br><br>#2: Internalizing and Externalizing Behaviors<br><br>#3: Practical Skills, Knowledge, and application         | #1: Staff diversity reflective of our student body.<br><br>#2: Enduring Understandings from Cross Curricular Anti-Bias Units of Study<br><br>#3: Academic and SEL Growth and Outcomes for Historically underserved Student Groups | #1: Overall Academic Proficiency<br><br>#2: Experiential Learning Outcomes<br><br>#3: Subgroup Performance   |
| <b>Metrics</b>             | #1: Panorama SEL Competency Ratings<br><br>#2: Student Risk Screening Scale & Student Internalizing Behavior Scale<br><br>#3: Performance-Based Assessments | #1: Demographic Profile Analysis (within 10% of overall district student demographics)<br><br>#2: Performance Tasks and Culminating Event Rubrics<br><br>#3: Academic Proficiency and Subgroup Performance                        | #1: New Mexico State Assessments<br><br>#2: Internally Developed Rubrics, Assessments, or Culminating Projects<br><br>#3: AimsWeb Plus Curriculum Based Measures |

**Innovative Approach #4: 21st Century Calendar and Schedule**

We believe that in order to properly execute our model, deliver on the promises of our mission, and prepare students for the 21st century, research-proven approaches to calendars and schedules must be used to boost student achievement, increase engagement and relevance, and reduce summer learning loss to ensure opportunity and achievement gaps are closed.

Well-respected national studies<sup>8</sup> have shown that extending the school day can boost achievement depending on how schools work to implement the extension of time. Research indicates that successful models utilize hands-on, experiential learning along with community partnerships to structure the additional time. (See **Section IV. C. Community Relationships** for a list of partners.) At THRIVE, through a combination of these understandings and community input, our schedule will include an additional instructional block of time known as our “Bonus Block” during which STEAM Labs will take place. STEAM Labs will give students the opportunity to extend their learning through science, technology, engineering and art using hands-on, experiential learning, four days per week, which extends the school day by one hour.

THRIVE is also taking an innovative approach to how we develop our school calendar for teachers and students. As previously named in **Innovative Approach #1**, we are investing heavily in teacher and staff development by starting each school year with three weeks of summer professional development and the equivalent of two weeks of development throughout the school year. The development days throughout the school year are scheduled strategically so that teachers are positioned to build skills and knowledge incrementally throughout the year to support our annual priorities and mission-aligned goals. Professional development days are scheduled in pairs when possible so that our professional community can have adequate time to engage in deeper learning and growth. Following our first year of operation, we will pursue other funding sources, including K-5+, to ensure that we are making more instructional time available to students in a way that matches their needs.

**Figure 4: Summary of Innovative Approaches**

| Areas of Focus |                     | Innovative Approaches Summary  |
|----------------|---------------------|--|
| #1             | Teacher Development | <ul style="list-style-type: none"> <li>• 3 weeks of summer teacher/staff development</li> <li>• 2 weeks of continued, intentional development through the school year</li> <li>• Focus areas for development include:               <ul style="list-style-type: none"> <li>○ Investing in priorities and goals</li> <li>○ Developing content area expertise</li> <li>○ Aligning Mindset and Beliefs</li> <li>○ Implementing Unique Features</li> </ul> </li> </ul> |
| #2             | Three Small Schools | <ul style="list-style-type: none"> <li>• Community feedback emphasized the need for new school options to be accessible and smaller in size.</li> <li>• THRIVE will bring feedback to life with three distinct schools united by a common mission, vision, and model.</li> </ul>   |

<sup>8</sup> Jodi Grant and Valerie Strauss, “What New Research on Extended School Day Says,” *The Washington Post*, April 19, 2012, [https://www.washingtonpost.com/blogs/answer-sheet/post/what-new-research-on-extended-school-day-says/2012/04/18/gIQAAnmV3RT\\_blog.html](https://www.washingtonpost.com/blogs/answer-sheet/post/what-new-research-on-extended-school-day-says/2012/04/18/gIQAAnmV3RT_blog.html).

|           |   |   |
|-----------|---|---|
|           |   | <ul style="list-style-type: none"> <li>○ Primary School (Kindergarten - 2nd Grade)</li> <li>○ Intermediate School (3rd Grade - 5th Grade)</li> <li>○ Middle School (6th - 8th Grade)</li> </ul>   |
| <b>#3</b> | <b>Expanded Definition of Student Success</b> | <ul style="list-style-type: none"> <li>● Creates a vision for student success that is inclusive of traditional academic outcomes, but also goes further.</li> <li>● Aligned to our mission, visions, values, and unique programtics features: <ul style="list-style-type: none"> <li>○ Social and Emotional Learning</li> <li>○ Intentional Diversity</li> <li>○ Academic Equity</li> </ul> </li> </ul>   |
| <b>#4</b> | <b>21st Century Calendar &amp; Schedule</b>   | <ul style="list-style-type: none"> <li>● School day extended by one hour to allow for our Bonus Block, where STEAM Labs occur</li> <li>● STEAM Labs create dedicated time for research supported, hands-on, experiential learning opportunities</li> <li>● School calendar structured to provide additional days of development for teachers before and during the school year.</li> <li>● School calendar structured to ten additional days of instruction for students to help reduce summer learning loss</li> </ul> |

### Unique Features

THRIVE's proposed model offers three unique features: (1) Social and Emotional Learning (SEL), (2) Intentional Diversity, and (3) Equitable Academic Instruction. These features align with our mission:

Our Mission: "THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice."

**Figure 5** provides an overview of the unique features of THRIVE's model. Each feature is explained below this figure in greater detail.

Figure 5: Overview of Unique Features of our Model

| Unique Feature 1: Social & Emotional Learning |                                       |                      |                                |
|---|---------------------------------------|----------------------|--------------------------------|
| Key Components                                | Evidence-Based SEL Curriculum (RULER) | Small Group Learning | Restorative Practices          |
|   |                                       |                      |                                |
| Unique Feature 2: Intentional Diversity       |                                       |                      |                                |
| Key Components                                | Coordinated Partnerships & Outreach   | ABAR Education       | Family & Community Programming |
|   |                                       |                      |                                |
| Unique Feature 3: Equitable Academics         |                                       |                      |                                |
| Key Components                                | STEAM Education                       | Mastery Learning     | Experiential Learning          |

**Unique Feature 1: Social and Emotional Learning:** THRIVE relies on current, validated research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) as well as other reputable applied practice organizations. The three key components of this unique feature are the RULER approach, small group learning, and restorative practices. Each component is explained below and a summary chart is provided after these details.

**RULER (Description):** RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions) is an approach to social and emotional learning that is used in grades PreK-12 and which was developed by the Yale Center for Emotional Intelligence. RULER is unique in that its approach to building emotional intelligence begins with a full year of training for leaders before teachers and staff engage in training. This training will take place during THRIVE's planning year, beginning in the fall of 2021. Teachers and staff are then prepared by building leaders to model key skills for students, and they are also supported with training that focuses on the creation of a supportive and healthy emotional climate for students. During the first year, teachers learn about the Anchors of Emotional Literacy, and then teach them to students. These anchors are four tools that support the process of establishing classroom norms, the ways in which students want to be treated and how they want to feel, build emotional awareness, assist with self-regulation, and promote the important skills of empathy and perspective-taking during and after conflict has occurred. Students learn how to use these tools across 16 lessons and then are integrated throughout the school day and at home extensions are also encouraged and supported with families. After year 1, THRIVE will utilize RULER's Feelings Words Curriculum. This curriculum's 16 units are focused on a specific feeling word. Each unit includes five 10- to 15-minute lessons delivered over a two-week period during morning meetings in grades K-5 and during advisory in grades 6-8. Each lesson has a varied focus for how students engage with the content: storytelling about personal experiences, connecting the feeling word to relevant academic content, teaching the skill to family members at home, and using the feeling word in performing or visual art activities.

**RULER (Evidence of Effectiveness) :** Through focus group feedback, THRIVE's Founding Team selected RULER as a comprehensive component of our SEL programming, and this decision was further informed by the extensive research conducted to support its use as well as Yale Center for



Emotional Intelligence’s commitment to diversity, equity, and inclusion.<sup>9</sup> Some of the summarized research on RULER, conducted in a diverse K-6 urban school, reported outcomes that include gains in adaptive skills, ELA achievement, improved emotion-focused interactions, support in the classroom, cooperative learning strategies, and positive classroom climate. Qualitative implementation experiences demonstrated teacher satisfaction levels at 4.12 out of 5, and student satisfaction levels at 3.88 out of 5.<sup>10</sup>

**Small Group Learning (Description):** THRIVE will utilize small group learning structures throughout our Primary (K-2), Intermediate (3-5), and Middle (6-8) small schools to help support aspects of our proposed model. Small group learning was identified as the top desired features in our school input survey, completed by 145 people. Over 83% of respondents identified it as a desired feature they would like to see incorporated into THRIVE’s model. Small group learning was further selected to ensure that students across all grade levels have student-to-teacher and student-to-student ratios that will help facilitate the growth of healthy and affirming relationships while also ensuring teaching can be tailored in a way that matches students’ skills and needs. Small group learning will have its greatest presence in grades K-2, where all math, differentiated literacy, and SEL introductory lessons will take place in teacher-led small groups. In grades 3-5, differentiated literacy, SEL introductory lessons, and components of math instruction will take place in small groups. Finally, in grades 6-8, differentiated literacy and morning and afternoon advisory, where aspects of social and emotional learning launch, will also use small group formats. As students move from primary to intermediate and then to middle school grade bands, small group learning transitions from more of a teacher-led approach, to more of a collaborative small group learning approach as students shift from dependent learners to independent learners.

**Small Group Learning (Evidence of Effectiveness):** Small group instruction, as well as the overall approach teachers take with student groups, can play a significant role on the effectiveness of reading instruction and the inclusion of students with disabilities. For academic instruction, particularly within the primary grades where small group instruction will be used the most, groups are fluid, so that students are always working on rigorous content that matches their zone of proximal development for foundational skills. Group membership can change from week to week or month to month, depending on their demonstrated rate of mastery, which offers a contrast to “ability groups” or “tracking” which have consistently been shown to be harmful to a student’s self-concept and academic outcomes. Our approach to small group instruction is rooted in the research findings demonstrating that this structure provides increased opportunities for students to express what they know and to receive higher rates of adjusting and affirming feedback from peers and teachers. Two different meta-analyses, one focused on typical learners and one on students with special needs, show extremely high effective sizes for students who were taught in small groups. These findings demonstrate that students in small groups learn significantly more than peers taught in larger, more traditional group sizes.<sup>11</sup> The THRIVE Founding Team has also elevated the

<sup>9</sup> Yale Center for Emotional Intelligence, “Commitment to Diversity, Equity, Inclusion (DEI) in YCEI Research,” <https://www.ycei.org/commitment-to-dei-in-research>.

<sup>10</sup> Stephanie Jones et al., “Navigating SEL From the Inside Out, Looking Inside & Across 25 Leading SEL Programs: A Practical Resource for School and OST Providers,” *Harvard Graduate School of Education*, p.151 (March 2017), <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>.

<sup>11</sup> Sharon Vaughn et al., “Grouping Students Who Struggle with Reading,” LD Online, <http://www.ldonline.org/article/203>. Adapted and excerpted from *Instructional Grouping for Reading for Students with LD: Implications for Practice. Intervention in School and Clinic*, January 2001, Vol 36, No. 3. (pp.131-137).

role of small group instruction to support our mission and associated student outcomes related to social and emotional learning and the development of a positive self-concept in our students. Research has consistently shown that the use of small group instruction in the classroom setting can positively impact student self-concept as well as academic achievement.<sup>12</sup>

**Restorative Practices (Description):** THRIVE will focus on the use of restorative practices that ensures students have an opportunity to heal harm done as a result of conflict. Restorative justice protocol allows students to learn and use the skills for living peacefully. Students in the earliest grades begin restorative practice skill building by first developing a sense of empathy. Then, students build deeper friendships and begin understanding group dynamic, negotiation, and mediation through listening, trusting, and speaking from the heart. The next step for students is starting peacemaking circles, then moving into restorative conversations, and finally learning the process of facilitating meetings for peers.<sup>13</sup> The focus on relationship-building and harm repair allows all individuals (students and staff) to have a structure for resolving conflict in a non-violent way, and provides a safe space that restores the dignity of all members of those involved in conflict.

**Restorative Practices (Evidence of Effectiveness):** When students learn restorative justice techniques, they develop greater empathy and better social skills. Focusing on restorative practices that improve student and staff relationships increases school safety, decreases instances of bullying and confrontation, reduces suspension rates, connects students more deeply to the school community, improves students' sense of belonging, and improves attendance.<sup>14</sup>

**Unique Feature #2: Intentional Diversity:** THRIVE's focus on intentional diversity is rooted in the belief that students from different backgrounds should have more opportunities to learn with and from one another in the school setting. Patterns of housing segregation, school zone boundaries, and a lack of school choice have all directly impacted the socialized experiences students in Santa Fe have in public schools. We believe that intentional steps should be taken to reduce the segregated nature of many of our schools, locally and nationally. The benefits of attending a diverse school have been well documented for 50+ years. The documented academic benefits of attending a diverse school include stronger test scores, increased rates of college attendance, and enhanced critical thinking skills for all students.<sup>15</sup> There are social capital benefits for students who attend diverse schools, including opportunities to form more diverse social networks. There are societal benefits for our communities when students have the opportunity to attend school with peers from different racial, cultural, or linguistic backgrounds. These benefits include a greater appreciation, tolerance, and understanding for individuals with contrasting identities, as well as reduced racial bias and greater commitment to create a more socially just society. Our school vision states that "We prepare students to see the world through multiple lenses," and we know that a diverse school environment is necessary to do so.

<sup>12</sup>The Free Library. S.v "Cooperative small-group instruction combined with advanced organizers and their relationship to self-concept and social studies achievement of elementary school students," Retrieved March 10, 2021 from <https://www.thefreelibrary.com/Cooperative+small-group+instruction+combined+with+advanced+organizers...-a0112686162>.

<sup>13</sup> Tom Cavanaugh, "Focusing on Relationships Creates Safety in Schools," University of Waikato, New Zealand, (2007), [https://www.nzcer.org.nz/system/files/journals/set/downloads/set2007\\_1\\_031\\_0.pdf](https://www.nzcer.org.nz/system/files/journals/set/downloads/set2007_1_031_0.pdf).

<sup>14</sup> Catherine Augustine, et al., "Can Restorative Practices Improve School Culture and Curb Suspensions?" The Rand Corporation, Retrieved on March 10, 2021 from [https://www.rand.org/pubs/research\\_reports/RR2840.html](https://www.rand.org/pubs/research_reports/RR2840.html).

<sup>15</sup> Diverse Charter Schools Coalition, <https://diversecharters.org/what-we-do/#support>.

This focus comes to life in three specific ways: (1) how we connect and collaborate with our community; (2) the steps we take to be an inclusive, perspective-building organization; and (3) the ways in which we bring together families and community members from different backgrounds.

**Coordinated Partnerships and Outreach (Description):** THRIVE's Founding Team is committed to ensuring that we are an inclusive and accessible public school option for all students and families in Santa Fe. Throughout our school design process, we worked to develop intentional partnerships with wide-reaching, community-based organizations who serve historically marginalized members of our community. Examples of these organizations along with letters of support are listed in **Section IV. Evidence of Support** and **Attachment Q**. Our initial and continuing priority will be to ensure that there was equity in voices contributing to our design and implementation process.

- THRIVE will continue to expand our partner organizations to ensure that access to information is not a barrier to entering the lottery and seeking enrollment. We will intentionally distribute linguistically accessible information about our school and will engage in direct student recruitment efforts in an equitable manner across all parts of the city to connect directly with parents and families. Organizations committed to supporting our efforts include non-profit organizations that work directly with students and families (i.e., Boys and Girls Club Santa Fe/Del Norte) and early childhood centers (i.e., Kids Campus Child Development Center).
- If authorized, THRIVE will establish formal partnerships for school-based and wrap-around services. We will rely on a growing list of informal partnerships with community leaders and organizations to ensure our community is represented in our school and to ensure our school is represented in our community. These partners are mission-aligned organizations that will be able to provide additional learning opportunities before, during, and after the school. (See **Section IV. C. Community Relationships.**)

**Coordinated Partnerships and Outreach (Evidence of Effectiveness):** THRIVE's approach to coordinated partnerships and outreach efforts follow recommendations from the National Association of School Psychologists (NASP). Best practices in School-Community Partnerships, published by NASP, guides our approach to our school-linked and school based-partnerships. Our school-linked partnerships model will represent the linking of services between schools and organizations, services, and community programs that are delivered externally. THRIVE's school-based partnerships model will incorporate relevant services within the physical structure of our school, space permitting, as we grow to full size.<sup>16</sup> Examples of these organizations include Boys and Girls Club of Santa Fe/Del Norte, Girls Inc. of Santa Fe, and Cooking with kids, among others. The benefits of school-community partnerships have long provided demonstrated benefits for students, families, schools, and the local community.<sup>17</sup> Student benefits include improved academic achievement and increased access to mental health services. These partnerships are also shown to lead to greater parental involvement and overall improved family functioning.<sup>18</sup> These outcomes, and a host of others, are aligned to the promise of our mission. THRIVE's founders believe in the power of community-school partnerships, and following NASP's recommendations,

<sup>16</sup> J. Eagle and Shannon E. Dowd-Eagles, *Best Practices in School Psychology VI, System-Level Services*, Chapter 14, pg 199.

<sup>17</sup> Coalition for Community Schools, 2003; Dryfoos et al., 2005.

<sup>18</sup> J. Eagle and Shannon E. Dowd-Eagles, *Best Practices in School Psychology VI, System-Level Services*, Chapter 14, pg 200.

in collaboration with our partners, we can increase access for students by removing barriers as we work to achieve common objectives for our community.

**Anti-Bias/Anti-Racist (ABAR) Education (Description):** As an intentionally diverse school, we will uphold our commitment to providing all of our students an education rooted in anti-bias and anti-racist perspectives. With a critically conscious lens, students will be better equipped to follow their passions in a way that uplifts and affirms others. To ensure that this happens, during our summer staff development, team members are given the opportunity to build trust, acquire knowledge, and align mindsets, not just in their respective content areas and grade levels, but also the areas of race, equity, identity, bias, and power and how each of these impacts the world of education. None of this work is done in isolation. Throughout the school year, during a portion of the 10 professional development days built into our calendar for year one, THRIVE staff members are able to return to these topics to continue building, growing, and taking steps forward personally and professionally. Our student-focused efforts are also executed in an integrated fashion by ensuring that students have cross curricular opportunities to explore aspects of their identity, the identity of others, as well as how to think with a critical lens when encountering topics related to stereotypes, biases, power, and influence. The majority of these units of study will be incorporated into our internally developed social studies units, and will be strategically embedded in SEL, ELA, math, science, and enrichment courses, depending on the grade level and topic of study. Finally, we want all of our students to be proud of the knowledge, confidence, and unique perspectives they will be developing through this work; therefore, all ABAR units will end with a culminating event to which families and community members are invited to see student learning in action.

**Anti-Bias/Anti-Racist (ABAR) Education (Evidence of Effectiveness):** The urgency for schools to incorporate ABAR education approaches is clear and supported by research. While dialogue has increased precipitously in recent years around racial justice and other equity-focused issues and the role schools play in this work, the need for a strategic approach to this work has been clear for some time.<sup>19</sup> Racism, prejudice, and discrimination experienced by students can lead students to reject membership within their own identity groups, identify with dominant/oppressive groups, develop a poor self-concept and feelings of worthlessness, form prejudices against other marginalized groups, achieve poorly in school, not finish high school, and hold low aspirations for the future.<sup>20</sup> Because the impact of racism, prejudice, and discrimination has significant impacts on student academic and mental health outcomes, THRIVE will take every step necessary to ensure that our systems, structures, and practices align with evidence-based and culturally responsive practices in schools. Following recommendations from a number of trusted organizations, including the National Association of School Psychologists (NASP), THRIVE will use the following six research-based recommendations from NASP to inform our approach to ABAR education:

1. Discuss racism, prejudice, and discrimination with students of all ages.
2. Develop programs that promote self-respect and respect for others.
3. Employ curriculum that gives students opportunity to explore issues of self-identity.
4. Take an active role in teaching students tolerance, pluralistic values, cultural competence, cooperative learning, and conflict resolution.

<sup>19</sup> National Research Council, "Minority students in special and gifted education," (M.S. Donovan & C. T. Cross, Eds.). Washington DC: National Academy Press. Parks, S. (1999). "Reducing the effects of racism in schools," *Educational Leadership* (2002) 56(6), 14-18.

<sup>20</sup> S.O. Utsey et al., "Racial Discrimination, Coping, Life Satisfaction, and Self-Esteem among AfricanAmericans," *Journal of Counseling and Development*, 78(1), (2000) 72-80.

5. Promote policies to establish and maintain racial, cultural, and linguistic diversity among school personnel.
6. Provide students with opportunities to learn about culturally, ethnically, and linguistically diverse groups.

**Family and Community Programming (Description):** THRIVE's guiding principle #6 recognizes that our students' families are their first teachers and our most valuable partners. With this guiding principle in mind, we create multiple opportunities and entry points for families to participate in programming at various times of the day, and at different points of the year. Our commitment to being an intentionally diverse school community means that we will work to facilitate relationship-building across families, creating opportunities for families to share skills, passions, and interests. We create intentional opportunities to build community and celebrate student success. Structural components of this programming, which will grow as our school grows, are described below:

- **Community Building Events:** These events focus on bringing families together across lines of difference to engage in topics of interest. The make-up of these groups is intentional and these groups and each "event" will consist of 3-4 gatherings to ensure that families have more than a single opportunity to develop connections. These events will be expanded as the school grows out, and will include events such as: Family Art Night, Cooking Class, Family Sports Night, Family Led Learning Opportunities, Planned Play Dates, and Welcome Back Barbeque.
- **Workshops, Book Clubs, and Movie Discussions:** THRIVE will strive to be a learning hub, not just for students and staff members, but also for families and community members. We will offer workshops, book clubs, and article discussions relevant to our community's needs, interests, and identities. Topics will include, but not be limited to: financial literacy, anti-bias training, race and equity, school to home connections, health and fitness, and digital literacy.
- **Academic and Cultural Culminating Project Events:** Three to four times per year, students will have the opportunity to showcase their learning through culminating project events. These events will highlight the learning and perspective that has been developed through units of study rooted in topics related to identity, emotions, stereotypes, biases, power, and influence. Students will also have the opportunity to participate in student-led conferences that are a celebration of progress towards annual academic and social goals.

**Family and Community Programming (Evidence of Effectiveness):** At the heart of THRIVE's family and community programming is the understanding that in order for students to truly thrive, families and schools must enter into meaningful partnerships that are not specifically about events, but rather about collaborative efforts that are relationship-based and focused on enhancing students' academic, social, and emotional development. Significant empirical evidence exists to support our philosophy and approach. Robust family engagement leads to enhanced academic performance, improved behavior in the school and home, and improved parent-teacher relationships. THRIVE's approach to how we partner with families and community members, described above, follows the research recommendations that programming be embedded within other school-wide frameworks to increase impact in a sustainable way.<sup>21</sup>

<sup>21</sup> Andrew S. Garbacz and Laura Lee McIntyre, *Best Practices in School Psychology, VI, System-Level Services*, Chapter 31, (2014) pg 455.

**Unique Feature #3: Equitable Academics:** THRIVE's approach to equitable academics is predicated upon the rallying cry from our community that schools must take bold steps to address the underlying equity issues that have long resulted in outcomes characterized by significant performance disparities, overall underachievement, and limited opportunity. THRIVE will address underlying equity issues by following our key components which have been vetted and shaped during our community outreach process and focus groups.

The three key components of our approach to equitable academics are Mastery Learning, STEAM Education, and Experiential Learning. These three key components position students to build strong academic foundations and develop transferable critical thinking and problem-solving skills in a collaborative, hands-on manner. When implemented with fidelity, research has shown that these three key components can dramatically improve academic outcomes for students while also supporting the development of a positive self-concept, both of which are aspects of THRIVE's mission.

**STEAM Education (Description):** THRIVE's mission concludes with the promise of ensuring that all students are able to follow paths of their choice. To deliver on this promise in the 21st century, we believe that well-executed STEAM education is a necessity. We use the definition for STEAM Education developed by the Education Commission for the States: "an approach to teaching in which students demonstrate critical thinking and creative problem-solving at the intersection of science, technology, engineering, arts, and math."<sup>22</sup> Our approach is flexible and aligned with appropriate academic standards, including New Mexico STEM Ready! Science Standards and the New Mexico Common Core State Standards. Throughout the school day, students engage in project-based learning units in social studies and science primarily, but also during select ELA and math units. These project-based units incorporate two or more cross-curricular standards, which allows students to engage in learning that requires creativity and analytical thought, setting students up to be life-long, innovative problem-solvers. To underscore the importance of STEAM Education, our extended day allows students to have a 45-minute STEAM Lab during which they are able to further integrate their learning in a cross-curricular fashion, and with a heavy emphasis on hands-on/experiential learning opportunities. During STEAM Labs, students engage in units of study that extend science learning through additional application, allowing students to integrate aspects of their learning through art, technology, and engineering projects.

**STEAM Education (Evidence of Effectiveness):** THRIVE's founders are confident that the incorporation of STEAM education as a component of our approach to Equitable Academics will allow us to deliver on the promises of our mission due to the large body of research that exists to support this approach. A recent review of research literature examining STEAM experiences for students shows that the impact on student learning has been effective for students in both affective and cognitive learning, with greater impacts noted with affective learning.<sup>23</sup> Through an examination of college students, research also shows that STEAM experiences in early grades can lead to long-term impacts. This speaks directly to THRIVE's intention as well as the feedback we have collected from community members: students must have more meaningful STEAM learning

<sup>22</sup> Mary Dell'Erba, "Preparing Students for Learning, Work and Life Through STEAM Education," Education Commission of the States, September 4, 2019, <https://www.ecs.org/preparing-students-for-learning-work-and-life-through-steam-education/>.

<sup>23</sup> NH Kang, "A Review of the Effect of Integrated STEM or STEAM (Science, Technology, Engineering, Arts, and Mathematics) Education in South Korea." *Asia Pac. Sci. Educ.* 5, 6 (2019), <https://doi.org/10.1186/s41029-019-0034-y>.



experiences from their earliest days of school in order to prepare them for success as passionate, literate adults in a highly technology-based world.

**Mastery Learning (Description):** THRIVE's approach to Mastery Learning centers on the belief that mastery of critical foundational skills, knowledge, and concepts is necessary for long-term academic success. The task of remediating weak foundational math and reading skills is challenging, time-intensive, and costly for schools. By ensuring students leave second grade having mastered the majority of early literacy and numeracy skills and concepts, in subsequent grades, teaching and learning can push students beyond grade level proficiency and allow for an expanded focus on hands-on, experiential learning opportunities. Excellent teacher training and coaching, high-quality curriculum, and effective teaching methods define THRIVE's approach curriculum and instruction. Mastery Learning at THRIVE, a key component of our approach to equitable academics, is also widely known as the Direct Instruction (DI) teaching methodology developed by Sigfried Engleman and colleagues.<sup>24</sup> This teaching model emphasizes well-developed and carefully sequenced lessons designed around small learning increments and clearly defined and prescribed teaching tasks. Because students are always working in small groups within their zone of proximal development, they are appropriately challenged, supported, and affirmed, which contributes to the development of a positive self-concept as a learner - a key piece of our mission. The pace, intensity, and frequency of instruction is always set up to ensure every student has a three-year runway to foundational skill mastery by the end of second grade. In middle school, for intervention purposes, students are positioned to make approximately two years of growth, with the next layer of skills developing rapidly.

DI is based on the belief that clear instruction and eliminating misinterpretations greatly accelerates learning for all students. There are four main reasons why DI ensures that students learn faster and more efficiently than other instructional techniques.

1. Students are placed in instruction at their skill level within small groups, ensuring that students spend more instructional time in their Zone Proximal of Development (ZPD).
2. The program's structure is designed to ensure content mastery. Skills are introduced gradually, and enough practice is provided for mastery to occur. Instructional details are controlled to ensure that students' learning experiences are efficient and clear.
3. Instruction is modified to accommodate each student's rate of learning. Students are retaught or accelerated at the rate at which they learn, allowing all students to acquire critical skills that won't leave them behind or hold them back.
4. Programs have been field tested, revised, and scientifically validated before being published. This allows schools to build trust with families. Schools can promise results to families and know that these programs have already been proven to work. There is no experimentation.

**Mastery Learning (Evidence of Effectiveness):** Over 40 years of research has shown that DI dramatically increases the academic performance and self-concept of students of all backgrounds.<sup>25</sup> These instructional methods and programs, developed in the 1970s, have been

<sup>24</sup> National Institute for Direct Instruction, "Basic Philosophy of Direct Instruction (DI)," <https://www.nifdi.org/what-is-di/basic-philosophy.html>.

<sup>25</sup> Douglas Carnine, "Why Education Experts Resist Effective Practices (And What It Would Take to Make Education More Like Medicine)," Thomas B Fordham Foundation, April 2000, <https://www.wrightslaw.com/info/teach.profession.carnine.pdf>.



revised and updated to align with newer research findings and the rigor expected from the Common Core state standards. In 2018, a meta-analysis of a half-century of research on the effectiveness of DI curricula was published. One key finding shows that the use of DI teaching methods and programs can substantially reduce current achievement disparities between sociodemographic groups.<sup>26</sup> DI instructional methods and programs are widely used throughout the country, including here in New Mexico. One local example of the power of DI teaching methods and programs is Pinon Elementary School in Santa Fe. Pinon uses DI teaching methods and programs and was recently recognized as a National Blue Ribbon School for 2020, particularly for closing the achievement gap by significantly reducing disparities in academic outcomes.<sup>27</sup> Pinon's student demographics closely mirror those of the district overall (81% of students identify as Hispanic, 62% identify as economically disadvantaged, and 23% are English Language Learners). This is notable because the only other schools that are matching Pinon's academic performance have much higher concentrations of white students, with far fewer students who identify as economically disadvantaged.<sup>28</sup>

**Experiential Learning/Project-Based Learning (Description):** Experiential Learning (EL) means learning by doing, and develops students' mindsets using two strategies: belonging and relationships and highly active pedagogy in the classroom centered around student discussion, activities, unit projects, and student self-assessments.<sup>29</sup> Experiential learning is an extension of what is traditionally known as project- or place-based learning but is an intentionally reflective and teamwork-driven approach to experiments, activities, and projects, and many times includes community-based or service learning components. Students demonstrate critical thinking skills, academic courage, emotional resilience, and a desire and capacity to contribute to real change that improves their community and the greater world. Experiential learning is learning by doing, and it is deepened by a focused and facilitated student reflection component. This helps students and teachers ensure core academic content and skills are learned from the lesson or unit of study, guiding questions or themes, and also ensures that character traits and values have also been deeply explored. There are four parts to experiential learning:<sup>30</sup>

1. Learning of core academic knowledge and skills
2. Hands-on experiences, experiments, or projects for application of the learning
3. Abstract conceptualization (or, making sense of events, processes, or relationships, and their connections to unit themes and guiding questions)
4. Teacher-facilitated observation and reflection that also include a component of character and values reflections

<sup>26</sup> Jean Stockard et al., "The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research," *Review of Educational Research* Month, 52, no.10 (2018) 1-29: DOI: 10.3102/0034654317751919.

<sup>27</sup> James Barron, "Santa Fe's Pinon Elementary Wins Nationwide Recognition," *The Santa Fe New Mexican*, September 24, 2020, [https://www.santafenewmexican.com/news/education/santa-fe-s-pi-on-elementary-wins-nationwide-recognition/article\\_5111de32-fea1-11ea-be8e-93b3568d322f.html](https://www.santafenewmexican.com/news/education/santa-fe-s-pi-on-elementary-wins-nationwide-recognition/article_5111de32-fea1-11ea-be8e-93b3568d322f.html).

<sup>28</sup> Santa Fe Public Schools, "Enrollment and Demographic Information," <https://www.sfps.info/cms/One.aspx?portalId=115105&pageId=1779589>.

<sup>29</sup> Paul Tough, "How Kids Really Succeed," *The Atlantic*, 317, #5, June 2016, 56-66, summarized in "Marshall Memo," 638.

<sup>30</sup> Taylor Hausberg, et al., "Getting Started with Experiential Learning: Learning by Doing," *Edutopia*, April 2019, <https://www.edutopia.org/article/getting-started-experiential-learning>.

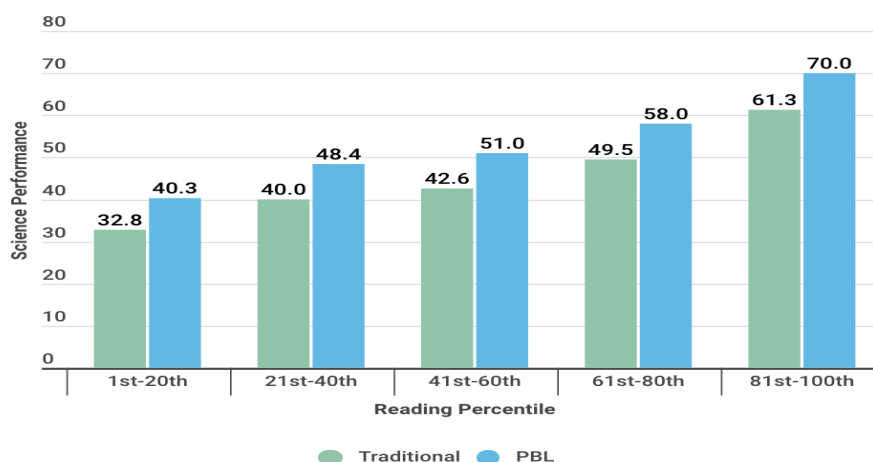
**Experiential/Project-Based Learning (Evidence of Effectiveness):** Experiential learning is an effective strategy for all students and out-performs traditional curriculum across grade levels as well as racial and socioeconomic groups. Therefore, it is a powerful lever for increasing student learning and equitable outcomes. Experiential learning targets students' sense of belonging to an academic community and the work they are doing in class because students can see and experience the value their effort has to their "crew" or team. According to Lucas Education Research in a fourth study conducted by Stanford University, sixth grade students performed higher on state assessment in math and ELA compared to students not using a project-based, experiential learning curriculum. According to Linda Darling-Hammond, president of the California State Board of Education and Professor of Education at Stanford University, the practices in experiential, project-based learning classrooms "boost the engagement and achievement of historically underserved students, including English Language Learners."<sup>31</sup> Elementary students in EL/PBL classrooms outperformed their peers across socioeconomic class and all reading level abilities. "Both struggling readers and highly proficient readers outperformed their counterparts in traditional classrooms."<sup>32</sup>

<sup>31</sup> Lucas Educational Research, George Lucas Educational Research Foundation, "Project-Based Learning Improves Student Performance Significantly According to Breakthrough Research," February 2021, <https://www.lucasedresearch.org/press/press-release-2/>.

<sup>32</sup> Youki Terada, "New Research Makes a Powerful Case for PBL: Two new gold-standard studies provide compelling evidence that project-based learning is an effective strategy for all students -- including historically marginalized ones," *Edutopia*, February 2021, <https://www.edutopia.org/article/new-research-makes-powerful-case-pbl>.

**Figure 6: PBL Boost Science Learning -- Even Across Reading Levels****PBL Boosts Science Learning—Even Across Reading Levels**

In a new study of 2,371 third-grade students, PBL raised average science test scores. Looking more closely, the data revealed that students at all reading levels outperformed their counterparts in traditional classrooms.



Source: Krajcik et al., 2020

33

**Significant Contribution and Local Context**

In the City of Santa Fe, our geographical area, there are currently 22 schools serving students in grades K- 8 within the Santa Fe Public Schools district. There is one state-authorized K-8 charter school, and four campuses serving grades 7 and 8 within combined middle school and high schools. THRIVE's proposed K-8 model will offer a significant contribution to our geographic community. THRIVE will be the only school with a state focus on Social and Emotional Learning and Intentional Diversity, and the only school at the K-6 level with a specific focus on STEAM Education and Experiential Learning, thus making THRIVE the first of its kind in our proposed community and in Santa Fe. The approaches and features offered by THRIVE Community School significantly contribute to the educational offerings in our area by expanding choice and increasing options for families of Santa Fe that are unique and innovative without taking away from or duplicating what existing schools currently offer.

**Significant Contribution to Geographical Area**

Santa Fe currently has no K-8 public models with a stated or applied focus on SEL, Intentional Diversity, or STEAM Education, making THRIVE the first of its kind in our city. Our four Innovative Approaches of (1) Teacher and Staff Development, (2) Three Small Schools, (3) Expanded Definition of Student Success, and (4) 21st Century Calendar and Schedule, as well as our three Unique Features of (1) Social and Emotional Learning, (2) Intentional Diversity, and (3) Equitable Academics make THRIVE both innovative and reflective of our community's demonstrated need. Our team recognizes that our approach is unique given our local context; however, we firmly believe that innovation exists not just in our approach, but also in our ability to execute. THRIVE's Innovative Approaches and Unique Features will offer a significant contribution to our community, particularly when contrasted with other public offerings at the local level. Below, each of our Innovative Approaches and Unique Features are

<sup>33</sup>Joseph Krajcik et al., "Assessing the Effect of Project-Based Learning on Science Learning in Elementary Schools Technical Report," *Multiple Literacies in Project-Based Learning*, pg. 40, <https://mlpbl.open3d.science/techreport>. New Mexico Public Education Commission, approved January 15, 2021

presented with a focus on our local context, demonstrating the contribution THRIVE will be able to make to our local public education environment.

#### Needs of Our Community: Feedback from Outreach Activities

As of May 29, 2021, THRIVE's Founding Team has examined the needs of our community through community outreach meetings, focus groups, and survey methods. We have participated in 200 conversations with community members, leaders, parents, families, and educators across the City of Santa Fe. These conversations include representation from 70 different organizations, including non-profits, social service agencies, and early childhood programs. To date, outreach meetings and survey results have identified there are four common themes related to the needs and desires of our community related to education offerings:

- 1. More Choice:** Current systems offered by our local district that expand school choice for families are limited and difficult to navigate. The interzone transfer process offered by Santa Fe Public Schools does not offer transportation or before and aftercare services. The one K-8 charter school option in our area is located in a geographic area that is removed from where the majority of students and families reside.
- 2. Greater Focus on Social and Emotional Well-Being:** Parents, families, and community members recognize that our schools can and must do more to support the holistic development of students by expanding social and emotional supports.
- 3. Economically and Racially Integrated Schools:** Community member feedback demonstrates a keen awareness that many of our schools reflect the racial and economic housing segregation that exists within our city. Additionally, there is an understanding that resources are not distributed in an equitable way, resulting in persisting gaps in academic and social outcomes.
- 4. Dramatically Improved Academic Outcomes:** Our community recognizes the hard work of our local educators and leaders. At the same time, there is a clear directive from our community for schools to take new approaches to deliver better academic results for all students in a quicker manner than is currently being demonstrated across our city.

#### Needs of Our Community: Academic Performance

The academic needs of students in our community are clear. The data examined below, all retrieved from the Public Education Department's New Mexico Vistas website as well as from Santa Fe Public Schools' website, highlight the disparities in outcomes that exist across our local community. **Figure 7** presents proficiency data from 2018 for students in Santa Fe Public Schools as compared to that from students across the state for the same school year. Any cell shaded in red indicates performance below the average of all students.

**Figure 7: Subgroup Proficiency Data for K-8 SFSP Students and State Averages<sup>34</sup>**

| Reading -<br>Average % Proficient | Average of All<br>Students | Caucasian | African<br>American | Hispanic | Asian/Pacific<br>Islander | American<br>Indian/Alaska<br>Native | Economically<br>Disadvantaged | Students with<br>Disabilities | English<br>Language<br>Learners |
|-----------------------------------|----------------------------|-----------|---------------------|----------|---------------------------|-------------------------------------|-------------------------------|-------------------------------|---------------------------------|
| Santa Fe Public Schools           | 32%                        | 60%       | 29%                 | 26%      | 62%                       | 28%                                 | 23%                           | 12%                           | 14%                             |
| New Mexico                        | 34%                        | 49%       | 30%                 | 30%      | 60%                       | 24%                                 | 28%                           | 12%                           | 15%                             |
| Math -<br>Average % Proficient    | Average of All<br>Students | Caucasian | African<br>American | Hispanic | Asian/Pacific<br>Islander | American<br>Indian/Alaska<br>Native | Economically<br>Disadvantaged | Students with<br>Disabilities | English<br>Language<br>Learners |
| Santa Fe Public Schools           | 18%                        | 43%       | 11%                 | 13%      | 51%                       | 14%                                 | 11%                           | 8%                            | 14%                             |
| New Mexico                        | 21%                        | 49%       | 14%                 | 17%      | 51%                       | 11%                                 | 16%                           | 8%                            | 8%                              |
| Science -<br>Average % Proficient | Average of All<br>Students | Caucasian | African<br>American | Hispanic | Asian/Pacific<br>Islander | American<br>Indian/Alaska<br>Native | Economically<br>Disadvantaged | Students with<br>Disabilities | English<br>Language<br>Learners |
| Santa Fe Public Schools           | 30%                        | 65%       | 20%                 | 24%      | 57%                       | 28%                                 | 20%                           | 15%                           | 9%                              |
| New Mexico                        | 40%                        | 61%       | 20%                 | 34%      | 63%                       | 63%                                 | 32%                           | 15%                           | 32%                             |

In Santa Fe Public Schools, and across the State of New Mexico, the average proficiency rates for subgroups identified in the Yazzie and Martinez Consolidated Lawsuit (socioeconomically disadvantaged children, English learners, Native American students, and Students with Disabilities) are below averages for all students. In some cases, this gap is ten or more percentage points below such averages. When comparing proficiency rates of these subgroups to the highest performing subgroups (Caucasian Students and Asian/Pacific Islander Students), the gap is two to three times as large.

**Figure 8** shows similar average trends in student proficiency rates for schools in our target communities (87507, 87507, 87508) where THRIVE will potentially locate. For subgroups where no data is reported, it means that the number of students with data was too small to be able to report average performance in a reliable manner. In reading, only one school, Pinon Elementary, exceeds state and district performance averages. It is also the only campus where Hispanic and Economically Disadvantaged students are exceeding average performance across the district. On all other campuses, there are clear disparities in performance for Hispanic students, Black students, Indian students, Economically Disadvantaged students, Students with Disabilities, and English Language Learners. In math, three schools exceed the state's average performance and four schools exceed the district's average performance. There are fourteen campuses serving students in grades K-8 and eleven of these report subgroup performance below overall district averages for Hispanic students, Black students, Indian students, Economically Disadvantaged students, Students with Disabilities, and English Language Learners. In science, four schools exceed the average performance across the district, and two exceed performance across the state. Similar to reading and math, disparities in achievement exist across student groups as evidenced in **Figure 8**. All of this data speaks to the need for increased focus on providing more equitable learning opportunities for Hispanic students, Black students, Indian students, Economically Disadvantaged students, Students with Disabilities, and English Language Learners, while also speaking to the need for improved opportunity and outcomes for all students.

<sup>34</sup> <https://newmexicoschools.com/>

**Figure 8: Average Proficiency and Subgroup Representation for Schools in 87505, 87507, and 87508 Zip Codes<sup>35</sup>**

| Reading - Average % Proficient | Zip Code | All Students | Caucasian | Black, African American | Hispanic | Asian, Pacific Islander | American Indian, Alaska Native | Econ. Disadvantaged | Students with Disabilities | English Language Learners |
|--------------------------------|----------|--------------|-----------|-------------------------|----------|-------------------------|--------------------------------|---------------------|----------------------------|---------------------------|
| Pinon Elementary               | 87507    | 47%          | 59%       | -                       | 44%      | 57%                     | -                              | 38%                 | 21%                        | 23%                       |
| New Mexico                     |          | 34%          | 49%       | 30%                     | 30%      | 60%                     | 24%                            | 28%                 | 12%                        | 15%                       |
| Amy Biehl                      | 87508    | 32%          | 69%       | -                       | 25%      | -                       | 29%                            | 24%                 | 10%                        | 21%                       |
| EJ Martinez                    | 87505    | 32%          | 48%       | -                       | 27%      | -                       | -                              | 27%                 | 18%                        | 26%                       |
| Santa Fe Public Schools        |          | 32%          | 60%       | 29%                     | 26%      | 62%                     | 28%                            | 23%                 | 12%                        | 14%                       |
| Nava Elementary                | 87505    | 26%          | 54%       | -                       | 22%      | -                       | -                              | 26%                 | 11%                        | 7%                        |
| Cesar Chavez                   | 87505    | 23%          | -         | -                       | 23%      | -                       | -                              | 23%                 | 20%                        | 19%                       |
| Chaparral                      | 87507    | 22%          | 36%       | -                       | 20%      | -                       | -                              | 14%                 | 5%                         | 10%                       |
| Sweeney                        | 87507    | 22%          | -         | -                       | 21%      | -                       | -                              | 22%                 | 10%                        | 19%                       |
| Milagro Middle School          | 87505    | 21%          | 40%       | -                       | 19%      | -                       | 20%                            | 16%                 | 3%                         | 5%                        |
| Nina Otero Community School    | 87507    | 21%          | 29%       | -                       | 19%      | -                       | 28%                            | 21%                 | 13%                        | 9%                        |
| Kearny                         | 87507    | 20%          | 24%       | -                       | 19%      | -                       | -                              | 20%                 | 10%                        | 10%                       |
| Ramirez Thomas                 | 87507    | 20%          | -         | -                       | 20%      | -                       | -                              | 20%                 | 21%                        | 16%                       |
| Salazar Elementary             | 87505    | 20%          | -         | -                       | 20%      | -                       | -                              | 20%                 | 10%                        | 14%                       |
| El Camino Real                 | 87507    | 17%          | 20%       | -                       | 16%      | -                       | -                              | 16%                 | 20%                        | 10%                       |
| Ortiz Middle School            | 87507    | 14%          | 28%       | -                       | 13%      | -                       | -                              | 14%                 | 5%                         | 2%                        |

| Math - Average % Proficient | Zip Code | All Students | Caucasian | African American | Hispanic | Asian, Pacific Islander | American Indian, Alaska Native | Econ. Disadvantaged | Students with Disabilities | English Language Learners |
|-----------------------------|----------|--------------|-----------|------------------|----------|-------------------------|--------------------------------|---------------------|----------------------------|---------------------------|
| Pinon Elementary            | 87507    | 43%          | 55%       | -                | 40%      | 80%                     | -                              | 30%                 | 15%                        | 20%                       |
| Ramirez Thomas              | 87507    | 29%          | -         | -                | 29%      | -                       | -                              | 29%                 | 30%                        | 25%                       |
| Amy Biehl                   | 87508    | 24%          | 53%       | -                | 19%      | -                       | 20%                            | 13%                 | 10%                        | 6%                        |
| New Mexico                  |          | 20%          | 49%       | 14%              | 17%      | 51%                     | 11%                            | 16%                 | 8%                         | 8%                        |
| Kearny                      | 87507    | 19%          | 21%       | -                | 17%      | -                       | -                              | 19%                 | 10%                        | 19%                       |
| Chaparral                   | 87507    | 18%          | 30%       | -                | 16%      | -                       | -                              | 11%                 | 5%                         | 10%                       |
| EJ Martinez                 | 87505    | 18%          | 33%       | -                | 13%      | -                       | -                              | 27%                 | 18%                        | 26%                       |
| Santa Fe Public Schools     |          | 18%          | 43%       | 11%              | 13%      | 51%                     | 14%                            | 11%                 | 8%                         | 14%                       |
| Nava Elementary             | 87505    | 13%          | 57%       | -                | 6%       | -                       | -                              | 13%                 | 10%                        | 5%                        |
| El Camino Real              | 87507    | 12%          | 20%       | -                | 12%      | -                       | -                              | 12%                 | 20%                        | 7%                        |
| Salazar Elementary          | 87505    | 11%          | -         | -                | 11%      | -                       | -                              | 11%                 | 10%                        | 12%                       |
| Ortiz Middle School         | 87507    | 9%           | 20%       | -                | 8%       | -                       | -                              | 19%                 | 10%                        | 5%                        |
| Sweeney                     | 87507    | 9%           | -         | -                | 8%       | -                       | -                              | 9%                  | 10%                        | 4%                        |
| Nina Otero Community School | 87507    | 7%           | 13%       | -                | 7%       | -                       | 20%                            | 7%                  | 9%                         | 4%                        |
| Cesar Chavez                | 87505    | 6%           | -         | -                | 6%       | -                       | -                              | 6%                  | 20%                        | 5%                        |
| Milagro Middle School       | 87505    | 5%           | 18%       | -                | 3%       | 20%                     | 20%                            | 16%                 | 3%                         | 5%                        |

| Science - Average % Proficient | Zip Code | All Students | Caucasian | African American | Hispanic | Asian, Pacific Islander | American Indian, Alaska Native | Econ. Disadvantaged | Students with Disabilities | English Language Learners |
|--------------------------------|----------|--------------|-----------|------------------|----------|-------------------------|--------------------------------|---------------------|----------------------------|---------------------------|
| Pinon Elementary               | 87507    | 67%          | 60%       | -                | 67%      | -                       | -                              | 57%                 | -                          | 59%                       |
| Amy Biehl                      | 87508    | 51%          | 80%       | -                | 42%      | -                       | -                              | 34%                 | 31%                        | 20%                       |
| New Mexico                     |          | 40%          | 61%       | 20%              | 34%      | 63%                     | 63%                            | 32%                 | 15%                        | 32%                       |
| Chaparral                      | 87507    | 35%          | -         | -                | 32%      | -                       | -                              | 26%                 | -                          | 20%                       |
| EJ Martinez                    | 87505    | 32%          | -         | -                | 22%      | -                       | -                              | 13%                 | 10%                        | 18%                       |
| Santa Fe Public Schools        |          | 30%          | 65%       | 20%              | 24%      | 57%                     | 28%                            | 20%                 | 15%                        | 9%                        |
| Nava Elementary                | 87505    | 27%          | -         | -                | 24%      | -                       | -                              | 27%                 | -                          | 20%                       |
| Kearny                         | 87507    | 25%          | -         | -                | 20%      | -                       | -                              | 25%                 | -                          | 20%                       |
| El Camino Real                 | 87507    | 24%          | -         | -                | 22%      | -                       | -                              | 23%                 | -                          | 10%                       |
| Nina Otero Community School    | 87507    | 23%          | 40%       | -                | 20%      | -                       | -                              | 21%                 | 13%                        | 9%                        |
| Milagro Middle School          | 87505    | 21%          | 53%       | -                | 18%      | -                       | -                              | 18%                 | 5%                         | 5%                        |
| Ortiz Middle School            | 87507    | 19%          | 36%       | -                | 18%      | -                       | -                              | 19%                 | 10%                        | 5%                        |
| Ramirez Thomas                 | 87507    | 18%          | -         | -                | 18%      | -                       | -                              | 18%                 | 20%                        | 18%                       |
| Salazar Elementary             | 87505    | 17%          | -         | -                | 16%      | -                       | -                              | 17%                 | -                          | 14%                       |
| Cesar Chavez                   | 87505    | 14%          | -         | -                | 11%      | -                       | -                              | 14%                 | 10%                        | -                         |
| Sweeney                        | 87507    | 7%           | -         | -                | 7%       | -                       | -                              | 7%                  | 20%                        | 5%                        |

**Evidence of Compelling Demand**

The objective survey which allowed us to collect input around the current level of satisfaction with local public school options and to get feedback regarding aspects of our proposed school model has provided evidence of a compelling demand for a new public school option at the K-8 level in Santa Fe. The survey,

<sup>35</sup> <https://newmexicoschools.com/>

available in Spanish and English, was geared towards parents of school-aged children, and was open to any resident of Santa Fe to complete. Results of the survey are listed below:

- 73% of respondents are parents of school aged children.
- Survey results suggest a low level of satisfaction with public options currently available.
- 85% of respondents are either supportive or very supportive of seeing an option like THRIVE Community School open in the Fall of 2022
- Specific aspects of our proposed model that resonated with respondents in order of popularity: small group learning, social and emotional learning, rigorous instruction, mastery learning, STEAM Education, and intentional diversity

Taken in conjunction with the feedback provided during our outreach meetings, this survey data shows the compelling demand to see an additional public school option at the K-8 level that offers the type of programming offered by THRIVE Community School.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | A complete response must <ul style="list-style-type: none"> <li>• Describe the uniqueness, innovation, and significant contribution of your educational program to the local NM public education environment;</li> <li>• Describe the needs of the community you intend to serve; and</li> <li>• Demonstrate how the applicant team knows there is a compelling demand for the proposed school's educational program in the geographic area in which the school plans to locate.</li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |



**B. Goals Related to the Proposed School's Mission.**

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

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

Mission-specific goals put into the application should

- (1) demonstrate the proposed school's ability to implement the proposed school's mission goals; and
- (2) ensure elements of a SMART goal format are addressed in describing the goals that illustrate your proposed school's uniqueness and innovation.

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific goal that measures student progress and performance in this special area.

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

Please note: The criteria for the SMART format is as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards or outcomes that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Attainable.** A goal should be attainable and realistic. The applicant should identify why the goal is attainable.
- **Rigorous.** A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
- **Time-Bound with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

**B. Mission-Specific goals**

Identify and provide two mission-specific goals in the following section. Include the following key elements:

- First, ensure that the annual goals provided shows the implementation of the proposed school's mission.
- Second, your goals should be clear, comprehensive, and cohesive and guided by the SMART format.

*[Applicant Response: Goal 1 related to School's Mission:]*

**THRIVE's Mission**

THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.

**Our Mission Specific Student Outcomes**

THRIVE Community School is proposed to ensure that students and families in Santa Fe have access to a public school that provides comprehensive social and emotional learning (SEL) supports and robust STEAM education (science, technology, engineering, arts, and math) to ensure that students develop the affective and cognitive competencies needed to be successful in an ever-changing world.

In support of our mission and vision, detailed in **Section I. A. (1)** and **Section I A. (2)**, THRIVE Community School (THRIVE) will achieve the following mission-specific broad outcomes that are listed below.

- **Affective Development:** Students will demonstrate growth in the five areas of competence identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness. Comprehensive development of these competencies will ensure that students have the interpersonal skills and self-confidence needed to develop and sustain meaningful personal and professional relationships. These outcomes will be measured through the creation of growth targets that will be determined using baseline performance so that all students are on track to average or above average competency development when compared to peers locally and nationally, as demonstrated through Panorama Education's normed Social-Emotional Learning Survey
- **Cognitive Development:** Students will use STEAM content instruction rooted in experiential and place-based learning experiences to demonstrate a relevant and practical understanding of the real-world connection between academic content, everyday life, and persisting social issues. Outcomes will be measured using rigorous end-of-unit assessments, performance tasks, and/or rubrics, all of which will be aligned to New Mexico Content Standards.
- **Subgroup Academic Performance:** Students across all classified subgroups will demonstrate comparable levels of academic proficiency and achievement. Using research-validated approaches, we will ensure that students receive the evidence-based instruction and additional supports that will erase persisting disparities in academic achievement and proficiency that continue to exist along lines of race and wealth. Outcomes will be measured by evaluating proficiency across sub-groups on state assessments for English Language Arts, Math, and Science and for national achievement on aimswebPLUS reading and math benchmark assessments.

To support our mission and associated outcomes, two Mission-Specific goals have been developed in the areas of Affective Development and Cognitive Development.

**Mission Specific Goal #1 (Affective Development):** As measured by Panorama Education’s Social and Emotional Learning Student Survey during end-of-year (May) universal screening/benchmarking: (a) after attending THRIVE Community School for one full year, 70% of students will respond favorably (i.e., selecting a four or a five on a five-point Likert scale) to items connected to the areas of student well-being, skills, and competency development; (b) after attending THRIVE Community School for two full years, 75% of students will respond favorably (i.e., selecting a four or a five on a five-point Likert scale) to items connected to the areas of student well-being, skills, and competency development; and (c) after attending THRIVE Community School for three full years, 80% of students will respond favorably (i.e., selecting a four or a five on a five-point Likert scale) to items connected to following areas of student well-being, skills and competency development.

1. **Positive Feelings:** How frequently students feel positive emotions
2. **Challenging Feelings:** How frequently students feel challenging emotions
3. **Supportive Relationships:** How supported students feel through their relationships with friends, family, and adults at school
4. **Sense of Belonging:** How much students feel that they are valued members of the school community
5. **Teacher-Student Relationships:** How strong the social connection is between teachers and students within and beyond the school
6. **Social Awareness:** How well students consider the perspectives of others and empathize with them
7. **Self-Management:** How well students manage their emotions, thoughts, and behaviors in different situations
8. **Emotion Regulation:** How well students regulate their emotions

Our Founding Team firmly believes that to fulfill our mission, and that students develop the social and emotional competencies and positive self-concept needed to follow paths of their choice, we must set ambitious goals related to social and emotional skill and competency development. Decades of studies have shown that social and emotional learning in schools can: lead to improved academic outcomes and improved behaviors, reduce poverty and improve economic mobility, and improve a range of life outcomes. Our Founding Team is committed to ensuring that all students experience social and emotional success from the earliest days of school. By creating SMART-formatted, mission-specific goals, we have created a clear metric for what it means to deliver on the mission-centric promises we make to our students, families, and community.

**Specific:** THRIVE’s Affective Development mission-specific goal is clear and concise, and specific to the amount of time a student has spent with us. It specifically names the tools we will use to measure specific skills and competencies, all of which are defined as part of the goal statement. It also identifies a clear quantitative threshold that we must reach to achieve the goal. Finally, the goal explains what it means to “respond favorably” (i.e., a four or a five on a five-point Likert scale).

**Measurable:** THRIVE’s mission-specific affective development goal is measurable because it is based on quantitative student survey results for specific items within our end-of-year Social and Emotional

Learning benchmarking/screening process. At the end of our first year, if 90% of students indicate a favorable response (i.e., a four or a five on a five-point Likert scale) to survey items connected to the skills and competencies outlined in the goal statement, we will have met our goal. Conversely, if after one year at THRIVE, if less than 70% of students respond favorably to items connected to the skills and competencies outlined in the goal statement, it will indicate that we have fallen short of our goal.

**Attainable:** Our Founding Team strongly believes that our mission-specific goals must be reflective of a bar that challenges the status quo, but also be well-informed and attainable. Our Affective Development mission-specific goal is attainable because the programming, instruction, staffing pattern, adult development and differentiated supports we have developed related to social and emotional learning, and more specific the eight skill and competency areas identified in the goal, is evidence-based and aligned to supporting these outcomes. (See **Section I. A. (3) Uniqueness and Innovation** for details related to our SEL programming.) This goal is also attainable because it parallels the same ambitious but attainable academic outcomes many schools pursue. For example, student performance at the 75th percentile and above nationally is often identified as a key indicator of college and career readiness. Similarly, as a school for social and emotional learning, we are prepared to support students in ways that ensure students are performing in the 80th-99th percentile nationally.

**Rigorous:** The Affective Development mission-specific goal is rigorous in nature because it ensures that our students' social and emotional competency development in the areas of well-being and skill and competency development exceed those of peers nationally. By reaching the threshold outlined in the goal, we ensure that our students leave us with exceptionally well-developed social and emotional skills and competencies that will contribute to their long-term academic and personal success. For example, after three years at THRIVE Community School, our goal ensures that key areas of our students' affective development will be superior to 80-99% of students nationally, which ensures that our students will enter high school exceptionally well prepared to navigate relationships and emotions. Our evidence-based programming and supports, specifically SEL supports delivered by expertly trained staff members, will require significant investments of time and resources to ensure our staff is prepared to meet the diverse SEL needs of our students.

**Timebound:** THRIVE Community School's Affective Development mission-specific goal is based on survey results for end-of-year SEL universal screening/benchmarking. This goal is time-bound because it identifies the specific window of time in which student survey data will be collected (final two weeks of May). It also specifies goal attainment based on the number of consecutive years a student has been enrolled with us. Any student who enrolls within the first 30 school days of the academic year will be included in the final set of student growth data used to determine if the goal was attained.

THRIVE Community School will use the following goal attainment categories displayed in **Figure 9** to describe and summarize levels of performance and how they connect to our K-2 mission specific goal related to reading and math achievement.

**Figure 9: Attainment Categories for Mission Specific Goal #1**

|                                  | 1 Year at THRIVE   | 2 Years at THRIVE  | 3 Years at THRIVE  |
|----------------------------------|--|--|--|
| <b>Exceeds Standards</b>         | 76% or more of students respond favorably* to SEL survey items   | 81% or more of students respond favorably* to SEL survey items   | 86% or more of students respond favorably* to SEL survey items   |
| <b>Meets Standards</b>           | 70-75% of students respond favorably* to SEL survey items        | 75-80% of students respond favorably* to SEL survey items        | 80-85% of students respond favorably* to SEL survey items        |
| <b>Does Not meet Standards</b>   | 60-69% of students respond favorably* to SEL survey items        | 65-74% of students respond favorably* to SEL survey items        | 70-69% of students respond favorably* to SEL survey items        |
| <b>Falls Far Below Standards</b> | Less than 60% of students respond favorably* to SEL survey items | Less than 65% of students respond favorably* to SEL survey items | Less than 70% of students respond favorably* to SEL survey items |

\*Respond favorably represents selected four or five on a five-point Likert scale

**Mission-Specific Goal #2 (Cognitive Development and Subgroup Performance).** As measured by New Mexico State Assessments (Istation Indicators of Progress - ISIP for K-2 - and the New Mexico Measures of Student Success and Achievement - NM-MSSA- and the New Mexico Assessment of Science Readiness - NM-ASR - for grades 3-8): (a) after attending THRIVE Community School for one full year, the gap in performance between specific student subgroups identified in the Yazzie and Martinez Consolidated Lawsuit (i.e., socioeconomically disadvantaged children, English Learners, and Native American students) and the highest performing subgroup category will be no more than 20 percentage points; (b) after attending THRIVE Community School for two consecutive years, the gap in performance between specific student subgroups identified in the Yazzie and Martinez Consolidated Lawsuit (i.e., socioeconomically disadvantaged children, English Learners, and Native American students) and the highest performing subgroup category will be no more than 10 percentage points; and (c) after attending THRIVE Community School for three consecutive years, the gap in performance between specific student subgroups identified in the Yazzie and Martinez Consolidated Lawsuit (i.e., socioeconomically disadvantaged children, English Learners, and Native American students) and the highest performing subgroup category will be no more than 5 percentage points.

THRIVE Community School's mission, a product of extensive community outreach and feedback, elevates the need to eliminate persisting disparities in student outcomes. There is a resounding desire in our community to see more students experience academic success, particularly student groups identified in the Yazzie and Martinez consolidated lawsuit. In our K-8 setting we are committed to ensuring that all students can enter high school with the skills and confidence needed to graduate and pursue college and career pathways of their choice. For this to become a reality, students must have access to culturally and linguistically responsive instruction that is rigorous and relevant. Our mission-specific goal uses the New Mexico Measures of Student Success and Achievement (NM-MSSA) in mathematics and English language arts and the New Mexico Assessment of Science Readiness (NM-ASR). Both assessments will ensure that we are relying on measurement tools aligned to the level of rigor expected from the New Mexico State Common Core Standards and New Mexico STEM Ready!

Science Standards. These assessments also ensure that we are able to evaluate the success with which we are able to reduce and eliminate disparities in academic outcomes - a key component of our mission. Specifically, to deliver on the outcome of ensuring that all students are on track to high school, college, and career readiness, broad background knowledge, applied skill, and deep conceptual understandings are required. The NM-MSSA and NM-ASR require this from students in their respective content areas.

Our Founding Team is committed to ensuring that all students at THRIVE Community School reach our ambitious goals in Cognitive Development and Subgroup Performance. By creating SMART-formatted, mission-specific goals, we have developed a clear metric for what it means to deliver on the mission-centric outcomes we have outlined in **Section I. A. (1) Mission**.

**Smart:** THRIVE's Cognitive Development and Subgroup Performance mission-specific goal is clear and concise, and specific to the amount of time a student has spent at THRIVE Community School. It is aligned to precise levels of discrepancies in proficiency across subgroups that represent mastery of rigorous learning standards across respective content areas. It is aligned to and in service of the goals of the Bilingual Multicultural Education Act, the Indian Education Act, and the Hispanic Education Act.

**Measurable:** THRIVE's Cognitive Development and Subgroup Performance mission-specific goal will be measured through a subgroup analysis of performance on the spring Istation Indicators of Student Progress (ISIP) for grades K-2, and the NM-MSSA in math and language arts and NM-ASR in science for grades 3-8. Assessments are administered in the spring of each academic year. Because results are determined based on overall performance and discrepancies between subgroups, it is measurable. When discrepancies in performance between subgroups named in the goal statement is 20% or less for students who have been at THRIVE Community School for one year, 10% for students who have been at THRIVE Community School for two years, and 5% for students who have been at THRIVE Community School for three years or more, it will be evident that our mission-specific goal has been attained. We will know that our mission-specific goal has not been attained if our student performance percentages fall below these thresholds.

**Attainable:** Our Founding Team strongly believes that our mission-specific goals must be reflective of a bar that challenges the status quo but are also well informed and attainable. THRIVE's Cognitive Development and Subgroup Performance mission-specific goal was informed by local and state-wide discrepancies in subgroup performance, and an analysis of notable exceptions to these performance trends at the local level.<sup>36</sup> All schools considered share similar demographics as those of Santa Fe Public Schools students, and of THRIVE's future student body. In Santa Fe, one local school that serves as an example for what is attainable in terms of equitable academic outcomes is Pinon Elementary School in Santa Fe. Pinon Elementary is a district blue ribbon school that serves grades Kindergarten -6th grade. In 2019, the last year state assessments were administered, average discrepancies in academic outcomes across subgroups at Pinon Elementary were 24 percentage points, the lowest in the district for schools with proficiency rates at 40% or higher in reading, math, and science. The district's average discrepancy between subgroups was 37 percentage points. With those results and THRIVE's programming in mind, we believe that our incremental approach to reducing gaps in performance across subgroups is attainable as we are starting off with that would slightly exceed Pinon's subgroup discrepancies with a continued reduction across three years until the discrepancy is no larger 5% points.

---

<sup>36</sup> New Mexico Public Education Department, "Pinon Elementary," <https://newmexicoschools.com/schools/71100/student-performance>.  
New Mexico Public Education Commission, approved January 15, 2021



**Rigorous:** The New Mexico Measures of Student Success and Achievement (NM-MSSA) in mathematics and English Language Arts (ELA) and the New Mexico Assessment of Science Readiness (NM-ASR) are two assessments used across the state and are aligned to the rigorous New Mexico Common Core State Standards and NM STEM Ready! Science Standards. THRIVE's goal of average discrepancies between subgroups at 5% or less in ELA, math and science for students who have been at THRIVE for three consecutive years or more would make THRIVE the most successful K-8 school in Santa Fe at reducing performance gaps by a large margin. Our mission-specific goal also assumes and expects THRIVE's average performance to exceed our district averages across all three content areas after just one year. Finally, we know that this goal is ambitious as average discrepancies in subgroup performance across the state closely mirror the gaps that exist in Santa Fe.

**Time-Bound:** THRIVE will measure discrepancies in proficiency levels across subgroups in the spring of each academic year, following New Mexico Public Education Department's guidelines for test administration dates and Istation Benchmarking windows. This will allow us to measure our annual goals in a way that is clearly time-bound. Test administration dates are identified in advance of the school and will allow THRIVE leaders and teachers to create plans that will ensure all of our students have acquired the necessary grade level content area skill, knowledge, and conceptual understandings to meet ambitious subgroup proficiency goals.

THRIVE Community School will use the following goal attainment categories displayed in **Figure 10** to describe and summarize levels of performance and how they connect to our Cognitive Development and Subgroup Performance goals.

**Figure 10: Attainment Categories for Mission Specific Goal #2**

|                                  | 1 Year at THRIVE   | 2 Years at THRIVE  | 3+ Years at THRIVE  |
|----------------------------------|--|--|---|
| <b>Exceeds Standards</b>         | Discrepancy in performance between subgroups* is 15% or less.    | Discrepancy in performance between subgroups* is 5% or less.     | No discrepancies in performance.                                |
| <b>Meets Standards</b>           | Discrepancy in performance between subgroups* is between 16-20%. | Discrepancy in performance between subgroups* is between 6%-10%. | Discrepancy in performance between subgroups* is between 1%-5%. |
| <b>Does Not meet Standards</b>   | Discrepancy in performance between subgroups* is between 21-25%. | Discrepancy in performance between subgroups* is between 11-15%. | Discrepancy in performance between subgroups* is between 6-15%. |
| <b>Falls Far Below Standards</b> | Discrepancy in performance between subgroups* is 26% or more.    | Discrepancy in performance between subgroups* is 16% or more.    | Discrepancy in performance between subgroups* is 16% or more.   |

\*Specific subgroups are named in the goal statement



| Rating   | Expectations  |
|--|---|
| <input type="checkbox"/> Meets                             | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Include two mission-specific goals;</li><li>• Align to the student outcomes identified in the mission response (A.1.);</li><li>• Be guided by the elements of the SMART format:</li><li>• Include measures and metrics.</li></ul> |
| <input type="checkbox"/> Approaches                        |   |
| <input type="checkbox"/> Does Not Meet                     |   |
| <div>[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]</div> |   |

**C. Curriculum, Educational Program, Student Performance Standards.**

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

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

[ENTER APPLICANT RESPONSE HERE:

**Overview**

THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice. In advancing our school mission, we require demonstrated student mastery of New Mexico Common Core Standard and New Mexico Content Standards and do this through a curriculum that is robust and supportive of student and teacher development. Our curriculum identification, selection, and development process has ensured that it is reasonable, research-based, aligned with New Mexico Common Core State Standards and New Mexico Content Standards, and aligned to our mission. Our approach to curriculum ensures that each section of our school (primary, intermediate, and middle) has the curricular materials needed to deliver rigorous and appropriate learning experience. In our primary grades, we ensure that we build strong foundations. As students move into the intermediate grades, we center teaching and learning around developing conceptual understandings. In our middle school grades, we intentionally connect learning and life experiences for our students to deepen core academic understanding. Across each of our school's grade bands we confidently rely on externally validated programs and resources that have withstood the test of time as well as internally developed units that align with the New Mexico Social Studies Content Standards.

**Curriculum Choices**

THRIVE provides students with a solid literacy and numeracy foundation alongside an academically rigorous and challenging curriculum to ensure that we deliver on our promises to students, families, and our larger community to be innovative, academically equitable, and reinforcing of a positive student self-concept. We understand classrooms as dynamic places where teachers and instructional leaders must be reflective and responsive. THRIVE's Leadership Team, with oversight from the THRIVE Governing Board, may determine that internally or externally adopted curriculum needs additional supplemental materials and opportunities to increase cultural relevance and text complexity, connect students to local events, topics, or places, create more accessible reading and study, or enhance student understanding with additional and alternative perspectives. This will be done through unit and lesson review and our Professional Learning Communities so that we ensure adaption is appropriate to increasing student understanding of content or skills, increases challenge and student engagement, and/or better addresses needed reading and math skills. The external curriculum chosen for use at THRIVE is based on research-supported results and the instructional leadership experience of THRIVE's Co-Founders. All externally selected curriculum aligns to New Mexico Common Core Standards, NM STEM Ready! Science Standards, and the New Mexico Content Standards. The external curriculum we have selected maximizes opportunities (when appropriate) for interdisciplinary connections and vertical alignment, and has consistent structures and protocols which elevate student voice,

collaboration, and reflection. Our internally created curriculum is also standards-based and fully aligned to THRIVE's commitment to utilizing evidence-based teaching to advance educational equity. Our internally created and intentionally designed curriculum will meet New Mexico Content Standards, and the units of instruction are developmentally appropriate, vertically scaffolded, and provide a solid foundation in teaching and learning for teachers and students. Internally created units will be written for social studies, and essential classes such as physical education, visual and performing arts, and humanities offerings across K-8.

To ensure continuity of an integrated academic approach to instruction that is vertically scaffolded, each grade level has a guiding theme and essential questions woven throughout their subjects during their school year. These guiding themes and essential questions are a key component of our approach to Anti-Biased and Anti-Racist Education. These themes and questions frame a variety of project-based/experiential learning opportunities that are place-based and create a cultural pathway for better understanding of ourselves and others while increasing our responsibility and stewardship of resources and relationships.

**Figure 11: Proposed Curriculum for Core Content Areas**

|          | ELA                               | ELA:<br>Foundational<br>Skills             | Math  | Science   | Social<br>Studies     | Social &<br>Emotional<br>Learning |
|----------|-----------------------------------|--|---|---|-----------------------|-----------------------------------|
| <b>K</b> | EL<br>Education<br>ELA<br>Modules | Reading<br>Mastery<br>Signature<br>Edition | Connecting Math<br>Concepts +<br>Cognitively Guided<br>Instruction + ST<br>Math | Full Options Science<br>Systems + Project<br>Lead the Way | Internally<br>Created | RULER                             |
| <b>1</b> | EL<br>Education<br>ELA<br>Modules | Reading<br>Mastery<br>Signature<br>Edition | Connecting Math<br>Concepts +<br>Cognitively Guided<br>Instruction + ST<br>Math | Full Options Science<br>Systems + Project<br>Lead the Way | Internally<br>Created | RULER                             |
| <b>2</b> | EL<br>Education<br>ELA<br>Modules | Reading<br>Mastery<br>Signature<br>Edition | Connecting Math<br>Concepts +<br>Cognitively Guided<br>Instruction + ST<br>Math | Full Options Science<br>Systems + Project<br>Lead the Way | Internally<br>Created | RULER                             |
| <b>3</b> | EL<br>Education<br>ELA<br>Modules | Reading<br>Mastery<br>Signature<br>Edition | Eureka Math   | Full Options Science<br>Systems + Project<br>Lead the Way | Internally<br>Created | RULER                             |
| <b>4</b> | EL<br>Education<br>ELA<br>Modules | Reading<br>Mastery<br>Signature<br>Edition | Eureka Math   | Full Options Science<br>Systems + Project<br>Lead the Way | Internally<br>Created | RULER                             |
| <b>5</b> | EL<br>Education                   | Reading<br>Mastery                         | Eureka Math   | Full Options Science<br>Systems + Project                 | Internally<br>Created | RULER                             |

|   |                          |                   |             |                                       |                    |       |
|---|--------------------------|-------------------|-------------|---------------------------------------|--------------------|-------|
|   | ELA Modules              | Signature Edition |             | Lead the Way                          |                    |       |
| 6 | EL Education ELA Modules |                   | Eureka Math | Amplify Science +Project Lead the Way | Internally Created | RULER |
| 7 | EL Education ELA Modules |                   | Eureka Math | Amplify Science +Project Lead the Way | Internally Created | RULER |
| 8 | EL Education ELA Modules |                   | Eureka Math | Amplify Science +Project Lead the Way | Internally Created | RULER |

**Figure 12: Proposed Curriculum for SEL, Math Intervention, and Literacy Intervention**

|   | Math Intervention                       | Reading Intervention   | Language & Writing Intervention                              |
|---|---|--|--|
| K | Differentiated Connecting Math Concepts | Differentiated Reading Mastery                               | Differentiated Reading Mastery                               |
| 1 | Differentiated Connecting Math Concepts | Differentiated Reading Mastery                               | Differentiated Reading Mastery                               |
| 2 | Differentiated Connecting Math Concepts | Differentiated Reading Mastery                               | Differentiated Reading Mastery                               |
| 3 | Corrective Mathematics                  | Corrective Reading, Language for Writing, Expressive Writing | Corrective Reading, Language for Writing, Expressive Writing |
| 4 | Corrective Mathematics                  | Corrective Reading, Language for Writing, Expressive Writing | Corrective Reading, Language for Writing, Expressive Writing |
| 5 | Corrective Mathematics                  | Corrective Reading, Language for Writing, Expressive Writing | Corrective Reading, Language for Writing, Expressive Writing |
| 6 | Corrective Mathematics                  | Corrective Reading, Language for Writing, Expressive Writing | Corrective Reading, Language for Writing, Expressive Writing |
| 7 | Corrective Mathematics                  | Corrective Reading, Language for Writing, Expressive Writing | Corrective Reading, Language for Writing, Expressive Writing |

|   |                        |  |  |
|---|------------------------|--|--|
| 8 | Corrective Mathematics | Corrective Reading, Language for Writing, Expressive Writing | Corrective Reading, Language for Writing, Expressive Writing |
|---|------------------------|--|--|

Our curricular choices at THRIVE ensure we deliver on our promises to students, families, and our larger community to be innovative, evidence-based, academically equitable, and reinforce a positive student self-concept. To ensure continuity of an integrated academic approach to instruction, vertical articulation, and to also help students to make sense of their academic experience at THRIVE, each grade level has a guiding theme and essential question, based upon New Mexico's social studies scope and sequence, that is examined and integrated in all subjects throughout the year. We believe our approach, combined with local place-based and intentionally connected field experiences, elevates the greatest strength of New Mexico and Santa Fe--its diversity-- and creates a cultural pathway for better understanding ourselves and others, a key aspect of Anti-Biased Anti-Racist Education (ABAR).

**Figure 13: Proposed EL Education (ELA) Guiding Themes, EL/ABAR Essential Questions, Cross Curricular Connections, and Field Work**

|   | Guiding Theme <sup>37</sup> | EL & ABAR Essential Questions  | Cross Curricular Concepts <sup>38</sup>  | Field Work/<br>Place-Based Partnerships   |
|---|-----------------------------|--|--|---|
| K | Community                   | What makes a community?<br>What responsibility do we have to our community? (EL)<br><br>Who is my family and what role do they play in our community? (ABAR) | <ul style="list-style-type: none"> <li>• Collaborative Classroom</li> <li>• Contributing to Community</li> <li>• Pride in Native Languages</li> <li>• Family Identity</li> </ul> | Santa Fe Children's Museum<br><a href="https://santafechildrensmuseum.org/explore/resources-for-all/for-teachers/virtual-field-trips">https://santafechildrensmuseum.org/explore/resources-for-all/for-teachers/virtual-field-trips</a> |
| 1 | Citizenship                 | Why do relationships matter? (EL)<br><br>What is my  | <ul style="list-style-type: none"> <li>• Tools and Work</li> <li>• Caring for Birds</li> <li>• Lines of Difference, Similarity</li> </ul>  | Randall Davey Audubon Center<br><a href="https://randalldavey.audubon.org/">https://randalldavey.audubon.org/</a>   |

<sup>37</sup> Themes have been selected and based upon NM Social Studies Content Standards at each grade level and are specific to what students will be studying during the year. NM SS Content Standards, K-4; New Mexico Public Education Department, "Social Studies Standards, K-4," [https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards\\_K-4.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards_K-4.pdf), and: New Mexico Public Education Department, "Social Studies Standards, 5-8," [https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards\\_5-8.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards_5-8.pdf).

<sup>38</sup> EL Education, "Curriculum," Retrieved on February 19, 2021, <https://curriculum.eleducation.org/#block-block-9>.

|   |                             |   |  |   |
|---|-----------------------------|---|--|---|
|   |                             | cultural, racial, and linguistic identity? (ABAR)   |  |   |
| 2 | Stewardship                 | How do we show we care-- about each other, our resources, and history? (EL)<br><br>What is the story of our land? (ABAR)          | <ul style="list-style-type: none"> <li>• Schools and Community</li> <li>• Fossils tell Stories</li> <li>• Providing for Pollinators</li> <li>• Connection to Land</li> </ul>   | Santa Fe Botanical Garden<br><a href="https://santafebotanicalgarden.org/learn/schools-and-teachers/elementary-school/">https://santafebotanicalgarden.org/learn/schools-and-teachers/elementary-school/</a>  |
| 3 | Connection                  | What role do humans have in shaping the world? (EL)<br><br>What challenges is our community currently working to overcome? (ABAR) | <ul style="list-style-type: none"> <li>• Overcoming Challenges</li> <li>• Researching to Build Knowledge and Teach Others</li> <li>• Water Around the World</li> <li>• Community Leaders</li> </ul>  | El Rancho De Las Golondrinas<br><a href="https://golondrinas.org/">https://golondrinas.org/</a>   |
| 4 | Rights and Responsibilities | How do choices influence outcomes? (EL)<br><br>Where do we notice gender stereotypes? (ABAR)                                      | <ul style="list-style-type: none"> <li>• Poetry, Poets, and Becoming Writers</li> <li>• Researching to Build Knowledge and Teach Others</li> <li>• The American Revolution</li> <li>• Responding to Inequality: Ratifying the 19th Amendment</li> <li>• Gender Identity</li> </ul> | The Museum of Indian Arts and Culture<br><a href="http://www.indianartsandculture.org/">http://www.indianartsandculture.org/</a><br><br>Wise Fool, New Mexico<br><a href="https://wisefoolnewmexico.org/community/">https://wisefoolnewmexico.org/community/</a> and their "Ignite" Programming |
| 5 | Place                       | How does place and its people define and shape one another? (EL)  | <ul style="list-style-type: none"> <li>• Stories of Human Rights</li> <li>• Athlete Leaders of Social Change</li> <li>• The Impact of Natural Disaster</li> <li>• Local Social Justice Issues</li> </ul>   | Museum of International Folk Art,<br><a href="https://www.museumfoundation.org/museums/museum-international-folk-art/support-moifa-education/">https://www.museumfoundation.org/museums/museum-international-folk-art/support-moifa-education/</a>  |

|   |            |   |  |   |
|---|------------|---|--|---|
|   |            | What human rights issues can we address in our community? (ABAR)  |  |   |
| 6 | Innovation | <p>What lessons have problem solvers taught us? (EL)</p> <p>What ways do different cultures use storytelling? (ABAR)</p>                                  | <ul style="list-style-type: none"> <li>• Greek Mythology</li> <li>• Critical Problems and Design Solutions</li> <li>• American Indian Boarding Schools</li> <li>• Accomplishments in Space Exploration</li> <li>• Great Problem Solvers</li> </ul> | <p>The National Museum of Nuclear Science and History, Albuquerque</p> <p><a href="https://www.nuclearmuseum.org/">https://www.nuclearmuseum.org/</a></p>                                   |
| 7 | Impact     | <p>In what ways are we both influencers and influenced? (EL)</p> <p>How is the impact of pollution experiences by different community members? (ABAR)</p> | <ul style="list-style-type: none"> <li>• Lost Children of Sudan</li> <li>• Epidemics</li> <li>• Harlem Renaissance</li> <li>• Plastic Pollution</li> <li>• Environmental Justice</li> </ul>  | <p>New Mexico History Museum/ Palace of the Governors</p> <p><a href="https://www.nmhistorymuseum.org/education/curricula/">https://www.nmhistorymuseum.org/education/curricula/</a></p>    |
| 8 | Revolution | <p>Can radical change happen without compromise ? (EL)</p> <p>How can activism help prevent past atrocities from reoccurring? (ABAR)</p>                  | <ul style="list-style-type: none"> <li>• Folk Lore of Latin America</li> <li>• Voices from the Holocaust</li> <li>• Lessons from Japanese Internment</li> </ul>  | <p>Albuquerque Museum of Art and History</p> <p><a href="http://www.cabq.gov/artsculture/albuquerque-museum/education">http://www.cabq.gov/artsculture/albuquerque-museum/education</a></p> |

The New Mexico Instructional Scope, used by teachers during the planning process, guides how we implement core curriculum in ELA and math and ensures that we provide an equitable literacy and



numeracy curriculum that maintains and enhances “culturally relevant and inclusive classrooms informed by a balanced assessment system that improves outcomes for all NM students.”<sup>39</sup> The New Mexico Instructional Scope Core ELA and Math Tenets are displayed in **Figure 14**.

**Figure 14: New Mexico Instructional Scope Core ELA and Math Tenets<sup>40</sup>**

| CORE TENETS ELA   |                            |  | CORE TENETS FOR MATHEMATICS           |                   |                                |
|---|----------------------------|--|---------------------------------------|-------------------|--------------------------------|
| Text at the Center of the Lesson  |                            | Use of Appropriately Complex Text              | Standards for Mathematical Practices  |                   |                                |
| Knowledge Based   |                            | High-quality Tasks                             |                                       |                   |                                |
| Full language of Standard   | Strand and Anchor Standard | Standards Alignment and Clarification Standard | Standards Text                        | Cluster Statement | Connections and Clarifications |
| Possible Language Objectives  |                            |  | Relevance to Families and Communities |                   |                                |
| Possible Misconceptions   |                            |  | Common Misconceptions                 |                   |                                |
| Students Who Demonstrate Understanding can...   |                            |  |                                       |                   |                                |
| Cross-Curricular Connections  |                            |  |                                       |                   |                                |
| Culturally and Linguistically Responsive Instruction                                  |                            |  |                                       |                   |                                |
| DOK/Blooms alignment to task  |                            |  |                                       |                   |                                |
| Standards Aligned Instructionally Embedded Formative Assessments (high quality tasks) |                            |  |                                       |                   |                                |
| Multi-Layered System of Supports/Suggested Instructional Strategies                   |                            |  |                                       |                   |                                |

All core curriculum and resources, grade level themes, and essential questions have been intentionally selected or designed to meet and further contribute to THRIVE’s seven guiding principles:

**Guiding Principle #1: We work as a team and are accountable for all students**

**Guiding Principle #2: We constantly develop and improve our teaching and learning**

**Guiding Principle #3: Data, research, and evidence-based practices drive decisions**

**Guiding Principle #4: We create a loving, structured, and safe environment for our community**

**Guiding Principle #5: We strive to be an anti-bias, anti-racist organization**

**Guiding Principle #6: Our students' families are their first teachers and our most valuable partners**

**Guiding Principle #7: We invest in sustainable structures to create systemic change**

### English Language Arts

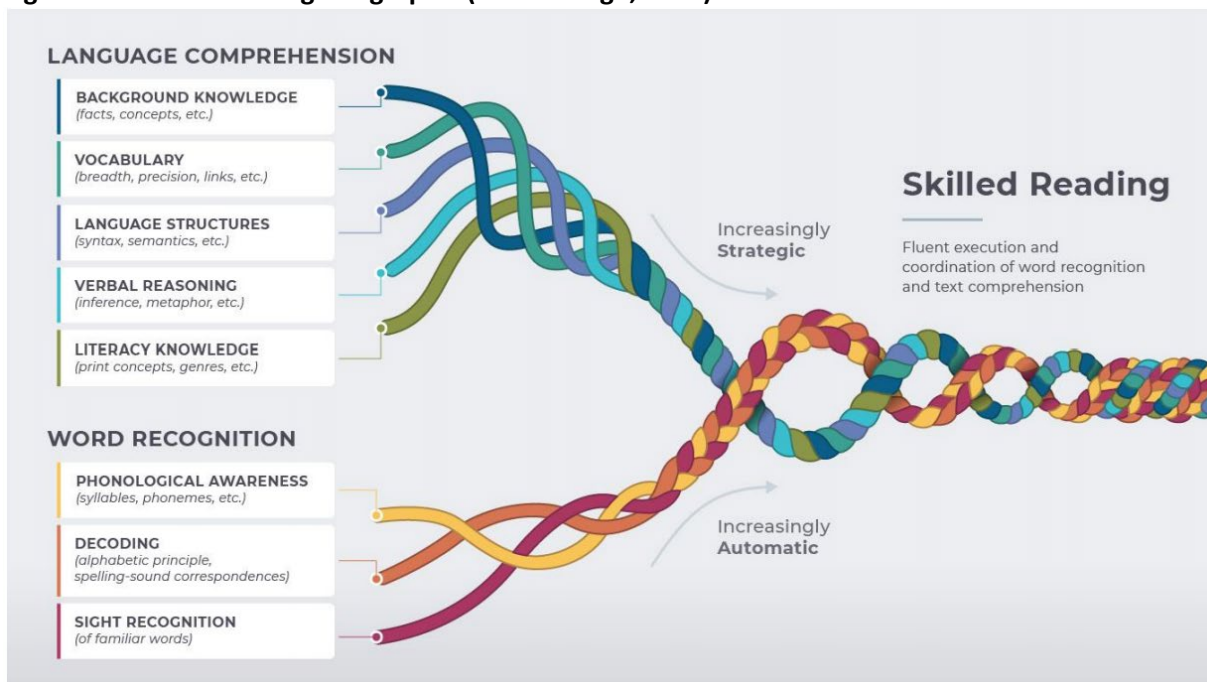
Our approach English Language Arts is rooted in a deep belief that children become strong readers when word recognition skills and language comprehension abilities are carefully and intentionally developed. This concept is reflective of the work done by reading researcher, Hollis Scarborough, who created the graphic in **Figure 15** to represent her research related to The Many Strands that are Woven

<sup>39</sup> New Mexico Public Education Department, “New Mexico Instructional Scope 1.0,” 2020, <https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/NMIS-1.0-Foreword.pdf>.

<sup>40</sup> Ibid.

into Skilled Reading.<sup>41</sup> To ensure students develop as skilled readers at THRIVE, we provide all students in grades K-5 with a 90 minute instructional block where Reading Mastery is utilized to address foundational skill standards as the primary focus. We also provide all students in grades K-8 with a 60 minute instructional block where EL Education's ELA Modules are utilized to address literature and informational text standards as the primary focus. In grades K-5, where both blocks exist, writing, speaking and listening, and language standards are addressed across both blocks of instruction, and in grades 6-8 those standards are addressed through the ELA block, but also incorporated into all other content areas, particularly writing standards.

**Figure 15: Skilled Reading Infographic (Scarborough, 2001)**



### ELA: Reading Mastery (K-5)

We know that in order to flourish as confident skilled readers, students must develop strong foundations as readers. To develop these foundations, THRIVE uses Reading Mastery to address ELA foundational skills, as well as writing, speaking and listening, and language standards. Reading Mastery is a reading program that uses the Direct Instruction<sup>42</sup> method to help students master essential decoding and comprehension skills. The program places particular emphasis on teaching thinking skills and helping students acquire background knowledge. Program materials include fully scripted lessons to guide teachers through carefully constructed instructional steps - modeling new content, providing guided practice, offering individualized practice and applying skills. In the earliest grades, it also utilizes a special orthography designed to assist students' identification of letter sounds. The special font is later phased out and replaced with traditional orthography. Signals and group responses are used to keep students involved, help them stay on task and help with lesson pacing. Teachers assess student

<sup>41</sup> H.S. Scarborough, "Connecting Early Language and Literacy to Later Reading (Dis)Abilities: Evidence, Theory, and Practice," 2001, In S. Neuman & D. Dickinson (Eds.), *Handbook for Research in Early Literacy* (pp. 97–110). New York, NY: Guilford.

<sup>42</sup> National Institute for Direct Instruction, "Basic Philosophy of Direct Instruction (DI)," <https://www.nifdi.org/what-is-di/basic-philosophy.html>.

performance throughout the program, and struggling students receive practice through remedial exercises. Each level of the program typically spans one academic year, unless it is delivered using an accelerated data-driven schedule. A typical lesson includes seven to nine short activities encompassing multiple strands of content that include the five essential areas of reading instruction identified by the National Reading Panel.<sup>43</sup> Reading Mastery was selected because of its long demonstrated effectiveness<sup>44</sup> with students from different backgrounds, and its alignment with our desire to ensure our students have access to small group instruction and teaching methods that reinforce a positive self-concept.

#### ELA: EL Education ELA Modules (K-8)

THRIVE provides all students in grades K-8 opportunities to engage with challenging informational text and literature through EL Education's ELA Modules. These modules are standards-based and use real world, compelling content to create meaningful and engaging lessons for teachers and students. These materials were specifically selected because of EL Education's alignment with our mission, model, guiding principles (see **Figure 16**), and because of this curriculum's success at driving and redefining student achievement in diverse schools across the country. This curriculum has also received the highest ratings from EdReports.org.<sup>45</sup> Paired with effective teaching methods, this curriculum ensures students master rigorous content, produce high quality work, and are prepared with the critical thinking, intellectual courage, and emotional development needed to explore passions and contribute to the betterment of our surrounding community and world.

EL Education's ELA Modules will be used as the primary tool to address the following standards: Reading: Literature, Informational Text, Writing, Speaking & Listening, and Language. At THRIVE, we will ensure that our curriculum is aligned to the required grade level instructional scopes and note units where we may need to add explicit teaching so that we ensure we are following the appropriate scope and sequence as laid out in New Mexico Language Arts Scope and Sequence as posted on the Public Education Department Website.<sup>46</sup>

**Figure 16: Side by Side, EL Education & THRIVE Community School's Guiding Principles**

| EL Education Guiding Principle   | THRIVE Guiding Principles  |
|--|--|
| Equity Matters   | We strive to be an anti-bias, anti-racist organization.  |
| Backwards Design Means Planning With the End in Mind and Assessing Along the Way | We constantly develop and improve our teaching and learning.<br>&<br>Data, research, and evidence-based practices drive decisions. |

<sup>43</sup> Bonnie B. Armbruster et al., "Put Reading First, Kindergarten Through Grade 3, The Research Building Blocks for Teaching Children to Read," National Institute for Literacy, The Partnership for Reading <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>.

<sup>44</sup> Douglas Carnine, "Why Education Experts Resist Effective Practices (And What It Would Take to Make Education More Like Medicine)," Thomas B Fordham Foundation, April 2000, <https://www.wrightslaw.com/info/teach.profession.carnine.pdf>.

<sup>45</sup> edreports.org, Reports Center, <https://edreports.org/reports/?s=ela>.

<sup>46</sup> New Mexico Public Education Department, "Instructional Scope," 2020, <https://webnew.ped.state.nm.us/bureaus/curriculum-instruction/nm-is-literacy/>.

New Mexico Public Education Commission, approved January 15, 2021

|  |   |
|--|---|
| Students Excel in Diverse and Inclusive  | We strive to be an anti-bias, anti-racist organization.<br>&<br>We work as a team and are accountable for all students.             |
| Protocols and Conversation Cues Promote Student Thinking, Collaboration, and Respect | We create a loving, structured, and safe environment for our community.   |
| Students Own Their Own Learning  | We constantly develop and improve our teaching and learning.  |
| Emphasis on Habits of Character  | We create a loving, structured, and safe environment for our community.   |
| Families and Guardians are Partners  | Our students' families are their first teachers and our most valuable partners.   |
| Curriculum as Powerful Professional Development                                      | We constantly develop and improve our teaching and learning.<br>&<br>We invest in sustainable structures to create systemic change. |

### ELA: Student Writing (K-8)

In addition to the above literacy programs used at THRIVE, a writing companion/rubric for student writing will be used at each grade level. All writing is directly connected to a grade level ELA standard. Students will be expected to meet the Writing Companion Focus for grade level writing by the end of the year and all writing will be embedded in literary and informational text reading standards in ELA, Social Studies, and Science.<sup>47</sup> Units of instruction across content areas will include thoughtfully scaffolded lessons that support all learners in a variety of writing tasks and within a writing task. Teachers will require students to use their grade-level writing companion that is differentiated and grade appropriate. This approach scaffolds the writing process and expectations for all students while ensuring consistent grade level expectation for student work. Because speaking and listening are important components for processing and organizing student ideas for writing, students will be given multiple opportunities for revision so that they can discuss and rethink their ideas before and during a writing task. Teachers will collect and archive high quality student exemplars to use as models for class lesson critique. **Figure 17** displays ELA Module Connections and Writing Companion Focus Areas by grade level. **Figure 18** displays a sample writing companion for what students should be able to do with proficiency by the end of each grade level. Updated grade level writing companions will be provided to each grade level teacher and student.

<sup>47</sup> The Writing Companion was compiled by a team led by Dr. Matt Williams, and was shared by E. Renee Sanchez, Leadership Improvement LLC, as part of a mentorship/collaborative partnership with Dr. Angelia Moore and Nina Otero Community School, October 2018.

**Figure 17: EL Education’s ELA Modules with End of Year Writing Companion Focus<sup>48</sup>**

|          | <b>Experiential Learning (EL)<br/>ELA Module Connections<sup>49</sup></b>   | <b>Writing Companion Focus (WCF)<br/>by End-of-Year</b>  |
|----------|---|--|
| <b>K</b> | <ul style="list-style-type: none"> <li>• Collaborative Classroom</li> <li>• Contributing to Community</li> </ul>  | <b>WCF:</b> Simple Sentence  |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Tools and Work</li> <li>• Caring for Birds</li> </ul>  | <b>WCF:</b> Multiple Related and Detailed Sentences  |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Schools and Community</li> <li>• Fossils tell Stories</li> <li>• Providing for Pollinators</li> </ul>  | <b>WCF:</b> Multiple Sequenced and Connected Sentences   |
| <b>3</b> | <ul style="list-style-type: none"> <li>• Overcoming Challenges</li> <li>• Researching to Build Knowledge and Teach Others</li> <li>• Water Around the World</li> </ul>  | <b>WCF:</b> Coherent and Cohesive Paragraph  |
| <b>4</b> | <ul style="list-style-type: none"> <li>• Poetry, Poets, and Becoming Writers</li> <li>• Researching to Build Knowledge and Teach Others</li> <li>• The American Revolution</li> <li>• Responding to Inequality: Ratifying the 19th Amendment</li> </ul> | <b>WCF:</b> Multiple Coherent Paragraphs<br><br>Central Focus: Classification and Categorization (50% Literary and 50% Informational)          |
| <b>5</b> | <ul style="list-style-type: none"> <li>• Stories of Human Rights</li> <li>• Athlete Leaders of Social Change</li> <li>• The Impact of Natural Disaster</li> </ul>   | <b>WCF:</b> Multiple Cohesive Paragraphs<br><br>Central Focus: Procedure and Process (50% Literary and 50% Informational)                      |
| <b>6</b> | <ul style="list-style-type: none"> <li>• Greek Mythology</li> <li>• Critical Problems and Design Solutions</li> <li>• American Indian Boarding Schools</li> <li>• Accomplishments in Space Exploration</li> </ul>                                       | <b>WCF:</b> Coherent and Cohesive Multi-Paragraph Compositions<br><br>Central Focus: Problem and Solution (50% Literary and 50% Informational) |
| <b>7</b> | <ul style="list-style-type: none"> <li>• Lost Children of Sudan</li> <li>• Epidemics</li> <li>• Harlem Renaissance</li> <li>• Plastic Pollution</li> </ul>  | <b>WCF:</b> Compositions that Demonstrate Analysis<br><br>Central Focus: Compare and Contrast (45% Literary and 55% Informational)             |
| <b>8</b> | <ul style="list-style-type: none"> <li>• Folk Lore of Latin America</li> <li>• Voices from the Holocaust</li> <li>• Lessons from Japanese Internment</li> </ul>   | <b>WCF:</b> Compositions that Demonstrate Analysis<br><br>Central Focus: Cause and Effect (45% Literary and 55% Informational)                 |

<sup>48</sup> Ibid.<sup>49</sup> EL Education, “Curriculum,” Retrieved on February 19, 2021, <https://curriculum.eleducation.org/#block-block-9>.  
New Mexico Public Education Commission, approved January 15, 2021

**Figure 18: Sample Writing Companion, K-2<sup>50</sup>**

| K-2nd Grades  |   | Writing Companion   |
|---|---|---|
| Kindergarten  | 1st Grade   | 2nd Grade   |
| Demonstrate mastery of reading standards by responding in writing to selected text(s) with<br><b>Simple Sentences</b>   | Demonstrate mastery of reading standards by responding in writing to selected text(s) with<br><b>Multiple Related and Detailed Sentences</b>  | Demonstrate mastery of reading standards by responding in writing to selected text(s) with<br><b>Multiple Sequenced and Connected Sentences</b>   |
| <b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Write a complete thought (noun, verb)</li> <li>• Capitalize first word</li> <li>• Capitalize the pronoun “I”</li> <li>• Punctuate the end of the sentence</li> </ul> | <b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Name the topic or book and include a reason, facts, or details</li> <li>• Write simple and compound sentences about one topic</li> <li>• Provide sense of closure</li> <li>• Use conjunctions to signal simple relationships (and, but, or, so, because)</li> <li>• Use verbs and adjectives to clarify meaning</li> <li>• Capitalize dates and names of people</li> <li>• Use commas in dates</li> <li>• Use prepositions to show position in time or space (during, beyond, toward)</li> <li>• Use determiners to reference a noun or noun group (a, an, the, this, that)</li> </ul> | <b>Success Criteria</b> <ul style="list-style-type: none"> <li>• State topic in the beginning</li> <li>• Use reasons, key details, or facts to support the central message/topic</li> <li>• Create sequence by using time order and linking words (first, next, last, because, and, also)</li> <li>• Arrange simple and compound sentences in a meaningful order</li> <li>• Provide a concluding statement</li> <li>• Use adjectives and adverbs to describe and clarify meaning</li> <li>• Use commas in greetings and closings of letters</li> <li>• Capitalize holidays, product names, and geographic names</li> <li>• Use apostrophe to form contractions and possessives</li> </ul> |

Notes:

**Mathematics**

THRIVE’s founders recognize the need for dramatically improved math outcomes for students in our city and state. As of 2018, only 18% of Santa Fe Public Schools students demonstrated grade level proficiency in math, which is slightly lower than the state average of 21% proficiency.<sup>51</sup> We believe that a high quality curriculum can play a huge role in shifting these outcomes for students, along with excellent teacher training and coaching. We have selected Connecting Math Concepts Comprehensive Edition, and Cognitively Guided Instruction as our math curriculum in grades K-2 and in grades 3-8, we have selected Eureka Math. Internal and external examinations have shown that they are aligned to NM Common Core State Standards and the NM Mathematics Instructional Scope, and when paired with strong instructional methods, have also demonstrated a record of success across the country<sup>52</sup>.

<sup>50</sup> The Writing Companion was compiled by a team led by Dr. Matt Williams, and was shared by E. Renee Sanchez, Leadership Improvement LLC, as part of a mentorship/collaborative partnership with Dr. Angelia Moore and Nina Otero Community School, October 2018.

<sup>51</sup> New Mexico Public Education Department, “Academic Proficiency,” <https://newmexicoschools.com/state/999999/student-performance>.

<sup>52</sup> Jean Stockard and Timothy W. Wood, “The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research,” *Review of Educational Research*, 20, no.10 (2018), 1-29: DOI:10.3102/0034654317751919, <http://arthurreadingworkshop.com/wp-content/uploads/2018/05/StockardDIMetaAnalysis2018.pdf>.



**Math: Grades K-2**

In grades K-2, our primary school, THRIVE will use Connecting Math Concepts Comprehensive Edition, to build strong foundations with skills and to develop key conceptual understandings that will be built upon and expanded upon in subsequent grades. Teacher-directed small group lessons last 30 minutes, and then students have the opportunity to work independently to practice and apply skills, knowledge and concepts with traditional paper and pencil materials as well as hands-on and computer-based individualized practice opportunities. This curriculum, like Reading Mastery, is a Direct Instruction program that relies on structures that all students work in teacher-led small groups that position teachers to bring students to mastery with key grade level content. Connecting Math Concepts stresses key understandings and introduces concepts carefully, then weaves them together throughout the program. Program lessons are designed to introduce concepts at a rate that is reasonable and helps students make connections between important concepts. Finally, these lessons provide the practice needed to achieve mastery in an efficient and effective manner.

THRIVE understands the need for students to deeply develop conceptual understandings, so in grade K-2 students also have the opportunity to develop these understandings through a problem-solving based approach to mathematics known as Cognitively Guided Instruction (CGI). This student-centered approach uses student's own thinking as the starting point of instruction and was selected to ensure students are set positioned to easily transition from primary school to intermediate school, where Eureka Math will rely on the practical skills students have developed through CGI.

**Math: Grades 3-8**

THRIVE's intermediate school (grades 3-5) and middle school (grades 6-8) will use Eureka Math. In grades 3-5, the curriculum is standards-aligned and modules, or units, are grouped into three topics: Number, Number and Geometry, Measurement, and Fractions. For grades 3-5, Eureka Math was given the highest ratings in all curriculum categories with many schools seeing student performance gains on nationally recognized tests in their first or second years of using the curriculum.<sup>53</sup> An overview of the content for grades 3-5 is displayed in **Figure 19**.

**Figure 19: Eureka Math, A Story of Units, Grades 3-5<sup>54</sup>**

| Grade 3   | Grade 4  | Grade 5  |
|---|--|--|
| Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 Days) | Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 Days) | Module 1: Place Value and Decimal Fractions (20 Days)                        |
| Module 2: Place Value and Problem Solving with Units of Measure (25 Days)                                   | Module 2: Unit Conversions (7 Days)  | Module 2: Multi-Digit Whole Number and Decimal Fraction Operations (35 Days) |
| Module 3: Multiplication and  | Module 3: Multi-Digit  | Module 3: Addition and   |

<sup>53</sup> Edreports.org, "Eureka Math, Great Minds, Series Overview," Retrieved on March 12, 2021, <https://www.edreports.org/reports/overview/eureka-math-2013-2014>.

<sup>54</sup> Engage NY, "A Story of Units: A Curriculum Overview for Grades P-5," 2013, <https://www.engageny.org/resource/pre-kindergarten-grade-5-mathematics-curriculum-map-and-guiding-documents/file/8776>.



|   |  |  |
|---|--|--|
| Division with Units of 0, 1, 6-9, and Multiples of 10 (25 Days) | Multiplication and Division (43 Days)                              | Subtraction of Fractions (22 Days)   |
| Module 4: Multiplication and Area (20 Days)                     | Module 4: Angle Measure and Plane Figures (20 Days)                | Module 4: Multiplication and Division of Fractions and Decimal Fractions (38 Days) |
| Module 5: Fractions as Numbers on the Number Line (35 Days)     | Module 5: Fraction Equivalence, Ordering, and Operations (45 Days) | Module 5: Addition and Multiplication with Volume and Area (25 Days)               |
| Module 6: Collecting and Displaying Data (10 Days)              | Module 6: Decimal Fractions (20 Days)                              | Module 6: Problem Solving with the Coordinate Plane (40 days)                      |
| Module 7: Geometry and Measurement Word Problems                | Module 7: Exploring Multiplication (20 Days)                       |  |

| Topic Key | Number | Number and Geometry, Measurement | Fractions |
|-----------|--------|----------------------------------|-----------|
|-----------|--------|----------------------------------|-----------|

In grades 6-8, the curriculum is standards aligned and modules, or units, are grouped into six main topics: Number, Geometry, Ratios and Proportions, Expressions and Equations, Statistics and Probability, and Functions. For grades 6-8, Eureka Math was also given the highest ratings in all curriculum categories with many schools also seeing student performance gains on nationally recognized tests in their first or second years of using the curriculum.<sup>55</sup> An overview of the content for grades 6-8 is displayed in **Figure 20**.

**Figure 20: Eureka Math, A Story of Ratios, Grades 6-8<sup>56</sup>**

| Grade 6  | Grade 7   | Grade 8   |
|--|---|---|
| Module 1: Ratios and Unit Rates (35 Days)                                  | Module 1: Ratios and Proportional Relationships (30 Days) | Module 1: Integer Exponents and the Scientific Notation (20 Days) |
| Module 2: Arithmetic Operations Including Dividing by a Fraction (25 Days) | Module 2: Rational Numbers (30 Days)                      | Module 2: The Concept of Congruence (25 Days)                     |
| Module 3: Rational Numbers (25 Days)                                       | Module 3: Expressions and Equations (35 Days)             | Module 3: Similarity (25 Days)                                    |
| Module 4: Expressions and Equations (45 Days)                              | Module 4: Percent and Proportional Relationships          | Module 4: Linear Equations (40 Days)                              |

<sup>55</sup> Edreports.org, "Eureka Math, Great Minds, Series Overview," Retrieved on March 12, 2021, <https://www.edreports.org/reports/overview/eureka-math-2013-2014>.

<sup>56</sup> Engage NY, A Story of Ratios: A Curriculum Overview for Grades 6-8," 2013, <https://www.engageny.org/resource/grades-6-8-mathematics-curriculum-map/file/8761>.

|  |   |  |
|--|---|--|
|  | (25 Days)   |  |
| Module 5: Area, Surface Area, and Volume Problems<br>(25 Days) | Module 5: Statistics and Probability<br>(25 Days) | Module 5: Examples of Functions from Geometry<br>(15 Days)               |
| Module 6: Statistics<br>(25 Days)                              | Module 6: Geometry (35 Days)                      | Module 6: Linear Functions<br>(20 Days)                                  |
|  |   | Module 7: Introduction to Irrational Numbers Using Geometry<br>(35 Days) |

| Topic Key | Number | Geometry | Ratios and Proportions | Expressions and Equations | Statistics and Probability | Functions |
|-----------|--------|----------|------------------------|---------------------------|----------------------------|-----------|
|-----------|--------|----------|------------------------|---------------------------|----------------------------|-----------|

### Science

As part of our approach to equitable academic instruction, THRIVE utilizes a STEAM Education approach to elevate the importance of science, technology, engineering, arts and mathematics in an integrated fashion. We believe that access to high quality learning experiences in the areas of science, technology, and engineering is a significant equity issue in our city, state, and country and we know that THRIVE must play an active role in increasing opportunities for women and people of color to enter STEM related fields.

THRIVE's science programming will play a large role in disrupting those inequities and creating new opportunities for students to explore passions in STEAM related fields. For grades K-5, THRIVE will use the Inquiry Science Education Consortium (ISEC) Full Option Science- Systems (FOSS) through the Los Alamos Lab Foundation. This program is dedicated to increasing equity and access to quality STEM education for students throughout Northern New Mexico. ISEC adopted the Next GEN Science Standards even before New Mexico adopted the NM STEM Ready! Science Standards, thereby providing students in Northern New Mexico up to date curriculum and resources.

ISEC's 3 Core Components include:

1. Research-based science and engineering curriculum
2. High-quality and on-going professional development for educators
3. Logistical and materials support for schools and teachers

ISEC's programming and materials address standards related to earth science and physical science, so THRIVE will use Project Lead The Way's (PLTW) "Launch" curriculum to address life science standards and to offer opportunities to further extend select topics covered through ISEC's programming during STEAM Labs, which is a bonus enrichment course that takes place for 40 minutes, four times a week. PLTW uses an activity-project-problem based (APB) approach, that helps students understand how the knowledge and skills they develop in the classroom may be applied to future career pathways.

In grades 6-8, THRIVE will implement Amplify Science to address the majority of grade level science standards, with additional Project Lead The Way units of study during STEAM Labs. Amplify was designed for the Next Generation Science Standards and was the only program to receive ratings that

met or exceeded expectations in all categories in Reports review of 6-8 science curriculum for grades 6-8.<sup>57</sup> Similar to STEAM Labs in K-5, Middle School STEAM Labs are enrichment courses led by our middle school math and science teachers that provide students opportunities to extend key concepts from math and science through engaging, hands-on applications of learning that include robotics, engineering, and computer science units.

### Social Studies

Social Studies units at THRIVE Community School play a key role in our approach to Anti-Bias, Anti-Racist Education, as well as our approach to place-based and experiential learning. Social studies units, much like science units, are inquiry driven and create opportunities for investigations that make the learning experience meaningful and relevant for students. Units are internally created and are connected to the guiding theme and essential question for each grade level. The themes that have been selected are based upon New Mexico Social Studies Content Standards at each grade level and are specific to what students will be studying during the year. Throughout each unit of study, students will also work with relevant complex texts, providing regular opportunities to draw upon reading and writing competencies that have been developed during ELA Instruction.

We believe our approach to creating internal place-based experiences for students elevates the greatest strength of New Mexico and Santa Fe - its diversity - and creates a cultural pathway for better understanding of ourselves and others.

### Enrichment

THRIVE Community Schools understands the critical role enrichment courses play in helping students develop passions and create a sense of belonging. THRIVE will offer enrichment courses that support our STEAM Education model and comprehensive Social and Emotional Learning programming. We will offer Physical Education, Art, and Dance, and as we grow towards full capacity, will consider adding additional arts and related enrichment classes. THRIVE will also offer STEAM Labs and Humanities to all students as a second enrichment course four days a week for all students in grades K-8.

### Enrichment: STEAM Labs (Bonus Block)

STEAM Labs at THRIVE are offered to expand opportunities for students to develop critical thinking and creative problem-solving at the intersection of science, technology, engineering, arts, and math. STEAM Labs are also offered to ensure students have early experiences with STEAM related content that can help to inform passions they want to follow. To underscore the importance of STEAM Education, our extended day allows students to have a 45-minute STEAM Lab four days a week, where they are able to further integrate their learning in a cross curricular fashion with a heavy emphasis on experiential learning opportunities. During STEAM Labs, students engage in additional units of study that extend learning in science through additional application and allow students to integrate aspects of their learning through art, technology, and engineering projects. We will pull from Project Lead The Way's Launch (K-5) and Gateway (6-8) programs to structure our approach to this time. In grades K-5, STEAM Labs will be led by a specific teacher who is solely dedicated to the execution of high quality integrated STEAM content, and in grades 6-8, STEAM Labs will be offered as a semester-long elective that is taught by math and science content area teachers.

---

<sup>57</sup> edreports.org, "Amplify Science (2018), Amplify/ Sixth to Eighth,"  
<https://www.edreports.org/reports/detail/amplify-science-2018-6-8>.

### Enrichment: Physical Education, Art, Dance

THRIVE will offer Physical Education (PE), Art and Dance across all grade levels, to ensure our approach to teaching and learning is well-rounded and rooted in practices that contribute to the development of the whole child. Enrichment courses will be 45 minutes a day, four times a week, and will rotate across grade levels by trimester. **Figure 21** represents what a student at THRIVE would experience in terms of enrichment across a single school year by year five. Physical Education, Art, and Dance have been chosen based on conversations with families to be the enrichment offerings that best support our mission and model. Specifically, as a school for social and emotional learning, we know that there is a clear link between physical health and emotional health. Therefore, P.E. plays an important role in our social and emotional learning framework. Similarly, we know that Art and Dance create opportunities for problem-solving, expression and creativity, both of which are key attributes of our approach to STEAM Education. We will also explore grant opportunities and community partnerships to potentially offer Music as an enrichment offering when we reach full size in year five.

### Enrichment: Humanities Offering

THRIVE Community School will offer an ELA/Social Studies enrichment elective for grades 6-8 that focuses on the cultural and linguistic heritage of New Mexico. Students will learn about the complex intersection of cultures and how that has contributed to the diverse and rich community of Santa Fe. Students will also explore past and current issues that have and continue to create community connectedness and divisiveness. Bringing in local authors, artists, events, community leaders, and exploration of places will be a key feature of the course. Students will also research their own family history and heritage and the ways in which their uniqueness contributes to the diversity of their community. Students will design and organize a larger community celebration showcasing their work as the culminating performance project for this class.

**Figure 21: Sample Enrichment Experience**

| Trimester 1        | Trimester 2 | Trimester 3 |
|--------------------|-------------|-------------|
| Physical Education | Art         | Dance       |

### Morning Meeting & Advisory: RULER

Every school day at THRIVE begins with Morning Meeting for students in grades K-5, and with Advisory for students in grades 6-8. Both of these structures occur in small groups (11 students or less in Primary School, and 15 students or less in Intermediate and Middle School) to ensure students have the opportunity for a personal touch point with a trusted adult to start the day. During this time, teachers prioritize introducing, practicing, and reinforcing social and emotional learning content. THRIVE will use RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions), which is a comprehensive approach to social and emotional learning that was developed by the Yale Center for Emotional Intelligence. RULER is unique in that its approach to building emotional intelligence begins with thorough adult development that ensures leaders and teachers are prepared to support the diverse social and emotional support needs of students. RULER was selected as the cornerstone of our SEL programming because it is mission aligned and requires a high level of adult development prior to starting with students. RULER has a demonstrated track record of success in schools with diverse student bodies and offers THRIVE teachers a pathway to directly teach and practice key terms and skills in an integrated and aligned fashion within and across grade levels in a horizontally and vertically aligned fashion, allowing students to continuing developing key competencies year after year.

During year 1, lessons that take place during Morning Meeting and Advisory prepare students to use four different tools that are used throughout the school day (the Charter, Mood Meter, Meta-Moment, and Blueprint). These tools help students navigate challenging situations and provide opportunities to build self-awareness and empathy. They are introduced across 16 lessons and then they are integrated throughout the school day with at home extensions.

After year 1, THRIVE will utilize RULER's Feelings Words Curriculum. This curriculum includes 16 units that are focused on a specific feeling word. Each unit is made up of five, 10-15 minute lessons that are delivered over a two week period during morning meetings in grades K-5 and during advisory in grades 6-8. Each lesson has a varied focus for how students engage with the content: storytelling about personal experiences, connecting the feeling word to relevant academic content, teaching the skill to family members at home, and using the feeling word in performing or visual art activities.

### Curriculum Development

THRIVE Community School's mission states that we utilize evidence-based teaching to advance education equity. Aside from teacher actions, the most critical component of evidence-based teaching is ensuring our teachers and students have access to research-validated curricula across core content areas and enrichment classes. In order to adequately prepare our students for the demands of high school and begin laying the foundations for college and career readiness, one of the first steps we must take is aligning our curriculum to appropriate state standards. We will ensure our ELA and Mathematics curriculum is aligned to the New Mexico Common Core State Standards, our Science Curriculum is aligned to the NM STEM Ready! Science Standards, and our Social Studies Curriculum is aligned to the New Mexico Content Standards for Social Studies. The actions and processes that will be used at THRIVE to create, select, and develop our curriculum is described in **Figure 22**.

**Figure 22: Standards and Curriculum Alignment Actions & Process**

| Action Steps  | Process  |
|---|--|
| Study NM MSSA for ELA and Math and NM Assessment of Science Readiness (NMABR) released items for each grade level. Break down state and national standards for each grade level/ subject area | <ul style="list-style-type: none"> <li>Align assessment items to standards</li> <li>Break down standards into skills and actions</li> <li>Create a standards map for each subject area</li> </ul>  |
| Develop Scope and Sequence for each grade level   | <ul style="list-style-type: none"> <li>Create scope and sequence based upon content standards</li> <li>Combine complementary standards based upon supporting skills and standards</li> </ul>   |
| Review student exemplars for standards, including those based off of NM MSSA and NMABR  | <ul style="list-style-type: none"> <li>Review student exemplars using ATLAS protocol</li> <li>Ensure alignment between student demonstration of learning and content standards</li> <li>Develop interim assessments for each grade level/content standard</li> </ul> |
| Develop and revise Unit Plans and Calendar for each grade/subject   | <ul style="list-style-type: none"> <li>Using power and supporting standards, determine the sequence for teaching content/skill</li> </ul>  |

|   |   |
|---|---|
| area  | <ul style="list-style-type: none"> <li>• Map a calendar of teaching objectives</li> <li>• Outline activities and scaffolded lessons for mastery progression for assignments</li> </ul>  |
| Develop system for monitoring student mastery of core knowledge and standards   | <ul style="list-style-type: none"> <li>• Create monitoring document for student mastery that is both student and teacher friendly</li> <li>• Ensure objects are in monitoring document</li> <li>• Share document with instructional Leadership Team and teachers</li> <li>• Establish and review expectations for data entry and collection</li> </ul>  |
| Develop standards-aligned lesson plans that include measurable objectives, school-aligned outcomes, and varied student learning assessments | <ul style="list-style-type: none"> <li>• Develop daily checks for understanding based upon learning targets</li> <li>• Create exemplars for student work</li> <li>• determine needed materials for lesson planning</li> <li>• Work with teachers to make explicit connections to experiential learning/project-based learning opportunities as appropriate and as scheduled for grade level theme and guiding questions</li> <li>• Ensure rigor and alignment between objectives, assessment, and activities</li> </ul> |

During THRIVE's implementation year, the scope and sequence for each core content area will be developed by the Executive Director and the Middle School Principal, along with the unit plans, the first three units of daily lesson plans, experiential learning project plans and rubrics, and all necessary assessments. This scope and sequence will include one map for each grade level that aligns standards-based academic and social emotional learning (SEL) targets across all disciplines. THRIVE will utilize all appropriate New Mexico state standards for each content area and will rely on the SEL Framework Developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) to inform the development of the scope and sequence for each content area across all grade levels. Instructional leaders will also group key standards and skills to assist in framing interdisciplinary STEAM Education opportunities (when and where appropriate) and guiding experiential learning opportunities. Once the scope and sequence for each grade level content area has been developed, we will either create or adopt interim assessments that rigorously measure the mastery of objectives that have been taught within a module or unit of study. The creation and adoption of interim assessments will be overseen by the Executive Director and the Middle School Principal.

In the summer of 2022, teachers will be provided all core scope and sequence documents, THRIVE grade level academic and SEL maps, and relevant training to support the implementation of high quality and standards aligned curriculum, including: Direct Instruction/Mastery Learning (DI), Eureka Math, Project Lead the Way, ISEC-FOSS, EL Education' ELA Curriculum, and RULER, our approach to Social and Emotional Learning (SEL). It is also at this time that internally created scope and sequence documents, grouped key standards, units or modules of study, and interim assessments are shared with teachers.

Following the implementation year, the Executive Director and the Middle School Principal will work with grade level teachers for the continued revision and building of scope and sequence as THRIVE grows out grade level additions each year. The Executive Director and Middle School Principal are



responsible for the collaboration, creation, and distribution of all materials during years one and two. During year three, the middle school principal will assist in the division of instructional and curricular leadership and responsibilities. For each grade level and content area of instruction internally created, the curriculum will be designed beginning with the standards and appropriate scope and sequence, then move to assessment expectations and interim assessment design, then to unit construction, and finally to the development of daily lesson plans. This method of backwards design ensures continuity of grade level proficiency in state and national standards. In the summer following year five, the principals will work with THRIVE's instructional leaders to modify as needed. We believe a consistent core curricular approach that is integrated, paced appropriately, and research-based will ensure fidelity of rigorous commitment to teacher pedagogy and delivery of learning, clear student progression from one grade level to the next, and guarantee that our students at THRIVE are ready for the rigor of the high school of their choosing. **Figure 23** organizes and summarizes THRIVE's timelines for the development and revision of curricular resources for core content areas.

To develop and internalize any high quality, standards-aligned curriculum, time and space for ongoing development related to these mission-specific priorities is necessary. Our school calendar embeds two weeks of development throughout the school year in addition to weekly, fifty-minute, Professional Learning Communities (PLCs). During weekly PLCs, content teachers will meet to review current student work and interim assessment data utilizing the ATLAS Protocol. The Atlas Protocol is a guiding set of questions and steps that allow for a deep look at standards and student work to ensure that there is alignment between what is learned and the key learning target, concept, content or skill that a teacher or group of teachers hopes students understand or are able to do once the lesson or unit is complete. Through our professional development calendar and PLC structures, teachers receive the time and support necessary to continue to grow their skill and craft in curriculum internalization and implementation, which will aid significantly in expanding the number of staff members who can support in the revision of existing curriculum or contribute to the development of new curriculum as THRIVE adds grade levels during our growing years.

**Figure 23: Timeline for Development of Key Curricular Components**

| Implementation Year (2021-2022)  |   |               |
|--|---|---------------|
| Curricular Resource Action Step  | Responsible Staff                             | Deadline      |
| <ul style="list-style-type: none"> <li>Breakdown Standards for Each Content Area (K-8)</li> </ul>                        | Executive Director<br>Middle School Principal | October 2021  |
| <ul style="list-style-type: none"> <li>Develop Content Area Scope &amp; Sequence (K-2, 6)</li> </ul>                     | Executive Director<br>Middle School Principal | November 2021 |
| <ul style="list-style-type: none"> <li>Create or Adopt &amp; Review Content Area Interim Assessments (K-2, 6)</li> </ul> | Executive Director<br>Middle School Principal | December 2021 |
| <ul style="list-style-type: none"> <li>Create or Adapt Trimester 1 Unit Plans and Lessons (K-2, 6)</li> </ul>            | Executive Director<br>Middle School Principal | February 2022 |
| <ul style="list-style-type: none"> <li>Create or Adapt Trimester 2 Unit Plans and Lessons (K-2, 6)</li> </ul>            | Executive Director<br>Middle School Principal | March 2022    |



|   |   |                 |
|---|---|-----------------|
| <ul style="list-style-type: none"> <li>Create or Adapt Trimester 3 Unit Plans and Lessons (K-2, 6)</li> </ul>   | Executive Director<br>Middle School Principal                                 | April 2022      |
| <b>Year 1 of Operation: (2022-2023)</b>   |   |                 |
| <b>Curricular Resource Action Step</b>  | <b>Responsible Staff</b>  | <b>Deadline</b> |
| <ul style="list-style-type: none"> <li>Revise Breakdown of Content Standards (K-8)</li> </ul>   | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2023      |
| <ul style="list-style-type: none"> <li>Revise Content Area Scope and Sequence (K-2, 6)</li> <li>Create or Adapt Content Area Scope and Sequence (3, 7)</li> </ul>                 | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2023      |
| <ul style="list-style-type: none"> <li>Revise Content Area Interim Assessments (K-2, 6)</li> <li>Create or Adapt Content Area Interim Assessments (3, 7)</li> </ul>               | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2023      |
| <ul style="list-style-type: none"> <li>Revise Trimester 1 Unit Plans and Lesson Plans (K-2, 6)</li> <li>Create or Adapt Trimester 1 Unit Plans and Lesson Plans (3, 7)</li> </ul> | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | April 2023      |
| <ul style="list-style-type: none"> <li>Revise Trimester 2 Unit Plans and Lesson Plans (K-2, 6)</li> <li>Create or Adapt Trimester 2 Unit Plans and Lesson Plans (3, 7)</li> </ul> | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | May 2023        |
| <ul style="list-style-type: none"> <li>Revise Trimester 3 Unit Plans and Lesson Plans (K-2, 6)</li> <li>Create or Adapt Trimester 3 Unit Plans and Lesson Plans (3, 7)</li> </ul> | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | June 2023       |
| <b>Year 2 of Operation (2023-2024)</b>  |   |                 |
| <b>Curricular Resource Action Step</b>  | <b>Responsible Staff</b>  | <b>Deadline</b> |
| <ul style="list-style-type: none"> <li>Revise Breakdown of Content Standards (K-8)</li> </ul>   | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2024      |
| <ul style="list-style-type: none"> <li>Revise Content Area Scope and Sequence (K-3, 6-7)</li> <li>Create or Adapt Content Area Scope and Sequence (4, 8)</li> </ul>               | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2024      |

|   |   |                 |
|---|---|-----------------|
| <ul style="list-style-type: none"> <li>Revise Content Area Interim Assessments (K-3, 6-7)</li> <li>Create or Adapt Content Area Interim Assessments (4, 8)</li> </ul>               | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2024      |
| <ul style="list-style-type: none"> <li>Revise Trimester 1 Unit Plans and Lesson Plans (K-3, 6-7)</li> <li>Create or Adapt Trimester 1 Unit Plans and Lesson Plans (4, 8)</li> </ul> | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | April 2024      |
| <ul style="list-style-type: none"> <li>Revise Trimester 2 Unit Plans and Lesson Plans (K-3, 6-7)</li> <li>Create or Adapt Trimester 2 Unit Plans and Lesson Plans (4, 8)</li> </ul> | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | May 2024        |
| <ul style="list-style-type: none"> <li>Revise Trimester 3 Unit Plans and Lesson Plans (K-2, 6)</li> <li>Create or Adapt Trimester 3 Unit Plans and Lesson Plans (3, 7)</li> </ul>   | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | June 2024       |
| <b>Year 3 of Operation (2024-2025)</b>  |   |                 |
| <b>Curricular Resource Action Step</b>  | <b>Responsible Staff</b>  | <b>Deadline</b> |
| <ul style="list-style-type: none"> <li>Revise Breakdown of Content Standards (K-8)</li> </ul>   | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2025      |
| <ul style="list-style-type: none"> <li>Revise Content Area Scope and Sequence (K-4, 6-8)</li> <li>Create or Adapt Content Area Scope and Sequence (5)</li> </ul>                    | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2025      |
| <ul style="list-style-type: none"> <li>Revise Content Area Interim Assessments (K-4, 6-8)</li> <li>Create or Adapt Content Area Interim Assessments (5)</li> </ul>                  | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2025      |
| <ul style="list-style-type: none"> <li>Revise Trimester 1 Unit Plans and Lesson Plans (K-4, 6-8)</li> <li>Create or Adapt Trimester 1 Unit Plans and Lesson Plans (5)</li> </ul>    | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | April 2025      |
| <ul style="list-style-type: none"> <li>Revise Trimester 2 Unit Plans and Lesson Plans (K-4, 6-8)</li> <li>Create or Adapt Trimester 2 Unit Plans and Lesson Plans (5)</li> </ul>    | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | May 2025        |
| <ul style="list-style-type: none"> <li>Revise Trimester 3 Unit Plans and</li> </ul>   | Executive Director  | June 2025       |

|  |   |                 |
|--|---|-----------------|
| <ul style="list-style-type: none"> <li>Lesson Plans (K-4, 6-8)</li> <li>Create or Adapt Trimester 3 Unit Plans and Lesson Plans (5)</li> </ul> | Middle School Principal<br>Content Area Teacher-Leaders                       |                 |
| <b>Year 4 of Operation (2025-2026)</b>   |   |                 |
| <b>Curricular Resource Action Step</b>   | <b>Responsible Staff</b>  | <b>Deadline</b> |
| <ul style="list-style-type: none"> <li>Revise Breakdown of Content Standards (K-8)</li> </ul>  | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2026      |
| <ul style="list-style-type: none"> <li>Revise Content Area Scope and Sequence (K-8)</li> </ul>   | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2026      |
| <ul style="list-style-type: none"> <li>Revise Content Area Interim Assessments (K-8)</li> </ul>  | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2026      |
| <ul style="list-style-type: none"> <li>Revise Trimester 1 Unit Plans and Lesson Plans (K-8)</li> </ul>   | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | April 2026      |
| <ul style="list-style-type: none"> <li>Revise Trimester 2 Unit Plans and Lesson Plans (K-8)</li> </ul>   | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | May 2026        |
| <ul style="list-style-type: none"> <li>Revise Trimester 3 Unit Plans and Lesson Plans (K-8)</li> </ul>   | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | June 2026       |
| <b>Year 5 of Operation (2026-2027)</b>   |   |                 |
| <b>Curricular Resource Action Step</b>   | <b>Responsible Staff</b>  | <b>Deadline</b> |
| <ul style="list-style-type: none"> <li>Revise Breakdown of Content Standards (K-8)</li> </ul>  | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2026      |
| <ul style="list-style-type: none"> <li>Revise Content Area Scope and Sequence (K-8)</li> </ul>   | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2026      |
| <ul style="list-style-type: none"> <li>Revise Content Area Interim Assessments (K-8)</li> </ul>  | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | March 2026      |
| <ul style="list-style-type: none"> <li>Revise Trimester 1 Unit Plans and</li> </ul>  | Executive Director  | April 2026      |

|  |   |           |
|--|---|-----------|
| Lesson Plans (K-8)   | Middle School Principal<br>Content Area Teacher-Leaders                       |           |
| <ul style="list-style-type: none"> <li>Revise Trimester 2 Unit Plans and Lesson Plans (K-8)</li> </ul> | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | May 2026  |
| <ul style="list-style-type: none"> <li>Revise Trimester 3 Unit Plans and Lesson Plans (K-8)</li> </ul> | Executive Director<br>Middle School Principal<br>Content Area Teacher-Leaders | June 2026 |

### Lesson Planning/Internalization Cycle

THRIVE's SEL and content area curriculum is made up of a combination of internally and externally developed materials. THRIVE's instructional leaders ensure that all lesson plans (internally and externally developed) are anchored in learning targets that include daily objectives rooted in standards, lesson activities, and the student performance task, assessment, or exit ticket. Student progress and proficiency will be measured against the expectations of the learning target for the lesson(s) and larger unit of study. At THRIVE, to ensure a consistent and aligned experience across classrooms, lesson plans are provided for teachers across core content areas. We believe that a teacher's time is better spent internalizing and planning for the delivery of a lesson, than starting it from scratch. With that in mind, THRIVE's lesson planning cycle focuses on internalization and practice rather than creation and is described in **Figure 24** below.

**Figure 24: Lesson Internalization Cycle**

| Step | Action   | What Does it Look Like?   | When Does it Take Place?  |
|------|--|---|---|
| 1    | Teacher reads and annotates provided lessons for the week. | Teacher reads through the 4-5 lesson plans for the week ahead and annotates for key points to elevate, plans on places to stop and check for understanding, and makes note of differentiated approaches that will be taken with specific student names. This step also includes reading any texts that are involved in the lesson, reviewing all student materials to check for alignment, and to create an exemplar for any student tasks, assessments, or exit tickets. | Teachers read and annotate lesson plans during their uninterrupted planning time throughout the week, Monday - Thursday. Annotated lesson plans are then used during weekly PLCs on Fridays, or during content area development time where teachers have the opportunity to practice delivering key sections of a lesson. |
| 2    | Teacher completes a week at a glance (WAG)                 | After completing step one, teachers complete a Week at a Glance (WAG) document, which identifies the daily objectives, key lesson activities, key points, and daily weekly assessments. This is used as a quick reference for coaching support and for teachers to be   | Teacher's complete their WAG prior to Friday PD, once all lesson plans have been annotated and texts and students materials have been reviewed, including assessments.  |

|          |   |   |   |
|----------|---|---|---|
|          |   | able to have a snapshot of the teaching and learning that takes place in the week ahead. The WAG is displayed in the entryway of all classrooms so that internal visitors can have an easy way of orienting themselves to what is currently happening, where the learning has been, and where it is going.              |   |
| <b>3</b> | Teacher delivers the lesson                     | Teacher keeps the annotated lesson plan in hand or close by during the instructional period as a reference for key points to elevated, specific questions to ask, as well as to remind which parts of the lesson will require differentiation strategies.   | During the instructional period   |
| <b>4</b> | Teacher records brief lesson and WAG reflection | Following the lesson, the teacher records anecdotal reflections about lesson delivery, student response, misconceptions, and student performance (graded tasks, exit tickets, assessments). Teachers also complete a brief WAG reflection to make note of any common themes that have surfaced across multiple lessons. | Once a lesson or WAG reflection has been completed, teachers store copies of their annotated lesson plans in a unit/module binder. This binder will play a critical role in the unit/model internalization and launch that takes place the following year, as it will allow the internalization process to happen more efficiently and effectively, and will allow teachers to return to their reflections from the previous year to inform their practice. |

Lesson internalization at THRIVE is a consistent and reflective practice that ensures teachers improve their practice throughout the year. During the weekly PLC, the principal or PLC facilitator will meet with teachers/teams to discuss pacing, observable student actions related to core knowledge and skills, methodology, and the need for reteaching or review. Teachers needing more instructional support in planning or executing will receive that support through our responsive adaptive instructional coaching model. THRIVE will follow the lesson internalization timeline shown in **Figure 25**.

**Figure 25: Lesson Internalization Timelines**

| Timeline                 | Action  |
|--------------------------|---|
| <b>Friday by 12:00pm</b> | Teacher has annotated all lesson plans for monday-friday of the following week. Teacher brings these annotated lesson plans completed to Friday professional development. |

|                          |  |
|--------------------------|--|
| <b>Friday by 12:00pm</b> | Teacher completes their Week at a Glance (WAG) for the week ahead and brings the WAG to Friday professional development.   |
| <b>Friday by 4:00pm</b>  | Teacher completes all lesson reflections and WAG reflections for lessons completed that week and stores them in the unit/module binder.  |
| <b>Friday by 8:00am</b>  | Teacher places a copy of the WAG in the sheet protector by the front door of the classroom to be accessible for instructional coaching, visitors, and peer collaborators.  |
| <b>Monday 8:00am</b>     | Teacher stores the following materials in their unit/module binder located in their classroom: <ol style="list-style-type: none"> <li>1. WAG</li> <li>2. Annotated Lesson Plans</li> <li>3. Annotated Student Materials</li> </ol> |
| <b>Day of Lesson</b>     | Teacher adds a copy of the annotated lesson plan to the sheet protector by the front door and has a copy in hand or on a clip during instruction so that it is accessible to reference and record notes.                           |

### Review and Evaluation of Curriculum

THRIVE's Founding Team selected the various curricular materials reviewed in this section because they are research-based, externally reviewed and validated, aligned with New Mexico Common Core State and Content Standards, and aligned with THRIVE's mission and model. THRIVE's founders are confident that the curriculum we have selected and plan to develop, when paired with excellent training and coaching will empower teachers and set students up for long term success as defined by our expanded definition of student success. THRIVE's timeline for developing our curriculum by either creating it internally or adapting a commercially created curriculum provides adequate time to ensure it meets the needs of our local community and the state of New Mexico through specific time-governed action steps and responsible staff members. Teachers and the leaders will work together in revisions of the curriculum or needed curricular changes based upon student grade-level proficiency and growth data as well as PLC meetings centered around student work and the demonstration of content/standards mastery.

### Alignment of Curriculum and Mission

THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidenced-based teaching to advance education equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice. The SEL curriculum we have selected, RULER, is aligned to our mission's focus on social and emotional learning and evidence-based teaching. Two different organizations, the Collaborative for Academic, Social and Emotional Learning (CASEL),<sup>58</sup> and the Wallace Foundation,<sup>59</sup> have each verified the

<sup>58</sup> <https://casel.org/guideprograms/ruler/>.

<sup>59</sup> Stephanie Jones et al., "Navigating SEL From the Inside Out, Looking Inside & Across 25 Leading SEL Programs: A Practical Resource for School and OST Providers," Harvard Graduate School of Education, p.151 (March 2017), <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>.

evidence of effectiveness that supports the use of this program as a component of school-wide approach to SEL. Our commitment to utilizing evidence-based practices to advance education equity has also extended our approach to our core content areas. The externally developed curriculum we have selected all demonstrated a strong track record of producing high levels of academic achievement while also supporting efforts to eliminate disparities in student outcomes. Each content area curriculum requires the use of carefully developed instructional techniques to support implementation. We know that the curriculum alone will allow us to achieve our mission, so we are committed to utilizing all required instructional techniques to ensure we deliver the curriculum with fidelity. Finally, all of our internally develop social studies units along with our EL Education ELA units and Science Units, will allow students to explore different perspectives and new topics through experiential learning opportunities that are connected to the history, culture, and professional sectors that exist in our community, which will help ensure students have relevant and practical experiences that will position them to follow paths of their choice as they enter high school and then college and career pathways.

| Rating                                 | Expectations   |
|--|--|
| <input type="checkbox"/> Meets         | <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Describe the proposed school's curriculum;</li> <li>• Identify information that demonstrates the curriculum is research-based;</li> <li>• Describe a curriculum that is reasonable, based on the professional judgment of experienced educators;</li> <li>• Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards;</li> </ul>  |
| <input type="checkbox"/> Approaches    | <ul style="list-style-type: none"> <li>• Identify information that demonstrates how the curriculum will align with the proposed school's mission; and</li> <li>• Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments.               <ul style="list-style-type: none"> <li>○ The timeline must identify the following:                   <ul style="list-style-type: none"> <li>▪ responsible staff</li> <li>▪ action steps</li> <li>▪ deadlines</li> </ul> </li> <li>○ The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, and the proposed school's mission.</li> <li>○ The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June 1<sup>st</sup> of the planning year—the deadline for having the commencement of operations approved.</li> <li>○ If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico.</li> </ul> </li> </ul> |
| <input type="checkbox"/> Does Not Meet |  |



[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]

#### **D. Bilingual Multicultural Education, Indian Education and Hispanic Education**

##### **D. Bilingual Multicultural Indian Education and Hispanic Education**

Provide a description of how the proposed school's curriculum will ensure equal education opportunities for students in New Mexico through cognitive and affective development of the students by:

- (a) using the cultural and linguistic backgrounds of the students in a bilingual multicultural education program;
- (b) providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner;
- (c) teaching students to appreciate the value and beauty of different languages and cultures; and
- (d) discussing how the Equity Council will assist in the development and support of a culturally and linguistically relevant curriculum.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with the Bilingual Multicultural Education, Indian Education, and Hispanic Education Acts.

THRIVE Community School is an intentionally diverse learning community that is committed to equally supporting and expanding the cognitive and affective development of our students in a way that values their racial, cultural, ethnic, and linguistic identity. In alignment with our mission, we embrace social and emotional learning practices and utilize evidence-based teaching to advance education equity. We use innovative approaches to drive achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.

THRIVE Community School's founders began the work of collaborating with our community to start a new school because of a shared commitment to eliminating disparities in student outcomes along the lines of income and race. Our team recognizes the beauty and brilliance in each one of our students, which is a reflection of the rich cultural, racial, and linguistic diversity in our community. We are prepared to ensure that *what* we teach (content and curriculum), *how* we teach (culturally responsive teaching practices) and *who* is teaching (diverse teaching staff) creates windows and mirrors for our students so that they can gain a deeper appreciation for aspects of their own identity while also building an understanding and appreciation for the cultural and linguistic identity of others.

These concepts inform our proposed model and what it means for THRIVE to be an intentionally diverse school community. They will be reviewed in this section, but are also explained in **Section II. A(3) Uniqueness and Innovation**. Our founders have reviewed the findings from the Yazzie and Martinez Consolidated Lawsuit and are committed to following all necessary mandates so that students from low-income homes, students of color, English Learners, and students with disabilities are able to obtain an education at THRIVE that allows them to follow college or career pathways. Our team has examined local student outcomes and recognize the gaps in achievement that we see in disaggregated student achievement data. These gaps begin early and are maintained or grow over time. We have examined the intended outcomes of the New Mexico Bilingual Multicultural Act, the Indian Education Act, and the Hispanic Education Act and we are confident that our proposed model and mission will allow us to

meet the goals of these acts by ensuring that all of our students learn in a racially, culturally, and linguistically affirming environment.

#### **The Bilingual Multicultural Education Act**

New Mexico's Bilingual Multicultural Education Act (NMSA 22-23-1) contains several goals that have direct implications for the steps schools need to take to ensure equal education opportunities for students. Section L states that schools can address students' cognitive and affective development by:

1. using the cultural and linguistic backgrounds of the students in a bilingual multicultural education program;
2. providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and
3. teaching student to appreciate the value and beauty of different language and cultures

#### **The Indian Education Act**

The Indian Education Act, whose eleven purposes are outlined in NMSA 22-23A-2, has been reviewed by our founders during the time our proposed model was being developed and vetted by our community. Of the eleven purposes, four are applicable to school-level practitioners and are meant to:

- A. ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools;
- B. ensure maintenance of native languages;
- C. provide for the study, development and implementation of educational systems that positively affect the educational success of American Indian students;
- D. encourage and foster parental involvement in the education of Indian students

#### **The Hispanic Education Act**

THRIVE's founders have reviewed the Hispanic Education Act (NMSA 22-23-B) in the development of our model. We have taken steps to ensure that our programming and goals allow for us to fulfill the three stated purposes within this act:

- A. provide for the student, development and implementation of education systems that affect the educational success of Hispanic student to close the achievement gap and increase graduation rates;
- B. encourage and foster parental involvement in the education of their children; and
- C. provide mechanisms for parents, community, and business organization, public schools, school districts, charter schools, public post-secondary education institutions, the department and state and local policymakers to work together to improve education opportunities for Hispanic students for the purpose of closing the achievement cap, increasing graduation rates and increasing postsecondary enrollment, retention and completion.

#### **Disparities in Outcomes in Santa Fe**

The Indian Education Act and Hispanic Education Act's language elevates the need for schools to address disparities in performance that are regularly observed between students who are white and students from more affluent families with students of color and students from less affluent families. At THRIVE, while achievement is one of several mission-critical outcomes our school has been designed to address, our founders firmly believe that the only way to address persistent disparities in student

outcomes along lines of race and wealth is to ensure that THRIVE's approach addresses the inequities that exist in terms of educational opportunity, also known as the opportunity gap.<sup>60</sup> Opportunity gaps result in achievement gaps, and the only way to ensure that all kids reach high levels of achievement, is to provide more equitable learning opportunities.

The data examined below, all retrieved from the Public Education Department's New Mexico Vistas website as well as from Santa Fe Public Schools' website highlights the disparities in outcomes that exist across our local community. The data displayed in **Figure 26** represents proficiency data from 2018 for students in Santa Fe Public Schools compared to students across the state for the 2018-2019 school year. Any cell shaded in red indicates performance below the average of all students.

**Figure 26: Subgroup Proficiency Data for K-8 SFSP Students and State Averages**

| Reading -<br>Average % Proficient | Average of All<br>Students | Caucasian | African<br>American | Hispanic | Asian/Pacific<br>Islander | American<br>Indian/Alaska<br>Native | Economically<br>Disadvantaged | Students with<br>Disabilities | English<br>Language<br>Learners |
|-----------------------------------|----------------------------|-----------|---------------------|----------|---------------------------|-------------------------------------|-------------------------------|-------------------------------|---------------------------------|
| Santa Fe Public Schools           | 32%                        | 60%       | 29%                 | 26%      | 62%                       | 28%                                 | 23%                           | 12%                           | 14%                             |
| New Mexico                        | 34%                        | 49%       | 30%                 | 30%      | 60%                       | 24%                                 | 28%                           | 12%                           | 15%                             |
| Math -<br>Average % Proficient    | Average of All<br>Students | Caucasian | African<br>American | Hispanic | Asian/Pacific<br>Islander | American<br>Indian/Alaska<br>Native | Economically<br>Disadvantaged | Students with<br>Disabilities | English<br>Language<br>Learners |
| Santa Fe Public Schools           | 18%                        | 43%       | 11%                 | 13%      | 51%                       | 14%                                 | 11%                           | 8%                            | 14%                             |
| New Mexico                        | 21%                        | 49%       | 14%                 | 17%      | 51%                       | 11%                                 | 16%                           | 8%                            | 8%                              |
| Science -<br>Average % Proficient | Average of All<br>Students | Caucasian | African<br>American | Hispanic | Asian/Pacific<br>Islander | American<br>Indian/Alaska<br>Native | Economically<br>Disadvantaged | Students with<br>Disabilities | English<br>Language<br>Learners |
| Santa Fe Public Schools           | 30%                        | 65%       | 20%                 | 24%      | 57%                       | 28%                                 | 20%                           | 15%                           | 9%                              |
| New Mexico                        | 40%                        | 61%       | 20%                 | 34%      | 63%                       | 63%                                 | 32%                           | 15%                           | 32%                             |

In Santa Fe Public Schools, and across the State of New Mexico, the average proficiency rates for subgroups identified in the Yazzie and Martinez Consolidated Lawsuit and subgroups identified in the Indian Education Act and the Hispanic Education Act (i.e., socioeconomically disadvantaged children, English learners, Native American students, and Students with Disabilities) are demonstrating proficiency levels significantly below district averages. In some cases, these gaps in proficiency are ten or more percentage points on state assessments. Additionally, when comparing the proficiency rates of these subgroups to the highest performing subgroups (Caucasian Students and Asian/Pacific Islander Students), the gap is two to three times as large.

**Figure 27** shows similar average trends in student proficiency rates for schools in our target communities (87507, 87507, 87508) where THRIVE intends to locate. For subgroups where no data is reported, it means that the number of students with data was too small to be able to report average performance in a reliable manner. In reading, only one school, Pinon Elementary, exceeds state and district averages in performance. It is also the only campus where Hispanic students and Economically Disadvantaged students are exceeding average performance across the district. On all other campuses, there are clear disparities in performance for Hispanic students, Black students, Indian students, Economically Disadvantaged students, Students with Disabilities, and English Language Learners. In math, three schools exceed the state's average performance and four schools exceed the district's average performance. There are fourteen campuses serving students in grades K-8 and eleven of the fourteen reported subgroup performance below overall district averages for Hispanic students, Black students, Indian students, Economically Disadvantaged students, Students with Disabilities, and English Language Learners. In science, four schools exceed the average performance across the district, and two exceed performance across the state. Similar to reading and math, disparities in achievement exist across student groups as evidenced by information in **Figure 27**, which speaks to the need for increased

<sup>60</sup> The Opportunity Myth - Tntp.org. Tntp, 2018, [https://tntp.org/assets/documents/TNTP\\_The-Opportunity-Myth\\_Web.pdf](https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf).

focus on providing more equitable learning opportunities for Hispanic students, Black students, Indian students, Economically Disadvantaged students, Students with Disabilities, and English Language Learners, while also speaking to the need for improved opportunity and outcomes for all students.

**Figure 27: Average Proficiency and Subgroup Representation for Schools in 87505, 87507, and 87508 Zip Codes**

| Reading - Average % Proficient | Zip Code | All Students | Caucasian | Black, African American | Hispanic | Asian, Pacific Islander | American Indian, Alaska Native | Econ. Disadvantaged | Students with Disabilities | English Language Learners |
|--------------------------------|----------|--------------|-----------|-------------------------|----------|-------------------------|--------------------------------|---------------------|----------------------------|---------------------------|
| Pinon Elementary               | 87507    | 47%          | 59%       | -                       | 44%      | 57%                     | -                              | 38%                 | 21%                        | 23%                       |
| New Mexico                     |          | 34%          | 49%       | 30%                     | 30%      | 60%                     | 24%                            | 28%                 | 12%                        | 15%                       |
| Amy Biehl                      | 87508    | 32%          | 69%       | -                       | 25%      | -                       | 29%                            | 24%                 | 10%                        | 21%                       |
| EJ Martinez                    | 87505    | 32%          | 48%       | -                       | 27%      | -                       | -                              | 27%                 | 18%                        | 26%                       |
| Santa Fe Public Schools        |          | 32%          | 60%       | 29%                     | 26%      | 62%                     | 28%                            | 23%                 | 12%                        | 14%                       |
| Nava Elementary                | 87505    | 26%          | 54%       | -                       | 22%      | -                       | -                              | 26%                 | 11%                        | 7%                        |
| Cesar Chavez                   | 87505    | 23%          | -         | -                       | 23%      | -                       | -                              | 23%                 | 20%                        | 19%                       |
| Chaparral                      | 87507    | 22%          | 36%       | -                       | 20%      | -                       | -                              | 14%                 | 5%                         | 10%                       |
| Sweeney                        | 87507    | 22%          | -         | -                       | 21%      | -                       | -                              | 22%                 | 10%                        | 19%                       |
| Milagro Middle School          | 87505    | 21%          | 40%       | -                       | 19%      | -                       | 20%                            | 16%                 | 3%                         | 5%                        |
| Nina Otero Community School    | 87507    | 21%          | 29%       | -                       | 19%      | -                       | 28%                            | 21%                 | 13%                        | 9%                        |
| Kearny                         | 87507    | 20%          | 24%       | -                       | 19%      | -                       | -                              | 20%                 | 10%                        | 10%                       |
| Ramirez Thomas                 | 87507    | 20%          | -         | -                       | 20%      | -                       | -                              | 20%                 | 21%                        | 16%                       |
| Salazar Elementary             | 87505    | 20%          | -         | -                       | 20%      | -                       | -                              | 20%                 | 10%                        | 14%                       |
| El Camino Real                 | 87507    | 17%          | 20%       | -                       | 16%      | -                       | -                              | 16%                 | 20%                        | 10%                       |
| Ortiz Middle School            | 87507    | 14%          | 28%       | -                       | 13%      | -                       | -                              | 14%                 | 5%                         | 2%                        |

| Math - Average % Proficient | Zip Code | All Students | Caucasian | African American | Hispanic | Asian, Pacific Islander | American Indian, Alaska Native | Econ. Disadvantaged | Students with Disabilities | English Language Learners |
|-----------------------------|----------|--------------|-----------|------------------|----------|-------------------------|--------------------------------|---------------------|----------------------------|---------------------------|
| Pinon Elementary            | 87507    | 43%          | 55%       | -                | 40%      | 80%                     | -                              | 30%                 | 15%                        | 20%                       |
| Ramirez Thomas              | 87507    | 29%          | -         | -                | 29%      | -                       | -                              | 29%                 | 30%                        | 25%                       |
| Amy Biehl                   | 87508    | 24%          | 53%       | -                | 19%      | -                       | 20%                            | 13%                 | 10%                        | 6%                        |
| New Mexico                  |          | 20%          | 49%       | 14%              | 17%      | 51%                     | 11%                            | 16%                 | 8%                         | 8%                        |
| Kearny                      | 87507    | 19%          | 21%       | -                | 17%      | -                       | -                              | 19%                 | 10%                        | 19%                       |
| Chaparral                   | 87507    | 18%          | 30%       | -                | 16%      | -                       | -                              | 11%                 | 5%                         | 10%                       |
| EJ Martinez                 | 87505    | 18%          | 33%       | -                | 13%      | -                       | -                              | 27%                 | 18%                        | 26%                       |
| Santa Fe Public Schools     |          | 18%          | 43%       | 11%              | 13%      | 51%                     | 14%                            | 11%                 | 8%                         | 14%                       |
| Nava Elementary             | 87505    | 13%          | 57%       | -                | 6%       | -                       | -                              | 13%                 | 10%                        | 5%                        |
| El Camino Real              | 87507    | 12%          | 20%       | -                | 12%      | -                       | -                              | 12%                 | 20%                        | 7%                        |
| Salazar Elementary          | 87505    | 11%          | -         | -                | 11%      | -                       | -                              | 11%                 | 10%                        | 12%                       |
| Ortiz Middle School         | 87507    | 9%           | 20%       | -                | 8%       | -                       | -                              | 19%                 | 10%                        | 5%                        |
| Sweeney                     | 87507    | 9%           | -         | -                | 8%       | -                       | -                              | 9%                  | 10%                        | 4%                        |
| Nina Otero Community School | 87507    | 7%           | 13%       | -                | 7%       | -                       | 20%                            | 7%                  | 9%                         | 4%                        |
| Cesar Chavez                | 87505    | 6%           | -         | -                | 6%       | -                       | -                              | 6%                  | 20%                        | 5%                        |
| Milagro Middle School       | 87505    | 5%           | 18%       | -                | 3%       | 20%                     | 20%                            | 16%                 | 3%                         | 5%                        |

| Science - Average % Proficient | Zip Code | All Students | Caucasian | African American | Hispanic | Asian, Pacific Islander | American Indian, Alaska Native | Econ. Disadvantaged | Students with Disabilities | English Language Learners |
|--------------------------------|----------|--------------|-----------|------------------|----------|-------------------------|--------------------------------|---------------------|----------------------------|---------------------------|
| Pinon Elementary               | 87507    | 67%          | 60%       | -                | 67%      | -                       | -                              | 57%                 | -                          | 59%                       |
| Amy Biehl                      | 87508    | 51%          | 80%       | -                | 42%      | -                       | -                              | 34%                 | 31%                        | 20%                       |
| New Mexico                     |          | 40%          | 61%       | 20%              | 34%      | 63%                     | 63%                            | 32%                 | 15%                        | 32%                       |
| Chaparral                      | 87507    | 35%          | -         | -                | 32%      | -                       | -                              | 26%                 | -                          | 20%                       |
| EJ Martinez                    | 87505    | 32%          | -         | -                | 22%      | -                       | -                              | 13%                 | 10%                        | 18%                       |
| Santa Fe Public Schools        |          | 30%          | 65%       | 20%              | 24%      | 57%                     | 28%                            | 20%                 | 15%                        | 9%                        |
| Nava Elementary                | 87505    | 27%          | -         | -                | 24%      | -                       | -                              | 27%                 | -                          | 20%                       |
| Kearny                         | 87507    | 25%          | -         | -                | 20%      | -                       | -                              | 25%                 | -                          | 20%                       |
| El Camino Real                 | 87507    | 24%          | -         | -                | 22%      | -                       | -                              | 23%                 | -                          | 10%                       |
| Nina Otero Community School    | 87507    | 23%          | 40%       | -                | 20%      | -                       | -                              | 21%                 | 13%                        | 9%                        |
| Milagro Middle School          | 87505    | 21%          | 53%       | -                | 18%      | -                       | -                              | 18%                 | 5%                         | 5%                        |
| Ortiz Middle School            | 87507    | 19%          | 36%       | -                | 18%      | -                       | -                              | 19%                 | 10%                        | 5%                        |
| Ramirez Thomas                 | 87507    | 18%          | -         | -                | 18%      | -                       | -                              | 18%                 | 20%                        | 18%                       |
| Salazar Elementary             | 87505    | 17%          | -         | -                | 16%      | -                       | -                              | 17%                 | -                          | 14%                       |
| Cesar Chavez                   | 87505    | 14%          | -         | -                | 11%      | -                       | -                              | 14%                 | 10%                        | -                         |
| Sweeney                        | 87507    | 7%           | -         | -                | 7%       | -                       | -                              | 7%                  | 20%                        | 5%                        |

### THRIVE's Proposed Model as a Response

In collaboration with our community, THRIVE has developed a model that recognizes the purpose and goals of the New Mexico Bilingual Multicultural Act, the Indian Education Act, and the Hispanic Education Act. In support of these goals, THRIVE will utilize the Culturally and Linguistically Responsive Guidance Handbook<sup>61</sup>, and the Culturally and Linguistically Responsive / Schooling by Design Framework published by the New Mexico Department of Education - Identity, Equity, and Transformation Division - Language and Culture Division.<sup>62</sup> The CLR Handbook will provide our community, including our Board and our Equity Council, a path to create a CLR-oriented action comprehensive plan that will help ensure our learning environments are safe, inclusive, equitable, and culturally and linguistically responsive. Our team will follow the five recommended steps to develop this road map during our implementation year and then periodically throughout subsequent years to revise and improve that plan. The five recommended steps are:

- **Step 1:** Build or Re-Energize a district or school CLR Team
- **Step 2:** Review and Implement CLR Guidance Handbook Reflection
- **Step 3:** Conduct CLR Needs Assessment
- **Step 4:** Develop CLR Integration Goals and Strategies
- **Step 5:** Develop a guide that is specific to THRIVE's needs

The CLR Schooling by Design Framework will also be utilized by our community. This resource was developed to support schools and districts in addressing the findings of the Yazzie and Martinez Consolidated Lawsuits. It identifies five stages for public schools to progress through, using a backward design approach, along with a variety of tools to support our progress through each stage:

- **Stage 0:** Community landscape analysis of underserved student populations
- **Stage 1:** Community-driven set of desired results for underserved students moving forward
- **Stage 2:** Plan to evaluate the success of various initiatives to support these students
- **Stage 3:** Plan to improve district/charter systems of teaching and learning to better address underserved student needs
- **Stage 4:** Plan to adopt ongoing systems that keep district, school, and charter schools focused on underserved populations

In addition to utilizing the guidance and tools made available through the NM PED, our team has consulted with and will continue to rely on the growing and evolving body of research related to Culturally and Linguistically Responsive Teaching Practices. As our team engaged with our community to develop and define our model, specifically in the area of curriculum and instruction, we have leaned on recommendations from Dr. Zaretta Hamond's *Culturally Responsive Teaching and the Brain*, which offers Ready for Rigor, A Framework for Culturally Responsive Teaching.<sup>63</sup> This framework, which aligns with the content of the NM PED's handbooks, was designed to help teachers understand the foundations of culturally responsive pedagogy and learn the instructional moves aligned to them.

---

<sup>61</sup> New Mexico Public Education Department, "Culturally and Linguistically Responsive Guidance Handbook," New Mexico Public Education Department Language and Culture Division, 2020, <https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR-Guidance-Handbook-2020-FINAL.pdf>.

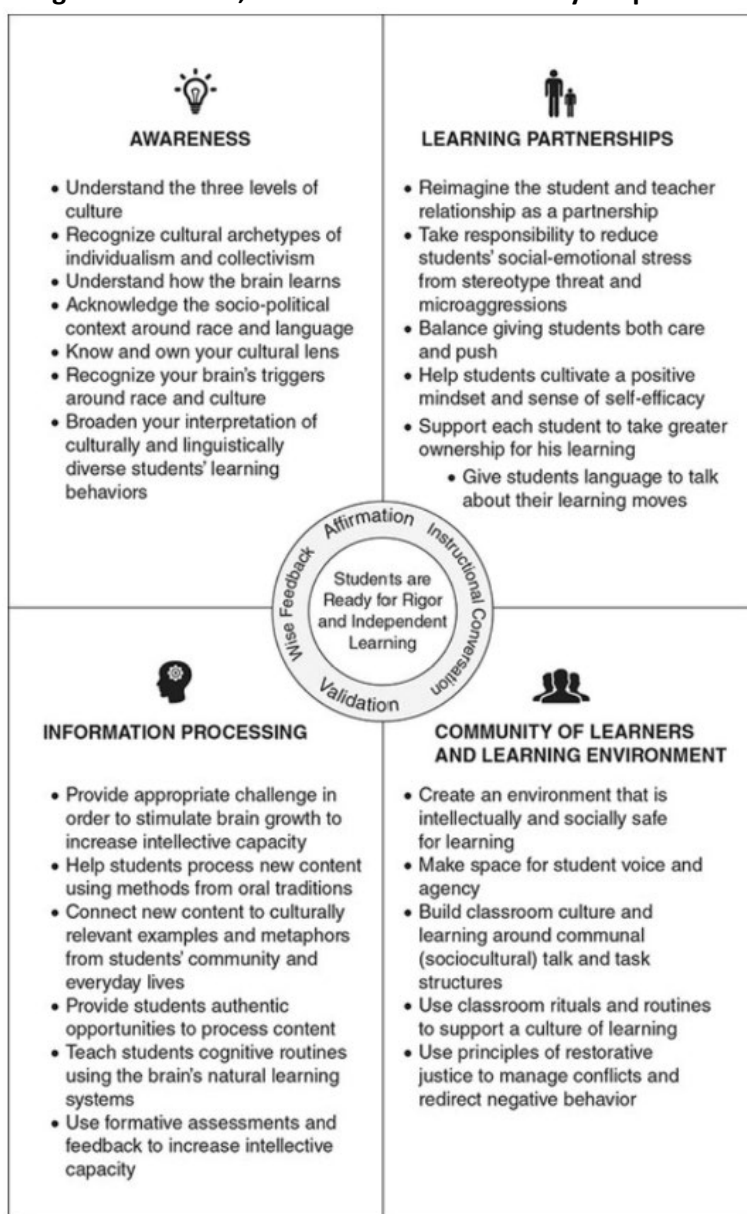
<sup>62</sup> New Mexico Public Education Department, "Culturally and Linguistically Responsive Schooling by Design Tool," New Mexico Public Education Department Language and Culture Division, 2020, [https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR\\_SbD-Tool-2020.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_SbD-Tool-2020.pdf).

<sup>63</sup> Z. Hammond, "Culturally Responsive Teaching and the Brain. Promoting Authentic Engagement and Rigor Among Culturally Diverse Students," Sage, 2015, 17.



Finally, it also incorporates aspects of neuroscience to better understand proven methods for how students learn best. For more detail from Hamond's work, please see **Figure 28**.

**Figure 28: Ready for Rigor Framework, A Framework for Culturally Responsive Teaching**



Our model also reflects a clear plan to address the disparities in achievement outcomes that exist locally through our three unique features; comprehensive Social and Emotional Learning practices; Intentional Diversity; and Equitable Academics. The three subsections below explain how the key components of our unique features will ensure equal education opportunities for our students through cognitive and affective development in alignment with the NM Bilingual Multicultural Act. For a more detailed explanation of our Innovative approaches and unique features, see **Section I. A. (3) Uniqueness and Innovation**.

Key components of our model are grouped beneath the three areas highlighted below: (1) Using the Cultural and Linguistic Backgrounds of our Students; (2) Expanding our Students' Conceptual and

Linguistic Abilities and Potentials; and (3) Appreciating the Value and Beauty of Different Languages and Cultures. Given their synergistic and dynamic nature, most educational components will work in support of all three areas.

### Using the Cultural and Linguistic Backgrounds of our Students

THRIVE's model identifies Intentional Diversity as one of our unique features, and which is in service of our mission. The demographics of our student body are projected to mirror those of our city as a whole. We know that our student body will represent a range of cultural, linguistic and racial diversity, and as an affirming K-8 learning community committed to reinforcing a positive self-concept, we are prepared to uplift our students in a way that recognizes, values, and celebrates all aspects of their identity. We know that our students come to us with an immense amount of beauty and brilliance, which is a reflection of their family and our community. Our team sees it as our responsibility to ensure that all of our students feel a sense of pride in who they are by ensuring that we utilize culturally and linguistically responsive teaching practices across all parts of a student's day that elevate, rather than erase, the cultural and linguistic backgrounds of our students. The following components of our programming support this effort.

- **Hiring Practices:** THRIVE's cultural vision states a commitment to ensuring that *what* we teach, *how* we teach, and *who* is teaching is a reflection of our students. We recognize that when students share aspects of their identity with their teachers, the potential for learning increases. THRIVE's leaders are committed to hiring a staff with diverse identities who recognize the importance of utilizing the cultural and linguistic background of our students to facilitate relevant and meaningful learning opportunities. THRIVE will also give hiring preference to qualified instructional staff with TESOL and/or Bilingual endorsements.
- **Placed-Based Education:** Students at every grade level will have the opportunity to learn about and participate in relevant project-based/experiential learning centered upon the connection between education and the community. These project-based/experiential learning opportunities, which integrate core standards, ensure that students are engaged in meaningful learning opportunities connected to the local heritage, cultures, and landscapes of our community and region. For example, in second grade the grade level guiding theme is "Stewardship," and one of the place-based experiences will take place at the Santa Fe Botanical Gardens. Similarly, in fifth grade the theme is "Place," and an example of a place-based field experience students will have will be the Museum of International Folk Art. Students at THRIVE will engage in learning experiences outside of the walls of the classroom, and our community will be invited into the school to help facilitate a more global understanding of what makes our "City Different" such a special place to grow and learn in.
- **Family Programming:** Our team's 6th guiding principle recognizes that our students' families are their first teachers and our most valuable partners. THRIVE's family programming will allow families to share aspects of familial and cultural practices with other THRIVE families. These events will occur at least once per trimester. When THRIVE reaches its full size, each school (Primary, Intermediate, and Middle) will offer one family programming series per trimester. Beginning in year four of operation, program coordination will be the responsibility of the Family and Community Engagement Coordinator. Prior to that, the coordination of this programming will be handled by the Middle School Principal with the support of the Executive Director. These events will happen in smaller group settings to encourage more authentic



relationship building and learning, and will occur across 3-4 sessions. Examples include family cooking class, family art night, family sport nights, and other family-led learning opportunities.

### Expanding our Students Conceptual and Linguistic Abilities and Potentials

THRIVE is committed to expanding the conceptual and linguistic abilities of our students, particularly our English Language Learners and our American Indian students. We recognize and celebrate the conceptual knowledge and cultural perspective that each of our students possess, and we take seriously our role in deepening and expanding those conceptual and linguistic abilities. Three specific areas of our proposed programming will support those efforts: (1) Social and Emotional Learning; (2) STEAM Education and Experiential Learning; and (3) Language Development. We believe that these three areas of programming will support our efforts to offer a culturally and linguistically responsive education to our students, with a particular emphasis on supporting conceptual and linguistic abilities and potentials of our Hispanic students, English Language Learners, and American Indian Students.

- Social and Emotional Learning (SEL):** THRIVE Community School will be a school for social and emotional learning because we believe, and with support of the Collaborative for Academic, Social, and Emotional Learning (CASEL), that SEL is relevant for all students and all schools because it affirms diverse cultures and backgrounds. THRIVE will utilize SEL to promote equity, and to support the cognitive and affective development of all students. We want our students to be able to bring all aspects of their identity to school with them so that our approach will not ask students to conform to mainstream or dominant culture; rather it will uplift and promote a deeper understanding of the gifts, talents, and assets of diverse individuals and communities. THRIVE's approach to SEL creates time and space for students to share, learn, and celebrate different aspects of cultural and linguistic identity, primarily through our morning meeting and advisory structure. This structure will allow all students, and especially our Hispanic students, English Language Learners, and American Indian students, to be affirmed in key aspects of their identity.
- STEAM Education and Experiential Learning:** In pursuit of expanding our students' cognitive and affective development, THRIVE's approach to STEAM Education will allow us to support the development of critical thinking, collaboration, and creative problem-solving at the intersections of science, technology, engineering, arts and mathematics. THRIVE's founders are confident that the incorporation of STEAM education as a component of our approach to Equitable Academics will allow us to deliver on the promises of our mission due to the large body of research that exists to support this approach. A recent review of research literature examining STEAM experiences for students showed that the impact on student learning was effective for students in both affective and cognitive learning, with greater impacts noted for affective learning.<sup>64</sup> We also recognize that to prepare our students for the world of tomorrow, we need to consider ways in which our programming can address inequities in representation in STEM-related fields. A recent *Forbes* article noted that 10 of the 14 fastest growing job fields require some form of STEM training.<sup>65</sup> We know that for students to be successful with STEM-related content in high school that allows students to pursue training and jobs in STEM-related fields, we must ensure that they have access to high-quality and culturally and personally relevant STEM learning opportunities in grades K-8. Students will have over 600 minutes of

<sup>64</sup> NH Kang, "A Review of the Effect of Integrated STEM or STEAM (Science, Technology, Engineering, Arts, and Mathematics) Education in South Korea." *Asia Pac. Sci. Educ.* 5, 6 (2019) <https://doi.org/10.1186/s41029-019-0034-y>.

<sup>65</sup> Milgrom-Elcott, "Students of Color Are Missing Out on STEM Opportunities, So the Planet is Missing Out on Their Brilliance. Here's How We Finally Achieve Equity in High School STEM." *Forbes Magazine*, September 24th, 2020.

STEAM-related instruction each week to support these efforts to expand our students' conceptual abilities and potentials in ways that are relevant and forward thinking.

- **Language Development:** THRIVE is committed to supporting the English language development of our students in a way that supports the development of their home or first language. THRIVE's approach to English Language Development will allow for inclusive instruction through our mastery learning approach, which places a heavy emphasis on oral language development in grades K-2. We will prioritize hiring staff members with TESOL endorsements and Bilingual endorsements with \$1,500 and \$3,000 annual stipends, respectively (See **Appendix G Five Year Budget, Function 1000, Object 51300**). THRIVE will also utilize the expertise of a Bilingual Teacher/Coordinator beginning in year 2 as a part-time staff member, and in year 4 as full-time staff member to support the teaching development needs of all teachers working with bilingual students. This staff member will also provide direct support to students to ensure that first language development continues to progress appropriately. In instances where a student's language development needs cannot be met through existing contracted service providers or employees of THRIVE, we will look to expand partnerships and services to consistently meet the language development needs of our students, particularly our American Indian students. Examples of organizations with whom we intend to partner for training and services related to specific language development needs include the Indigenous Language Institute in Santa Fe and the Association of Charter School Education Services.

#### **Appreciating the Value and Beauty of Different Languages and Cultures**

THRIVE is committed to ensuring that all of our students enter high school feeling confident in their abilities and cultural and linguistic identities. We know that one of our responsibilities is to ensure our students have meaningful opportunities to develop an appreciation for the value and beauty of different languages and cultures. Three aspects of our programming will help contribute to the type of school culture we believe is required to do this: (1) intentionally reinforcing a positive self-concept; (2) developing and delivering an Anti-Bias/Anti-Racist (ABAR) approach to education; and (3) establishing and growing our community support and partnerships.

- **Positive Self-Concept:** A key piece of THRIVE's mission elevates our commitment to reinforcing a positive self-concept in all of our students. As an intentionally diverse school community, we are committed to supporting students in building and maintaining meaningful relationships across lines of difference. For that to happen in an authentic manner, our teaching materials and methods will create opportunities to appreciate the value and beauty of different languages and cultures through learning experiences across all content areas. Our teachers will also utilize methods of reinforcement to ensure that all students develop healthy and positive self-concept about themselves as individuals, learners, family members, and community members. Examples of these methods include positive narration, specific positive praise, effort-based praise, as well as ensuring classroom and school environments contain culturally affirming visuals and messages for all student groups, including our Hispanic students, American Indian students, Black students, and Asian and Pacific Islander Students.
- **Anti-Bias/Anti-Racist Education:** THRIVE understands that for us to ensure that our students' learning experience allow them to appreciate the value and beauty of different language and cultures, all staff members must be committed to exploring their own biases and privileges that are a result of our identity and socialization. THRIVE is committed to embracing an anti-bias/anti-racist (ABAR) approach to education that incorporates comprehensive race and

equity development for all staff members. THRIVE will offer this training during our summer professional development and then continue with follow-up sessions throughout the year on professional development days or during weekly Friday professional development. THRIVE's ABAR education approach extends to our teaching and learning practices as well. The curriculum we have selected and will develop will embody a commitment to uplifting underrepresented perspectives and elevating under told stories. This approach will allow all of our students to learn about themselves as well as others in pursuit of developing a deep appreciation for their own language and culture, as well as the language and culture of others.

- **Community Support and Partnerships:** THRIVE's founders recognize the enormous wealth of resources that exist across our community related to celebrating and supporting a student body with diverse identities. While we will make every effort to ensure that the identities of our leadership and instructional staff are reflective of our students' identities, we also plan to rely on community leaders and organizations who are committed to supporting the cognitive and affective development of our students in a way that validates the beauty and value of different languages and cultures. Several of our proposed Board members will be well-positioned to help ensure our organization delivers on the promises of supporting the needs of a diverse student body, including Mary Louise Romero-Betancourt, a leader in community relations and restorative practices, Dr. sj Miller, professor in the Teacher Academy at Santa Fe Community College who specializes in gender identity justice in schools, and Yesenia Bermejo, a Breakthrough Santa Fe Alumnae and 2015 Davis Scholar who currently serves as a Site Coordinator with Communities in Schools. These Board members in addition to members of our Equity Council once it is formed, along with community organizations which have expressed interest in partnering with THRIVE upon authorization (see **Section IV. C. Community Relationships**), will be essential to our work as an intentionally diverse school.

#### Curriculum Development Timelines

THRIVE will officially adopt or create plans for adaptation for all curriculum for the following school year by March 1st every year. This includes creating a plan for any significant revisions to existing curriculum as well as any curriculum needed for new grade levels that will be added across the first five years of operation. The adoption/adaptation process will include participation and feedback from our Equity Council, and will be informed by and guided by the stage 3 tools made available through the Culturally and Linguistically Responsive Schooling by Design Tool, as well as additional tools made available through the Public Education Department or other trusted organizations. Any adaptations that need to be made or new units that need to be created will be completed with all feedback and revisions by July 1st. Curriculum development will be overseen by the Executive Director for grades K-5 and the Middle School Principal for grades 6-8. As THRIVE's instructional Leadership Team grows, curriculum development responsibilities for grades 3-5 will shift to the Intermediate School Principal by Year 5.

#### Responsibilities: Equity Council and Staff

THRIVE's Equity Council will be established during our implementation year for the purpose of advising the school on actions, solutions, and implementation of a culturally and linguistically responsive school framework<sup>66</sup> that holds students' identity, culture, and language central to every design aspect of school and in the work we do as an LEA every day. Specific topics that the equity council will advise

<sup>66</sup> New Mexico Public Education Department, "Culturally and Linguistically Responsive Schooling by Design Tool," New Mexico Public Education Department Language and Culture Division, 2020, [https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR\\_SbD-Tool-2020.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_SbD-Tool-2020.pdf).

school on methods to empower teachers to implement CLR practices using the THRIVE CLR framework (to be developed during our implementation year), including, but not limited to:

- Adopting curriculum that is culturally and linguistically responsive to the needs of our students
- Developing a student code of conduct
- Establishing annual instructional, cultural, and operational priorities
- Tracking and reporting student outcomes for at-risk students, Native American students, students with disabilities, students who are English Language Learners, and economically disadvantaged students
- Creating a report to describe THRIVE's system for, and tracking of, funding and uses of funding to improve outcomes for at-risk students, American Indian students, students with disabilities, students who are English learners, and economically disadvantaged students

All work completed by the THRIVE Equity Council will be reported to the Governing Board and the school Leadership Team to be considered for action. The responsibilities of School-based staff are outlined below in **Figure 29**.

**Figure 29: Responsibilities of School-Based Staff**

| School-Based Role                     | Description of Responsibilities   |
|---------------------------------------|---|
| <b>Executive Director</b>             | THRIVE's Executive Director will be responsible for implementing recommendations from the Equity Council that have been adopted by the Governing Board. The ED will support other school-based leaders through strategic planning and coaching development. Primary School Teachers who are directly supervised by the Executive Director will be supported through professional development and on-going weekly instructional coaching related to the use of CLR teaching practices. Finally, the ED, in collaboration with the Leadership Team, will oversee the equity audit process.                                    |
| <b>Operations Staff</b>               | THRIVE's operations staff, including the Chief Operating Officer, Director of Operations, and Office Management Staff, will work to implement any practices adopted by the Governing Board that are operation in nature. Examples include policies related to family relations, community relations, and work with external/contracted service providers.   |
| <b>Instructional Leadership Staff</b> | THRIVE's Middle School Principal, Intermediate School Principal, School Psychologist, Bilingual Teacher/Coordinator, and Special Education Program Support Specialist will work collaboratively to ensure that internal professional CLR development opportunities are developed in alignment with recommendations from the Equity Council and Governing Board. These staff members will be responsible for supporting teachers through instructional coaching that will allow teachers to receive feedback on their use of CLR teaching practices that have been introduced through school-based professional development. |
| <b>Instructional Staff</b>            | Instructional staff members, including Classroom Teachers, Enrichment Teachers, Associate Teachers, and other support personnel will be responsible for internalizing operationalized principles of culturally  |

responsive pedagogy that are focused on during professional development and, with the support of instructional leadership staff, learning and applying the instructional moves of culturally responsive teaching practices. Instructional staff will be responsible for collecting and reporting any relevant student data that is connected to goals related to supporting the needs of Native American students, Hispanic Students, English Learners, economically disadvantaged students, and students with disabilities.

#### Equity Audits and Data Analysis Practices

THRIVE will conduct equity audits for a variety of topics that will allow us to stay on a constant path to improvement. Starting in year one, equity audits will occur at least once per year and will be led by THRIVE's Leadership Team in conjunction with members of our Equity Council. When appropriate, we will conduct those equity audits in collaboration with outside experts. Teachers will be expected to make reasonable, incremental growth with their acquisition of critical background knowledge related to CLR pedagogy, as well as their abilities to translate that knowledge within classroom-based CLR instructional practices with students. These audits occur once per trimester and provide a structure that will allow our team to study a range of equity related topics, including an examination of the systems that affect the educational success of American Indian student, Hispanic students, and English Language Learners, and THRIVE's ability to close achievement gaps, ensuring students are on a clear path to high school graduation and post-secondary enrollment, retention, and completion. Audits will allow us to examine the mechanisms we utilize to ensure all students are afforded equitable academic outcomes, particularly those identified in the Yazzie and Martinez Consolidated Lawsuit.

In addition to equity audits, our structure for analyzing student performance data will incorporate subgroup analysis as a routine practice. For example, following seasonal math and reading benchmarks, unit or module assessments, and content area interim assessments, THRIVE will conduct a subgroup analysis to determine if gaps in academic performance between subgroups exist, and whether they are growing or shrinking overtime. This approach will allow us to adjust instructional coaching methods and/or types of support we are offering students to ensure that there is an equal opportunity for all students to meet state academic content standards and benchmarks in all subject areas.

| Rating                         | Expectations  |
|--------------------------------|---|
| <input type="checkbox"/> Meets | <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Address the goals of the Bilingual Multicultural Education Act (NMSA §22-23-1) including:             <ul style="list-style-type: none"> <li>○ Ensure equal education opportunities for students in New Mexico by:                 <ul style="list-style-type: none"> <li>▪ providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner;</li> <li>▪ teaching students to appreciate the value and beauty of different languages and cultures; and</li> <li>▪ meeting state academic content standards and benchmarks in all subject areas.</li> </ul> </li> </ul> </li> </ul> |

|   |  |
|---|--|
| <input type="checkbox"/> Approaches             | <ul style="list-style-type: none"><li>• Address the goals of the Indian Education Act (NMSA §22-23A-1) including:<ul style="list-style-type: none"><li>○ Ensuring equitable and culturally relevant learning environments and culturally relevant instructional materials for American Indian students</li><li>○ Providing for the study, development and implementation of educational systems that affect the educational success of American Indian students to close the achievement gap, increase graduation rates;</li><li>○ Encouraging and fostering parental involvement in the education of their children; and</li><li>○ Providing mechanisms to improve educational opportunities for Native American students for the purpose of closing the achievement gap, increasing graduation rates, and increasing post-secondary enrollment, retention, and completion.</li></ul></li><li>• Address the purpose of the Hispanic Education Act (NMSA §22-23B-2), including:<ul style="list-style-type: none"><li>○ Providing for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap, increase graduation rates;</li><li>○ Encouraging and fostering parental involvement in the education of their children; and</li><li>○ Providing mechanisms to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates, and increasing post-secondary enrollment, retention, and completion.</li></ul></li></ul> |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

**E. Graduation Requirements.**

E. Identify the proposed school's proposed requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirements, ensure they are clearly explained.

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

This section is not applicable as THRIVE Community School is a proposed K-8 school.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify all of the proposed school's graduation requirements;</li> <li>• Provide proposed Alternative Demonstration of Competency policies, if any</li> <li>• Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and</li> <li>• If there are variances from state minimum requirements explain the following:               <ul style="list-style-type: none"> <li>○ why the proposed school believes the change is important</li> <li>○ how the change supports the mission</li> <li>○ how the change ensures student readiness for college, career, or other post-secondary opportunities.</li> </ul> </li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |



**F. Instruction.**

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

**Educational Philosophy**

Our educational philosophy is rooted in our mission, instructional vision, cultural vision, and core values which are listed in **Figure 30**. THRIVE's overall educational philosophy is based on three tenets: (1) social and emotional learning is vital; (2) diverse identities strengthen our community; (3) academic instruction is rooted in equity. These tenets are actualized through our three unique school design features: (1) Social and Emotional Learning; (2) Intentional Diversity; and (3) Equitable Academic Instruction, which are described in **Section I A. (3) Uniqueness and Innovation**.

We ensure that the instructional methods we utilize are aligned with our philosophy, while also ensuring that they are rooted in evidence- and research-based practices. THRIVE has developed a mission that is community informed, and we have taken careful steps to identify and develop content area curriculum that is aligned to our mission and model. We ensure that our overall educational philosophy and instructional methods are in alignment with and in service of our model, our educational philosophy and most importantly, our mission.

**Figure 30: Philosophy, Mission, Vision and Values**

| Alignment of Educational Philosophy |  |
|-------------------------------------|--|
| <b>Educational Philosophy</b>       | <ol style="list-style-type: none"> <li>1. Social and emotional learning is vital</li> <li>2. Diverse identities strengthen our community</li> <li>3. Academic instruction is rooted in equity.</li> </ol>  |
| <b>Mission</b>                      | THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.  |
| <b>Instructional Vision</b>         | At THRIVE Community School, we prepare students to see the world through multiple lenses. We know that our students deserve the very best instruction, so we teach efficiently and effectively to ensure they master critical foundational skills, accumulate a wealth of relevant background knowledge, and have the opportunity to develop and explore passions through experiential learning opportunities. Our students expand their social-emotional competencies while working together to develop a lasting critical consciousness. |
| <b>Cultural Vision</b>              | At THRIVE Community School, we create the conditions that allow students to thrive. We do this by ensuring how we teach, what we teach, and who is teaching is a reflection of our students. We stay grounded in   |

|                    |  |
|--------------------|--|
|                    | love, and normalize risk taking and mistake making, while finding joy in the big, the little, and everything in between. |
| <b>Core Values</b> | 1. Show Love    2. Work as a Team    3. Create Joy    4. Be Brave  |

### Social and Emotional Learning is Vital

THRIVE Community School has had 200 conversations with families and community members regarding what they want to see in a new K-8 public school option. One of the points most clearly elevated through this outreach process is that there is a strong desire to see a new school option that ensures comprehensive social and emotional learning practices are part of the school. Our community wants to see a school with a clear focus on the development of the whole child, where academics, while incredibly important, are just one piece of an expanded definition of student success. Our community's desire to see SEL structures and practices built into the main fabric of a school are also aligned with the practical benefits that occur when schools embrace comprehensive SEL practices for all students rather than relying on targeted interventions for specific students or using programs or practices in isolation.

The research on comprehensive use of SEL programs, structures, and practices is clear. According to a meta-analysis conducted by Joseph Durlak and colleagues in 2011, there are significant benefits associated with the use of comprehensive, universal SEL programming.<sup>67</sup> His research shows that by adding in these types of programming and supports, 27% more students would improve academic performance, more than 55% would show gains in skills associated with SEL competencies, almost 25% would show lower levels of distress and exhibit improved social behaviors, almost 25% would demonstrate improved attitudes, and over 20% would have fewer conduct problems. One of the most persuasive research findings regarding the use of comprehensive SEL programs and practices is an observed 11 percentile gain in average achievement for students. The growth and progress made in the above areas have also been shown to last a long time - up to 18 years. Finally, there are cost-effectiveness benefits as well. Clive Belfield and colleagues' research showed that for every one dollar invested in SEL programs and practices there is a return of 11 dollars,<sup>68</sup> meaning for every dollar invested in SEL programming that impacts students, there is a return of 11 dollars through increased wages, reduced costs related to staffing and providing intensive interventions, and better health which leads to lower health care costs.

### Diverse Identities Strengthen Our Community

Throughout our community outreach process, community members have recognized that local housing patterns have resulted in too many schools being racially and economically segregated. Our community, particularly families, want to see a new school option that intentionally brings students and families together from different backgrounds to learn with and from one another in an affirming environment. THRIVE Community School recognizes the rich diversity that exists across Santa Fe and is committing to using culturally and linguistically responsive instructional practices. These practices will create windows into different lived experiences and mirrors reflective of one's own lived experience. THRIVE's community outreach activities, described in **Section IV. A. Outreach Activities**, have led to a variety of community partnerships as described in **Section IV. C. Community Relationships**. Many of these partnerships have been established to support THRIVE's work with

<sup>67</sup> J. A. Durlak et al., "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions," *Child Development*, 82, 2011, 405–432.

<sup>68</sup> C. Belfield et al., "The Economic Value of Social and Emotional Learning," New York: Center for Benefit-Cost Studies in Education, 2015.

student recruitment. We believe that by partnering with organizations that service students and families from diverse backgrounds across our city, we will be able to ensure our student body is reflective of the city as a whole.

The benefits of attending a diverse school have been well documented for over 50 years. The academic benefits of attending a diverse school include stronger test scores, increased rates of college attendance, and enhanced critical thinking skills for all students.<sup>69</sup> There are also social capital benefits for students who attend diverse schools, including opportunities to form more diverse social networks. Finally, there are societal benefits for our communities when students have the opportunity to attend school with peers from different racial, cultural, or linguistic backgrounds. These societal benefits include a greater appreciation, tolerance, and understanding for individuals with contrasting identities, as well as reduced racial bias and greater commitment to create a more socially just society.

### Academic Instruction is Rooted in Equity

THRIVE's approach to equitable academics is predicated upon the rallying cry from our community that schools must take bold steps to address the underlying equity issues that have long resulted in outcomes characterized by significant performance disparities, overall under-achievement, and limited opportunity. In order to provide equitable academic instruction, we will prioritize the use of culturally responsive teaching practices and evidence-based teaching practices that have been shown to improve academic outcomes and support the development of a positive self-concept in students. The instructional methods that are used universally as well as those that are paired with different content areas and curriculum are listed in **Figure 33** and **Figure 34**.

### Instructional Priorities

THRIVE promises families that their children will have aligned learning experiences regardless of who their specific teachers are. To ensure we deliver on that promise, as a starting point, we will ensure that we are delivering instructional programs and teaching techniques in an aligned fashion by developing an understanding of what fidelity means and how it applies to various content areas. While every teacher will bring their own personality and delivery style to their teaching and relationship-building, all teachers will embrace the phased instructional focus areas that support THRIVE's annual instructional priority of "Teach with Fidelity." A schedule of our phased instructional focus areas is provided in **Figure 31** and a description of each is in **Figure 32**.

**Figure 31: Instructional Priority and Phased Instructional Focus Areas**

| Instructional Priority: Teach with Fidelity |                        |                         |                |                         |                    |
|---|------------------------|-------------------------|----------------|-------------------------|--------------------|
| Trimester 1                                 |                        | Trimester 2             |                | Trimester 3             |                    |
| Phase 1<br>Aug-Sept                         | Phase 2<br>October     | Phase 3<br>Nov-Dec      | Phase 4<br>Jan | Phase 5<br>Feb-Mar      | Phase 6<br>Apr-May |
| Strong Start                                | Purposeful Preparation | Data Driven Instruction | 5:1 Ratio      | Monitoring Student Work | Strong Finish      |

**Figure 32: Phased Instructional Focus Areas Description**

<sup>69</sup> Diverse Charter Schools Coalition, <https://diversecharters.org/what-we-do/#support>.

| Instructional Focus Area       | Description   |
|--------------------------------|---|
| <b>Strong Start</b>            | <p>Strong Start as a focus area helps lay the foundation for a successful school year. Professional development and instructional coaching focus on the following five topics:</p> <ol style="list-style-type: none"> <li>1. Setting and reinforcing clear and reasonable expectations</li> <li>2. Establishing and reinforcing stress-free routines</li> <li>3. Building and reinforcing strong academic habits</li> <li>4. Investing in student, family, and staff relationships</li> <li>5. Developing differentiated, equitable supports</li> </ol>   |
| <b>Purposeful Preparation</b>  | <p>Purposeful Preparation is foundational to excellent teaching and we believe that in order to deliver great instruction, we must do the common things uncommonly well. Purposeful Preparation means that our lessons are planned, aligned, internalized, and practiced. It ensures that the lesson is aligned to the standard and that our assessments measure mastery of the standard or objective. It creates sustainable structures for internalization and practice. Professional development and instructional coaching focus on the following three topics:</p> <ol style="list-style-type: none"> <li>1. Knowing the Content and the Curriculum</li> <li>2. Internalizing Units and Lessons</li> <li>3. Practicing Clear Delivery of Rigorous Content</li> </ol>   |
| <b>Data Driven Instruction</b> | <p>Data Driven Instruction is an instructional skill set that has the power to increase mastery for all students and reduce disparities in outcomes. It can help accelerate the development of teachers, lead to clear communication with families and students, and ensure that the learning experience at THRIVE is empowering and affirming for all students. During this phase professional develop and instructional coaching focus on the following three DDI topics:</p> <ol style="list-style-type: none"> <li>1. Screening Procedures and Data Driven Instruction</li> <li>2. Interim/End of Module Assessment Data Driven Instruction</li> <li>3. Daily &amp; Weekly Data Driven Instruction</li> </ol>   |
| <b>5:1 Ratio</b>               | <p>5:1 Ratio represents the desired ratio of 5 positive interactions for every 1 negative interaction between teachers and students. By focusing on increasing the number of positive interactions that occur in the classroom, students are more likely to experience a sense of belongingness that can lead to increased engagement in academic content while also leading to a decrease in disruptive behaviors. Professional development and instructional coaching focus on the follow three related topics:</p> <ol style="list-style-type: none"> <li>1. Setting/Resetting Clear and Reasonable Expectations</li> <li>2. Defining and Utilizing Different Types of Positive Interactions</li> <li>3. Tracking Interactions Skillfully</li> <li>4. Reinvesting in Student, Family, and Staff Relationships</li> </ol> |
| <b>Actively</b>                | Actively Monitoring Student Work enhances a teacher's ability to monitor  |

|                                |  |
|--------------------------------|--|
| <b>Monitoring Student Work</b> | <p>for student learning and misconceptions. It sets that stage for more efficient, effective, and enjoyable mastery of content and facilitates the development of deep conceptual understandings that are the result of rigorous instruction. During this phase of professional development and instructional coaching focus on the follow topics:</p> <ol style="list-style-type: none"> <li>1. Creating Exemplars and Criteria for Success</li> <li>2. Circulating, Monitoring, and Collecting in-Lesson Data</li> <li>3. Providing Mid-Lesson Teaching Points to Address Misconceptions</li> </ol>  |
| <b>Strong Finish</b>           | <p>Strong Finish as a focus area allows students and teachers to reinvest in the foundation elements that lead to a successful school year. Similar to Strong Start. Strong Finish professional development and instructional coaching focus on the following five topics:</p> <ol style="list-style-type: none"> <li>1. Revising Expectations with Next Year in Mind</li> <li>2. Revising Routines to Build Independence</li> <li>3. Reinvesting in Strong Academic Habits (Some Old, Some New)</li> <li>4. Repairing and Reinvesting in Key Relationships</li> <li>5. Reviewing and Evaluating Effectiveness of Student Support Plans</li> </ol> |

### Instructional Methods and Research-Base

Our mission states that THRIVE “utilizes evidence-based teaching to advance educational equity.” A key requirement of evidence-based teaching is ensuring that these instructional approaches are executed with fidelity. THRIVE’s founders have identified evidence-based instructional approaches that support our curriculum, and in order to achieve the desirable outcomes that have been shown to be possible, THRIVE’s instructional staff will use the instructional methods and approaches that are validated through applied research.

### Universal Instructional Methods and Research-Base

One resource that will inform the universal instructional methods that will be used across all classrooms is Doug Lemov’s *Teach Like a Champion 2.0*.<sup>70</sup> Several of the recommended instructional techniques from this resource are aligned with our educational philosophy, and will help ensure that students have common, high quality and affirming experiences that lead to strong academic achievement. THRIVE’s 11 Universal Instructional Techniques are used across all content areas and learning environments and are outlined below in **Figure 33**. These techniques have been developed by researching what the most effective teachers and schools do well when it comes to building an affirming culture and culture of achievement.

**Figure 33: The THRIVE 11: Universal Instructional Techniques<sup>71</sup>**

| The THRIVE 11: Universal Instructional Techniques |  |
|---|--|
| Method  | Description  |
| <b>Positive Framing</b>                           | This technique is about framing your interactions - particularly |

<sup>70</sup> Doug Lemov, *Teach Like a Champion 2.0*, San Francisco, CA: Jossey-Bass, 2015.

<sup>71</sup> Ibid.

|                              |   |
|------------------------------|---|
|                              | corrections of the academic or behavioral variety - so that they reinforce a larger picture of trust and faith, even while reminding students of a better course of action. (Building Trust)  |
| <b>What to Do Directions</b> | This technique uses specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do. (High Behavioral Expectations)   |
| <b>At Bats</b>               | This technique plays a major part in our approach to mastery learning. By providing students with multiple “At Bats” or opportunities to respond, students are given lots of practice at mastering knowledge, skills, or concepts. (Lesson Structure and Delivery)  |
| <b>Take a Stand</b>          | This technique involves encouraging students to exercise their own judgement of their peers' answers. It builds engagement, healthy skepticism, and confidence. (Check for Understanding)   |
| <b>Try It Again</b>          | This technique gives students more practice with a routine they have not yet mastered. This technique is not about just doing something repetitively, but doing it better and striving to be our best selves. It helps preserve instructional time that can be easily wasted, and creates a sense of safety within a positive classroom climate. (Systems and Routines) |
| <b>Warm &amp; Demanding</b>  | This technique elevates teaching with warmth while also challenging students and supporting them to meet high expectations in a caring and respectful manner. (Building Trust)  |
| <b>Cold Call</b>             | This technique has teachers call on students at random, regardless of whether they have raised their hands. This helps build strong pacing, creating a culture of active engagement and participation while also creating a sense of psychological safety in that it is ok to be confused or need clarification. (Build Trust/Instructional Ratio)                      |
| <b>Affirmative Checking</b>  | This technique is purposeful preparation in action. Teachers insert specific points into their lesson where students get confirmation that their work is correct, productive, or sufficiently rigorous before moving on to the next component. (Check for Understanding)  |
| <b>Normalize Errors</b>      | This technique helps to create an environment where students feel safe making and discussing mistakes, so teachers can spend less time hunting for errors and more time addressing misconceptions. (Check for Understanding)  |
| <b>Emotional Constancy</b>   | This technique, a key component of our approach to social and emotional learning, means that teachers manage their emotions   |

|                   |   |
|-------------------|---|
|                   | to consistently promote student learning and achievement. (Building Trust)  |
| <b>Joy Factor</b> | This technique creates a culture of celebrating the work of learning as you go. We know that people work harder when they enjoy working on something, and in a classroom, it begins with teachers finding a way to let their own genuine version of joy shine through. (Building Trust) |

**Figure 34: Content Area and Curriculum-Specific Instructional Methods and Research-Base**

| Content Area and Curriculum-Specific Instructional Methods |   |
|--|---|
| Method   | Description and Research-Base   |
| <b>RULER Approach</b>                                      | (Recognize, Understand, Label, Express, Regulate) All adults at THRIVE are trained in the RULER Approach through the Yale Center for Emotional Intelligence. All students will receive instruction in RULER's "Feelings Words" curriculum during Morning Meeting in Primary and Intermediate grades and Advisory in Middle Grades. Adults and students will also receive training in how to use RULER's Anchors (The Charter, Mood Meter, Meta-Moment, and Blueprint), four tools that teachers use with students to collaboratively navigate emotions, self-regulation, problem solving, and relationships. These tools, and the instruction that supports their use across all school spaces, have resulted in gains in adaptive skills and ELA achievement. Use of the RULER approach in urban school settings with diverse demographics also resulted in improved emotional support for students in the classroom setting, improved cooperative learning strategies, improved emotion-focused interactions, and positive classroom climate. <sup>72</sup> |
| <b>Direct Instruction (DI)</b>                             | <p>Direct Instruction (DI) instructional techniques is an evidence-based teaching approach that falls under the umbrella of Applied Behavioral Analysis (ABA).<sup>73</sup> This method of teaching is especially effective for students who have been under-taught, and for all students during the phase of learning where foundational skills, knowledge, and concepts are being developed. DI relies on eight main instructional techniques across its various ELA, Math, and intervention programs to support the effective use of carefully developed lessons.</p> <ol style="list-style-type: none"> <li>1. <b>Teacher-Student Game:</b> Teachers use this game to affirm students</li> </ol>  |

<sup>72</sup>Stephanie Jones et al., "Navigating SEL From the Inside Out, Looking Inside & Across 25 Leading SEL Programs: A Practical Resource for School and OST Providers," Harvard Graduate School of Education, p.151 (March 2017), <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>.

<sup>73</sup>How to ABA, The Bx Resource, "Direct Instruction (DI) Programs," February 2, 2019, <https://howtoaba.com/direct-instruction/#:~:text=According%20to%20the%20National%20Institute%20for%20Direct%20Instruction,increments%20and%20clearly%20defined%20and%20prescribed%20teaching%20tasks.>



|   |  |
|---|--|
|   | <p>and reinforce first-time correct responses and habits to facilitate learning. The students always win.</p> <ol style="list-style-type: none"> <li>2. <b>Start Lesson Quickly:</b> DI lessons start at their scheduled time to maximize instructional time and follow a consistent routine that is predictable and safe for students.</li> <li>3. <b>Scripted Presentation:</b> All DI lessons follow a scripted format to ensure communication is clear and concise, to allow teachers to focus on the art of presenting, to create space for closer monitoring of student responses, and to ensure teachers are using the instructional language that has been validated through field testing.</li> <li>4. <b>Clear Signals:</b> Clear signals can be audible or visual depending on the task, and result in 100% of students participating through unison responses. Signals create a system that allows students to have dozens if not hundreds of opportunities in a lesson to demonstrate mastery. They allow teachers to more regularly monitor if a student is on track, needs extra opportunities to practice, or would benefit from a more accelerated pace of learning.</li> <li>5. <b>Quick Pacing:</b> DI lessons utilize a quick but appropriate pace of presenting. This helps contribute to stronger student engagement, more opportunities to learn new skills and concepts and build deeper mastery with objectives that have already been introduced.</li> <li>6. <b>Correct Errors:</b> When teachers observe errors in unison or individual responses, a routine protocol is followed. The teacher models the correct response for the whole group, students practice that response with the teacher, and then without the teacher.</li> <li>7. <b>Individual Turns/Checks for Understanding:</b> During DI lessons, following an exercise, which is a brief chunk of learning, students are presented with individual turns in a random, unpredictable order, as a check for understanding.</li> <li>8. <b>Reinforce Student Responses:</b> Teachers regularly pair specific praise with points throughout the lesson to reinforce accurate responses and strong habits.</li> </ol> |
| <b>Cognitively Guided Instruction (CGI)</b> | <p>This approach to mathematics instruction is student-centered and builds on what students already know and understand. Using a problem-solving approach, there is a heavy emphasis on student thinking. Teachers help to elevate student thinking during instruction through specific actions that are used flexibly including <i>listening</i>, <i>questioning</i>, and asking <i>other students to restate</i>. The New Mexico Common Core State Standards seek to help students develop deeper conceptual understandings in math, which have been shown to increase overall math achievement. On average, less than 20% of students in Santa Fe Public Schools are reaching grade level proficiency in math. Cognitively Guided Instruction (CGI) will be a stand-alone instructional block in K-2, and a component of the math instructional block in 3-8. CGI has been shown to lead to increased math proficiency levels, and because of its student-centered approach, can lead to positive impacts on student learning and the</p>   |

|   |  |
|---|--|
|   | overall school environment. <sup>74</sup>  |
| <b>Close Reading</b>                        | <p>Close Reading refers to an approach to reading instruction that helps students discover different layers of meaning that lead to deep comprehension of a text. Close Reading instructional approaches create multiple opportunities for students to read and re-read with a deliberate focus or purpose. Teachers help students direct their attention to the text itself to methodically arrive at an understanding of the key supporting details and central idea of the text as a whole. Close Reading lessons will take place during our EL Education ELA Block, as well as during social studies and science lessons. The key techniques and approaches used in a Close Reading lesson are:<sup>75</sup></p> <ol style="list-style-type: none"> <li>1. Aim for Independence through questioning that leads students more deeply into a text</li> <li>2. Teach students to ask the questions so they can transfer what they learn from one text to the next</li> <li>3. Use short texts, literary and informational, to allow for more manageable reading and rereading of text for deeper meaning</li> <li>4. Focus on observing and analyzing different craft techniques an author uses is as important as the content in understanding an author's message</li> </ol> <p>The research to support the use of Close Reading instructional approaches is clear. According to the Partnership for Assessment of Readiness, a significant amount of research has shown that the close reading complex text is linked to significant improvements in reading proficiency and is also identified as a key component of college and career readiness.<sup>76</sup></p> |
| <b>Experiential/ Project-Based Learning</b> | <p>Experiential Learning (EL)/Project-Based Learning means learning by doing, and develops students' mindsets using two strategies: belonging and relationships with highly active pedagogy in the classroom, centered around student discussion, activities, unit projects, and student self-assessments.<sup>77</sup> Experiential learning is an extension of what is traditionally known as project- or place-based learning but is an intentionally reflective and teamwork-driven approach to experiments, activities, and projects, and many times includes community-based or service learning components. Students demonstrate critical thinking skills, academic courage, emotional resilience, and a desire and capacity to contribute to real change that improves their community and the greater world. Learning by doing, deepened by a focused and facilitated</p>   |

<sup>74</sup>C.E. Hendricks, "The Effects of Cognitively Guided Instruction on Mathematics Achievement of Second Grade Children (Doctoral dissertation)," 2013, Retrieved from Proquest.

<sup>75</sup> Nancy Boyles, "Closing in on Close Reading," Educational Leadership, 70, no.4, (December 2012/JANUARY 2013), 36-41, <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>.

<sup>76</sup> Partnership for Assessment of Readiness for College and Careers, PARCC model content frameworks: English language arts/literacy grades 3–11," 2011, [www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012\\_FINAL.pdf](http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL.pdf).

<sup>77</sup> Paul Tough, "How Kids Really Succeed," The Atlantic, 317, #5, June 2016, 56-66, summarized in Marshall Memo 638.

student reflection component, helps students and teachers ensure core academic content and skills are learned from the lesson or unit of study, guiding questions or themes, and also ensures that character traits and values have also been deeply explored. There are four parts to experiential learning:<sup>78</sup>

- Learning of core academic knowledge and skills
- Hands-on experiences / experiments / projects for learning application
- Abstract conceptualization (making sense of events, processes, or relationships, and their connections to unit themes and guiding questions)
- Teacher-facilitated observation and reflection that also includes a component of character and values reflections

The Buck Institute for Education states that “[a]ll students should have access to quality Project-Based Learning to deepen their learning and achieve success in college, career, and life.”<sup>79</sup> The problem is that historically, not all students have access to these deeper learning opportunities. According to the report, *Preparing Students for a Project-Based World*, the way to ensure that deeper learning is accessible is to ensure that experiential and project-based opportunities are provided in such a way that students gain critical skills and knowledge through investigation and responding to a complex question, problem, or challenge. This sets students up for real-world work that requires a specific set of skills in our new economy:<sup>80</sup>

1. Being able to compete in a global economy with over seven billion people
2. Understanding that continuous learning is what puts professionals and businesses ahead of others
3. Having the skill set to organize work “into series of projects with discrete objectives, timelines, budgets and deliverables”
4. The ability to work effectively and efficiently on a team
5. The ability to initiate and sustain “complex work, applying design and problem-solving skills in new and nonroutine situations, and producing quality products”<sup>81</sup>

<sup>78</sup> Taylor Hausberg, et al., “Getting Started with Experiential Learning: Learning by Doing,” *Edutopia*, April 2019, <https://www.edutopia.org/article/getting-started-experiential-learning>.

<sup>79</sup> Buck Institute for Education, “PBL Works,” Accessed on April 25, 2021, [www.pblworks.org/?gclid=Cj0KCQjwppSEBhCGARIsANIs4p4u1jmYQEeZPVNJKMwUwubA66CXckRnW\\_qYOnJGRkB-kdMkecv4\\_tEaAjR5EALw\\_wcB](http://www.pblworks.org/?gclid=Cj0KCQjwppSEBhCGARIsANIs4p4u1jmYQEeZPVNJKMwUwubA66CXckRnW_qYOnJGRkB-kdMkecv4_tEaAjR5EALw_wcB).

<sup>80</sup> Bonnie Lathram et al., “Preparing Students for a Project-Based World,” August 2016, <https://www.gettingsmart.com/wp-content/uploads/2016/08/Preparing-Students-for-a-ProjectBasedWorld-FINAL.pdf>.

<sup>81</sup> Ibid.

**Figure 35: Structures that Support Instruction**

| Structures that Support Instruction   |   |
|---------------------------------------|---|
| Structure                             | Description   |
| <b>Extended School Day and Year</b>   | <p>One key structure that will ensure that students have access to the right amount of high-quality instruction is our extended school day and extended school year. We believe that to properly execute our model, deliver on the promises of our mission, and prepare students for the 21st century, we must use research-proven approaches to calendars and schedules that boost student achievement, increase engagement and relevance, and reduce summer learning loss, thereby best ensuring that opportunity and achievements gaps are closed. Our calendar consists of 182 instructional days for students from 8:00am - 4:00pm. Our instructional day will be one hour longer than almost all K-8 public schools in Santa Fe, and our instructional calendar will provide seven additional days of instruction compared to local public schools. This will result in the equivalent of 33 additional school days for students at THRIVE compared to local peers attending public schools.</p> <p>Studies<sup>82</sup> have shown that extending the school day can boost achievement depending on how schools work to implement the extension of time. This research indicates that successful models utilize hands-on, experiential learning, and community partnerships to structure the additional time. At THRIVE, through a combination of these understandings and community input, our schedule will include an additional instructional block of time known as our “Bonus Block”, where STEAM Labs will take place. STEAM Labs will give students the opportunity to extend their learning through science, technology, engineering and art using hands-on, experiential learning, four days out of the week, which extends the school day by an hour.</p> |
| <b>Flexible Skill-Based Groupings</b> | <p>THRIVE will use flexible skill-based groupings to ensure that students have access to the instruction that will facilitate the rapid acquisition of foundation skills, knowledge, and conceptual understandings. This approach to grouping will have its largest footprint in our primary school (grade K-2) and will inform our approach to early literacy and numeracy. In our intermediate school (grades 3-5) and middle school (grades 6-8), it will inform how we structure our differentiated literacy block. This approach allows for students to have access to targeted instruction to meet their individualized support needs and will also allow for fast-paced learning to have access to an accelerated schedule of learning - all within an inclusive environment.</p>  |

<sup>82</sup>Jodi Grant and Valerie Strauss, “What New Research on Extended School Day Says,” The Washington Post, April 19, 2012, [https://www.washingtonpost.com/blogs/answer-sheet/post/what-new-research-on-extended-school-day-says/2012/04/18/gIQAnmV3RT\\_blog.html](https://www.washingtonpost.com/blogs/answer-sheet/post/what-new-research-on-extended-school-day-says/2012/04/18/gIQAnmV3RT_blog.html).

Because students are always working in a small group within their zone of proximal development, they are appropriately challenged, supported, and affirmed, which contributes to the development of a positive self-concept as a learner, a key piece of our mission. Research has long shown that the use of flexible groupings within a mastery learning framework dramatically increases the academic performance and self-concept of students from all backgrounds.<sup>83</sup> The pace, intensity, and frequency of instruction is always set up to ensure that every student has a three-year runway to foundational skill mastery for students in THRIVE's primary school by the end of second grade. For THRIVE's intermediate and middle schools, for differentiation purposes, it is set up to ensure students make roughly two years of growth. This structure is especially impactful for Students with Special Needs and English Language Learners because it allows teachers to provide targeted and intensive instructional interventions and supports that meet the unique learning needs of students within an inclusive environment.

#### Alignment of Educational Philosophy and Instructional Methods to Mission and Curriculum

THRIVE's educational philosophy and instructional methods were developed in alignment with our mission and curriculum. The instructional methods we will utilize and the curriculum we have selected and will develop are aligned to our educational philosophy, which supports our mission. Specifically, our philosophy and methods ensure that our classrooms are places where a spectrum of student needs will be effectively met. Our use of and evidence-based SEL curriculum, extended learning time, flexible skill-based groupings, Direct Instruction teaching methods, and experiential/project-based learning are all supported by extensive research and will benefit all students, particularly our economically disadvantaged students, our English Language Learners, and our Students with Special Needs. In keeping these groups of students at the center of our approach, we will fulfill our mission by improving the academic achievement of all students, eliminating disparities in student outcomes, and reinforcing a positive self-concept so that all of our students are positioned to follow paths of their choice.

| Rating                                 | Expectations   |
|--|--|
| <input type="checkbox"/> Meets         | A complete response must <ul style="list-style-type: none"> <li>Describe the educational philosophy of the proposed school;</li> <li>Identify primary instructional methods to be implemented that align to the educational philosophy;</li> <li>Identify information that demonstrates the instructional methods are research-based; and</li> <li>Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.</li> </ul> |
| <input type="checkbox"/> Approaches    |  |
| <input type="checkbox"/> Does Not Meet |  |

<sup>83</sup> Douglas Carnine, "Why Education Experts Resist Effective Practices (And What It Would Take to Make Education More Like Medicine)," Thomas B Fordham Foundation, April 2000, <https://www.wrightslaw.com/info/teach.profession.carnine.pdf>.

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]

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

If anticipating serving K-5 Students and or an extended day program, please describe and include in a Year 2 calendar.

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School has developed a yearly calendar and daily schedule that fully comply with state requirements and ensure that we can effectively and successfully implement our academic program. Our academic program is rooted in four innovative approaches and three unique school features, which can be found in **Section I. A. (3) Uniqueness and Innovation**. The intentional effort put into the creation of our yearly calendar and daily schedule will allow us to deliver on the promise of our mission and achieve the outcomes identified in our expanded definition of student success, which can be found in **Section I. B. Mission-Specific Goals**.

#### Yearly Calendar and Daily Schedule Priorities

THRIVE's yearly calendar and daily schedule prioritizes extended school day, extended school year, additional daily enrichment, high quality staff development, data driven instructional coaching, flexible small group instruction, social and emotional learning structures, teacher planning and preparation, family participation, trimesters, and efficient assessment windows.

#### School Days, Holidays, Partial Days

THRIVE Community School's yearly calendar includes 180 instructional days for students in year one and 205 instruction days in year two (See **Attachment A**). Holidays and breaks for staff and students are highlighted on the calendar in yellow, and teacher professional development days, when there is no school for students, are highlighted in tan. Students will have partial days on Fridays when school will end at 12:45pm for weekly staff professional development. Our year 1 and year 2 calendars are listed later in this section.

#### Extended School Day

THRIVE's instructional day begins at 8:00am and ends at 4:00pm, Monday through Thursday. On Friday, our instructional day begins at 8:00am and ends at 12:45pm to allow for weekly teacher professional development. (Our teacher professional development day and early dismissal is subject to change so that it aligns with the day selected by Santa Fe Public Schools to reduce disruptions for families with children at multiple schools throughout the city.) Arrival will begin at 7:30 and dismissal will end at 4:15. This schedule will provide all students in grades K-8 with 1,342 hours of annual instruction, exceeding state minimums of 990 hours of annual instruction for grades K-6 and 1080 hours of annual instructional for grades 7-8. Students at THRIVE will have hundreds of hours of additional instruction, much of which will be used to allow for additional STEAM related enrichment. This additional time will allow us to execute our proposed model for social and emotional learning, intentional diversity, and equitable academics, and ultimately achieve our mission of ensuring all students are positioned to follow paths of their choice. THRIVE's founders have closely considered the research on extended school days and have chosen this structure because of feedback from our community and knowledge from the existing research that students who have been historically marginalized, students from lower income households, and students of color benefit most from the additional time in school. Each year, the overall instructional time offered by THRIVE Community School will exceed other public school



options in our surrounding community by 204.75 hours (29 days) of instruction in grades K-6, and 117 hours (16.5 days) of instruction in grades 7-8.

### Extended School Year

THRIVE's academic year for students will begin on August 8, 2022, during our first year of operation and end on May 26, 2023. Students will have 180 days of instruction in year one. We are committed to preventing summer learning loss by ensuring our calendar is reflective of our student's needs. In year one, THRIVE's calendar will extend the school year by approximately ten days for students compared to local public schools' 2020-21 calendars. We will also provide 25 professional development days for teachers; three weeks in the summer and two weeks throughout the school year. In year two, we plan to participate in the K-5+ program and extend our school year to 205 days, a significant increase compared to local public schools.

### Additional Daily Enrichment

Studies<sup>84</sup> have shown that extending the school day can boost achievement depending on how schools work to implement the extension of time. This research indicates successful models utilize hands-on, experiential learning, and community partnerships to structure the additional time. At THRIVE, through a combination of these understandings and community input, our schedule will include an additional 45-minute instructional block of time known as our "Bonus Block", where STEAM Labs will take place. STEAM Labs at THRIVE are offered Monday-Thursday to expand opportunities for students to develop critical thinking and creative problem-solving at the intersection of science, technology, engineering, arts, and math. STEAM Labs also ensure that students have early, hands-on learning experiences with STEAM-related content that can help to inform passions they want to follow in high school electives, clubs, and college or career pathways.

### High Quality Staff Development

At THRIVE, we understand that in order for student outcomes to shift in ways that create transformative change and increased opportunities for students, the most important variable we can address is teacher effectiveness. Teacher effectiveness has consistently been identified as the most important school-based factor that influences the academic growth and proficiency of students.<sup>85</sup> With this in mind, THRIVE staff members will participate in three weeks of professional development and two weeks of professional development built in throughout the school year for a total of 25 days of professional development. During the school year, our calendar has prioritized having two consecutive days of development for deeper learning opportunities for adults. Professional development days will be 8 hours in length with one hour for lunch. The following objectives, which are further explained in **Section A. (3) Uniqueness and Innovation**, are met through our extensive professional development:

- Investing in Priorities and Goals
- Developing Content Area Expertise
- Aligning Mindsets and Beliefs
- Focused School Model Development

<sup>84</sup> Jodi Grant and Valerie Strauss, "What New Research on Extended School Day Says," The Washington Post, April 19, 2012, [https://www.washingtonpost.com/blogs/answer-sheet/post/what-new-research-on-extended-school-day-says/2012/04/18/gIQAnmV3RT\\_blog.html](https://www.washingtonpost.com/blogs/answer-sheet/post/what-new-research-on-extended-school-day-says/2012/04/18/gIQAnmV3RT_blog.html).

<sup>85</sup> Harvard University, Center for Education Policy Research, "Teacher Effectiveness," Accessed on May 21, 2021, <https://cepr.harvard.edu/teacher-effectiveness>.

In addition to summer professional development and professional development days scheduled through the school year, we will hold weekly professional development for all staff members. During weekly professional development, which will take place on Fridays from 1:15pm - 4:00pm, these four objectives, along with our phased instructional priorities, will inform the content of Friday professional development and instructional coaching focus areas. In total, teachers will have 200 hours of professional development across our 25 professional development days and 85 hours of professional development across all Friday professional developments, for a total of 285 annual hours in year one of operation.

### **Flexible Small Group Instruction**

THRIVE's schedule prioritizes the use of small group learning structures. A key component of our approach to social and emotional learning and equitable academics, small group learning was identified by 83% of our survey respondents as the feature they liked the most about THRIVE. We know that small group instruction creates more opportunities to reinforce a positive self-concept in students, a key part of our mission, so we have prioritized the necessary scheduling considerations to support this effort.

Small group learning will have its greatest presence in grades K-2, where all math, differentiated literacy, and SEL introductory lessons will take place in teacher-led small groups. In our intermediate school, differentiated literacy, SEL introductory lessons, and components of math instruction will take place in small groups. In middle school, differentiated literacy and morning and afternoon advisory, where aspects of social and emotional learning launch, will also use small group formats. As students move from primary, to intermediate, to middle school, small group learning transitions from more of a teacher-led approach, to more of a collaborative small group learning approach as students grow from dependent learners, to independent learners.

### **Social and Emotional Learning Structures**

THRIVE's daily schedule uses specific blocks of time to help execute key components of our Social and Emotional Learning programming. In our Primary and Intermediate Schools, students will have a 20-minute Morning Meeting and 15-minute Afternoon Meeting. During Morning and Afternoon Meetings, teachers will introduce, practice, and reinforce content from RULER, the evidence-based social and emotional learning curriculum and approach we have selected. RULER stands for Recognize, Understand, Label, Express, Regulate. (See **Section I. A. (3) Uniqueness and Innovation** for more information.) Teachers and students will have time and space to celebrate successes from the day and to problem-solve when challenges arise. Middle school students will have a 15-minute small group Advisory to start the day. On Mon-Thu, teachers and students will rely on check-in routines established through RULER tools and lessons and will also have time to celebrate successes from the previous day. On Fridays, advisory will be 30 minutes to allow for teachers to introduce to SEL skills through brief lessons and role plays

### **Teacher Planning and Preparation**

We understand that to deliver excellent instruction, teachers need adequate daily preparation and planning. Middle School departmentalized content area teachers will have 55 minutes of daily planning. Primary School and Intermediate School teachers who teach multiple subjects throughout the day will have 50 minutes of daily planning in year one and 80 minutes of daily planning in year 2 and beyond. All teachers will also have a 20-minute lunch period. Each week teachers will have access to a minimum of 30-minutes of instructional coaching that includes observation and debrief, data analysis, and lesson rehearsal.

### Family Participation

THRIVE's Guiding Principle #6 states that our students' families are their first teachers and most valuable partners. As a school, we understand that participation from families is a crucial and necessary component of being a community school. We also understand that family participation cannot be a one-size fits all approach and that to create more equity, family participation can take on multiple formats to create more entry points for families. THRIVE has an open-door policy with families to come visit, observe, or participate with their child(ren) in their learning. Families are particularly encouraged, if schedules allow, to come eat breakfast with their child(ren) or participate in Morning Meeting, where RULER Social and Emotional Learning lessons take place. THRIVE will hold end-of-trimester culmination events where students will have the opportunity to showcase key learnings from various units of study with different areas of focus, including: experiential learning, STEAM content, and anti-bias/anti-racist (ABAR) themes of study. Families will be invited and encouraged to attend in person or virtually during the school day. There will also be multiple opportunities throughout the school year for families to participate in our after-school family and community programming, detailed in **Section A. (3) Uniqueness and Innovation**. THRIVE will hold parent teacher conferences across two days following Trimester 1 and across two days following Trimester 2. Families will have the option of attending in-person, which is encouraged, or virtually to accommodate work and family responsibilities.

### Efficient Assessment Windows

THRIVE's yearly calendar identifies Fall, Winter, and Spring benchmarks assessment windows when aimsWEB Plus and Istation ISIP Reading and Math assessments will be administered. These benchmark assessment windows are identified at the bottom of our yearly calendar in grey. These assessment windows are structured so that there are minimal interruptions to teaching and learning. We value assessment data that can inform our teaching and allow us to better tailor differentiated supports to and to create opportunities for acceleration, however, we prioritize the use of brief, reliable assessments that do not take away from classroom instructional time. Not listed on our yearly calendar are NM state assessments that will be administered to 6th grade students in year 1, and to 3rd, 6th, and 7th grade students in year 2. These testing dates will be added to our yearly calendar once they have been confirmed by the Public Education Department. Additionally, please refer to our assessment calendar in **Attachment C**.

### Trimesters

THRIVE will utilize a trimester system to divide our calendar into different marking periods. Trimesters have been chosen because they fit naturally around our start date and allow for two to three units of study or modules to be covered during a trimester, depending on the content area. Trimesters will allow our team to reflect meaningfully with students and families around progress towards academic goals. Each trimester will consist of 12 weeks of instruction, providing ample time for teachers to monitor student growth and mastery through progress monitoring and end of unit or end of module assessments. Trimesters will also allow adequate windows of time to implement behavior and academic interventions within our Multi-Layered Systems of Support Framework, allowing teachers and parents to have a clear understanding of what improvements should reasonably be anticipated across twelve weeks of support.

### Yearly Calendar

The THRIVE Community School yearly calendar was created to reflect our four innovative approaches and three unique school features. It aligns with our educational philosophy by ensuring that students and teachers are able to spend their time doing the things that matter most to fulfilling our mission. Our yearly academic calendar, which is subject to board approval pending authorization, is listed below

for the first two year of operation in **Figure 36** and **Figure 37**. Both calendars are also available in **Attachment A**.

**Figure 36: Yearly Calendar: Year 1, 2022-23**

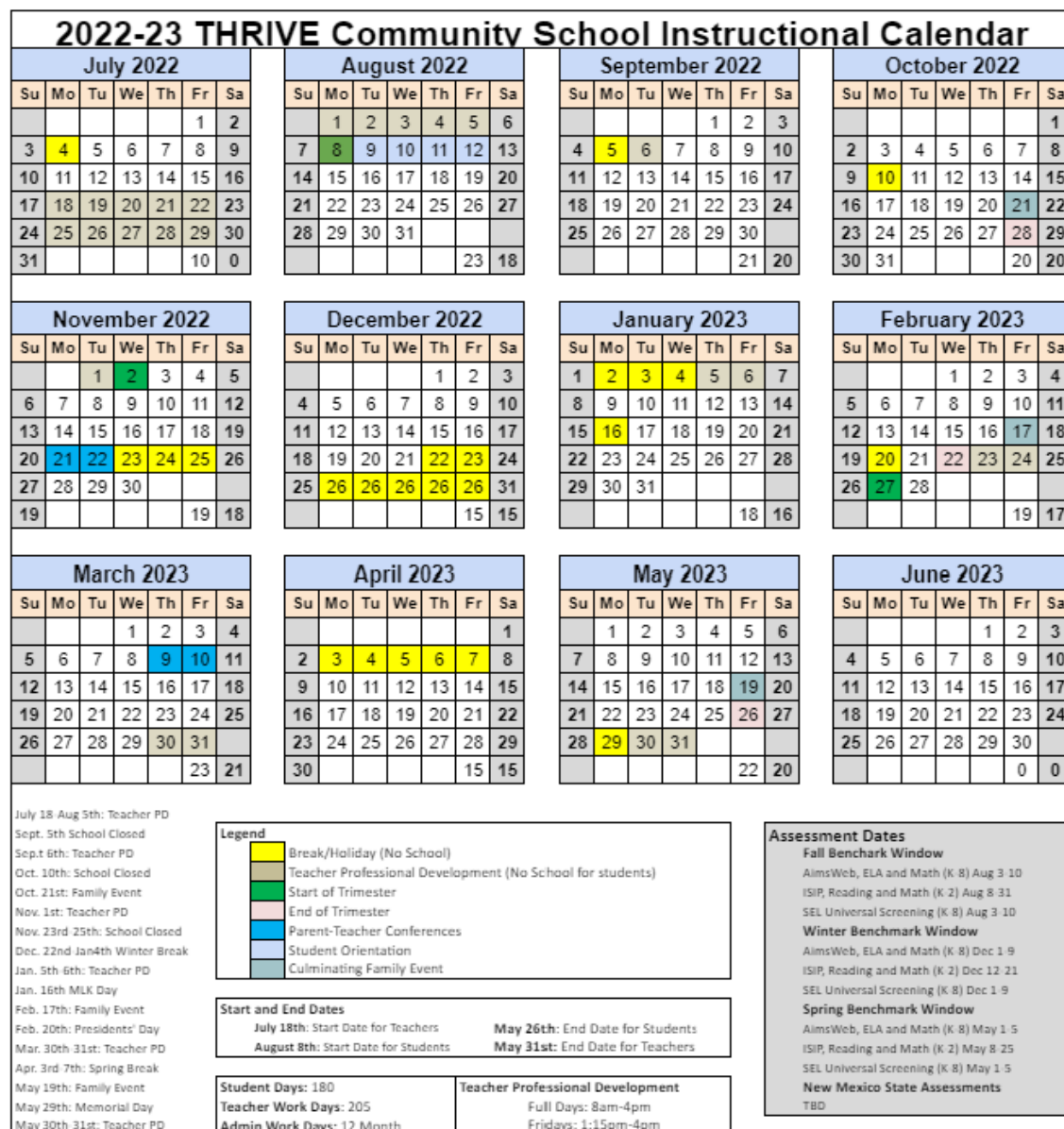


Figure 37: Yearly Calendar: Year 2, 2023-24



### Daily Schedule

THRIVE's daily schedule is reflective of mission and allots sufficient time to ensure all aspects of our programming can be executed thoroughly. Our schedule prioritizes instructional time that meets or exceeds all state requirements and places particular emphasis on the three unique features of our model: Social and Emotional Learning, Intentional Diversity, and Equitable Academics. Students attend school from 8:00am to 4:00pm Monday-Thursday, and from 8:00am-12:45pm on Fridays. Doors will open for breakfast and early arrival at 7:30am Monday - Friday. Across 180 days of instruction in year one, students will receive 1,326.25 hours of instruction. In year two and beyond, pending K-5/8+ and Extended Learning Time Program funding, THRIVE's calendar will increase to 205 days of instruction, or 1,502 hours of instruction. THRIVE's instructional hours will significantly exceed the New Mexico minimum requirement of 990 for grades K-6 and 1080 for grades (New Mexico State Statute 22-2.8.1).

Compared to local public schools in the 2020-21 school year, in year one, students at THRIVE will have 182.8 additional hours of instruction in grades K-5, and 101.25 additional hours of instruction in grades 6-8 (\*Some middle schools in Santa Fe are grades 6-8, and some are grades 7-8.) In years two and beyond, THRIVE's schedule moves to 205 instructional days, resulting in 358.55 additional hours of instruction in grades K-5, and 277 additional hours of instruction in grades 6-8. The additional time for instruction allows us to deliver on key aspects of our model (i.e. Bonus Block/STEAM Labs) so that our mission can be fulfilled, while also offering an innovative option to parents and families in Santa Fe. Our schedules for year one and two are located in **Attachment B** due to their size.

THRIVE Community School has crafted a yearly calendar and schedule that exceeds the minimum hour requirements laid out in NMSA 22-2-8.1. We have prioritized an extended school day, extended school year, additional daily enrichment, high-quality staff development, flexible small group instruction, social and emotional learning structures, teacher planning and preparation, family participation, trimesters, and efficient assessment windows, all of which are optimal for achieving high outcomes for our anticipated student population, particularly our English Learners, our Students with Special Needs, and our economically disadvantaged students. Our extended learning time ensures that students have access to STEAM related enrichment opportunities through our STEAM Labs instructional Bonus Block. Santa Fe Public Schools does not currently have any K-8 schools that offer an extended day program. In year one, our research-backed extended learning time also allows for 25 days of professional development compared to the 3-5 days of professional development offered at the majority of surrounding local public schools. Finally, our yearly calendar and daily schedule are fully supported by our Five Year Budget, which can be found in **Appendix G**.

| Rating                                 | Expectations  |
|--|---|
| <input type="checkbox"/> Meets         | <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include a yearly calendar that identifies the following: <ul style="list-style-type: none"> <li>○ Annual start date and end date</li> <li>○ Teacher professional development days and times</li> <li>○ School-wide assessment periods</li> <li>○ School days, holidays, and partial days</li> <li>○ Teacher parent conferences;</li> </ul> </li> </ul> |
| <input type="checkbox"/> Approaches    | <ul style="list-style-type: none"> <li>• Include a daily schedule that identifies the following: <ul style="list-style-type: none"> <li>○ Instructional times</li> <li>○ Break times</li> <li>○ Start and end times</li> <li>○ Differences in the daily schedule for full and partial days;</li> </ul> </li> <li>• Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1;</li> </ul>          |
| <input type="checkbox"/> Does Not Meet | <ul style="list-style-type: none"> <li>• Describe how the calendar and schedule support the proposed school's educational program;</li> <li>• Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population;</li> <li>• Describe the extended learning time programs to improve academic success of students and professional learning of teachers;</li> </ul>          |

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• If this is an elementary school, and you are participating in k-5 plus or extended learning program, describe the k-5 plus program and extended learning program and provide your calendar for year 2; and</li><li>• Be supported by the proposed budget found in the Financial Framework section of the application.</li></ul> |
|--|---|

|   |
|---|
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |
|---|



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

ENTER APPLICANT RESPONSE HERE:

As an intentionally diverse school, THRIVE intends to draw students from diverse backgrounds from all five Santa Fe zip codes (87501, 87505, 87506, 87507, 87508), with the majority of students coming from the 87505, 87507, and 87508 zip codes. THRIVE's founders have prioritized, and will continue to prioritize assessing our community's needs to reduce barriers that exist to accessing high quality K-8 public school options. **Figure 40** reports demographic data for the three zip codes (87505, 87507, and 87508) where the school will target recruitment efforts and potentially be located.

**Figure 40: Demographics for Proposed Community**

| Demographics                    | 87505 <sup>86</sup> | 87507 <sup>87</sup> | 87508 <sup>88</sup> | Santa Fe <sup>89</sup> |
|---------------------------------|---------------------|---------------------|---------------------|------------------------|
| Median Income                   | \$55,676            | \$54,006            | \$77,000            | \$59, 247              |
| Unemployment Rate <sup>90</sup> | 8.1%                | 7.7%                | 7.7%                | 7.7%                   |
| Poverty Rate                    | 12%                 | 13.9%               | 9.6%                | 13.9%                  |
| % Hispanic                      | 42.49%              | 71%                 | 41%                 | 54%                    |
| HS Graduation Rate              | 89.2%               | 82.1%               | 91%                 | 86.5%                  |
| Bachelor's Degree or Higher     | 49.6%               | 27.8%               | 50%                 | 39.9%                  |

The information in **Figure 40** indicates that across the 87505, 87507, 87508, notable variations exists in income, identity, and educational attainment, which would allow THRIVE to be an option for families who are seeking a high-quality school option that intentionally brings students together from diverse backgrounds, deeply invests in the development of their social-emotional competencies, and prioritizes the mastery of academic skills and knowledge, all of which are critical to success in high school, college, career, and beyond. Detailed student demographic data for the three zip codes from where we will primarily draw students, and demographic data for all Santa Fe Public Schools, is displayed in **Figure 41**.

**Figure 41: Detailed Student Demographics of Proposed Community**

| Demographics <sup>91</sup> | SFPS  | 87505 K-8<br>Grades <sup>92</sup> | 87507 K-8<br>Grades | 87508 K-8<br>Grades |
|----------------------------|-------|-----------------------------------|---------------------|---------------------|
| Hispanic                   | 79.9% | 77.2%                             | 90.3%               | 59.5%               |
| Caucasian/White            | 15.5% | 16.7%                             | 6.7%                | 35.3%               |
| Native American            | 2.1%  | 2.7%                              | 1.5%                | 2.2%                |
| Black                      | 0.8%  | 1.3%                              | 0.6%                | 0.6%                |

<sup>86</sup> Census Reporter, "87505," <https://censusreporter.org/profiles/86000US87505-87505/>.

<sup>87</sup> Census Reporter, "87507," <https://censusreporter.org/profiles/86000US87507-87507/>.

<sup>88</sup> Census Reporter, "87508," <https://censusreporter.org/profiles/86000US87508-87508/>.

<sup>89</sup> Census Reporter, "Santa Fe, NM," <https://censusreporter.org/profiles/16000US3570500-santa-fe-nm/>.

<sup>90</sup> ZipDataMaps, "Maps of ZIP Codes in Santa Fe, New Mexico," <https://www.zipdatamaps.com/zipcodes-santa-fe-nm>.

<sup>91</sup> Santa Fe Public Schools, "Enrollment and Demographic Data,"

[https://www.sfps.info/departments/data\\_analytics/data\\_reports/enrollment\\_and\\_demographic\\_information](https://www.sfps.info/departments/data_analytics/data_reports/enrollment_and_demographic_information).

<sup>92</sup> ZipDataMaps, Zip Code 87505 Map and Profile," <https://www.zipdatamaps.com/87505>.

|                            |       |       |       |       |
|----------------------------|-------|-------|-------|-------|
| Asian                      | 1.5%  | 2.0%  | 0.8%  | 1.9%  |
| Economically Disadvantaged | 74.8% | 75.9% | 92.9% | 47.2% |
| English Language Learners  | 24.6% | 26.9% | 38.5% | 14.9% |
| Students with Disabilities | 16.6% | 16.4% | 13.1% | 15.9% |

This data shows that across the three zip codes and when taken collectively, student demographic data is representative of the district as a whole, with a considerable percentage of students identifying as Hispanic, Economically Disadvantaged, and English Language Learners. We anticipate that our student body will be reflective of the district as a whole.

District performance on the 2019 Transition Assessment in Math and English Language Arts (TAMELA) indicated that across grades 3-8, average proficiency was only 33% in reading, 18% in math, and 33% in science. Students identified as “economically disadvantaged” performed lower on the same assessment, with 23% proficient in reading, 11% proficient in math, and 23% proficient in science. Performance on the same assessments for English Language Learners was 14% proficient in reading, 6% proficient in math, and 9% proficient in science. Students with disabilities performed similarly, with 13% proficient in reading, 8% proficient in math, and 17% proficient in science.

In Santa Fe Public Schools, during the 2018-19 school year daily attendance and truancy rates for schools in the 87505, 87507, 87508 zip codes were not available in Santa Fe Public Schools Data and Analytics website. According to the Santa Fe Data Hub, daily attendance rates hovered around 91% from 2010-2015 years across district schools.<sup>93</sup> Daily attendance and truancy trends for the two most recent school years (2019-2020, 2020-21) have also been challenging to confirm because of the impacts of the COVID-19 pandemic on school participation. It should be noted that truancy rates have been declining in recent years across Santa Fe Public Schools after having some of the highest truancy rates in the state for several years (28% in 2015 to 14 % in 2017).<sup>94</sup> THRIVE’s daily attendance goal will be 95% or higher and goals around chronic absenteeism will be set based on district data for the 2021-22 school after the majority of students have returned to in-person learning.

In examining demographic data and academic performance for the district, on the same assessment students who identified as “Caucasian/White” demonstrated averages proficiencies of 61% in reading, 43% in math, and 69% in science, while students who were not identified as “Economically Disadvantaged” demonstrated average proficiencies of 59% in reading, 39% in math, and 60%, demonstrating significant discrepancies in performance between students who identified as Hispanic, English Language Learner, or Economically Disadvantaged and peers who identified as Caucasian/White or did not identify as Economically Disadvantaged.

THRIVE Community School proposes to enroll an inaugural cohort of 66 Kindergarteners, 22 first graders, and 22 second graders in our primary school, and 66 sixth graders in our middle school in the fall of 2022, for a total of 176 founding students. We anticipate that our students will come from a variety of schools across the district given the smaller geographical size of Santa Fe, however, the majority of students will likely come from district and charter schools in the 87505, 87507, 87508 zip

<sup>93</sup> Santa Fe Data Hub: Data Spotlight. <https://www.santafedatahub.org/data-spotlight/school-attendance-why-does-it-matter-how-are-we-doing-what-would-it-take> retrieved on May 26th, 2021.

<sup>94</sup> Robert Nott, 2017, “Report: Truancy dropping in Santa Fe Public Schools.” Santa Fe New Mexican, August 17th [https://www.santafenewmexican.com/news/education/report-truancy-dropping-in-santa-fe-public-schools/article\\_38033fdf-0ec6-5c10-ad3d-f6634e34c297.html](https://www.santafenewmexican.com/news/education/report-truancy-dropping-in-santa-fe-public-schools/article_38033fdf-0ec6-5c10-ad3d-f6634e34c297.html).

codes for grades 1, 2, 5 and 6. Since THRIVE Community School plans to open in the fall of 2022, students who enroll in Kindergarten, are currently either not enrolled in an early childhood or pre-kindergarten program, or are attending public or private programs throughout the city. Proficiency rates for schools serving grades K-8 in the 87507, 87507, and 87508 zip codes are displayed in **Figure 42**.

**Figure 42: Proficiency Rates for Schools Serving Grades K-8 in the 87505, 87507, and 87508 Zip Codes<sup>95</sup>**

| School                                     | Reading    | Math       | Science    |
|--|------------|------------|------------|
| <b>SFPS Average Proficiency</b>            | <b>32%</b> | <b>18%</b> | <b>30%</b> |
| <b>District Elementary Schools (K-5/6)</b> |            |            |            |
| Amy Biehl Community School                 | 32%        | 24%        | 51%        |
| Cesar Chavez                               | 23%        | 6%         | 14%        |
| Chaparral                                  | 22%        | 18%        | 35%        |
| EJ Martinez                                | 32%        | 18%        | 32%        |
| Kearny                                     | 20%        | 19%        | 25%        |
| F.X. Nava                                  | 26%        | 13%        | 27%        |
| Mandela                                    | 66%        | 46%        | 67%        |
| Pinon Elementary                           | 47%        | 43%        | 67%        |
| Ramirez Thomas                             | 20%        | 29%        | 18%        |
| Salazar                                    | 20%        | 11%        | 17%        |
| Sweeney                                    | 22%        | 9%         | 7%         |
| Wood-Gormley                               | 74%        | 59%        | 73%        |
| <b>District Community Schools (K-8)</b>    |            |            |            |
| El Camino Real Academy                     | 17%        | 12%        | 24%        |
| Nina Otero Community School                | 21%        | 7%         | 23%        |
| <b>District Middle Schools</b>             |            |            |            |
| Milagro Middle School                      | 21%        | 5%         | 21%        |
| Ortiz Middle School                        | 14%        | 9%         | 19%        |
| Mandela International Magnet (7-12)        | 66%        | 46%        | 67%        |
| <b>Charter Schools</b>                     |            |            |            |
| Turquoise Trail Charter Schools (K-8)      | 49%        | 37%        | 60%        |
| Monte Del Sol (7-12)                       | 28%        | 17%        | 35%        |
| Tierra Encantada (7-12)                    | 20%        | 4%         | 25%        |

This data shows that of the 20 schools that families may be accessing in the 87505, 87507, and 87508 zip codes, including charter schools, only four options currently exceed the district average proficiency rates of 33% in reading, 18% in math, and 33% in science. Additionally, at the kindergarten through 6th grade level, there is only one option that exceeds performance and also offers transportation options for families, Turquoise Trail Charter School. The other two options, Pinon Elementary and Wood-Gormley Elementary, have a limited number of inter-zone transfer seats available and because of district policies are unable to offer transportation to families who secure a seat through the inter-

<sup>95</sup> New Mexico Public Education Department, "Santa Fe Public Schools, Academic Performance," 2019, <https://newmexicoschools.com/districts/71/student-performance>.

zone transfer process, which creates barriers and limits choice and agency for families seeking high quality public school options.

Because of our extensive family and community outreach across the 87505, 87507, and 87508 zip codes, we believe that our innovative approach and unique areas of focus match what our community wants to see in a new school option. Please see **Section IV. B. Community Support**. These approaches and areas of focus are outlined in detail in **Section I. A. (3) Uniqueness and Innovation**. The feedback we have received from our community indicates that building an intentionally diverse school community with a specific focus on social-emotional learning practices will entice families to seek enrollment at our school. While all schools in our district are attempting to implement aspects of social-emotional learning, no school has identified social-emotional learning as its primary focal point, which will be sorely needed as we deal with the long-term impacts of the isolation students are experiencing due to the COVID-19 pandemic. Additionally, we believe that our approach to academic instruction will further attract families to seek enrollment at THRIVE. Specifically, by keeping equity at the heart of our approach to teaching, we know that small group instruction, STEAM education, experiential learning, and extended learning opportunities will create a new public offering that can help disrupt the trend of stagnant academic outcomes we've witnessed in recent years in Santa Fe. We are also confident that THRIVE's educational philosophy, instructional methods, yearly calendar, and daily schedule will be effective with our anticipated student population.

#### Impact of Educational Philosophy

THRIVE's educational philosophy is rooted in our mission, instructional vision, cultural vision, and core values. Our Founding Team and community believe that all students should have access to comprehensive social and emotional learning, within a diverse school community that focuses on providing academic instruction that is rigorous, relevant, and equitable. We know that our students will come to us with incredible strengths and assets that have been nurtured and developed by their families and community. THRIVE will continue to nurture, develop, and support students as they continue on their educational journey. Our model ensures that student needs are met through appropriate challenges and supports, particularly for students with special needs and English and Language Learners. Our team of leaders and teachers will stay committed to ensuring that our teaching, learning, and cultural practices are always informed by research and evidence, and we will continuously partner with our surrounding community and families to ensure that we are using innovative approaches to drive academic achievement, eliminate disparities in students outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.

#### Impact of Instructional Methods

THRIVE's founders have taken the information provided through our community outreach process to develop a model that is reflective of what our community wants to see in a new public school option. We have closely evaluated reliable research to ensure that our model's instructional methods have a demonstrated track record of success with students whose demographics mirror those of THRIVE's anticipated student population. Particular attention was paid to instructional methods that have been effective at supporting the development of a positive self-concept and strong academic achievement for English Learners and Students with Special Needs. Our instructional methods are informed by effectiveness studies in best practices published by the National Association of School Psychologists, research from peer reviewed journals, and the instructional practices from mission-aligned, high-performing traditional public and public charters schools from across our state and country. Our research-proven methods will ensure that students master critical early literacy and numeracy skills, knowledge and concepts, provide students with relevant experiential learning opportunities through

our focus on STEAM education and project-based learning, within a framework of integrated, comprehensive, universal social and emotional learning support.

#### Impact of Yearly Calendar and Daily Schedule

Our yearly calendar reflects a clear commitment to ensuring students have extended learning opportunities, which have the power to drastically improve a wide-range of student outcomes when implemented using the recommendations of reliable research.<sup>96</sup> Across our city, there is a clear need to improve academic and social outcomes for students. As noted in **Figure 42**, across Santa Fe Public Schools, 32% of students are proficient in reading, 18% are proficient in math, and 30% are proficient in science. Our extended learning time provides more than one additional year of instruction for students across their K-8 journey at THRIVE compared to the typical amount of instructional time for public school students across our city. Our extended school day allows us to implement the social and emotional learning practices that contribute to the development of positive self-concept and healthy social and emotional functioning. Our daily schedule allows us to execute an academic model that prioritizes equity through strong academic foundations, experiential learning opportunities, and STEAM related learning experiences, all of which are supported by an impressive body of research. Taken together, our yearly calendar and daily schedule ensures that our team of educators are positioned to meet the diverse needs of our student body, including students with special needs, English Language Learners, students with advanced learning needs, and students in need of differentiated academic and behavioral support.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify the anticipated student population, including: <ul style="list-style-type: none"> <li>Demographic information based on the local community population</li> <li>Educational proficiency based upon enrollment at the school</li> <li>Attendance and truancy trends</li> <li>English language proficiency</li> <li>At-Risk Students</li> <li>Special Educational needs;</li> </ul> </li> <li>Explain any special factors influencing the makeup of the anticipated student population;</li> <li>Explain how the educational philosophy has been designed to meet students' needs;</li> <li>Explain how the instructional methods have been designed to meet students' needs and specifically how they will meet the needs of at-risk students; and</li> <li>Explain how the yearly calendar and daily schedule have been designed to meet students' needs.</li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

<sup>96</sup> Jodi Grant and Valerie Strauss, "What New Research on Extended School Day Says," The Washington Post, April 19, 2012, [https://www.washingtonpost.com/blogs/answer-sheet/post/what-new-research-on-extended-school-day-says/2012/04/18/gIQAnmV3RT\\_blog.html](https://www.washingtonpost.com/blogs/answer-sheet/post/what-new-research-on-extended-school-day-says/2012/04/18/gIQAnmV3RT_blog.html).

## **G. Special Populations.**

This includes those with Individualized Education Programs (IEPs) English Language Learners (ELLs), Native American Students, Hispanic Students, and Bilingual and Multicultural educational needs to improve student outcomes.

### **G. (1) Special Education.**

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School is a diverse and affirming K-8 learning community that will ensure all students are positioned to follow paths of their choice. We are committed to eliminating disparities in student outcomes, including disparities in outcomes between students with disabilities and their non-disabled peers. Providing students with special needs with exceptional services that are inclusive in nature is central to our mission. We value the neurodiversity that exists across all children and have built a model that is reflective of the diverse needs we see in students across our city. Our proposed school model was deliberately built with the needs of special education students in mind. THRIVE's founders firmly believe that when schools are fully equipped to meet a range of student needs, including the needs of students identified as Gifted and students who are eligible for 504 plans, then the needs of all students are more comprehensively met. Similarly, our founders, three of whom are experienced special education teachers and leaders, also believe that using evidence-based approaches to teaching and learning ensure that schools are better prepared to support diverse student needs in an inclusive manner, particularly for students with disabilities. THRIVE's model has been developed with these two beliefs in mind and our team is confident that through shared mindsets and a deep understanding of state and federal guidelines, our special education programming will create a new norm for what high-quality, effective, and inclusive special education services can look like.

THRIVE's plan to provide the required and necessary services and supports to students with IEPs begins with ensuring our Multi Layered Systems of Support (MLSS) relies on proven approaches to systems of prevention so that our approach to identifying students with disabilities is reliable and does not result in the over-identification of English Language Learners. Our plan ensures that instructional supports and services meet the needs of students with disabilities as well as students with Gifted services, and aligns with high-quality recommendations from evaluation results and present levels of performance. We anticipate serving a spectrum of student needs and will be prepared to meet those needs through the use of evidence-based teaching and behavioral/emotional support practices, standards-aligned curriculum, and staff training. THRIVE's plan makes clear our commitment to providing all students with special needs a Free and Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE). Through clear roles and responsibilities and with adherence to all relevant state and federal statutes, including New Mexico State Statute and Administrative Code (NMAC.6.31.2), Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities, Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974 (504), and the Every Student Succeeds Act of 2015 (ESSA), we will ensure all teachers and students are supported to ensure THRIVE fully delivers on the promises of our mission to our students with special needs.

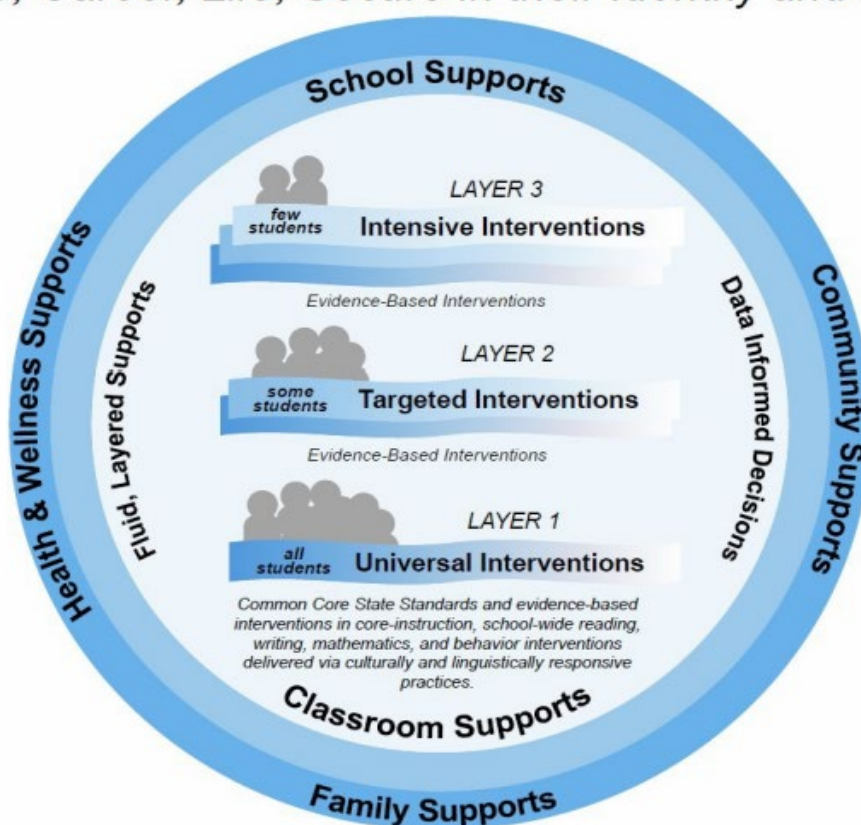


### Systems of Prevention

THRIVE's approach to identifying students with disabilities begins with our comprehensive systems of prevention that are embedded in our Multi-Layered Systems of Support (MLSS). All components of our MLSS model are based on guidance from the New Mexico Public Education Department's 2020 MLSS manual.<sup>97</sup> Our approach to prevention and identification also follows the statutory requirements of NMSA 22-13-32, which outlines procedures for screening and intervention for students displaying characteristics of dyslexia. **Figure 43**, a conceptual framework for MLSS from the NM MLSS manual, outlines the supports, data-informed decisions, and layers of support that exist within our MLSS framework to ensure systems of prevention are effective and evidence-based interventions are provided as a key component of determining eligibility for special education services. MLSS consists of seven core components, and three layers of support.

**Figure 43: New Mexico Public Education Department Infographic**

## *All Students Ready for Success* *College, Career, Life, Secure in their Identity and Healthy*



### MLSS Core Components

THRIVE's proposed innovative approaches and unique school features are deeply rooted in the seven core components of MLSS. These core components include classroom supports such as (1) data driven

<sup>97</sup> New Mexico Public Education Department, "Multi-Layered System of Supports (MLSS)," 2020, [https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/MLSS\\_Manual\\_2020\\_FINAL.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/MLSS_Manual_2020_FINAL.pdf).



instruction and decision-making and (2) high-quality core instruction and evidence-based interventions. School-wide supports include (3) informed and effective school leadership and school-wide systems, (4) a collaborative process for the provisions of a layered continuum of supports, and (5) a positive school culture and climate. The final components include (6) overall student wellness and, (7) family engagement. All seven of these components have informed our innovative approaches and unique school features which are outlined in **Section A. (3) Uniqueness and Innovation**.

### MLSS Layer 1

THRIVE's first layer of support, also known as universal interventions, begins with the universal screening of all students to identify students with learning needs that will not be adequately supported by Layer 1 supports alone. Layer 1 ensures that high-quality, rigorous, differentiated core curriculum is being used across all classrooms and content areas. We have chosen (or will develop curriculum) that is aligned to NM Common Core Standards, NM STEAM Ready! Standards, and NM Content Standards. Our curriculum was selected with three main criteria in mind: standards alignment, research-base, and cultural and linguistic responsiveness. Within Layer 1, included in our broader MLSS framework are considerations for Positive Behavioral Interventions and Supports (PBIS). THRIVE knows that Layer 1 supports, when implemented with fidelity, can play an enormous role in reducing the number of students who require targeted interventions, intensive interventions, or referrals for special education evaluations, and can boost the achievement and success of all students.

### MLSS Layer 2

THRIVE's second layer of support, also known as targeted interventions, ensures that students who are not fully responding to universal interventions within Layer 1 have access to individualized and targeted interventions. Students in need of targeted intervention receive those interventions in addition to their core instruction. These interventions are crafted to address underlying skill or knowledge deficits that are preventing mastery of grade level standards taught within a differentiated instructional approach through Layer 1. THRIVE's approach to individualized and targeted interventions is built into the structure of our differentiated ELA block in grades K-8 and our math block in K-2. Students requiring math interventions in grades 3-8 will have access to skill- and concept-specific interventions using research-validated Direct Instruction programs to support student mastery of grade level content standards.<sup>98</sup> For other content areas, teachers will rely on THRIVE's commitment to small group learning structures as one option to re-teach content that has not been mastered and to provide additional opportunities to respond, approaches recommended by the NM MLSS manual.<sup>99</sup> THRIVE will utilize curriculum-based assessments, and daily behavior rating scales to monitor students' progress towards short-term goals (8-12 weeks). Progress monitoring data will allow our school-based MLSS team to determine if students are making adequate progress towards goals, or if any student may need a more intensive intervention through MLSS Layer 3 support. Another key component to Layer 2 is collaboratively creating intervention goals and collecting progress monitoring data to provide meaningful substance to frequent parent communication regarding student improvement. Progress monitoring data is collected on a bi-weekly basis at a minimum. These interventions can also be delivered, supported, or coached from qualified school personnel, such as a math or literacy specialist, or school psychologist or social worker.

<sup>98</sup> Education Consumers Foundation, "Direct Instruction: What the Research Says," 2011, [https://education-consumers.org/pdf/DI\\_Research.pdf](https://education-consumers.org/pdf/DI_Research.pdf).

<sup>99</sup> New Mexico Public Education Department, "Multi-Layered System of Supports (MLSS)," 2020, p.24, [https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/MLSS\\_Manual\\_2020\\_FINAL.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/MLSS_Manual_2020_FINAL.pdf).

### MLSS Layer 3

THRIVE's third layer of support, also known as intensive interventions, continue to include core instruction in addition to more intensive interventions. Intensive academic, social, emotional, and behavioral interventions are not necessarily a completely different supplemental program or approach than what is provided through Layer 2. Frequently, the interventions developed at Layer 3 are similar to Layer 2, however, key variables are manipulated to increase the intensity of the intervention. Variables such as group size, session frequency, and session duration are all potentially adjusted from Layer 2 when crafting Layer 3 interventions. The emphasis within Layer 3 intensive interventions continues to be on the use of high-quality instructional materials and the use of evidence-based practices, with progress monitoring data being collected regularly to evaluate effectiveness and inform communication. At this layer, progress monitoring data is collected at least once every two weeks, but ideally on a weekly basis to inform family communication regarding progress towards intervention goals at least once every two weeks for 8-12 weeks or more.

MLSS's core components and layers of support ensure that educators have the resources and tools to meet their students' needs. This includes regular instructional coaching of evidence-based interventions across all three layers, collaborative data analysis, aligned professional development, and shared ownership of student success.

### Systems of Identification

At THRIVE, Multi-Layered Systems of Support provide responsive, data driven support for students who are struggling and require academic, social, emotional, and/or behavioral interventions to succeed. THRIVE's school-based MLSS team includes specific members of the Student Assistant Team (SAT). The SAT is a school-based group that provides additional education and behavioral support to students experiencing difficulties that prevent them from progressing in core instruction.<sup>100</sup> The SAT's responsibilities include:

1. Collecting and reviewing data
2. Identifying and documenting interventions and their effects
3. Making retention determinations (Section 22-2C-6 NMSA 1978)
4. Referring Students to a Multi-Disciplinary Team (MDT) for special education or gifted evaluation

THRIVE's SAT composition will evolve as our school grows, but this team's membership will always include a school administrator, a teacher, a school counselor, and a parent or guardian. Other relevant school-based personnel and representatives from community agencies will also be invited to participate as members of the SAT depending on the student's needs. THRIVE's SAT procedures follow recommendations from the Public Education Department's MLSS Supplemental Guide for Student Assistance Team 2019.<sup>101</sup>

<sup>100</sup> New Mexico Public Education Department, "MLSS Supplemental Guide for Student Assistance Team," 2019, p.5, [https://webnew.ped.state.nm.us/wp-content/uploads/2020/05/MLSS\\_SAT\\_Supplemental-Guide.8.27.19.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/05/MLSS_SAT_Supplemental-Guide.8.27.19.pdf).

<sup>101</sup> New Mexico Public Education Department, "MLSS Supplemental Guide for Student Assistance Team," 2019, [https://webnew.ped.state.nm.us/wp-content/uploads/2020/05/MLSS\\_SAT\\_Supplemental-Guide.8.27.19.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/05/MLSS_SAT_Supplemental-Guide.8.27.19.pdf).

**Student Assistance Team Procedures****Step 1: Referral to SAT Coordinator**

At THRIVE, when a teacher has a specific concern regarding a student's success, they can complete an SAT referral packet, with support from the SAT Coordinator. The responsibilities of the SAT Coordinator will be fulfilled by THRIVE's School Psychologist. The following criteria must be considered when referring a student to the SAT process:

1. Student is not making adequate progress
2. Multiple data points, particularly academic and behavioral universal screening data and vision and hearing screening results
3. Action plan document plans
4. Documentation of evidence-based interventions (at MLSS Layer 1, Layer 2, and/or Layer 3)

It should be noted that this process will be driven by the knowledge and expertise of the SAT coordinator, who is a member of the MLSS team. THRIVE will establish our "referral" process, however, because MLSS ensures students have access to appropriate interventions based on universal screening data, and because data will be collected and analyzed in an ongoing fashion. The vast majority of referrals will occur as a result of standardized procedures for universal screening and intervention development and monitoring. The purpose of universal screening is to increase the efficiency of matching students to appropriate and necessary interventions and to decrease the time it takes for students of concern to have access to evidence-based interventions. As a school, THRIVE will use universal screening data to ensure we are not waiting for students to struggle or fail before they are matched with an appropriate academic, social, emotional, and/or behavioral intervention. This practice, along with subsequent layered/tiered systems of support have been shown to result in a 26% reduction in the identification of students with special needs, and a 21% overall reduction in referrals.<sup>102</sup>

**Step 2: SAT Referral Packet Review and Certification**

THRIVE's SAT Coordinator will assist the referring teaching in completing the SAT referral packet and will review it prior to an initial SAT meeting. The referral packet will contain a description of academic, social, emotional, and/or behavioral concerns, documentation of interventions and progress monitoring results, documentation of parent or guardian communication, all universal screening results, observations of the student (to be conducted by school personnel trained in direct observations of students), implementation data confirming the faithful use of rigorous, high-quality, evidence-based programs and practices. In addition to the SAT referral packet, the SAT Coordinator will support the referring teacher in the gathering of any other relevant data or information that is directly or indirectly related to the referral concern.

**Step 3: The SAT Meeting**

After reviewing the packet and determining if the packet meets criteria, the SAT Coordinator will invite the students, teachers, parents/guardians, and other SAT members to a meeting. Every effort will be made to accommodate parent/guardian schedules. At the SAT meeting, the following will occur in order:

1. The referring teacher(s) share the referral concern
2. All relevant referral data and information will be reviewed and discussed when appropriate

<sup>102</sup> Karen C. Stoiber, "Best Practices in School Psychology VI, Data-Based and Collaborative Decision Making," 2014, Chapter 3, pg 47.

3. The SAT Coordinator will confirm that the core instruction has been appropriately delivered
4. The referring teacher will describe the intervention(s) that have been implemented and the progress monitoring data that has been collected
5. The SAT develops a hypothesis about why the student is not making adequate progress
6. The SAT will make a decision about how to move forward:
  - a. No new interventions are needed and the student will continue to receive support through MLSS
  - b. An Academic Intervention Plan (AIP) or Behavioral Intervention Plan (BIP) is needed to address needs
  - c. The data is insufficient or incomplete and will need to be collected or submitted to make a decision
  - d. Student performance indicates a suspected disability that significantly restricts a major life activity and requires an evaluation to confirm the presence of such a disability and the necessity of special education services or Section 504 support.
7. If an AIP or BIP is required, the team develops that plan along with progress monitoring frequency and goals, as well as individuals responsible for executing the plan
8. A SAT Meeting Summary form is completed and signed by members who attended

#### Step 4: Implement and Monitor Interventions

After interventions have been implemented according to the student AIP or BIP and progress monitoring data has been collected and graphed once every two weeks (at minimum) for a period of 8-12 weeks, the SAT Coordinator will schedule a follow-up SAT meeting according to the procedures outlined in step 3. The purpose of the follow-up meeting is to determine the effectiveness of the intervention plan. The team can decide to continue interventions, revise interventions, or refer for special education or gifted evaluation. When it has been determined that the student has not made expected progress despite additional interventions and progress monitoring, a referral for a special education evaluation does not need to be the outcome the SAT can reconvene and adjust the AIP or BIP to ensure it embodies the evidence-based intervention and intensity to ensure the student has the greatest chance for success.

#### Referral for Special Education or Gifted Services

At THRIVE, when the SAT recommends a referral for special education or gifted evaluation, data triangulation and the analysis of data and information from the SAT process serves as the basis for the referral for evaluation. Two exceptions to this process exist. The first is when a student has been referred to the SAT, parents may request an initial special education evaluation (SS 22-13-32). The second exception exists when a child presents as clearly disabled or as having a disabling condition. For all scenarios, in order to move forward with a multidisciplinary evaluation, THRIVE will obtain written consent from the student's parent or guardian along with providing prior written notice. Our commitment to ensuring we appropriately identify students with special needs and students with gifted services is aligned with PED's five principles for identification (early identification, research or evidence-based, broad assessments, staff development, and parent/guardian development). All Multidisciplinary evaluations conducted by THRIVE employees or qualified contract service providers will adhere to the procedures and criteria outlined in the New Mexico Technical Evaluation and Assessment Manual (NM T.E.A.M.) and the Gifted Education in New Mexico Technical Assistance Manual (2019) as well as any additional updated guidance released by our state and federal agencies.

Once the evaluation has been conducted, THRIVE's Eligibility Determination Team (EDT) will use the data made available from the evaluation report and other relevant sources, including the SAT, to

determine eligibility for special education, gifted education, and related services. The EDT can make any of the following decision once they have considered the report and all relevant and reliable data sources:

1. The student is not eligible for services (gifted, special education, or related), but should continue to receive appropriate interventions through MLSS.
2. The student has a condition that is qualifying but does not show a clear need for services (gifted, special education, or related). In this case, if appropriate, as a student in the general education program, they may be considered for Section 504 Eligibility.
3. The student is eligible and demonstrates a clear need for services (gifted, special education, or related). Subsequently, the Individualized Education Program (IEP) team will collaboratively develop, implement, and monitor a program for the student.

### Instructional Supports and Services

THRIVE Community School has identified Equitable Academics and Intentional Diversity as unique features within our proposed model. These features were intentionally incorporated to ensure that our proposed model reflects a clear commitment to providing the instructional support and services required by a range of Individual Education Programs. THRIVE's proposed programming and aligned staffing model were developed in collaboration with our community to ensure that we meet a wide range of student learning needs. Inclusive practices will drive our approach to ensuring students with special needs are able to participate in the general education curriculum to the greatest extent possible. We believe that serving students in their Least Restrictive Environment (LRE) will result in the most ideal learning outcomes for students. Our goal is to provide high-quality instructional support and related services so that over time, student needs will require less intensive interventions to be successful in the general education setting, and in some cases, exit special education.

THRIVE's founders have deep experience in teaching students with special needs, developing innovative special education programs and practices, and administering special education programs locally, regionally, and nationally. We are committed to developing a model that is prepared to meet anticipated needs while knowing that to fulfill the promises of our mission, as our student body grows and student needs evolve, we will adapt our programming, staffing model, and teacher training and development to ensure we are prepared to incorporate new evidence-based practices, programs, and services so that IEP goals are attained. Several aspects of our proposed model reflect our preparedness to effectively provide instructional supports and services required by IEPs in an inclusive manner.

1. **Mastery Learning:** THRIVE will use a mastery learning approach for differentiated literacy in grades K-8 and math in grades K-2. This model utilizes teacher-led, small group instruction, which will allow the majority of math and reading IEP services to be delivered in an inclusive setting. THRIVE's approach to mastery learning will utilize the Direct Instruction teaching methods and programs, which have a long-standing track record of success with all students, including students with special needs across math and reading.<sup>103</sup>
2. **Social and Emotional Learning:** THRIVE's comprehensive approach to social and emotional learning will empower all teachers to use evidence-based approaches to support the social, emotional, and behavioral needs of all students. In addition to our use of the RULER approach (Recognize, Understand, Label, Express, and Regulate), all teachers will be prepared to

<sup>103</sup> National Institute for Direct Instruction, "Evidence of Direct Instruction Effectiveness," <https://www.nifdi.org/research/reviews-of-di/evidence-of-effectiveness.html>.

implement targeted and intensive behavior interventions in the general education setting through MLSS, which will ensure all teachers are prepared to use different social, emotional, and behavioral supports.

3. **Project-Based/ Experiential Learning:** Project-based learning (PBL) is an effective strategy for all students, including students with special needs, and outperforms traditional curriculum across grade levels as well as racial, socioeconomic groups and is a powerful lever for increasing student learning and equitable outcomes. For students with special needs, PBL has been shown to benefit academic performance, motivation, and group work.<sup>104</sup>

### Considerations for English Language Learners

THRIVE anticipates that approximately 25% of students will identify as English Language Learners based on the demographics of our proposed community. We are committed to ensuring that our students who are English Language Learners are not over-identified as students with special needs due to limited English language proficiency. Several structures and processes within our school will ensure over-identification does not occur. First, THRIVE's Multi-Layered Systems of Support require teams to begin considering the interaction of language needs and learning difficulties from the earliest layers of interventions. Second, our SAT process requires data triangulation and for our students who are English Language Learners this process would also include considerations of similarities and differences in skill acquisition across a student's first language, and English as their second language. Finally, when a student is referred for a special education evaluation, we will adhere to the best practice guidance in the New Mexico Technical Evaluation and Assessment Manual (2017) to ensure that limited English language proficiency never leads to a student being mis-identified as a student with special needs. We know that best practices for supporting English Language Learners are constantly evolving and improving, and THRIVE will stay informed of updated guidance from PED, the federal government, and other leading organizations such as the National Association of School Psychologists (NASP).<sup>105</sup>

### Instructional Supports for Gifted Students

THRIVE Community School values the neurodiversity of all students, and as an intentionally diverse school with a commitment to ensuring that our approach to academic instruction is equitable, we are prepared to address the needs of students with gifted services in a manner that adheres to the Gifted Education in New Mexico Technical Assistance Manual (2019). We will also regularly rely on guidance from the Nation Association for Gifted Children to ensure that our standards for gifted programming stay aligned with best practices for meeting a spectrum of needs.

Similar to our approach of supporting students with special needs, we will ensure that IEP development prioritizes meeting the unique needs of the student identified as gifted. We will consider enhancing courses through compacted curriculum, subject acceleration, cluster grouping, independent study projects, general education enrichment, pull-out groups, and also participation in courses at a higher grade level if appropriate. We will also consider appropriate accommodations to ensure students identified as gifted can demonstrate mastery of content at any time. For students identified as gifted, THRIVE is prepared to offer a continuum of placement options to ensure IEP services are delivered in the most effective manner. When behavioral concerns are noted, we will develop appropriate and

<sup>104</sup> D. Filippatou and K. Stavroula, "The Effectiveness of Project-Based Learning on Pupils with Learning Difficulties Regarding Academic Performance, Group Work and Motivation," *International Journal of Special Education*, 25(1), 2010, 17-26.

<sup>105</sup> C. Carvalho and A. Dennison, *Best Practices in School Psychology, VI, System-Level Services*, 2014, Ch. 6, pg. 75-87.



effective Behavior Intervention Plans (BIP) through a Functional Behavioral Assessment (FBA). We will ensure IEP development at THRIVE considers any related services required to meet the needs of our students identified as gifted.

THRIVE will challenge all of our students through differentiated and personalized learning opportunities. For students identified as gifted, we will rely on best practices for providing quality services through a collaborative approach between gifted educators, general education classroom teachers, other appropriate school staff, and families. Our services will focus on providing relevant, rich, and rigorous content that challenges the student, creating increased opportunities for student choice, and developing a supporting learning environment within classrooms and across the school. THRIVE will use a variety of best practices to promote achievement for students with gifted services and we feel confident that key aspects of our proposed model, including mastery learning, project-based learning, and STEAM Education, including our STEAM Labs, will ensure that students who are identified as gifted at THRIVE have their unique learning needs met to the fullest extent possible.

### Spectrum of Student Needs

THRIVE anticipates that our student body will represent a spectrum of needs, and through our intentional design process, we have created a proposed model that will be prepared to serve a range of student needs across different levels of service. We are committed to ensuring that students receive their services in the least restrictive environment and we are prepared to develop a continuum of placement options to meet our students' diverse needs. Several aspects of our overall school model position THRIVE to be a school that effectively services students with a variety of learning needs. These aspects include our school size and structure, special education staffing plan, staff training and development plans, and leadership expertise.

THRIVE's school size, when fully grown, will be 633 students. We have created structures that will allow THRIVE to operate as three schools within one, (Primary, Intermediated, and Middle). Given our overall school size, this structure will allow us to reap the benefits that come with being a small school (relationships, communication, personalization) and a larger school (expanded enrichment offerings, athletics, specialized staff) at the same time. Specific to special education, we will be better positioned to offer specialized programming for students with low-incidence disabilities, such as Autism support programming, intensive behavior support programming, and programming to support students with significant cognitive impairments. Additionally, our staffing plan, which we will adapt based on the needs of our student body, grows in size with the school, with six special education teachers when fully grown.

Our plan for staff training and development will consist of five weeks of paid teacher development. Three weeks will take place prior to the start of the school year, and two weeks are embedded in our school calendar throughout the school year. Along with budgetary support for tailored professional development opportunities for staff members, this structure will ensure that all teachers have access to high-quality training and development related to best practices in being prepared to support a spectrum of learning needs. Additionally, all four of THRIVE's co-founders have demonstrated a commitment to developing programming and services to meet a range of special needs. This commitment will permeate our staff culture and inform our shared mindsets to ensure that all adults are prepared to serve a spectrum of student needs.

In addition to our preparedness to offer a continuum of services and placement options at THRIVE, we believe that our unique features, and specifically social and emotional learning and equitable academics, will further contribute to our preparedness to effectively serve a spectrum of needs. Key



components of both unique features, further outlined in **Section A. (3) Uniqueness and Innovation**, will ensure that general education teachers and special education teachers alike have access to evidence-based approaches that allow for differentiation, scaffolding, and acceleration. Our evidence-based SEL approach and curriculum, the RULER approach (Recognize, Understand, Label, Express, Regulate), will help create continuity in climate across various school environments, while mastery learning and Direct Instruction teacher methods will allow us to use a shared approach that anticipates different paces of learning and rates of mastery. These key components, along with others, will ensure that we are able to bring the appropriate level of support and challenge to all of our students, including both our students with more significant special needs and our students who have been identified as gifted.

#### Steps to Ensure a Free and Appropriate Education

THRIVE supports the rights of all students with disabilities to receive a Free and Appropriate Public Education (FAPE). We recognize this as a pressing civil rights issue, and as a school, we are committed to ensuring that our Individualized Education Programs and 504 plans are developed to maximize the educational benefit students receive. THRIVE will follow all guidance from the Office of Special Education Programs (OSEP) at the federal level, the New Mexico Public Education Department, and other leading professional organizations, like the National Association of School Psychologists (NASP), to ensure that we take the necessary steps to provide FAPE. THRIVE will rely on the following steps to ensure FAPE is provided to all students with disabilities:

- THRIVE will ensure that our special education services meet the unique needs of our students.
- THRIVE will ensure that students with special needs have access to beneficial related services.
- THRIVE will provide students with appropriate accommodations and modifications that support participation in the general education curriculum.
- THRIVE will teach all students with special needs in their least restrictive environment.
- THRIVE will develop IEPs with all required components.

#### THRIVE Team Members' Roles and Responsibilities

THRIVE Community School will ensure that all appropriate staff are prepared to implement the instruction, supports, and services outlined in our students' Individualized Education Programs. We anticipate that approximately 20% of our student population will identify as special needs. **Figure 44** outlines the roles and some of the main responsibilities of THRIVE staff members and contracted service providers who will be responsible for ensuring high quality special education programs and services are delivered. These roles and responsibilities will be executed in accordance with the Individuals with Disabilities in Education Act.<sup>106</sup>

**Figure 44: Roles and Responsibilities of Staff for Special Education Program**

| Role      | Responsibility   |
|-----------|--|
| Principal | The Principal <sup>107</sup> of each school (Primary, Intermediate, Middle), will serve as the Official Designated Representative for the school. They will review all |

<sup>106</sup> Ed IDEA, Individuals with Disabilities Education Act, "Sec. 300.34 Related Services," <https://sites.ed.gov/idea/regs/b/a/300.34>.

<sup>107</sup> During years 1-3, the Executive Director will serve as the Principal of the Primary and Intermediate Grade Levels.

|                                   |  |
|-----------------------------------|--|
|                                   | requirements of proposed IEPs to verify that the school will be able to provide the program and related services as described. In collaboration with the Chief Operating Officer, the Principal will ensure that special education programs and services are adequately funded while also serving as the supervisor and instructional coach for special education staff.   |
| <b>Program Support Specialist</b> | THRIVE's special education Program Support Specialist ("PSS") will work with teachers to ensure that IEPs are developed in a manner that complies with all state guidelines. The special education PSS will monitor data collection, parent and family communication, and mandated special education reporting. THRIVE's special education PSS will also help facilitate all IEP meetings and coordinate all contracted service providers. This individual must be a licensed special education teacher or related service provider (Speech Pathologist, School Social Worker, School Psychologist, etc.).   |
| <b>Special Education Teachers</b> | Special Education Teachers will serve as case managers for a group of students and will coordinate all necessary services. They will provide direct instructional services outlined in IEPs and work with general education teachers to ensure students have access to the general education curriculum and appropriate accommodations and modifications to achieve annual goals. Special Education Teachers also lead the development of IEPs and facilitate effective communication with parents and families of students on their caseload. Our Special Education Teachers must be a licensed Special Education Teacher in the state of New Mexico. |
| <b>General Education Teachers</b> | General Education Teachers are responsible for delivering services to students with special needs and help to provide content area expertise to special education teachers. General Education Teachers will be responsible for implementing all accommodation and modifications and will be responsible for any relevant data tracking related to IEP goals.   |
| <b>Associate Teachers</b>         | Associate Teachers will work with Special Education Staff and General Education Staff to support students with special needs across a variety of settings. They will also support with providing accommodations and modifications, data tracking, and parent and family communication, as well any support or service specifically identified in an IEP.   |
| <b>School Nurse</b>               | THRIVE's School Nurse will support in the administration of any school health service or school nurse services that have been designed through a student's IEP to ensure they receive FAPE. THRIVE's school nurse will be a new position beginning in year four.   |
| <b>School Psychologist</b>        | THRIVE' School Psychologist <sup>108</sup> will oversee all aspects of our social and emotional learning programs and occasionally assist in the administration and interpretation of various assessment results related to the student's needs. S/he will consult with staff members to ensure school programs meet the needs of students with special  |

<sup>108</sup> The proposed Executive Director will fulfill the responsibilities of the School Psychologist in Year One.

|  |  |
|--|--|
|  | needs. S/he will also assist in the development of positive behavior intervention strategies and are also a qualified provider for counseling as a related service. Finally, THRIVE's School Psychologist will coordinate all MLSS activities and serve as the SAT Coordinator leading the process of identifying students with special needs. This will be a part-time role for years one and two, and a full-time position beginning in year three.  |
| <b>Social Worker</b>                       | THRIVE's School Social Work will prepare social and development histories on a child with a disability, provide group or individual counseling, and partner with parents and other community providers to help address the student's needs. THRIVE's School Social Worker will also assist in developing positive behavior interventions and also serve as a qualified provider for counseling as a related service. This will be a new position beginning in year two.  |
| <b>Physical Therapist</b>                  | Our Physical Therapist ("PT") will provide any physical therapy services that are identified as a related service on a student's IEP, and track the student's progress to goals. PTs often focus on goals related to gross motor development. THRIVE's PT will also administer any assessments needed to determine eligibility for services. This will be a contracted service position based on the IEP service minutes required by our students' IEPs.   |
| <b>Occupational Therapist</b>              | THRIVE's Occupational Therapist (OT) will provide and related services identified in a student's IEP that aim to improve, develop, or restore functions of living, and will work with students independent functioning. OTs typically work with students on goals related to fine motor and independent living functions. THRIVE's OT will also administer any relevant assessment components to determine eligibility for services. This will be a contracted service position based on the IEP service minutes required by our students' IEPs. |
| <b>Orientation and Mobility Specialist</b> | THRIVE's Orientation and Mobility Specialist will provide services to students who are blind or visually impaired to enable students to attain orientation and safe movement across school, home, and community environments. S/he will deliver these services in an individualized manner according to the student's IEP. This will be a contracted service position based on IEP service minutes required by our students' IEPs.   |
| <b>Audiologist</b>                         | THRIVE's Audiologist will work with evaluation teams in the identification of hearing loss in students. This individual will work directly with the student as well provide counselling and guidance for parents/families and school staff, particularly teachers. These services can include language habilitation, auditory training, and speech reading, among others. This will be a contracted service position based on the IEP service minutes required by our students' IEPs.  |
| <b>Speech Language Pathologist</b>         | THRIVE's Speech and Language Pathologist (SLP) will work with evaluation teams in the identification of children with speech or language impairments. The SLP will provide speech and language services outlined in student IEPs across various settings in the school and will work closely with parents/families and teachers regarding strategies to support students with speech or language impairments   |

across school, home, and community environments. This will be a contracted service position as determined by our students' IEP service minutes, until year four when it becomes a part-time internal role.

### Training and Support

THRIVE Community School's leaders are committed to providing the training, coaching, and on-going support for staff members needed to deliver high-quality special education instruction and services. Our leaders will hire professionals who believe in the beauty and brilliance of each one of our students, as well as their infinite potential to achieve at high levels and follow paths of their choice. Our hiring and training will ensure that THRIVE is prepared to meet the needs of all students with special needs and students with gifted services. Our special education staffing plan ensures that we are adequately staffed as our student body grows and student needs evolve rapidly. **Figure 45** provides an overview of our staffing plan across the first five years of operation and is reflected in our payroll assumptions in **Attachment M**. Contracted service providers are not reflected in this chart, as they will be determined based on the unique service needs of our students with IEPs.

**Figure 45: THRIVE's Special Education Staffing Projections**

| School Year      | Anticipated Special Education Population | THRIVE Staffing Projections  |
|------------------|--|--|
| <b>2022-2023</b> | 40 Students                              | 1 Special Education Teachers with Gifted Endorsement, .5 School Psychologist   |
| <b>2023-2024</b> | 60 Students                              | 3 Special Education Teachers, 1 with Gifted Endorsement, .5 School Psychologist, 1 School Social Worker  |
| <b>2024-2025</b> | 107 Students                             | 5 Special Education Teachers, 1 with Gifted Endorsement, 1 Special Education Program Support Specialist, .5 School Psychologist, 1 School Social Worker                                |
| <b>2025-2026</b> | 130 Students                             | 6 Special Education Teachers, 2 with Gifted Endorsement, 1 Special Education Program Support Specialist, 1 School Psychologist, 1 School Social Worker, .5 Speech-Language Pathologist |
| <b>2026-2027</b> | 135 Students                             | 6 Special Education Teachers, 2 with Gifted Endorsement, 1 Special Education Program Support Specialist, 1 School Psychologist, 1 School Social Worker, .5 Speech-Language Pathologist |

THRIVE's annual calendar reflects a clear commitment to staff development with three weeks of professional development before the school year, and two weeks of development throughout the school year. THRIVE's leaders will also provide staff members responsible for supporting students with special needs ongoing support through instructional coaching, professional learning communities, and weekly check-ins. **Figure 46** outlines the special education training and development opportunities that will be offered to THRIVE staff members; **Figure 47** outlines our approach to on-going support.

**Figure 46: Strands of Special Education Development and Training**

| Training Strand              | Topics  |
|------------------------------|---|
| <b>Mindsets and Beliefs</b>  | <ul style="list-style-type: none"> <li>• High Expectations for Students with Special Needs</li> <li>• Person First Language</li> <li>• The Curb-Cut Effect<sup>109</sup></li> <li>• Parent and Family Collaboration</li> <li>• Purpose of Special Education</li> <li>• Creating Ambitious, Attainable Goals</li> <li>• Inclusion vs Inclusive Practices</li> </ul>                    |
| <b>Teaching and Learning</b> | <ul style="list-style-type: none"> <li>• The Science of Reading</li> <li>• Understanding and Providing Accommodations and Modifications</li> <li>• Best Practices in Direct Instruction</li> <li>• Best Practices in Co-Teaching Models</li> <li>• Positive Behavior Supports and Interventions</li> <li>• Increasing Opportunities to Respond</li> </ul>                             |
| <b>Systems of Compliance</b> | <ul style="list-style-type: none"> <li>• Referral and Evaluation Process</li> <li>• Understanding Eligibility Categories</li> <li>• Using Evaluation Information to Develop an IEP</li> <li>• Implementing IEPs</li> <li>• Disciplinary Practices for Students with Disabilities</li> <li>• Data Collection and Monitoring of IEP Goals</li> <li>• Understanding Timelines</li> </ul> |

**Figure 47: Systems of Support**

| Types of Support                         | Description   |
|--|---|
| <b>Instructional Coaching</b>            | All THRIVE instructional staff members, including those who work with students with special needs, will have access to an instructional coach. Instructional coaches will support special education staff members' development, particularly in the areas of teaching and learning and providing behavioral support to students. Instructional coaching will focus on conducting observations to support the use of evidence-based practices for students with special needs.                                   |
| <b>Professional Learning Communities</b> | Special education staff members will be able to participate in weekly Professional Learning Communities (PLCs). PLCs will support the development of specific skills related to being an effective teacher of students with special needs or gifted services. PLC topics will vary depending on the needs of the students and staff, but will always build on topics introduced through staff training and development. Example PLC topics are data driven instruction, using preference assessments to develop |

<sup>109</sup> Angela Glover Blackwell, "The Curb-Cut Effect," *Stanford Social Innovation Review*, Winter 2017, [https://ssir.org/articles/entry/the\\_curb\\_cut\\_effect#](https://ssir.org/articles/entry/the_curb_cut_effect#).

|                         |  |
|-------------------------|--|
|                         | contingent reward systems, lesson practice, investing in parent, family, and student relationships, among many others. The goal of PLCs is to have a structure that can be responsive to the unique learning needs of students and the development needs of staff members.   |
| <b>Weekly Check-ins</b> | All staff members at THRIVE, including staff servicing students with special needs and students with gifted services, will have a weekly check-in with their instructional coach. During this time, teachers will have the opportunity to reflect on development goals, debrief observations, practice lesson delivery, engage in data analysis, co-plan lessons, and problem solve challenges related to implementing or developing IEPs. |

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Describe how the proposed school will identify and provide instructional supports and services to students with disabilities, who have IEPs or are eligible for an IEP;</li><li>• Describe how the proposed school will ensure that students who are ELs are not over-identified as students with disabilities;</li><li>• Describe how the proposed school will identify and provide instructional supports and services to gifted students who have IEPs or are eligible for an IEP;</li><li>• Describe how the school will address the spectrum of needs that students with IEPs may present;</li><li>• Describe the steps to ensure that students with disabilities have access to a free and appropriate public education;</li><li>• Identify specific responsibilities for school staff, classroom teachers, and special education staff; and</li><li>• Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.</li></ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

G. (1b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. Ensure you address both students with disabilities and students classified as gifted.

ENTER APPLICANT RESPONSE HERE:

Through our Multi-Layered Systems of Support, THRIVE Community School is prepared and committed to support students with special needs in their attainment of ambitious IEP goals through a seamless system of progress monitoring that will complement our school-wide approach to progress monitoring. We have developed clear roles and responsibilities across our staff to ensure that our entire school is collectively supporting the needs of special education students within an inclusive learning environment. We are committed to remaining vigilant of the success of our special education students, and will review progress at predetermined intervals of time to evaluate if students are on track to attain annual goals. By reflecting on progress periodically, we will be positioned to make adjustments to IEPs to ensure students successfully attain their annual goals. One of THRIVE's guiding principles is that our students' families are their first teachers and our most valuable partners. This guiding principle is particularly visible in how we engage our families through a reciprocal approach. Our engagement focuses on how we can learn from them and their successes with their children, while also creating opportunities for them to learn how to better support their students' needs at home and in the community. Finally, we know that a school's special education programming must be ready to constantly adapt to the evolving and unique needs of its student population over time; therefore, we have developed a plan to evaluate the overall effectiveness of our special education program and services so that we can make informed decisions about how we make necessary changes that will result in better outcomes for our students with special needs.

### Monitoring Progress to Goals

THRIVE's approach to monitoring IEP goals begins by ensuring that the goals we are monitoring are worthy. To do so, we ensure that goals are developed using the SMART (specific, measurable, achievable, relevant, and time-bound) goal format. By ensuring all goals are measurable and time-bound, staff members responsible for monitoring progress will have a clear plan of action. Additionally, we will make every effort to ensure that the tools we use to measure progress towards goals for students with IEPs align with the tools used to monitor interventions in our Multi-Layered Systems Supports when appropriate. For example, for students with goals in the areas of foundational reading or math skills, THRIVE will use aimswebPLUS, an approach to curriculum-based measurement, to track progress after baseline data has been used to set a goal. In the goal areas of social skills or behavior, THRIVE will utilize Daily Behavior Report Cards (DBRC) for the purpose of providing feedback to students in a data-based manner. This approach to social skill and behavior intervention embeds data tracking into the implementation process and allows staff members and families on a regular basis to see if expected improvements are occurring as anticipated according to IEP goals. Functional goals and related services goals are crafted with specific objectives identified that build towards annual goal attainment. All goals and short-term objectives are tracked according to the progress monitoring schedules developed in collaboration with families and leaders. Each special education case manager will create a tracking sheet of each student's annual goals and short-term objectives, as well as the predetermined dates for progress monitoring for each trimester. Data collection will be monitored by THRIVE's Executive Director in years one and two, and then by the Program Support Specialist beginning in year three. Schedules and structures will be created to ensure that staff responsible for data collection are able to do so in a manner that allows for data to be analyzed to determine if appropriate progress is being made. All data related to progress towards IEP goals will be summarized and reported to the THRIVE Governing as required by the Executive Director by identifying what percentage of



students are making sufficient progress towards annual IEP goals at the end of each trimester, and what percentage of IEP goals have been attained versus not attained in a given year.

#### Regular Interval Progress Monitoring

THRIVE Community School will comply with all state and federal guidelines regarding the progress of students with special needs. We will ensure that all students have access to a re-evaluation once every three years, unless regular data collection indicates that it should be done sooner. Once reevaluation results are ready to be disseminated, the eligibility team will reconvene to determine if the student continues to meet eligibility criteria for special education services. If the student continues to meet criteria for special education services, a new IEP will be developed. All IEPs will be reviewed annually to verify if goals have been met. If goals are achieved earlier, the IEP team can reconvene the IEP at any point to create new goals. Similarly, the IEP team can reconvene at any point to add, modify, or eliminate goals depending on the student's needs and what the team believes will ensure the student makes adequate progress. When IEP teams create goals, they will also create progress monitoring schedules. The majority of progress monitoring schedules will follow a frequency of 1-2 weeks to align with MLSS practices. This approach will ensure that staff members are able to have data-driven conversations about student progress during weekly Friday professional development. It will ensure that parents and families are receiving weekly updates regarding their child's progress towards the goals that have been collaboratively developed. Regardless of the goal area (academic, social, behavioral, functional), we will use reliable methods to monitor progress on a weekly or bi-weekly schedule. Our approach to monitoring progress for students with special needs will ensure that we teach responsively and adjust goals when we see that students will benefit from more ambitious goals.

#### Reporting and Student and Family Engagement

THRIVE views our parents and families as our students' first teachers and our most valued partners. Our school staff will rely on our families to better understand the needs of our students, and will work collaboratively with them to share best practices to support students across school, home, and community settings. We also believe that systems of communication for parents and families of students with special needs to be clear, consistent, and frequent. In addition to adhering to all procedural communication responsibilities identified in state and federal laws, THRIVE will ensure that our communication is rooted in reporting and celebrating progress related to goals that have been developed collaboratively. Communication will occur in each family's preferred language, and we will utilize multiple methods of communication to reduce barriers to access and engagement. Examples include weekly/bi-weekly updates, scheduled phone calls or video conferences, pre-recorded video updates, or family visits to the student's learning environment. We will also take the time to support families in developing an understanding of technical terms related to their child's IEP and goals.

Our team will also work deliberately to support our students with special needs to better understand their own strengths and weaknesses so that they can be their own best advocates. Following age-appropriate state and federal guidelines and recommendations from best-practice organizations, THRIVE's special educators and support staff will work to support the development of a positive self-concept in our students by teaching them about the practical nature of their learning differences. We will also work to invest students in their goals by breaking targets down into bite-sized chunks. Reinforcement schedules will be developed during the development of the IEP to ensure that students feel a sense of pride in their goal attainment.

### Staff Responsibilities

THRIVE Community School staff members' most important responsibility is related to our shared mindsets regarding students. Specifically, THRIVE staff members will embody the belief that all students, including our students with special needs and students identified as gifted, are capable of achieving at high levels and are entitled to learn and grow within a learning community that values a spectrum of learning needs. Staff roles and responsibilities, explained in detail in **Section I. G. (1a) Special Education**, highlight the primary staff members responsible for developing goals and progress monitoring schedules, those responsible for collecting it, and those responsible for analyzing it and reporting to other staff members, the student, and their family. THRIVE's Special Education Program Support Specialist (PSS) is the person responsible for managing and monitoring all special education processes, including regularly evaluating and monitoring the progress of our students with special needs and students identified as gifted to ensure attainment of ambitious IEP goals. In years one and two, this will be managed by the Executive Director. General education teachers, special education teachers, associate teachers, and related service providers are all responsible for the individual tracking of progress monitoring data for annual IEP goals and short-term benchmarks. Progress monitoring schedules are developed by the teacher or service providers at the time of the IEP with the guidance from the PSS and approval from the student's family and other IEP team members. Progress monitoring schedules will likely follow a weekly or bi-weekly routine unless otherwise indicated by a student's IEP. Data will be recorded using agreed upon tracking systems that can be monitored by the PSS. Finally, each student's special case manager will be responsible for establishing and maintaining strong communication with each student's family, and will ensure that a student's progress to IEP goals is shared at regular intervals agreed upon at the time of the IEP.

### Program Evaluation

THRIVE Community School is committed to ensuring that our special education programming results in achieving the intended outcomes of IEPs for students with special needs and students with gifted services. Prior to the start of each school year, in collaboration with our families and staff members, one to two annual goals will be created for the special education department and priorities within the department will subsequently be developed. Throughout the school year we will monitor our department's progress towards annual goals, and at the end of each academic year, we will conduct an effectiveness evaluation to examine the effectiveness of key aspects of our special education program. The effectiveness evaluation will be conducted by the Executive Director in collaboration with relevant school staff and contracted services providers. Results of the program effectiveness evaluation will be reported to the THRIVE Governing Board and the THRIVE Equity Council at the end of the academic year. The following areas of our program will be included in the annual effectiveness evaluation.

**Compliance Evaluation** - Compliance with state and federal guidelines will be examined:

- Percentage of timelines met regarding evaluation, annual IEP, prior written notice, etc.
- Number of instructional service minutes per student delivered versus the number of minutes identified in each student's IEP
- IEP folder review to ensure progress monitoring data has been collected, service minutes documentation, communication logs updated, etc.

**Student Outcomes Evaluation** - Student outcomes will be examined to evaluate programming impact:

- Percentage of IEP goals attained across all goal areas
- Percentage of IEP goals attained through related services
- Percentage of IEP goals attained in the area of academics, with a content area breakdown.
- Percentage of IEP goals attained in the area of social and/or behavior skills

- Percentage of IEP goals attained in the area of function skills
- Analysis of any disparities that exist between all students and students with identified special needs or gifted identification
- Comparison of achievement and proficiency levels for students with special needs and gifted services at THRIVE and students with special needs and gifted services in local public schools and the state of NM as a whole
- Percentage of students with special needs who earn school-wide PBIS rewards compared to their general education peers
- Year-over-year analysis of the number of students with a reduction in service minutes
- Number of students exited from special education services

**Evidence of Bias** - The following areas will be examined to identify how bias may be impacting identification of students with special needs and the quality of services delivered:

- Examination of the over- and under-representation of English Learners, economically disadvantaged students, as well as students who identify as Black, Hispanic, or Native American
- Analysis of demographics represented at different levels of services and settings
- Percentage of special education enrollment compared to local public schools
- Parent satisfaction levels measured through an annual survey for parents and families of students with special needs

**Effectiveness MLSS** - The following areas will be examined to determine the effectiveness of our approach to MLSS at increasing academic and behavioral success at school:

- Analysis of the percentage of students identified for each layer of service through universal screening methods from Fall to Spring to determine effectiveness of all layers of support
- Demographic analysis of students represented at each layer of service
- Demographic analysis of students referred for an evaluation to determine special education eligibility, with a particular attention to English Learners, and students who identify as Black, Hispanic, or Native American

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | A complete response must <ul style="list-style-type: none"> <li>• Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals;</li> <li>• Identify specific responsibilities for school staff, classroom teachers, and special education staff;</li> <li>• Identify the regular intervals at which progress will be monitored and success will be evaluated;</li> <li>• Identify specific actions/reporting that will engage students and or families; and</li> <li>• Describe how the school will evaluate the effectiveness of its special education program and services.</li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

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

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

**ENTER APPLICANT RESPONSE HERE:**

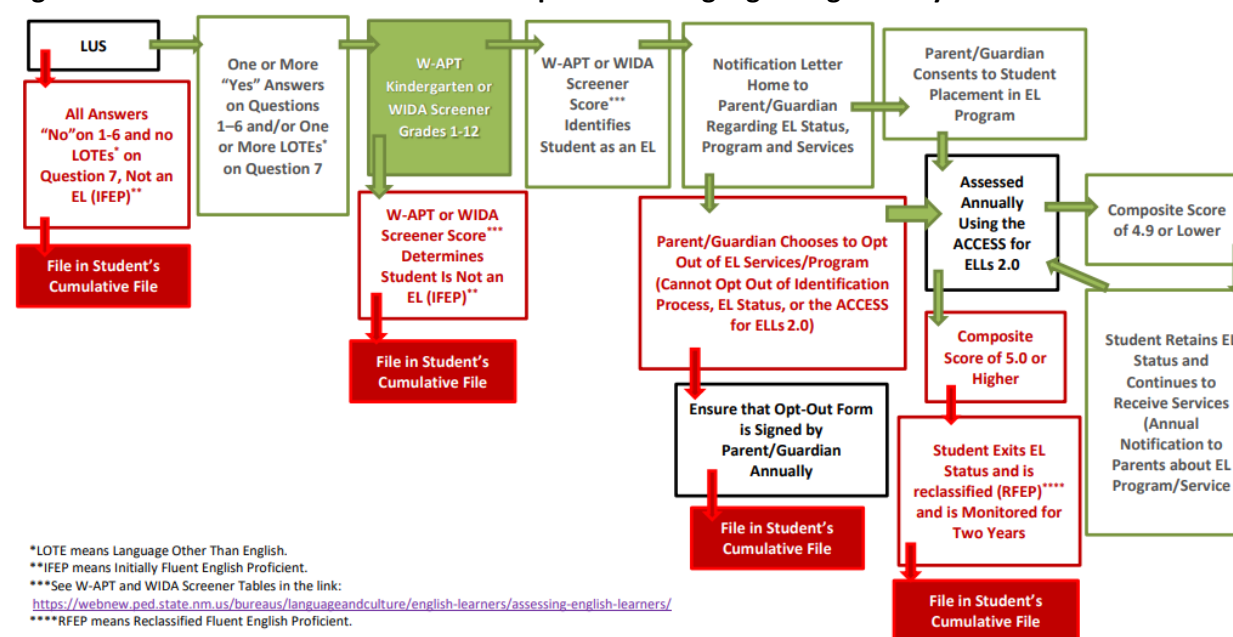
THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We anticipate that our student demographics will mirror those of the district as a whole, with 25% of our students being identified as English Learners (EL). Our founders recognize and value the linguistic diversity in our community and that will be represented in our school. THRIVE will take deliberate steps to ensure that we are a culturally and linguistically responsive school and our team will be prepared to accurately and reliably identify EL students so that they are provided the services and supports needed to achieve at high levels and fully experience our school's proposed model. THRIVE's leaders will follow guidance made available from the New Mexico Public Education Department's Language and Culture Division.

**Identification**

The actions that THRIVE will take to accurately and reliably identify students ELs will be in accordance with the following federal and state laws and statutes:

- Every Student Succeeds Act, Title II, Section 3111(b)(2)(A)
- NMAC 6.29.5.11 "Identification of English Learners"
- Title VI of the Civil Rights Act of 1964

THRIVE is required to and will use the New Mexico Language Usage Survey to screen all new students enrolling in school. We will rely on guidance and utilize resources from the Language Usage Survey Guidance Handbook published by the New Mexico Department of Public Education when new students enroll at THRIVE. The language usage survey will be completed upon enrollment and prior to the first day of instruction for all new students who enroll at the beginning of the school year. If a student enrolls after the school year has begun, the language usage survey will be administered during the student and family abbreviated orientation process on their first day of school. If a language usage survey has already been completed and is located at another school site, we will make every attempt to locate the survey. At minimum, our staff will make three attempts to locate the survey within the first week of enrollment, and if no response is provided from the previous school, a new language usage survey will need to be completed by the student's family. The Language Usage Survey Process is captured in **Figure 48** and comes from the Language Usage Survey Guidance Handbook. The process consists of survey questions and a screening tool. Survey questions will be made available to families in the language of their choice, and for students in kindergarten, the W-APT English Language Proficiency Screener will be used. For students in grades 1 and above, the WIDA Online Screener will be used.

**Figure 48: New Mexico Public Education Department Language Usage Survey Process<sup>110</sup>**

At the beginning of the language survey process, if a parent indicates “no” on all of the seven required questions, the student does not need to progress through the survey process. If a parent answers “yes” on questions 1-6 or indicates that the child speaks one or more languages other than English, the appropriate English language proficiency screening tool will be administered (W-APT or WIDA). If the student’s score identifies the student as an EL, a notification letter will be sent home to the student’s parent/guardian regarding the student’s EL status. The parent can choose for the student to participate or opt out of the EL services or specified program. In that case they would sign an opt-out form for any academic year they are opting out of the services that the student’s ACCESS 2.0 assessment results indicate EL status. ACCESS 2.0 scores of 4.9 or lower results in students retaining their EL status and they continue to receive services. A score of 5.0 or higher leads to a reclassification as “reclassified fluent English proficient” (RFEP) and students are monitored for two years to ensure English language proficiency continues to be maintained. All documentation is filed in the student’s cumulative folder. If a parent/guardian consents to the student’s placement in an EL program or services, the student will be assessed each year using the ACCESS for ELLs 2.0. Each year that a student continues to qualify for services in the EL program, parents/guardians are notified about those services.

### English Language Development Standards and Instruction

THRIVE Community School has created structures and programming to ensure that all five of the WIDA English Language Development (ELD) standards can be appropriately addressed. We believe that our schedule and instructional approach will allow all EL students to reach the highest level of proficiency, level 6. The English Language Development program at THRIVE Community School utilizes approaches that target the following categories:

- Organization of Language (Discourse)
- Cohesion of Language (Discourse)

<sup>110</sup> New Mexico Public Education Department, “New Mexico language Usage Survey: Tools for Identifying Potential English Learners.” Revised 2018, pg. 11.

- Density of Language (Discourse)
- Grammatical Complexity (Sentence)
- Precision of Language (Word, Phrase)
- Organization of Language (Discourse)

Our English Language Development program is supported by our schedule, which is illustrated in **Attachment B**. Within our Differentiated Literacy Block, students will have a minimum of 30 minutes per day, five days per week with instruction that focuses on language development. Students will be grouped according to needs during this block to ensure that they have access to the level of ELD support needed. It will be delivered in an inclusive manner and will place a primary emphasis on oral language development through a mastery learning approach. As students demonstrate mastery with less complex ELD skills, learning tasks will become more challenging to ensure that students can interact with and use more complex language structures in their own speaking and writing. This approach also ensures that students are able to navigate increasingly complex language structures in their reading. This approach has been shown to lead to statistically significant gains in word recognition, oral reading accuracy, silent reading comprehension, spelling and word meaning percentile ranks for students who are English Learners.<sup>111</sup>

In grades 6-8, students also will have a differentiated literacy block that provides up to 45-minutes, four days per week, Monday-Thursday, and 30 minutes on Friday to differentiate literacy needs. This differentiated literacy block will take a similar approach to the differentiated literacy block in grades K-2 and 3-5, where a mastery learning approach is used to ensure teachers are closely monitoring skill development in students and adjusting instruction as necessary. The minutes provided to students in grades K-8 through differentiated literacy are in addition to the 60-minute ELA block where the EL curriculum will be used. The instructional methods used in this block will place a heavy emphasis on oral language development. Planning for this block of instruction will include any appropriate grade-level ELD standards that can be addressed through the content and activities. Across other content areas, a similar approach to planning will be used. THRIVE is a STEAM Education school, so our instructional approach is inquiry-driven for most learning, which requires a high level of discourse and which will give all teachers inclusive opportunities to support the ELD needs with EL students.

THRIVE's ELD program has incorporated recommendations from the National Association of School Psychologists (NASP) related to integrated support across all content areas, as well as recommendations related to reading interventions for students who have been identified as EL.<sup>112</sup> These recommendations are outlined in **Figure 49** and **Figure 50**.

<sup>111</sup> Nicole C. Ralston, Gregory Benner, J. Ron Nelson, and Cyndi Caniglia, "The Effects of the Language Arts Strand of the Reading Mastery Signature Series on the Reading and Language Skills of English Learners." *Journal of Direct Instruction*, 2009, Vol 9, No 1. pp 47-55,

<sup>112</sup> M.L. Vanderwood, and D. Socie, "Best Practices in School Psychology, VI, Foundations," 2014, Ch. 7, pg. 89-98. New Mexico Public Education Commission, approved January 15, 2021



**Figure 49: Reading Intervention Recommendations<sup>113</sup>**

- Whenever possible, use rigorous research standards (e.g., What Works Clearinghouse) to guide selection of interventions for ELLs.
- Use instruction and intervention materials that are systematic and explicit, match the language of instruction, and provide strategies for addressing language diversity.
- Provide opportunities for ELLs to use new vocabulary and comprehension strategies during core instruction.
- Use peer-assisted learning strategies during core reading instruction to enhance instructional differentiation and student engagement.
- Provide core reading instruction to ELLs in heterogeneous language groups to provide exposure to typically developing peers.
- Provide, to the greatest extent possible, reading interventions in homogenous language groups to enhance differentiation and targeted support.
- Evaluate interventions routinely and use evaluation data to improve the intervention.

**Figure 50: English Language Development Recommendations<sup>114</sup>***English language development instruction should be:*

- Delivered via a research-based curriculum and supported by research-based strategies of English language development delivery
- Distinct instruction in systematic English language development
- An instructional time in which students are grouped by language proficiency levels (students groupings should be fairly homogenous for English language development instruction)
- Assessed using the statewide measures at least one time per year
- A scope and sequence of vocabulary, language functions, and grammatical forms
- Delivered on a regular basis

*English language development should not be:*

- Extra reading instruction
- An extra adult to help in the classroom/teacher assistant
- Tutoring time, academic support, independent work time
- Just vocabulary development
- A strategy for delivering English language development instruction, such as the Sheltered Instruction Observation Protocol or Specially Designate Academic Instruction in English (although these strategies can be used in an English language development class)

**Access to Grade-Level Content & Spectrum of Needs**

THRIVE's integrated English Language Development program utilizes small group learning opportunities that will guarantee access to grade-level content in all subject areas in an inclusive manner that ensure EL students and non-EL students are learning in the same environment. As noted above, our differentiated literacy block will support all students in their oral language development and other early literacy needs within their classroom. When a student requires more individualized support to meet their ELD needs, we will create personalized schedules that will ensure their access to grade level content is not hindered. We will make every effort to ensure students receive their ELD supports inclusively by integrating those supports into our content as instructional delivery. THRIVE's hiring process will also place an increased level of importance on hiring content area teachers who hold TESOL or bilingual endorsements. Teachers who hold a TESOL endorsement will receive an annual \$1,500 stipend, and teachers who hold a Bilingual endorsement will receive an annual \$3,000 stipend. (See **Function 1000, Object 51300 in Appendix G Five Year Budget.**)

As a diverse and affirming learning community, we understand and value the diversity of learning needs that will exist across our student body, including a spectrum of English Language Development learning needs. Through our intentional design process, we have created a proposed model that will be prepared to serve a range of ELD needs we know exist in our community. Several aspects of our overall

<sup>113</sup> M.L. Vanderwood, and D. Socie, "Best Practices in School Psychology, VI, Foundations," 2014, Ch. 7, pg 95.

<sup>114</sup> Ibid. pg 96.



school model position THRIVE to be a school that effectively supports EL students, namely, our school size and structure.

THRIVE's school size, when fully grown, will be 633 students. We have created structures that will allow us to operate as three schools within one (primary, intermediated, and middle). Given our over school size, this structure will allow THRIVE to reap the benefits that come with being a small school (i.e., relationships, communication, personalization) and a larger school (expanded enrichment offerings, athletics, specialized staff) at the same time. Specific to our English Language Development Program, we will be better positioned to offer a spectrum of ELD support services to address a spectrum of needs in our students who are English Learners, including a Bilingual Teacher who will manage our ELD program and support teacher development related to supporting students identified as EL.

#### Training and Subsequent Staff and Administration Responsibilities

Our plan for staff training and development will consist of five weeks of teacher development. Three weeks will take place prior to the start of the school year, and two weeks are embedded within our school calendar throughout the school year. This approach to professional development will allow our school to support teachers in expanding the knowledge and skills related to supporting ELs. Along with budgetary support for ELD professional development opportunities for staff members, this structure will ensure that all teachers at THRIVE have access to high quality training and development related to best practices in being prepared to support a spectrum of needs in our EL students.

Educators will also attend professional development offered by the Language and Culture Division at the Public Education Department to ensure that we are consistently developing and refining our EL programming and deepening our teachers' competencies, skills, and tool belt. Professional development offered at THRIVE will be led by the Executive Director and Principal, and when appropriate, external professional development facilitators will be used to address topics that will expand our internal expertise. As THRIVE expands our student enrollment, our Bilingual Teacher/Coordinator will also facilitate professional development related to our ELD programming beginning in year two. These responsibilities will be managed by the Middle School Principal for all grades in year one. The following training topics will be covered during summer professional development, as well during the year during weekly Friday professional development or during full days of professional development:

- Mindsets and beliefs related to diverse learning needs
- Identifying EL students, including the process and survey tools used in this process including W-APT, WIDA, and ACCESS 2.0
- Patterns of over-identification of ELs for special education services
- Use of mastery learning approach and Direct Instruction within ELD Program
- Interaction between MLSS and ELD programming and interventions
- Exiting from EL services
- Importance academic language acquisition
- Lesson planning/internalization and ELD standards
- Supporting families with ELD needs
- Best practices in documentation for ELs

All training includes follow-up coaching support to ensure the learning translates to teacher practice and student impact. Therefore, all teachers who participate in training are expected, with support through instructional coaching, to incorporate the learning from professional development into their

practice. Teachers will also be responsible for ensuring that all our programming related to ELD, particularly direct instructional services and scaffolds, are delivered with a high level of fidelity.

THRIVE's leaders also have specific responsibilities to ensure our ELD programming's intended impact is realized. The THRIVE Governing Board will provide oversight to the Executive Director who will support the Middle School Principal in developing systems to maintain necessary documentation and records for our EL students. The Middle School Principal will coordinate communication with parents/guardians regarding ELL identification status and results from the ACCESS 2.0 assessment. As the school grows, this responsibility will shift to our Bilingual Teacher/Coordinator in year two of operation. When THRIVE reaches its full size in year five of operation, all leaders with instructional coaching responsibilities will follow guidance from the Bilingual Teacher/Coordinator and School Psychologist for best practices related to coaching teachers on the use of integrated ELD supports and as well as best practices for grouping students to effectively deliver ELD programming in whole group or small group settings. THRIVE's leaders and our Equity Council will also utilize Culturally and Linguistically Responsive School by Design Tool, which was recently published by the New Mexico Public Education Department as part of a four-part strategy to address the findings in the Martinez and Yazzie Consolidated Lawsuit. This tool will be used to design and then revise as needed THRIVE's Culturally and Linguistically Responsive Framework, along with the CLR Guidance Handbook, which provides research-guidance to our leaders and equity council.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Describe how the proposed school will identify English learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs;</li> <li>Identify how the school will implement the English Language Development Standards for ELs in its school;</li> <li>Identify how the school will provide ELs with instruction and support to develop English language proficiency;</li> <li>Identify how the school will provide ELs with access to grade-level content;</li> <li>Describe how the school will address the spectrum of needs that ELs may present;</li> <li>Identify specific responsibilities for school staff and classroom teachers; and</li> <li>Identify specific training, professional development and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.</li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

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

ENTER APPLICANT RESPONSE HERE:

### Monitoring Progress of English Language Learners: Methods and Intervals

THRIVE Community School is prepared to ensure that students receive the support services that meet their needs, particularly our English Learners. THRIVE is prepared to evaluate and monitor the progress of our English Learners to ensure that they are able to reach goals related to English Language proficiency. We will rely on all guidance from the NM Public Education Department, U.S. Department of Education, including chapter 8 of the English Learner Tool Kit for State and Local Education Agencies,<sup>115</sup> and the National Association of School Psychologists (NASP), including Best Practices in Assessing and Improving English Language Learners Literacy Performance.<sup>116</sup> The standardized instrument we will use to monitor the progress of students identified as EL is the ACCESS for ELLS 2.0.

Any student who is identified as an English Learner will have the goal of showing growth on their annual ACCESS for ELLS 2.0 assessment. Once a student obtains a composite score of 5.0 or higher, they will no longer be identified as an English Learner and will be identified as “Reclassified Fluent English Proficient” (RFEP). Their progress will continue to be monitored for the next two years to verify that their English Language Proficiency has been maintained. If the student does not meet the composite score of 5.0 or higher on the ACCESS for ELLs 2.0, they will retain their EL identification and will continue to receive supports and services that are needed for increased English language proficiency. The ACCESS for ELLs 2.0 will be administered between February 15th and April 14th, which is outlined THRIVE’s Assessment Calendar for the 2022-23 school year and aligns with required and recommended assessments windows identified by the Public Education Department.

In addition to the required administration of ACCESS for ELLs 2.0, THRIVE will also rely on the benchmarking and progress monitoring structures built into our Multi-Layered Systems of Support. Layer 1 provides “Universal Interventions” for all students; Layer 2 provides “Targeted Interventions” for some students; Layer 3 provides “Intensive Interventions” for a few students. (See **Section I. G. (1) Special Education** for more detail.) In grades K-5 we will administer ISIP Math and ISIP Reading universal screening/benchmarking assessment to all students, including our English Learners, during beginning, middle, and end-of-year assessment windows. We will utilize AIMSweb Plus Reading and Math progress monitoring assessments for any student, including English Learners, in grade K-8 who are receiving Targeted Interventions (MLSS Level 2) or Intensive Interventions (MLSS Level 3). In grades K-2, progress monitoring will be administered in a one-on-one setting, allowing for direct teacher observation of student performance to increase reliability and validity. We will also utilize formative assessments within our Mastery Learning/Direct Instruction programming to ensure our ELs are making appropriate progress in the domains of listening, speaking, reading, and writing, all of which are the same domains that are assessed annually on the ACCESS for ELLs 2.0.

### Monitoring Plan for Reclassified English Proficient Students

Practices for monitoring students who have been exited from EL status will follow the steps outlined in the Language Usage Survey Map provided by the Public Education Department. When a student achieves a score of 5.0 or higher on the ACCESS for ELLs 2.0, they will be reclassified as “Reclassified

<sup>115</sup> U.S. Department of Education, “English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs),” 2017, [https://ncela.ed.gov/files/english\\_learner\\_toolkit/OELA\\_2017\\_ElToolkit\\_508C.pdf](https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ElToolkit_508C.pdf).

<sup>116</sup> M.L. Vanderwood, and D. Socie, *Best Practices in School Psychology, VI, Foundations*, 2014, Ch. 7.

Fluent English Proficient” (RFEP). With this change in classification, the student will continue to be monitored annually. This monitoring process does not require ACCESS testing; rather, all benchmarking data collected through MLSS will be used to verify that the student is continuing to make adequate progress. It also includes review of core content area performance and proficiency on standardized assessments. If student performance concerns are noted, the Student Assistance Team (SAT) will review all existing data and information in alignment with the SAT process outlined in **Section I. G. (1a) Special Education**, including being screened again for potential reclassification as an English Learner.

#### Responsibilities of School Staff

THRIVE Community School has defined the roles and responsibilities related to regularly evaluating and monitoring the progress of our students who are English Learners. These responsibilities are reflected in **Section II. D. (1) Organizational Structure**, which explains our organization structure during our five years of growth. THRIVE’s Middle School Principal, with the support of the Leadership Team, will manage the identification process to determine which students meet initial and ongoing criteria for EL programming services. As THRIVE grows, the Middle School Principal will continue to oversee this process, as the supervisor of THRIVE’s Bilingual Teacher/Coordinator and THRIVE’s School Psychologist, who will oversee MLSS and SAT processes and data monitoring, as well as the monitoring of students reclassified as RFEP. The Executive Director will work closely with the Middle School Principal to make sure that they are positioned to respond to all relevant information and guidance released by the NM Public Education Department. All instructional staff will participate in professional development to understand the identification/classification process and reclassification process. Professional development will also include training on best practices for supporting ELs in during content area instruction and throughout the school. Instructional staff responsibilities include supporting the identified needs of ELs in the classroom, making adjustments based on instructional feedback, collecting and recording any data relevant to EL programming goals, and delivering interventions to ELs when appropriate.

#### Student and Family Engagement

THRIVE Community School understands the importance of establishing effective communication systems with our students and families. Strong communication systems will build trust with families while also helping to support high levels of engagement. Establishing effective systems for communication is of heightened importance for students and families of English Learners, as it is for students with special education services, and students who are receiving targeted and intensive interventions through MLSS to address academic, social, emotional, or behavioral needs.

One of our guiding principles is that data drives decisions, which is inclusive of students and families. For families of students who are ELs, we will take the following actions and report the following data:

- THRIVE will notify parents/guardians of their child’s EL status, as well as provide information regarding THRIVE’s programs and services. This will happen in the form of a notification letter and direct communication (phone call, in person, etc.).
- If a parent consents to EL services, parents/guardians will receive information progress reports related to the goals of the student’s EL services at the midpoint and end of each trimester. The purpose of this communication is to indicate overall progress towards bigger goals connected specifically to English language proficiency.
- If the student is also receiving targeted interventions or intensive interventions through MLSS, families will receive progress monitoring reports for math, reading, or behavior (including social

skill and emotional regulation) according to the student's progress monitoring schedule (at minimum once per month).

- The family will receive regular updates about their child's progress within our Mastery Learning/Direct Instruction programming in grade K-8. This progress data is collected once every 5 or 10 lessons and is reported out once every 1-2 weeks for purposes of communicating day to day progress.
- Parents/guardians will also receive updates regarding their progress in core content areas according to daily exit tickets, weekly quizzes/checkpoints, or end of unit/module assessments.

All information shared with parents/guardians is also shared with students using age/developmentally appropriate methods. In sharing progress data, the primary goal is to create many opportunities to celebrate success with students and to engage families through regular updates that showcase the child's growth as multilingual learners while also building confidence in our team and our approach to programming and services.

### Evaluating Program Effectiveness

THRIVE Community School knows that the path to improvement and increased effectiveness is continuous and eternal; therefore, we are committed to reviewing the quality and effectiveness of programming and support of our EL program on an annual basis, with progress reflections at the end of each trimester. Following guidance from the United States Department of Education, THRIVE will make every effort to ensure that our methods of evaluation are integrated into all of our EL Program activities with a specific focus on policies, programs, procedures, practices, resources, staffing, and student outcomes.<sup>117</sup> THRIVE will follow guidance found in the *Serving English Learners Technical Assistance Manual* published by the Language and Culture Bureau of the New Mexico Public Education Department. In year one, the program evaluation will be led by the Middle School Principal with the support of the Executive Director. In subsequent years the program evaluation will be led by the Bilingual Teacher/Coordinator. The goal of program evaluation is to help us determine if our ELs are:

1. Meeting college and career ready standards
2. Participating in and performing comparably to students who have never participated in EL programming
3. Accessing the same opportunities, including extracurricular and school-based curricular opportunities, as students who have never participated in EL programming

THRIVE's program evaluation will be aligned with the Office of Civil Rights requirements for program evaluation and reporting. Our annual program evaluation will report the following information:

- Scores on state and local assessments
- Scores on annual English language proficiency
- Grades in content area courses
- Retention rates
- Reclassification/exiting rates
- Participation rates in gifted programming or other advanced level programming
- Participation rates in special education services and eligibility categories
- Mobility and attendance rates

<sup>117</sup> U.S. Department of Education, "English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)," 2017, Ch.9, [https://ncela.ed.gov/files/english\\_learner\\_toolkit/OELA\\_2017\\_ELTToolkit\\_508C.pdf](https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELTToolkit_508C.pdf).

- Participation in before and after school programming, as well as extracurriculars
- Social, emotional, and behavior trends for ELs, including Suspension rates
- Representation across layer 1-3 in Multi-Layered Systems of Support
- Percent of students qualifying for and participating in EL programs and services
- ACCESS for ELLS 2.0 performance trends (within and across years)

THRIVE will evaluate performance based on the areas listed above and will add or modify categories based on guidance from the Public Education Department, the U.S. Department of Education, the U.S. Office of Civil Rights, and the recommendations of THRIVE's Equity Council that are adopted by THRIVE's Governing Board. We consider changes from year to year, and will also compare these areas to the performance of schools in our proposed community, and averages across our city and state.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year;</li><li>• Identify specific responsibilities for school staff and classroom teachers;</li><li>• Identify the regular intervals at which progress will be monitored;</li><li>• Identify specific actions/reporting that will engage students and/or families;</li><li>• Describe how the school will evaluate the effectiveness of its EL program and services; and</li><li>• Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.</li></ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

G. (3) Provide a **clear, comprehensive, and cohesive plan** to ensure adherence to ESSA and State statutes in addressing the needs of Native American Students, Hispanic Students, and Bilingual and Multicultural educational plan to improve educational outcomes. The narrative should include and explanation of the supplemental program or services offered to ensure implementation of the ACTS.

[ENTER APPLICANT RESPONSE HERE:

THRIVE Community School is committed to ensuring that all proposed programming adheres to and aligns with goals of the New Mexico Rising, our state's plan for the Every Student Succeeds Act of 2015. We are committed to addressing the needs of our Native American Students and Hispanic Students in a culturally and linguistically responsive manner. THRIVE's Bilingual and Multicultural educational plan, outlined in **Section I. D. Bilingual Multicultural Education, Indian Education and Hispanic Education**, identifies our responsibilities under the Bilingual Multicultural Education Act, the Indian Education Act, and the Hispanic Education Act. THRIVE is committed to improving outcomes for Native American Students, Hispanic Students, and other student groups highlighted in the New Mexico Rising and the Yazzie and Martinez Consolidated Lawsuits. THRIVE's plan, which aims to be as thorough as possible, is described in the sections below.

#### CLR Framework: Purpose and Process for Development

THRIVE Community School will ensure that all students are able to benefit from culturally and linguistically affirming practices that contribute to the high levels of academic achievement and the



development of a positive self-concept. During our implementation year, in collaboration with our Equity Council, THRIVE's founders will develop a framework for Culturally and Linguistically Responsive Practices. This framework will follow guidance and recommendations from the CLR Guidance Handbook and will utilize tools from the CLR Schooling by Design Tool, both of which were made available through the New Mexico Public Education Department's Language and Culture Division. The purpose of this framework is to utilize our Equity Council to bring together families, community members, educators, and students (with adult support) to design how THRIVE will provide services and programs for all of our students that are rooted in equity, with a high level of focus and intentionality for the needs of Native American students, Hispanic Students, English Learners, socioeconomically disadvantaged students, and students with disabilities.

The process for developing THRIVE's CLR Framework will be carried out by the Diversity, Equity, and Inclusion Committee of THRIVE's Governing Board in collaboration with THRIVE's Executive Director. This group will follow the design process recommendations from the CLR Schooling by Design tool. In subsequent years, this process will be the primary responsibility of THRIVE's Equity Council. The Council will be appointed by the Executive Director and will be established, pending authorization, during the first trimester of operation (August 2022-October 2022) following our implementation. For more information on the Equity Council, see **Section I. D. Organizational Structure of the Proposed School.**

- **Stage 0:** Community landscape analysis of underserved student populations
- **Stage 1:** Community-driven set of desired results for underserved students moving forward.
- **Stage 2:** Plan to evaluate the success of various initiatives to support these students.
- **Stage 3:** Plan to improve district/charter systems of teaching and learning to better address underserved student needs.
- **Stage 4:** Plan to adopt ongoing systems that keep district, school, and charter schools focused on underserved populations.

Each stage will utilize a number of tools to support the objectives for each stage, all of which are included in the CLR Schooling by Design Tool. The Equity Council will meet at least once a month from November to April and for purposes of designing and revising our CLR Framework, will follow the proposed yearly advisement cycle displayed in **Figure 51.**

**Figure 51: Equity Council Annual Advisement Cycle** <sup>118</sup>

| Meeting 1 (4 Hours)   | Meeting 2 (4 hours)  | Meeting 3 (4 hours)  | Meeting 4 (2 hours)   | Meeting 5 (2 hours)  |
|---|--|--|---|--|
| Research and review relevant information (Readiness Assessment, CLR Inventory, CLR/SbD Tool outcomes, strategic goals for underserved student populations, current district policies, programs, procedures, guidance documents, etc.) | Brainstorm ideas for advisements to school principals, superintendents, district leaders, charter school executive directors, school boards, and governing bodies based on step 1 research<br><br>Narrow and come to consensus | Design official advisement document package to be posted on the school CLR Team webpage and/or the Equity Council webpage for comment by community | Participate in Educational Plan and Budget Process by including advisements into the At-Risk narratives and budget design | Officially present advisements to school board/governing body. |

<sup>118</sup> New Mexico Public Education Department - Identity, Equity, Transformation Division - Language and Culture Division, "Culturally and Linguistically Responsive Schooling by Design Tool". June 2020.



### Responsibilities and Professional Development

THRIVE's Equity Council will present official recommendations to the THRIVE Governing Body and Executive Director regarding THRIVE's Culturally and Linguistically Responsive Framework. Once it is approved, school-based staff will be responsible for executing the responsibilities outlined in **Figure 52**.

**Figure 52: Responsibilities of School-Based Staff**

| School-Based Role              | Description of Responsibilities  |
|--------------------------------|--|
| Executive Director             | THRIVE's Executive Director will be responsible for implementing recommendations from the Equity Council that have been adopted by the Governing Board. The ED will also support other school-based leaders through strategic planning and coaching development. Primary School Teachers who are directly supervised by the Executive Director will be supported through professional development and on-going weekly instructional coaching related to the use of CLR teaching practices. Finally, the Executive Director, in collaboration with the Leadership Team, will oversee the equity audit process.  |
| Operations Staff               | THRIVE's operations staff, including the Chief Operating Officer, Director of Operations, and Office Management Staff, will work to implement any practices adopted by the Governing Board that are operation in nature. Examples include policies related to family relations, community relations, and work with external/contracted service providers.  |
| Instructional Leadership Staff | THRIVE's Middle School Principal, Intermediate School Principal, School Psychologist, Bilingual Teacher/Coordinator, and Special Education Program Support Specialist will work collaboratively to ensure that internal professional CLR development opportunities are developed in alignment with recommendations from the Equity Council and Governing Board. These staff members will also be responsible for developing and delivering professional development that support CLR teaching in addition to supporting teachers through instructional coaching that will allow teachers to receive feedback on their use of CLR teaching practices that have been introduced through school-based professional development.               |
| Instructional Staff            | Instructional staff members, including Classroom Teachers, Enrichment Teachers, Associate Teachers, and other support personnel, will be responsible for internalizing operationalized principles of culturally responsive pedagogy that are focused on during professional development and, with the support of instructional leadership staff, learning and applying the instructional moves of culturally responsive teaching practices. Instructional staff will also be responsible to collect and report any relevant student data that is connected to goals related to supporting the needs of Native American students, Hispanic Students, English Learners, economically disadvantaged students, and students with disabilities. |

THRIVE Community School's professional development will be developed and delivered by our instructional leadership staff. In the event that an external community leader or national expert has been hired to lead professional development for school-based staff members, THRIVE's Executive

Director will work with those professionals to ensure the content is aligned with the specific needs of THRIVE that are identified in the CLR framework. **Figure 53** outlines the professional development topics that will be covered during THRIVE's summer professional development, during full professional development days during the school year, and also during weekly Friday professional development for shorter sessions. These sessions are subject to change based on the adopted recommendations put forth by THRIVE's Equity Council. It should also be noted that during year one of operation, THRIVE will provide five weeks of professional development to teachers in addition to weekly Friday professional development. This will allow us to routinely support our staff's development related to CLR teaching practices regularly, and in a way that supports a spectrum of teacher development needs and a spectrum of culturally and linguistically diverse students.

**Figure 53: CLR Teaching Professional Development Topics**

| Professional Development Strand                                    | Description   |
|--|---|
| <b>Anti-Bias, Anti-Racist Education</b>                            | THRIVE provides staff development related to our focus as an anti-bias, anti-racist school community. Staff members are given the opportunity to build trust, acquire knowledge, and align mindsets in the areas of race, equity, culture, language, identity, bias, and power. This strand of development allows educators to develop personally and professionally, and typically builds towards actionable and measurable steps that can be taken to ensure THRIVE is constantly building toward being a more equitable and inclusive school community. These sessions are usually facilitated by local, regional, and national experts, and include follow up sessions that are led internally by THRIVE's Leadership Team. |
| <b>Identification of and Support for English Learner at THRIVE</b> | All teachers will participate in professional development during the summer, and then periodically throughout the school year related to the identification process for English Learners and the role of instructional staff in that process. This training strand also focuses on providing staff training in the instructional programming approaches used for English Language Development as well as specific instructional services and consultative services that are provided by a bilingual educator. These sessions are developed by THRIVE's Leadership Team including our Bilingual Teacher/Coordinator.   |
| <b>CLR Practices within MLSS</b>                                   | Development for staff will also include an overview of the way in which English Learners are supported through Multi-Layered Systems of Support. Topics include training in EL specific supports across all three layers of support, goals for ELs, data collection methods, and an understanding of the information that is considered when an English Learner is referred to the Student Assistance Team (SAT).   |
| <b>Case Studies and Book/Article Clubs</b>                         | THRIVE will utilize at least one Friday Professional Development session per trimester to dig deeper at themes related to race, identity, language and culture through case studies, and book or article clubs. THRIVE's Leadership Team will compile a list of potential case studies, books, and articles that teachers will be able to choose from based on their development needs and  |

|  |   |
|--|---|
|  | the connection to their role and their student's needs. Potential resources include <i>Culturally Responsive Teaching and the Brain</i> , <i>Uprooting Racism</i> , <i>White Awareness</i> , <i>Young Gifted and Black</i> , <i>Cultivating Genius</i> , <i>How to be an Antiracist</i> , and list of articles/documents published by trusted sources including the National Association of Schools Psychologists. These clubs will follow a similar protocol across sessions with the goal of walking away with expanded knowledge and/or applications for the classroom or work with families.  |
| <b>CLR Family Communication and Engagement</b> | Summer professional development at THRIVE will present a broad overview for how we create and maintain strong systems of communication with our families, as well as the different roles that school-based staff play within those systems. Great emphasis is placed on how we create systems of communication that are effective across families from diverse backgrounds, as well as how we differentiate our approach to meet the needs of families. Specific topics that are introduced throughout the school year are related to how instructional staff can use data collected from regular interval progress monitoring for communication, engagement, and authentic relationship-building purposes. This is incorporated into specific training related to EL programming services progress monitoring as well as MLSS targeted and intensive intervention progress monitoring. This strand of Professional Development will be led by Leadership Team Members, THRIVE's Bilingual Teacher/Coordinator, and THRIVE's School Psychologist. |
| <b>SEL and CLR</b>                             | As a school for social and emotional learning, our development opportunities related to our SEL programming and practices will also incorporate and emphasize cultural and linguistic responsiveness. THRIVE's approach to SEL is based on guidance from the Collaborative for Academic, Social, and Emotional Learning (CASEL). Our programming and practices focus on expanding our teacher's abilities to support students in the development of the CASEL's five Core Competence Areas (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making). For purposes of CLR teaching, development will focus on strategies to use in the classroom to develop self-awareness, including identifying personal, cultural, and linguistic assets. For relationship skills, for CLR teaching purposes, our development will focus on how teachers can develop their own cultural competence to better support their student's understanding of, and appreciation for other cultures and identities.         |

### Best Practice Identification and Application

THRIVE's founders firmly believe in the use of evidence-based practices and practices that are culturally and linguistically responsive. For purposes of planning professional development that will prepare teachers to apply best practices for CLR teaching in their classrooms, THRIVE's leaders will review the information collected during Stage 0 and Stage 1 of School by Design Framework. This information will provide a community landscape analysis of underserved populations we anticipate serving at THRIVE, as well as a community-driven set of desired results for underserved students moving forward. With this information, THRIVE's leaders will modify our summer and on-going professional development plan for school-based staff to ensure that we have identified best practices that will enable teachers to

deliver the results that are desired for our anticipated students who have been historically underserved. As a starting point, all instructional staff members at THRIVE will read *Culturally Responsive Teaching and the Brain* by Dr. Zaretta Hammond. Through this text and information and strategies it provides, THRIVE staff members will have a common pathway to develop shared language, a clear process, and bite-sized techniques and approaches that will increase our collective capacity to be a culturally and linguistically responsive learning environment.

THRIVE will also rely on the following best practice recommendation documents from the National Association of School Psychologists from *Best Practices in School Psychology VI* to inform our professional development related to CLR Teaching. Depending on the specific identities and needs of our student body, THRIVE's Leaders will rely on a variety of techniques and approaches that have been validated through research. This series provides education practitioners with summarized research about the most effective approaches to addressing students' needs. Series examples are listed below:

- Best Practices in Increasing Cross-Cultural Competency
- Best Practices in Primary Prevention in Diverse Schools and Communities
- Best Practices in Providing Culturally Responsive Interventions
- Best Practices in Best Practices in Assessing and Improving English Language Learner's Literacy Performance
- Best Practices in School-Based Services for Immigrant Children and Families
- Best Practices in Working with Children From Economically Disadvantaged Backgrounds
- Best Practices in Supporting Student who are Lesbian, Gay, Bisexual, Transgender, and Questioning
- Best Practices in Working with LGBT Parents and Their Families

Our approach to identifying best practices related to CLR Teaching will ensure a match between research supported approaches, strategies, and techniques and the identified and evolving needs of our student body. Once specific best practices have been identified, including those from *Culturally Responsive Teaching and the Brain*, whole group professional development for instructional staff will be developed around discrete topics. All sessions will involve a knowledge-building component and a practice component. In the days and weeks that follow professional development, Leadership Team Members will observe teachers and provide feedback and support through observation debriefs, direct modeling, and practice during coaching sessions.

### Culturally and Linguistically Responsive Policies

THRIVE Community School's leaders will work collaboratively with THRIVE's Equity Council and Governing Board to ensure that policies are developed with an equity lens that prioritizes Cultural and Linguistic Responsiveness. Committed to embracing the continuous process of improvement, THRIVE will embrace recommendations from our Equity Council to ensure that the policies we develop are affirming and responsive. We will also evaluate our progress on a trimester basis and annually to ensure that our bilingual and multicultural programming and policies are constantly increasing in responsiveness and effectiveness. Our evaluation process will include collecting feedback from our stakeholders (parents/families, students, teachers, and community partners/providers). At the end of each trimester, each stakeholder group will be asked to complete a survey. The survey will summarize information about various levels of satisfaction and general feedback regarding systems, programming, and policies. The data will be collected anonymously and will be disaggregated to accurately understand the impact experienced by different identity groups, including Native American, Hispanic, and Bilingual students, families, teachers, and community providers at THRIVE. During our implementation year this

survey will be developed internally or adopted from existing survey options that have been commercially developed.

THRIVE will also engage in Equity Audits to help identify any blind spots within our programming and policies. As defined by the Intercultural Developmental Research Association (IDRA), the purpose of Equity Audits is to identify practices and policies that result in discriminatory trends in student performance or outcome data. Expanding on the Equity Audit process developed by IDRA, THRIVE will conduct Equity Audits in the three recommended areas during the spring of each school year, with summarized results available by May 1st. The three areas that Equity Audits will address are programmatic equity, teaching quality, and achievement equity. Results of Equity Audits will help inform the creation of new policies and the revision of existing policies.

#### Development of Rigorous and Relevant Curricula and Instructional Materials

THRIVE will follow the timeline and process for developing or adopting rigorous and relevant curricular and instructional materials outlined in **Section I. C. Curriculum, Educational Program, Student Performance Standards**. The curriculum adoption/adoption process begins by March 1st every school year, with all deliverables being completed by July 1st. This process applies to all core content areas and will follow specific recommendations from the NM Public Education Department's Instructional Materials Bureau if available, or utilize the High Quality Instructional Materials (HQIM) resource provided by the Instructional Materials Bureau which includes considerations for Culturally and Linguistically Relevant materials. For internally developed units of study in social studies, THRIVE's leaders are engaging in training for curriculum writing with the Pulitzer Center and the Community Works Institute. Our training from the Pulitzer Center will position our curriculum to explore aspects of NM history and heritage in a way that elevates under-told stories that have implications for today's society. The development from the Community Works Institute will help ensure that our units of study are place-based in nature to ensure students have opportunities to learn about place, belonging, and the interconnectedness of people and communities. THRIVE's goal is to ensure that all instructional materials selected or developed internally will authentically and positively reflect elements of culture, such as language, customs, beliefs, norms, and traditions. THRIVE will also rely on Dr. Zaretta Hammond's Ready for Rigor Framework, which organizes specific areas of teacher cultural competence capacity building that set the stage for students being prepared for increased rigor.

THRIVE Community School will offer supplemental programming and services to ensure we meet the culturally and linguistically diverse needs of our students. THRIVE offers all students a different literacy block across all grade levels to ensure we meet the literacy development needs of all students. Specific to the language development needs of English Learners, THRIVE will incorporate the use of Direct Instruction Spoken English (DISE), and Español to English (E to E). DISE is typically used with students who have about a third-grade level mastery of their first language to achieve functionally mastery of spoken English in about a year. DISE focuses on developing both social and academic language. E to E focuses on supporting students whose first language development is limited. There is an emphasis on oral expressions and basic skills and concepts that support students' success in school. Both DISE and E to E are intended for small group or individual instruction. Finally, through our SEL programming, THRIVE will incorporate specific lessons that support perspective building related to deepening students' understanding of specific aspects of identity, including cultural and linguistic identities. These lessons are intended to help facilitate relationship building skill development through information sharing and storytelling that positively reflects specific elements of culture and identity.

### Regular Interval Progress Monitoring

THRIVE Community School has developed a comprehensive approach to monitoring student progress at regular intervals. THRIVE will use a simple platform that will integrate our student information systems data, benchmarking and progress monitoring data platforms, and grade books in a personalized way, allowing us to have information at our fingertips. The ease with which teachers will be able to access relevant student information and performance will help ensure a high level of responsiveness and awareness. THRIVE will disaggregate all curriculum-based measurement (CBM) benchmarking or summative assessment data by race, gender, and language to identify trends by subgroups at the beginning, middle and end of year. THRIVE's leaders will also analyze weekly, bi-weekly, or monthly progress monitoring data to determine improvement trends based on racial, linguistic, and gender identity groups. Progress monitoring data for MLSS and ELD purposes will be collected at varying intervals that depend on the student's specific needs. Growth trends by subgroup will be analyzed at the midpoint of the year and the end of the year. Progress monitoring data will also be used along the way to make needed adjustments to instructional approaches across all layers of MLSS.

### Reporting for Students and Families: Communication and Engagement

THRIVE is prepared to engage in robust, regular, and open communication with our families about their student's progress. Our school staff will rely on our families to better understand the cultural and linguistic identities and needs of our students and will work collaboratively with them to share best practices to support students across school, home, and community settings. We also believe that systems of communication for parents and families of students must be clear, consistent, and frequent, particularly for families who have been historically underserved. In addition to adhering to all procedural communication responsibilities identified in state and federal laws, THRIVE will ensure that our communication is rooted in reporting and celebrating progress related to goals that have been developed collaboratively. Communication will occur in each family's preferred language, and we will utilize multiple methods of communication to reduce barriers to access and engagement. Examples include weekly/bi-weekly updates, scheduled phone calls or video conferences, pre-recorded video updates, or family visits to the student's learning environment. THRIVE will also invest in engaging our parents and families through specific family programming events, allowing families to share aspects of familial and cultural practices with other THRIVE families. These events will happen in smaller group settings to encourage more authentic relationship building and learning, and will occur across 3-4 sessions. Examples include family cooking class, family art night, family sport nights, and other family-led learning opportunities.

All information shared with parents/guardians is also shared with students using age/developmentally appropriate methods. In sharing progress data, the primary goal is to create many opportunities to celebrate success with students through clear goals that are ambitious but attainable, regular check-ins, and frequent opportunities to celebrate success.

### Evaluating Program Effectiveness

THRIVE Community School is committed to reviewing the quality and effectiveness of programming and supports for Native American students and Hispanics Students as well as the effectiveness of our Bilingual and Multicultural education programming on an annual basis, with progress reflections done at the end of each trimester. Following guidance from the state and federal agencies, THRIVE will make every effort to ensure our methods of evaluation are integrated into programmatic activities with a specific focus on policies, programs, procedures, practices, resources, staffing, and student outcomes.



THRIVE's program evaluation will be aligned with the Office of Civil Rights requirements for program evaluation and reporting. Our annual program evaluation will be led by our Middle School Principal in Year one with the support of the Executive Director. In subsequent years it will be led by the Bilingual Teacher/Coordinator. This evaluation will report the following information for Native American students, Hispanic students, and English Learners:

- Scores on state and local assessments
- Scores on annual English language proficiency
- Grades in content area courses
- Retention rates
- Reclassification/exiting rates
- Participation rates in gifted programming or other advanced level programming
- Participation rates in special education services and eligibility categories
- Mobility and attendance rates
- Participation in before and after school programming, as well as extracurriculars
- Social, emotional, and behavior trends across subgroups, including suspension rates
- Representation across layers 1-3 in Multi-Layered Systems of Support
- Percent of students qualifying for and participating in EL programs and services
- ACCESS for ELLS 2.0 performance trends (within and across years)

THRIVE will evaluate performance based on the areas listed above and will add or modify categories based on guidance from the Public Education Department, the United States Department of Education, the United States Office of Civil Rights, and the recommendations of THRIVE's Equity Council that are adopted by THRIVE's Governing Board. We will consider changes to this approach from year to year, and will also compare these areas to the performance of students in schools in our proposed community, and averages across our city and state. ]

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Describe how the proposed school will develop an educational framework to address the educational needs of Native American, Hispanic, and bilingual multicultural students within a culturally and linguistically responsive approach to learning;</li> <li>• Identify specific responsibilities for school staff and classroom teachers, including professional development for teachers;</li> <li>• Describe how the proposed school will ensure that the best practices are used in teaching, mentoring, counseling and administration are culturally and linguistically responsive to students;</li> <li>• Describe how school policies will be culturally and linguistically responsive;</li> <li>• Describe how rigorous and culturally meaningful curricula and instructional materials will be developed and implemented;</li> <li>• Identify the regular intervals at which progress will be monitored;</li> <li>• Identify specific actions/reporting that will engage students and/or families; and</li> <li>• Describe how the school will evaluate the effectiveness of its programs to improve educational outcomes.</li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |



**H. Assessment and Accountability.**

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

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

When developing the assessment plan, you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth; 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (e.g., reading, writing, problem-solving).

*Note:* Be aware that all New Mexico public schools, including charter schools, are subject to a variety of testing requirements, which are aligned with state and federal content standards.

For more information on NM assessment requirements, please see:  
<https://webnew.ped.state.nm.us/bureaus/assessment/>

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School's mission, a product of extensive community outreach and feedback, elevates the use of innovative approaches to drive academic achievement. There is a resounding desire in our community to see more students experience academic success in the K-8 setting so that students can enter high school with the skills and confidence needed to graduate and pursue college and career pathways of their choice. For this to become a reality, students must have access to engaging, relevant, and rigorous instruction aligned to the grade level proficiency expectations from the New Mexico State Standards, Common Core State Standards, and New Mexico STEM Ready! Science Standards. How we use the high-quality assessment information on student understanding will ensure that we are able to deliver on our promises to our families - that our students are on track for high school, college, and career readiness with the necessary knowledge, skills, and deep conceptual understandings required for success in the pathways of their choice.

Our Governing Board, school Leadership Team, teachers, students, parents and Santa Fe Community will have access to THRIVE assessment data that illustrates our school's student performance outcomes. Student performance outcomes will be subject to ongoing review by our Governing Board and Instructional Leadership Team and targeted resource allocation and instructional/curricular improvements and adjustments will be made to ensure that our students are on track for success in high school and beyond.

Demographic data for our projected student body indicates that students who attend THRIVE Community School will likely have significant support needs in the areas of literacy and numeracy. Our projected demographics also indicate that 75% of our students will be economically disadvantaged. Despite these challenges, we know that our students possess great strengths and our approach to teaching and learning will position students for success at each grade level and beyond. Our focus on mastery of key knowledge and skills is reflective of our assessment plan that does the following:

- Prioritizes critical grade level skills and knowledge in grade-level scope and sequence documents
- Delivers multiple, high-quality assessments to diagnose unfinished learning
- Uses data while revisiting scope and sequence documents for opportunities to provide acceleration support without replacing other critical grade level skills and knowledge
- Monitors student progress on critical skills and knowledge and adjusts student supports

THRIVE Community School will use a variety of assessments that include daily checks for understanding, and weekly core learning assessments, as well as interim assessments, cyclical norm-referenced assessments for measuring progress (beginning, middle and end-of-year), and annual, state mandated assessments. Per Public Education Framework and Educational Requirements,<sup>119</sup> we will administer all

<sup>119</sup> New Mexico Public Education Commission, "Charter Performance Review and Accountability System," Approved 4/13/2018, <https://webnew.ped.state.nm.us/wp-content/uploads/2021/01/Archived-PEC-Charter-Performance-Review-and-Accountability-System-4-13-18.pdf>.

required state assessments and all contractual assessments specified in contract/performance framework (as applicable from year to year). The data that we collect on assessments will be used as part of our PLC process to ensure our students reach and stay on grade level.

THRIVE Community School's assessment calendar is more fully outlined in **Figure 54** and includes approximate assessment windows for administration based upon New Mexico's Public Education Department 2020-2021 Detailed Assessment Calendar.<sup>120</sup> We will administer all required state assessments per NMSA 22-2C-4E as well as all required contractual assessments and we will meet all assessment training requirements per NMAC 6.10.7.8 and 9. THRIVE's assessment calendar outlines all required state-mandated assessments and includes dates related to PLC data analysis for informing instruction. **Figures 55-57** outline the annual assessment plan for THRIVE Community School in grades Kindergarten through eighth. State mandated assessments include: Fall Early Childhood, Kindergarten Observation Tool (KOT), Istations for grades K-2 (BoY, MoY, and EoY), NM-MSSA (ELA, SLA, Math) for grades 3-8, NM-ASR for grades 5 and 8, and the DLM for students with documented special needs per Individualized Education Plan (IEP). Students entering THRIVE who qualify through the home language survey, will take the annual WIDA/ACCESS to determine eligibility and specialized language support programming. Additionally, students who are identified as English Language Learners (ELLs) will take the WIDA ACCESS assessment to monitor language acquisition and progress.

**Figure 54: THRIVE Community School Assessment Calendar, 2022-2023<sup>121</sup>**

| Date                 | Assessments, Grade Level and PLC Assessment Data Dives  |
|----------------------|---|
| <b>August 3-10</b>   | <ul style="list-style-type: none"> <li>• AimsWeb Plus Assessment, ELA and Math (K-8)- BoY</li> <li>• Assessment Data Dives in PLCs</li> <li>• Panorama SEL Surveys - BoY</li> </ul>   |
| <b>August 8-31</b>   | <ul style="list-style-type: none"> <li>• Kindergarten Obs Tool (K)</li> <li>• W-APT (K and based on eligibility)</li> <li>• WIDA Screener (1-12 and based on eligibility)</li> <li>• ISIP Math and Reading (K-2)-- BoY</li> </ul> |
| <b>Sept 6-9</b>      | <ul style="list-style-type: none"> <li>• AimsWeb Plus Assessment, ELA and Math (K-8)</li> <li>• Assessment Data Dives in PLCs</li> </ul>  |
| <b>October 3-13</b>  | <ul style="list-style-type: none"> <li>• AimsWeb Plus Assessment, ELA and Math (K-8)</li> <li>• Assessment Data Dives in PLCs</li> </ul>  |
| <b>November 3-10</b> | <ul style="list-style-type: none"> <li>• AimsWeb Plus Assessment, ELA and Math (K-8)</li> <li>• Assessment Data Dives in PLCs</li> </ul>  |
| <b>December 1-9</b>  | <ul style="list-style-type: none"> <li>• AimsWeb Plus Assessment, ELA and Math (K-8) - MoY</li> <li>• Assessment Data Dives in PLCs</li> <li>• Panorama SEL Surveys - MoY</li> </ul>  |

<sup>120</sup> New Mexico Public Education Department, "Detailed Assessment Activities Calendar for DTCS, <https://webnew.ped.state.nm.us/bureaus/assessment-3/district-test-coordinator/detailed-assessment-activities-calendar/>.

<sup>121</sup> Assessments, and dates will be adjusted according to the PED Assessment Calendar for School Year 2022-2023 New Mexico Public Education Commission, approved January 15, 2021

|                         |   |
|-------------------------|---|
| <b>December 12-21</b>   | <ul style="list-style-type: none"> <li>ISIP (MoY), math and reading (K-2) - <b>MoY</b></li> </ul>   |
| <b>January 9-13</b>     | <ul style="list-style-type: none"> <li>AimsWeb Plus Assessment, ELA and Math (K-8)</li> <li>Assessment Data Dives in PLCs</li> </ul>  |
| <b>Feb 15-April 14</b>  | <ul style="list-style-type: none"> <li>ACCESS Testing (K-8 and based on eligibility)</li> </ul>   |
| <b>February 1-10</b>    | <ul style="list-style-type: none"> <li>AimsWeb Plus Assessment, ELA and Math (K-8)</li> <li>Assessment Data Dives in PLCs</li> </ul>  |
| <b>March 1-8</b>        | <ul style="list-style-type: none"> <li>AimsWeb Plus Assessment, ELA and Math (K-8)</li> <li>Assessment Data Dives in PLCs</li> </ul>  |
| <b>April 10-14</b>      | <ul style="list-style-type: none"> <li>AimsWeb Plus Assessment, ELA and Math (K-8)</li> <li>Assessment Data Dives in PLCs</li> </ul>  |
| <b>April 15- May 15</b> | <ul style="list-style-type: none"> <li>Dynamic Learning Maps, Math and ELA (3-8) as qualified</li> </ul>  |
| <b>May 1-5</b>          | <ul style="list-style-type: none"> <li>AimsWeb Plus Assessment, ELA and Math (K-8) - <b>EoY</b></li> <li>Assessment Data Dives in PLCs</li> <li>Panorama SEL Surveys - EoY</li> </ul> |
| <b>May 8-25</b>         | <ul style="list-style-type: none"> <li>NM-ASR (5, 8)</li> <li>NM-MSSA and NM-MSSA SLA (3-8)</li> <li>ISIP Math and Reading (K-2) - EoY</li> </ul>                                     |

In addition to the state mandated assessments, we will progress monitor students using AimsWeb Plus in math and ELA for grades K-8 as well as Mastery Learning and Corrective Reading to ensure:

- Data-gathering and analysis drives team PLC conversations around NM/CCSS priority strands (critical skills and knowledge), teaching and learning methodology, and student work samples
- Instructional practices for support are shifted appropriately, to inform intervention and guide small group creation and support (not a replacement of core instruction)
- Classroom-based assessments include regular (and daily) checks for understanding aligned to critical content and skills, and lesson/unit interim assessments.

Additionally, THRIVE Community School's commitment to the growth of SEL competencies in students also means that our students, staff, and in some cases parents (optional) will be screened three times a year (Fall, Winter, Spring) using Panorama Education's Social and Emotional Learning Surveys. Certain items on this survey are also completed by teachers and parents who choose to participate.

**Figure 55: THRIVE Assessment Overview**

| Type            | Grades | Frequency Testing Window | Description   | Teacher Analysis & Use of Data  |
|-----------------|--------|--------------------------|---|---|
| <b>NM-MSSA*</b> | 3-8    | Annually, Spring: May    | <i>The New Mexico Measures of Student Success and Achievement (NM-MSSA)</i> is the summative assessment | The information THRIVE receives from NM-MSSA (or other state-defined standardized assessment) |

|                     |      |                       |   |  |
|---------------------|------|-----------------------|---|--|
|                     |      |                       | in mathematics and English language arts (ELA) for students in grades 3–8 aligned to the New Mexico Common Core State Standards (NMCCSS) for math and language arts. The assessment measures a student's grade level proficiency and progress toward college and/or career readiness. <sup>122</sup>  | will be used to make curricular and instructional decisions and needed changes based upon instructional effectiveness. Additionally, the information provides points of comparison to local and statewide performance outcomes in similar grade-level peer groups.   |
| <b>NM-MSSA SLA*</b> | 3-8  | Annually, Spring: May | The <i>New Mexico Measures of Student Success and Achievement Spanish Language Arts Assessment (NM-MSSA SLA)</i> is the summative assessment in Spanish Language Arts (SLA) for students in grades 3–8 aligned to the Common Core Español Standards. (NMCCSS) for math and language arts. The assessment measures a student's grade level proficiency and progress toward college and/or career readiness. <sup>123</sup> | The information THRIVE receives from NM-MSSA SLA (or other state-defined standardized assessment) will be used to make curricular and instructional decisions and needed changes based upon instructional effectiveness. Additionally, the information provides points of comparison to local and statewide performance outcomes in similar grade-level peer groups. The Spanish Language Assessment information also provides us with data regarding student acquisition of key knowledge and skills and whether or not our Spanish speaking students need more academic support or enrichment opportunities. |
| <b>NM-ASR*</b>      | 5, 8 | Annually, Spring: May | The <i>New Mexico Assessment of Science Readiness (NM-ASR)</i> is New Mexico's new assessment of science proficiency aligned to the New Mexico STEM Ready! Science Standards, which are the Next Generation Science Standards (NGSS)  | The NM-ASR provides teachers with information about the effectiveness of our science program and areas where we can expand science concepts in our STEAM Bonus Block as it provides points of comparison between our students and their  |

<sup>122</sup> NM PED, "NM-MSSA," <https://webnew.ped.state.nm.us/bureaus/assessment-3/nm-mssa/>.

<sup>123</sup> NM PED, NM, "MSSA," <https://webnew.ped.state.nm.us/bureaus/assessment-3/nm-mssa/>.

|  |                            |   |  |  |
|--|----------------------------|---|--|--|
|  |                            |   | and six additional New Mexico-specific standards. These standards measure students' ability to apply knowledge in real world contexts. <sup>124</sup>  | statewide peers.   |
| <b>W-APT*</b>                                | K, Based on eligibility    | Within the first 30 calendar days of the start of the school year or two weeks of placement | Students identified as potential ELs through the Language Usage Survey (LUS) must be assessed with a valid and reliable assessment, the W-APT in kindergarten and the WIDA Screener Online in grades 1-12). If the results of the screener determines that the student is an EL, parents or guardians must be notified of services available within those first 30 calendar days. <sup>125</sup> | Teachers will use the data from the W-APT within two weeks of receiving the report. This ensures that we are making sure that identified students receive immediate and necessary English Language support services.                   |
| <b>WIDA ACCESS Screener*</b>                 | 1-12, Based on eligibility | Within the first 30 calendar days of the start of the school year or two weeks of placement | Students identified as potential ELs through the Language Usage Survey (LUS) must be assessed with a valid and reliable assessment, the W-APT in kindergarten and the WIDA Screener Online in grades 1-12). If the results of the screener determines that the student is an EL, parents or guardians must be notified of services available within those first 30 calendar days. <sup>126</sup> | The information gained from the screener will help teachers enhance instruction for students identified as ELL and will help guide the kind of individual, small or whole group approach to student's social and academic proficiency. |
| <b>Kindergarten Observation Tool (ECOT)*</b> | K                          | Fall, before mid-October  | The Early Childhood Observation Tool (ECOT) is an application developed and housed at the PED for assessing Kindergarten students and tracking growth to assure students   | Analysis for individual students immediately follows observation. Data is used for planning during first full-day staff development (September).   |

<sup>124</sup> NM PED, "New Mexico Assessment of Science Readiness," July 31, 2019, [https://webnew.ped.state.nm.us/wp-content/uploads/2019/07/NM-ASR\\_FAQ\\_Final\\_07.31.2019v2.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2019/07/NM-ASR_FAQ_Final_07.31.2019v2.pdf).

<sup>125</sup> NM PED, "Screening and Assessing English Learners," <https://webnew.ped.state.nm.us/bureaus/languageandculture/english-learners/assessing-english-learners/>.

<sup>126</sup> Ibid.

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | are on-track for knowledge and skill level. <sup>127</sup>  |  |
| <b>Dynamic Learning Maps (DLM)*</b>                    | 3-8, ELA/Math, Based on eligibility<br><br>5,8 Science, Based on eligibility | Mid-March- June  | The Dynamic Learning Maps (DLM) is the alternate assessment administered to students with significant cognitive disabilities and ensures that all students with disabilities are included in assessment and accountability. The assessments are aligned to <i>Dynamic Learning Maps Essential Elements</i> , which are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards (CCSS) <sup>128</sup> and NM STEM Ready! Science Standards. | The information provided to teachers will be used to determine curricular and instructional adjustments based upon a student with an Individualized Education Plan (IEP). It also provides a point of comparison for students with documented special needs across New Mexico. |
| <b>Istation Indicators of Student Progress (ISIP)*</b> | K-2  | Seasonally:<br>BoY: Aug-Sept<br>MoY: Dec/Jan<br>EoY: May | Istation's Indicators of Progress (ISIP) Early Reading and ISIP Lectura Temprana assess and report student ability in critical domains of reading and Spanish early reading, respectively, throughout the academic year. Istation's ISIP functions as both universal screener and progress monitoring tool for literacy for students in grades K-3, assists teachers and staff with immediate feedback and analysis, and provides teacher-directed reinforcing and remedial lessons for students who                | The information provided to teachers from the ISIP assessment will help teachers identify and monitor student progress in early grades in reading. Additionally, the test provides comparable student data state-wide.   |

<sup>127</sup> NM PED, "Early Childhood Observation Tool (ECOT) Guidance," <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/Early-Childhood-Observation-Tool-ECOT-Guidance.pdf>.

<sup>128</sup> NM PED, "Statewide Assessment Program," [https://www.risd.k12.nm.us/UserFiles/Servers/Server\\_18731897/File/Academic%20Services/2019-20%20Assessment%20Program%20and%20Test%20Assignment%20Guidance\\_12.2.2019.pdf](https://www.risd.k12.nm.us/UserFiles/Servers/Server_18731897/File/Academic%20Services/2019-20%20Assessment%20Program%20and%20Test%20Assignment%20Guidance_12.2.2019.pdf).



|   |                                  |   |   |  |
|---|----------------------------------|---|---|--|
|   |                                  |   | need them. <sup>129</sup>   |  |
| <b>ACCESS for ELLs/ Alternate ACCESS*</b> | All grades, based on eligibility | February-April  | The ACCESS for English Language Learners (ELLs) is New Mexico's assessment of academic English language proficiency. It is administered to current English Learners in grades K-12. The Alternate ACCESS assessment is administered to English Language Learners (ELLs) with significant cognitive disabilities whose special education IEPs designate it as the appropriate English language proficiency assessment. Alt-ACCESS measures overall proficiency in the development of academic English language. <sup>130</sup> | ACCESS information will help teachers enhance instruction for students identified as ELL and will help guide the kind of individual, small or whole group approach to student's social and academic proficiency. Student information regarding level of readiness to exit English language support program is also provided. |
| <b>aimsWeb Plus</b>                       | K-8                              | Seasonally:<br>BoY: Aug (1st two weeks)<br>MoY: Dec<br>EoY: May | AimsWeb Plus benchmark assessments are curriculum-based measures that are used across all 50 states to benchmark and monitor student progress in reading and math.  | Student growth percentiles will be used to set rigorous targets for student growth and overall performance.  |
| <b>End of Unit/Module Assessments</b>     | K-8                              | Following Each Unit of Module of Study (every 4-8 weeks)        | End of Unit/Module assessments will be designed to assess acquired knowledge in key units of study in all four core areas: Science, Social Studies, English, and Math. These assessments may be performance based or may be in a traditional standardized test format.  | End of Unit/Module assessment data based upon CCSS and NM standards in core content areas will allow for teachers and students to gauge appropriate skill and content knowledge gains necessary for grade level promotion. Additionally, this data will serve to support individual, small group, or whole class             |

<sup>129</sup> NM PED, "Istation," [https://webnew.ped.state.nm.us/bureaus/literacy-humanities/new-mexico-k-3-plus/istation/#:~:text=Istation's%20Indicators%20of%20Progress%20\(ISIP,reading%20and%20Spanish%20early%20reading%2C](https://webnew.ped.state.nm.us/bureaus/literacy-humanities/new-mexico-k-3-plus/istation/#:~:text=Istation's%20Indicators%20of%20Progress%20(ISIP,reading%20and%20Spanish%20early%20reading%2C)

<sup>130</sup> NM PED, "ACCESS/ Alternative ACCESS" <https://webnew.ped.state.nm.us/bureaus/assessment-3/access-alt-access/>.

|  |     |   |  |  |
|--|-----|---|--|--|
|  |     |   |  | reteach.   |
| <b>Classroom Assessments, Checks for Understanding</b> | K-8 | Daily   | Quick check for understanding in the form of a quiz or exit ticket. This gives both student and teacher immediate feedback in terms of learning daily objectives and where re-teach/revision/ reflection need to occur.  | Mastery learning of daily objectives and lessons/units will be used in conjunction with other data to help determine necessary reteach for individual students, whole group or small groups.               |
| <b>Panorama SEL Surveys</b>                            | K-8 | Seasonally:<br>BoY: Aug (1st two weeks)<br>MoY: Dec<br>EoY: May | Normed surveys completed by students, teachers, and families that collect actionable data around four SEL areas: (1) Student: Skills and Competencies; (2) Student: Supports and Environment; (3) Student: Well-Being; (4) Teacher and Staff: Well-Being and Adult SEL.<br><br>These tools offer insights into the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competency Areas: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness. | Growth targets will be determined using cohort baseline performance data so that students are on track to meet "Average" or above competency development when compared to students locally and nationally. |

\*THRIVE Community School students will take any required state level assessment.

**Figure 56: State Mandated Assessments by Grade**

| Grade    | Assessment       | Test Window  |
|----------|------------------|--|
| <b>K</b> | ECOT<br><br>ISIP | Fall, before mid-October<br><br>Annually:<br>BoY: Aug-Sept<br>MoY: Dec/Jan<br>EoY: May |
| <b>1</b> | ISIP             | Annually:<br>BoY: Aug-Sept<br>MoY: Dec/Jan<br>EoY: May                                 |

|   |                                 |  |
|---|---------------------------------|--|
| 2 | ISIP                            | Annually:<br>BoY: Aug-Sept<br>MoY: Dec/Jan<br>EoY: May       |
| 3 | NM-MSSA*/ NM-MSSA SLA           | Annually, Spring: March- May                                 |
| 4 | NM-MSSA*/ NM-MSSA SLA           | Annually, Spring: March- May                                 |
| 5 | NM-MSSA*/ NM-MSSA SLA<br>NM-ASR | Annually, Spring: March- May<br>Annually, Spring: March- May |
| 6 | NM-MSSA*/ NM-MSSA SLA           | Annually, Spring: March- May                                 |
| 7 | NM-MSSA*/ NM-MSSA SLA           | Annually, Spring: March- May                                 |
| 8 | NM-MSSA*/ NM-MSSA SLA<br>NM-ASR | Annually, Spring: March- May<br>Annually, Spring: March- May |

**Figure 57: Assessments Based Upon Eligibility**

| Assessment                        | Grades   | Testing Window  |
|-----------------------------------|--|---|
| Dynamic Learning Maps (DLM)       | 3-8, ELA/Math, Based on eligibility<br>5,8 Science, Based on eligibility | Mid-March- June   |
| ACCESS for ELLs/ Alternate ACCESS | All grades, Based on eligibility   | February- June  |
| W-APT                             | K, Based on eligibility  | Within the first 30 calendar days of the start of the school year or two weeks of placement |
| WIDA Screener                     | 1-12, Based on eligibility   | Within the first 30 calendar days of the start of the school year or two weeks of placement |

**Data Collection, Analysis, Reporting, Evaluation, and Usage at THRIVE**

THRIVE Community School's Assessment Calendar provides a clear timeline of when assessment data will be collected and analyzed. As a practice, data gathered from any student assessment will be used immediately following the reporting. This is to ensure that we maintain our commitment to being reflective practitioners, dedicated to ensuring all students master grade level content skills and standards while providing scaffolded and appropriate support to students who struggle or come to us with significant knowledge and skill gaps. Additionally, the THRIVE calendar is aligned to state assessment windows and school-based testing windows that are outlined in the figures above.

THRIVE Community School uses valid, research-based, and nationally normed assessments as well as state mandated assessments. We will use aimsWeb Plus benchmarking assessments to support literacy

and math instruction in grades K-8. Individual, class, and school performance data will be gathered monthly and correlated to the required BoY, MoY, EoY results to ensure our students are meeting grade level proficiency in key, critical skill standards in literacy and numeracy and are ready to demonstrate key knowledge and skills during state assessment windows. For state-mandated assessments (ECOT, ISIP, NM-MSSA, NM-ASR, DLM, WIDA/WIDA Screener), THRIVE Community School has planned PLC data sessions to review school, grade-level, class, small group, and individual student performance data.

Our Student Information System (SIS) will house all relevant data that informs daily instructional priorities and practices. This integrated system will not only house critical student performance information, but it will also be used to report out information in such a way that teachers are able to create their own internal checks for understanding, parents can log in and see timely information regarding student progress, and upper-grade level students can monitor their progress towards acquisition of grade level proficiency standards in all core contents.

Our approach to purposeful assessments and use of student performance data throughout the year (from our use of classroom checks for understanding to the End of Year, required state assessment) ensures that our instructional staff and Leadership Team remains focused on growing student mastery of key knowledge and skills necessary for success at each grade level and beyond. During Professional Learning Communities (PLCs), teachers prioritize critical grade level skills and knowledge, use assessment data to diagnose and plan for small group/individual supports, determine re-teach or practice opportunities (without interruption to continuing core instruction), and establish appropriate progress monitoring schedules.

The Executive Director and Middle School Principal will write or adopt all interim core unit assessments and daily checks for understanding. All assessments and checks for understanding will be aligned with scope and sequences for each grade level/content area. During semester one of the first year, the Executive Director and Middle School Principal will work with the grade level teachers to design second semester unit assessments and checks for understanding. Student exemplars will be collected throughout the year so that a standard benchmark for student performance is explicit and teachers are able to refine unit assessments and checks for understanding as student assessment data reveals identified instructional strengths and weaknesses.

#### Alignment with State Reporting Requirements and Use

THRIVE Community School will report and incorporate the following state-mandated assessments into our annual assessment plan. All assessment data will be reported to the THRIVE Governing Board by the Executive Director as it is collected and summarized in alignment with our assessment calendar. Under the direction of THRIVE's Leadership Team, staff members will use the data throughout the instructional year in the following ways:

- **Kindergarten Observational Tool/ ECOT:** Kindergarten students will take the KOT assessment so that teachers understand what entering Kindergarten students know and are able to do. Teachers are required to record and report their observations to the state using the online KOT reporting tool. Teachers then use the information to inform instructional practices, interactions with students, and create groupings for mathematics and literacy. The beginning of year data collected on individual students is shared with families and teachers update progress on student growth and gains at least monthly.

- **ISIP:** Teachers will use assessment data from the ISIP assessment to identify and monitor student progress in early grades in reading and compare class, grade, and school data to state-wide performance.
- **NM-MSSA:** The information THRIVE receives from NM-MSSA and NM-MSSA SLA (or other state-defined standardized assessment) will be used to make curricular and instructional decisions and needed changes based upon instructional effectiveness. The information provides points of comparison to local and statewide performance outcomes in similar grade-level peer groups
- **NM-ASR:** The instructional team will use the assessment results from the NM-ASR to evaluate the effectiveness of our science program and areas where we can expand science concepts in both our sciences classes and in our Bonus Block where STEAM Labs will occur. Additionally, the information provides points of comparison to local and statewide performance outcomes in similar grade-level peer groups
- **DLM:** The information provided to teachers will be used to determine curricular and instructional adjustments based upon a student with an Individualized Education Plan (IEP). Additionally, the information provides points of comparison to local and statewide performance outcomes in similar grade-level peer groups
- **WIDA/WIDA Screener:** The information gained from the screener will help teachers enhance instruction for students identified as ELL and will help guide the kind of individual, small or whole group approach to student's social and academic proficiency. Information from WIDA Access will help teachers enhance instruction for students identified as ELL and will help guide the kind of individual, small or whole group approach to student's social and academic proficiency. Student information regarding level of readiness to exit English language support program is also provided.

#### Assessment Plan Alignment to Mission and Needs of Population

THRIVE Community School's mission states that we are a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.

According to the New Mexico Public Education Department and their guidance document on Instructional Acceleration, launched July 16, 2020, students of color, students from low-income families, those with special needs, and English learners are "disproportionately vulnerable" when it comes to missed learning as instructional gaps have continued to widen with typical approaches to remediation and when core instruction is supplanted with below grade-level standards to meet kids where they are at. Additionally, the recent study from NWEA shows that after the pandemic, "students will likely experience a learning loss of approximately 30% in ELA and 50% in Math."<sup>131</sup> Of the 17 schools that families may be accessing in the 87505, 87507, and 87508 zip codes, four schools exceed district and state average proficiency rates, which means that most students in these zip codes do not have access to a public school that meets or exceeds district and state performance in reading, math, and science, revealing significant performance gaps for students who identified as Hispanic, English Language Learner, or Economically Disadvantaged.

<sup>131</sup> New Mexico Public Education Department, New Mexico Instructional Scope, "Instructional Acceleration," [https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED\\_SupportDoc\\_InstructionalAcceleration.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_InstructionalAcceleration.pdf).

Our reflective practice of data collection, analysis, reporting, evaluation, and usage begins well before the doors of THRIVE opens to students in August of 2022. We believe that THRIVE Community School's assessment plan will ensure student mastery of state and common core standards as assessment data to inform instructional practices and lays a strong foundation in literacy and numeracy. We know this is key to students developing positive self-concepts as learners and also deepening conceptual understandings for students as they transition to the next grade level.

THRIVE will draw students of diverse backgrounds from all five Santa Fe zip codes, with the majority of students coming from the 87505, 87507, and 87508 zip codes. Student demographic data across these three zip codes is representative of the Santa Fe Public School District as a whole, with 80 % of students identifying as Hispanic, 71 % as Economically Disadvantaged, 25 % as English Learners, and 17% as Students with Special Needs.<sup>132</sup>

Regular use of daily checks for understanding, interim assessments, and benchmark assessments will ensure that we are using relevant and timely assessment data on student, class, grade, and school performance throughout the year. Analyzing and using student data to determine what targeted small group or individual support is needed for each student will ensure that we are meeting the unique needs of each child, and keeping our promise of advancing our school mission and educational equity.

#### Proposed Assessments for Performance Framework and Contract

As the Public Education Commission requires all state-chartered schools to administer short cycle assessments in mathematics and reading as part of the negotiated performance framework, THRIVE Community School will use a norm-referenced assessment - aimsWeb Plus. Additionally, our mission-specific indicator of performance related to cognitive development is attached to Istation's ISIP assessments for grades K-2, and the NM-MSSA for ELA and Math for grades 3-8.

- **ISIP:** ISIP assessments in math and reading will be given three times a year during state administration windows: August (BoY), December (MoY) and in May (EoY).
- **aimsWeb Plus:** aimsWeb Plus assessments for math and Literacy will be given to students in grades K-8, Annually at the beginning of the year in the 1st two weeks of August, middle of the year in December), and end of year in May during the last two weeks of school. AimsWeb Plus benchmark assessments are curriculum-based measures that are used across all 50 states to benchmark and monitor student progress in reading and math. Student growth percentiles will be used to set rigorous targets for student growth and overall performance throughout the year.
- **NM-MSSA:** NM-MSSA in both ELA and Mathematics will be administered to students during the annual state administration window of April through early May. NM-MSSA is required by the New Mexico Public Education Department.

**NM-ASR:** NM-ASR for Science will be administered to students in the annual state administrations window of April-May. NM-ASR is required by the New Mexico Public Education Department.

| Rating | Expectations |
|--------|--------------|
|--------|--------------|

<sup>132</sup> Santa Fe Public School District, "Enrollment and Demographic Information,"

[https://www.sfps.info/departments/data\\_analytics/data\\_reports/enrollment\\_and\\_demographic\\_information](https://www.sfps.info/departments/data_analytics/data_reports/enrollment_and_demographic_information).

New Mexico Public Education Commission, approved January 15, 2021

|  |   |
|--|---|
| <input type="checkbox"/> Meets                             | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction<ul style="list-style-type: none"><li>◦ Include assessments/progress monitoring for special populations;</li></ul></li><li>• Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered;</li><li>• Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction;</li><li>• Describe how the data identified will be used to inform instruction;</li><li>• Align with all state assessment and data reporting requirements;</li><li>• Describe how the assessment plan meets the specific needs of the proposed school's projected student population;</li><li>• Describe how the assessment plan aligns to the proposed school's mission; and</li><li>• Include any assessments that may be negotiated as part of the performance framework and contract.</li></ul> |
| <input type="checkbox"/> Approaches                        |   |
| <input type="checkbox"/> Does Not Meet                     |   |
| <div>[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]</div> |   |



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

We believe that every student can master grade level critical skills and knowledge at high levels and deserves the opportunity to demonstrate their success of mastery in fair and meaningful ways. All assessment data will be clearly linked to critical grade level content and skills, and used comprehensively to make decisions about teaching and learning. Outcomes will shape critical action steps for intervention, and will provide useful information to teachers, students, families, and our larger school community about student academic progress at THRIVE.

THRIVE Community School's approach to assessment and how that informs practices (both in terms of core instruction and in terms of targeted support) will be proactive and strategic. Assessment data will be used to inform planning and instruction and guide needed corrective actions that may range from whole-school shifts to targeted individual supports. Our balanced assessment system that includes formative, interim, project/performance-based end-of-unit, and summative assessments combined with our analysis of small group, class cohort, individual, and subgroup data will ensure that corrective actions are targeted and appropriately guided by information that supports students in reaching on-grade academic and skill proficiency. Per Public Education Framework and Educational Requirements,<sup>133</sup> THRIVE Community School will administer all required state assessments and all contractual assessments specified in the contract/performance framework (as applicable from year to year). The data that we collect on assessments will be reported to the Governing Board quarterly and also used as part of our PLC process to ensure our students reach and stay on grade level. Our comprehensive assessment plan is responsive and includes:

- A balance of high-quality formative, interim, and summative assessments
- Clear scope and sequence guides for each grade level that identify critical skills and knowledge for all core areas, utilizing NM Instructional Scope as our guidepost in the building, reflection, and revision of THRIVE scope and sequence guides
- Training, support and guidance for teachers in the development of formative checks for understanding that are aligned to standards and clearly connected to grade level key knowledge and skills
- Training, support, and guidance for teachers in effectively using varied assessment data to support planning shifts and practices so that students continue to make progress on grade-level work
- Use of interim assessments to ensure students are learning scaffolded, core grade-level knowledge and skill sets and inform effectiveness of instructional and pacing practices for individual students, classes, grade levels, and whole school
- Targeted assistance and coaching of instructional staff by Leadership Team to adjust individual, small group, or classroom systems of support based upon assessment data
- Professional learning time for teacher collaboration in PLCs where reflection around student learning and demonstrated understanding on formative assessments informs the selection of

<sup>133</sup> New Mexico Public Education Commission, "Charter Performance Review and Accountability System," Approved 4/13/2018, [https://webnew.ped.state.nm.us/wp-content/uploads/2021/01/Archived-PEC-Charter-Performance-Review-and-Accountability-System\\_4-13-18.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/01/Archived-PEC-Charter-Performance-Review-and-Accountability-System_4-13-18.pdf).

methods and strategies appropriate for high quality instructional next steps designed to meet needs of all students in all subgroups

- School-wide vertical and horizontal planning and alignment: Accelerating the on-grade learning of key skills and standards will be at the center of how planning and alignment time is spent
- Use of data to ensure that corrective action in the form of intervention is high quality and targeted so students can continue to accelerate their learning of grade level skills and knowledge, particularly in literacy and numeracy
- Intentional progress monitoring for all students so that mastery of particular grade level skills and knowledge sets is not interrupted by foundational gaps in learning
- Use of data to inform small group creation and focus across grade levels
- Ongoing development, reflection, and revision of school 90 Day plan according to assessment data
- Quarterly reporting to the Governing Board on student growth and performance measures inclusive of the 90 Day NM Dash Plan and monthly reflections/updates

### School Wide Approach to Performance Monitoring and Corrective Action

THRIVE Community School will implement rigorous academic programming that is research-based and proven. We are confident that our programming, choice in assessments, analysis of data, and corrective actions will ensure that THRIVE students make measured and significant academic progress in grade level knowledge and skills throughout the school year.

THRIVE Community School will submit and implement 90 Day plans through NMDASH and align goals to meet or exceed receiving at least 60 points possible in the following NM Vistas Measures in Academic Achievement and Academic Progress, English Language Proficiency, and School Quality/Student Success: Reading and Math Proficiency, Reading and Math Growth, English Learner Progress, Science Proficiency, Regular Attendance, and Educational Climate. If THRIVE fails to meet or exceed the goal of receiving 60 out of 100 points on whole school measures in the first year and grow that rating by ten total points in year two through four, the THRIVE Governing Board will work with the instructional Leadership Team to ensure that school performance, data review, and accountability reporting processes are in place and will work to prioritize allocation of additional resources for training and programs that have proven records of success in raising student achievement and improving systems that support student success. By the end of year five, THRIVE intends to be able to meet the score of at least 70 out of 100 points possible in the NM Vistas measures.

### Benchmark Assessments

THRIVE Community School will monitor student academic progress with a variety of brief but reliable assessments that are predictive of general reading and math outcomes, also known as General Outcomes Measurement. Pending approval, THRIVE Community School will use aimsWeb Plus math and reading assessments, in grades Kindergarten through eighth, three times per year (Fall, Winter, Spring) as a way to benchmark student progress and academic performance. AimsWeb Plus is the chosen benchmark assessment for THRIVE's PEC Performance Framework contract. Three times per year aimsWeb Plus and ISIP assessments will serve to benchmark student progress in grade level literacy and numeracy skills over time: Beginning of year (BoY) in August, middle of year (MoY) in December and end of year (EoY) in May.

**Figure 58: Benchmark Assessment Goals, ISIP ELA and Math for K-2, Years One Through Three**

|                           | 1 Year at THRIVE                          | 2 Years at THRIVE                         | 3 Years at THRIVE                         |
|---------------------------|---|---|---|
| Exceeds Standards         | 55% or more of students achieve Tier 1.   | 70% or more of students achieve Tier 1.   | 80% or more of students achieve Tier 1.   |
| Meets Standards           | 45-54% of students achieve Tier 1.        | 60-69% of students achieve Tier 1.        | 75-80% of students achieve Tier 1.        |
| Does Not meet Standards   | 35-44% of students achieve Tier 1.        | 40-59% of students achieve Tier 1.        | 45-74% of students achieve Tier 1.        |
| Falls Far Below Standards | Less than 35% of students achieve Tier 1. | Less than 40% of students achieve Tier 1. | Less than 45% of students achieve Tier 1. |

**Figure 59: Short Cycle Assessment Goals, aimsWeb Plus ELA and Math, Years One Through Three**

|                           | 1 Year at THRIVE  | 2 Years at THRIVE   | 3 Years at THRIVE   |
|---------------------------|---|---|---|
| Exceeds Standards         | 55% or more of students performing at the 50th percentile or above.   | 70% or more of students performing at the 50th percentile or above.   | 80% or more of students performing at the 50th percentile or above.   |
| Meets Standards           | 45-54% of students performing at the 50th percentile or above.        | 60-69% of students performing at the 50th percentile or above.        | 75-80% of students performing at the 50th percentile or above.        |
| Does Not meet Standards   | 35-44% of students performing at the 50th percentile or above.        | 40-59% of students performing at the 50th percentile or above.        | 45-74% of students performing at the 50th percentile or above.        |
| Falls Far Below Standards | Less than 35% of students performing at the 50th percentile or above. | Less than 40% of students performing at the 50th percentile or above. | Less than 45% of students performing at the 50th percentile or above. |

THRIVE Community School's goal of at least 45% of students achieving the 50th percentile for reading and math on the aimsWeb Plus Assessment by the Spring benchmark assessment cycle is a considerable goal given the Santa Fe Public School District 2019 performance on the TAMELA transition assessment. Santa Fe public School District's average proficiency rates across grades 3-8 in reading was 33% and math proficiency was 18%.<sup>134</sup> In addition to the current trend of student performance in Santa Fe, the New Mexico Public Education Department released NWEA data with projected national learning losses

<sup>134</sup> New Mexico Public Education Department, "Santa Fe Public Schools: Academic Performance," <https://newmexicoschools.com/districts/71/student-performance>.

of approximately 30% in ELA and 50% in Math.<sup>135</sup> Regardless of local and national educational trends, we expect that student progress and performance will continue to grow and improve at each grade level, reaching 75-80% on the Spring 2025 aimsWeb Plus interim assessments in reading and math.

#### Specific Individual/ At-Risk Student Performance Triggers

- **Trigger:** In the first year at THRIVE Community School, less than 45% of students are on track to score at the 50th percentile on the Spring (May) aimsWeb Plus assessment and in Tier 1 of the Istation Assessment, as compared to the Winter (December) assessment performance
- **Trigger:** In the second year at THRIVE Community School, less than 60% of students are on track to score at the 50th percentile on the Spring (May) aimsWeb Plus assessment and in Tier 1 of the Istation Assessment, as compared to the Winter (December) assessment performance
- **Trigger:** In the third year at THRIVE Community School, less than 75% of students are on track to score at the 50th percentile on the Spring (May) aimsWeb Plus assessment and in Tier 1 of the Istation Assessment, as compared to the Winter (December) assessment performance

The THRIVE Community School Leadership Team will use the winter aimsWeb Plus assessment results on the first scheduled PLC day after the assessment to review winter assessment results and determine next steps per NM Dash 90 Day goals. If the Winter assessment indicates that we will not meet our goals by the Spring assessment, based upon assessment projections, we will develop a corrective action plan for the remainder of the year that will be reflected in THRIVE's 90 Day NM Dash plan cycle. NMDash reports will be shared by the Executive Director with the THRIVE Governing Board for oversight and feedback on student growth and performance measures. The THRIVE Governing Board will assist in providing oversight and feedback on goal setting related to overall achievement and subgroup performance. Prior to the data PLC meeting with teachers, the instructional Leadership Team will have thoroughly evaluated assessment data at the school, grade, cohort, subgroup, and individual student performance level. Identified targeted areas of instructional need, plans for instructional adjustments, and targeted interventions based upon individual and small group performance will be identified and designed.

Once instructional and intervention plans are introduced and implemented, grade level and content teachers will continue to utilize the monthly aimsWeb Plus assessment data and reports to track instructional effectiveness and the correlation to student learning and proficiency, as well as continue to identify areas of growth. These plans will continue through the Spring aimsWeb Plus assessment. Teacher teams will work collaboratively with the Leadership Team to make adjustments to instructional practices during core instruction and intervention. Teams will continue to receive leadership and instructional support as they continue to develop, revise, and reflect on instructional plans to ensure that students are on track to achieve short-cycle assessment goals and mastery of key grade level knowledge and skills. More broadly, the data from aimsWeb Plus will guide us in the following ways:<sup>136</sup>

<sup>135</sup> New Mexico Public Education Department, New Mexico Instructional Scope, "Instructional Acceleration," [https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED\\_SupportDoc\\_InstructionalAcceleration.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_InstructionalAcceleration.pdf).

<sup>136</sup> New Mexico Public Education Department, "New Mexico's State Assessment System, Recommendations from the New Mexico Task Force for Student Success," Center for Assessment, October 11, 2019, [https://webnew.ped.state.nm.us/wp-content/uploads/2019/11/Student\\_Success\\_Task\\_Force\\_Report\\_Balanced\\_Assessment\\_System\\_-\\_October\\_2019.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2019/11/Student_Success_Task_Force_Report_Balanced_Assessment_System_-_October_2019.pdf).

- Identify areas of student need with information that assists in understanding whole needs of a student, beyond standards
- Inform goal setting and goal reaching, particularly for IEPs
- Predict student performance on end-of-year summative assessment, NM-MSSA and NM-ASR
- Inform our instruction incrementally, highlight professional development needs, and provide actionable feedback about instructional resources used at THRIVE

Costs for math and reading aimsWeb Plus and ISIP assessment as well as any related professional development training are reflected in the **Appendix G Five Year Budget Plan Function 2200, Object 56118**.

#### Summative Assessments

The New Mexico Measures of Student Success and Achievement (NM-MSSA) in mathematics and English language arts and the New Mexico Assessment of Science Readiness (NM-ASR) are two assessments used across the state and are aligned to the rigorous New Mexico Common Core State Standards and NM STEM Ready! Science Standards. THRIVE's year one goal of 35% or more of students performing at Level 3 or above on English Language Arts (ELA), math and science, when compared to schools in the 87505, 87507, 87508 zip codes, represents approximately a 10% proficiency increase in ELA and science, and almost 20% proficiency increase in Math.

Our performance goal in this area exceeds local district averages across all three content areas after just one year. After four years, our goal positions THRIVE student achievement in ELA and science to be three times higher, and in math four times higher than current performance in the 87505, 87507, and 87508 zip codes according to 2019 state NM-MSSA and NM-ASR assessment results.

THRIVE Community School's goal for New Mexico Measures of Student Success and Achievement (NM-MSSA) in mathematics and ELA and the New Mexico Assessment of Science Readiness (NM-ASR) are outlined in **Figure 60**. Both assessments will ensure that we are relying on measurement tools aligned to the level of rigor expected from the New Mexico State Common Core Standards and New Mexico STEM Ready! Science Standards. These assessments also ensure that we are able to evaluate the degree of success to which we are able to achieve key components of our mission. Specifically, to deliver on the outcome of ensuring that students are on track to high school, college, and career readiness, we know that broad background knowledge, applied skill, and deep conceptual understandings are required. The NM-MSSA and NM-ASR measure this in the respective content areas.

**Figure 60: NM-SSA and NM-ASR Performance Goals**

|                           | 1 Year at THRIVE                                       | 2 Years at THRIVE                                       | 3 Years at THRIVE                                       | 4 Years at THRIVE                                       |
|---------------------------|--|---|---|---|
| Exceeds Standards         | 41% or more of students achieving Level 3 or Level 4   | 56% or more of students achieving Level 3 or Level 4    | 71% or more of students achieving Level 3 or Level 4    | 81% or more of students achieving Level 3 or Level 4    |
| Meets Standards           | 35-40% of students achieving Level 3 or Level 4        | 50-55% or more of students achieving Level 3 or Level 4 | 65-70% or more of students achieving Level 3 or Level 4 | 75-80% or more of students achieving Level 3 or Level 4 |
| Does Not meet Standards   | 25-34% of students achieving Level 3 or Level 4        | 35-49% of students achieving Level 3 or Level 4         | 45-64% of students achieving Level 3 or Level 4         | 55-74% of students achieving Level 3 or Level 4         |
| Falls Far Below Standards | Less than 25% of students achieving Level 3 or Level 4 | Less than 35% of students achieving Level 3 or Level 4  | Less than 45% of students achieving Level 3 or Level 4  | Less than 55% of students achieving Level 3 or Level 4  |

As measured by the NM-MSSA and NM-ASR: (a) After attending THRIVE Community School for one full year, 35% of students will score Level 3 (Proficient) or Level 4 (Advanced); (b) After attending for THRIVE Community School for two consecutive years, at least 50% of students will score Level 3 (Proficient) or Level 4 (Advanced), (c) After attending THRIVE Community School for three consecutive years, at least 65% of students will score Level 3 (Proficient) or Level 4 (Advanced), (d) After attending THRIVE Community school for four consecutive years or more, 75% of students will score Level 3 (Proficient) or Level 4 (Advanced).

At THRIVE Community School, significant academic growth is defined as an increase of 15 percentile points in a single school year until achievement is at the 50th percentile or above. Students will also be prepared with the academic skills and knowledge that are characteristic of learners who leave 8th grade on track to high school, college and career readiness. We will know that this outcome has been achieved when students demonstrate performance at the 75th percentile or above on the NM-MSSA and NM-ASR. In terms of subgroup performance, students across all classified subgroups will perform within reach of one another. We will ensure that students receive equitable learning experiences to erase persisting disparities in performance that continue to exist along lines of race and income. At THRIVE Community School we define “within reach” as within five percentage/percentile points on all achievement measures.

#### Specific Individual/ At-Risk Student Performance Triggers

- **Trigger:** In their first year at THRIVE Community School, less than 35% of students achieve level 3 or level 4 on NM-MSSA for reading and math and NM-ASR (as required by the state in designated grade levels only)
- **Trigger:** In their second year at THRIVE Community School, less than 50% of students achieve level 3 or level 4 on NM-MSSA for reading and math and NM-ASR (as required by the state in designated grade levels only)



- **Trigger:** In their third year at THRIVE Community School, less than 65% of students achieve level 3 or level 4 on NM-MSSA for reading and math and NM-ASR (as required by the state in designated grade levels only)
- **Trigger:** In their fourth year at THRIVE Community School, less than 75% of students achieve level 3 or level 4 on NM-MSSA for reading and math and NM-ASR (as required by the state in designated grade levels only)

THRIVE Community School intends to have higher percentages of students scoring proficient or advanced than reported state and local district averages. We will work collaboratively with our instructional teams and content teachers to analyze end-of-year assessment data from the NM-MSSA and NM-ASR to look at individual student competency/proficiency and evaluate the student learning of grade level skills and knowledge. Additionally, the data will provide school-wide and class/cohort areas of instructional/learning strengths and gaps. The data from the NM-ASR and NM-MSSA will guide us in the following ways<sup>137</sup>:

- Identify areas of individual student need and serve to inform individual goal areas for summer and fall learning
- Evaluate student progress across years and provide trends in performance that can better help us meet individual student needs
- Inform IEP goal setting and goal reaching
- Inform our instruction, professional development focuses, and provide actionable feedback about instructional resources used at THRIVE with time to make shifts in pedagogy and resources prior to the next academic year

We will also work actively with other partner charter schools to learn about their best practices, steps for ensuring all students are reaching grade level mastery of key skills and knowledge. If possible, funding for site visits and collaborative best practices training would come from our school's professional development funds, as noted in **Appendix G Five Year Budget Plan, Function 1000, Object 5330**.

#### Individual Student Performance Monitoring and Corrective Action

The THRIVE Community School's Multi-Layered Systems of Support team will monitor individual student progress for short cycle and summative assessments goals and take corrective action as described in **Section I. G. (3) Special Populations** to ensure all students make progress that is aligned to our mission specific outcomes. All components of our MLSS model are based on guidance from the New Mexico Public Education Department's 2020 MLSS manual.<sup>138</sup> Our approach to prevention and identification follows the statutory requirements of NMSA 22-13-32, which outlines procedures for screening and intervention for students displaying characteristics of dyslexia. **Figure 43**, a conceptual framework for MLSS from the NM MLSS manual, outlines the supports, data-informed decisions, and layers of support that exist within our MLSS framework to ensure systems of prevention are effective

<sup>137</sup> New Mexico Public Education Department, "New Mexico's State Assessment System, Recommendations from the New Mexico Task Force for Student Success," Center for Assessment, October 11, 2019, [https://webnew.ped.state.nm.us/wp-content/uploads/2019/11/Student\\_Success\\_Task\\_Force\\_Report\\_Balanced\\_Assessment\\_System\\_-\\_October\\_2019.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2019/11/Student_Success_Task_Force_Report_Balanced_Assessment_System_-_October_2019.pdf).

<sup>138</sup> New Mexico Public Education Department, "Multi-Layered System of Supports (MLSS)," 2020, [https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/MLSS\\_Manual\\_2020\\_FINAL.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/MLSS_Manual_2020_FINAL.pdf).

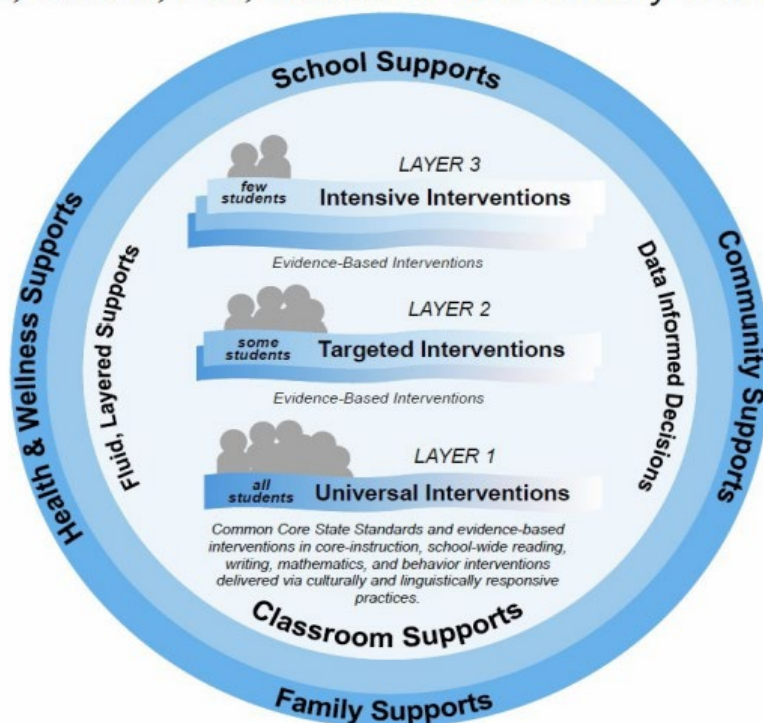


and evidence-based interventions are provided as a key component of determining eligibility for special education services. MLSS consists of seven core components, and three layers of support.

Figure 43: New Mexico Public Education Department Infographic<sup>139</sup>

## ***All Students Ready for Success***

### *College, Career, Life, Secure in their Identity and Healthy*



### MLSS Core Components

THRIVE's proposed innovative approaches and unique school features are deeply rooted in the seven core components of MLSS. These core components include classroom support such as (1) data driven instruction and decision-making and (2) high-quality core instruction and evidence-based interventions. School-wide supports include (3) informed and effective school leadership and school-wide systems, (4) a collaborative process for the provisions of a layered continuum of supports, and (5) a positive school culture and climate. The final components include (6) overall student wellness and (7) family engagement. All seven components have informed our innovative approaches and unique school features which are outlined in **Section I. A. (3) Uniqueness and Innovation**.

### MLSS Layer 1

THRIVE's first layer of support, also known as universal interventions, begins with the universal screening of all students to identify students with learning needs that will not be adequately supported by Layer 1 supports alone. Layer 1 ensures that high-quality, rigorous, differentiated core curriculum is being used across all classrooms and content areas. We have chosen or will develop curriculum aligned to NM Common Core Standards, NM STEAM Ready! Standards, and NM Content Standards. Our curriculum has been and will continue over time to be selected with three main criteria in mind:

<sup>139</sup> Ibid.

standards alignment, research-base, and cultural and linguistic responsiveness. Within Layer 1 and included in our border MLSS framework are considerations for Positive Behavioral Interventions and Supports (PBIS). THRIVE knows that Layer 1 supports, when implemented with fidelity, can play an enormous role in reducing the number of students who require targeted interventions, intensive interventions, or referrals for special education evaluations, and can boost the achievement and success of all students.

### MLSS Layer 2

THRIVE's second layer of support, also known as targeted interventions, ensures that students who are not fully responding to universal interventions within Layer 1 have access to individualized and targeted interventions. Students in need of targeted intervention receive those interventions in addition to their core instruction. These interventions are crafted to address underlying skill or knowledge deficits that are preventing mastery of grade level standards taught within a differentiated instructional approach through Layer 1. THRIVE's approach to individualized and targeted interventions is built into the structure of our differentiated ELA block in grades K-8 and our math block in K-2. Students requiring math interventions in grades 3-8 will have access to skill- and concept-specific interventions using research-validated Direct Instruction programs to support student mastery of grade level content standards.<sup>140</sup> For other content areas, teachers will rely on THRIVE's commitment to small group learning structures, as one option, to re-teach content that has not been mastered and to provide additional opportunities to respond, with approaches recommended by the NM MLSS manual.<sup>141</sup> THRIVE will utilize curriculum-based assessments and daily/weekly behavior rating scales to monitor students' progress towards short-term goals (8-12 weeks). Progress monitoring data will allow our school-based MLSS team to determine if a student is making adequate progress towards goals, or if the student may need a more intensive intervention through MLSS Layer 3 support. Another key component to Layer 2 is collaboratively creating intervention goals and collecting progress monitoring data to provide meaningful substance to frequent parent communication regarding student improvement. Progress monitoring data is collected on a bi-weekly basis at a minimum. These interventions can also be delivered, supported, or coached from qualified school personnel, such as a math or literacy specialist or school psychologist or social worker.

### MLSS Layer 3

THRIVE's third layer of support, also known as intensive interventions, continue to include core instruction in addition to more intensive interventions. Intensive academic, social, emotional, and behavioral interventions are not necessarily a completely different supplemental program or approach than what is provided through Layer 2. Frequently, the interventions developed at Layer 3 are similar to Layer 2, however, key variables are manipulated to increase the intensity of the intervention. Variables such as group size, session frequency, and session duration are all potentially adjusted from Layer 2 when crafting Layer 3 interventions. The emphasis within Layer 3 intensive interventions continues to be on the use of high-quality instructional materials and the use of evidence-based practices, with progress monitoring data being collected regularly to evaluate effectiveness and inform communication. At this layer, progress monitoring data is collected at least once every two weeks, but ideally on a weekly basis to inform family communication regarding progress towards intervention goals at least once every two weeks for 8-12 weeks or more.

<sup>140</sup>Education Consumers Foundation, "Direct Instruction: What the Research Says," 2011, [https://education-consumers.org/pdf/DI\\_Research.pdf](https://education-consumers.org/pdf/DI_Research.pdf).

<sup>141</sup> New Mexico Public Education Department, "Multi-Layered System of Supports (MLSS)," 2020, p.24, [https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/MLSS\\_Manual\\_2020\\_FINAL.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/MLSS_Manual_2020_FINAL.pdf).

MLSS's core components and layers of support ensure that educators have the resources and tools to meet their students' needs. This includes regular instructional coaching of evidence-based interventions across all three layers, collaborative data analysis, aligned professional development, and shared ownerships of student success.

### Systems of Identification

At THRIVE, Multi-Layered Systems of Support provide responsive, data driven support for students who are struggling and require academic, social, emotional, and behavioral interventions to succeed. THRIVE's school-based MLSS team includes specific members of the Student Assistant Team (SAT). The SAT is a school-based group that provides additional education and behavioral support to students experiencing difficulties that prevent them from progressing in core instruction.<sup>142</sup> The SAT's responsibilities include:

1. Collecting and reviewing data
2. Identifying and documenting interventions and their effects
5. Making retention determinations (Section 22-2C-6 NMSA 1978)
6. Referring Students to a Multi-Disciplinary Team (MDT) for special education or gifted evaluation

THRIVE's SAT composition will evolve as our school grows, but this team's membership will always include a school administrator, a teacher, a school counselor, and a parent or guardian. Other relevant school-based personnel and representatives from community agencies will also be invited to participate as members of the SAT depending on the student's needs. THRIVE's SAT procedures follow recommendations from the Public Education Department's MLSS Supplemental Guide for Student Assistance Team 2019.<sup>143</sup>

### Student Assistance Team Procedures

#### Step 1: Referral to SAT Coordinator

When a teacher has a specific concern regarding a student's success, s/he can complete an SAT referral packet with support from the SAT Coordinator. The responsibilities of the SAT Coordinator will be fulfilled by THRIVE's School Psychologist. The following criteria must be considered when referring a student to the SAT process:

1. Student is not making adequate progress
2. Multiple data points, particularly academic and behavioral universal screening data and vision and hearing screening results
3. Action plan document plans
4. Documentation of evidence-based interventions (at MLSS Layer 1, Layer 2, and/or Layer 3)

This process will be driven by the knowledge and expertise of the SAT Coordinator, a member of the MLSS team. THRIVE will establish our "referral" process, however, because MLSS ensures that students have access to appropriate interventions based on universal screening data, and because data will be

<sup>142</sup> New Mexico Public Education Department, "MLSS Supplemental Guide for Student Assistance Team," 2019, p.5, [https://webnew.ped.state.nm.us/wp-content/uploads/2020/05/MLSS\\_SAT\\_Supplemental-Guide.8.27.19.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/05/MLSS_SAT_Supplemental-Guide.8.27.19.pdf).

<sup>143</sup> New Mexico Public Education Department, "MLSS Supplemental Guide for Student Assistance Team," 2019, [https://webnew.ped.state.nm.us/wp-content/uploads/2020/05/MLSS\\_SAT\\_Supplemental-Guide.8.27.19.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/05/MLSS_SAT_Supplemental-Guide.8.27.19.pdf).

collected and analyzed in an ongoing fashion, the vast majority of referrals will occur as a result of standardized procedures for universal screening and intervention development and monitoring. The purpose of universal screening is to increase the efficiency of matching students to appropriate and necessary interventions and to decrease the time it takes for students of concern to have access to evidence-based interventions. We will use universal screening data to ensure that we are not waiting for students to struggle or fail before they are matched with an appropriate academic, social, emotional, and/or behavioral intervention. Along with subsequent layered/tiered systems of support, this practice has been shown to result in a 26% reduction in the identification of students with special needs and a 21% overall reduction in referrals.<sup>144</sup>

### Step 2: SAT Referral Packet Review and Certification

THRIVE's SAT Coordinator will assist the referring teacher in completing the SAT referral packet and will review it prior to an initial SAT meeting. The referral packet will contain a description of academic, social, emotional, and/or behavioral concerns, documentation of interventions and progress monitoring results, documentation of parent or guardian communication, all universal screening results, observations of the student (to be conducted by school personnel trained in direct observations of students), implementation data confirming the faithful use of rigorous, high quality evidence-based programs and practices. In addition to the SAT referral packet, the SAT Coordinator will support the referring teacher in the gathering of any other relevant data or information that is directly or indirectly related to the referral concern.

### Step 3: The SAT Meeting

After reviewing the packet and determining if the packet meets criteria, the SAT Coordinator will invite the student, teachers, parents/guardians, and other SAT members to a meeting. Every effort will be made to accommodate parent/guardian schedules. At the meeting, the following will occur in order:

1. The referring teacher(s) share the referral concern
2. All relevant referral data and information will be reviewed and discussed when appropriate.
3. The SAT Coordinator will confirm that the core instruction has been appropriately delivered
4. The referring teacher will describe the intervention(s) that have been implemented and the progress monitoring data that has been collected
5. The SAT develops a hypothesis about why the student is not making adequate progress
6. The SAT will make a decision about how to move forward:
  - a. No new interventions are needed and the student will continue to receive support through MLSS
  - b. An Academic Intervention Plan (AIP) or Behavioral Intervention Plan (BIP) is needed to address needs
  - c. The data is insufficient or incomplete and will need to be collected or submitted to make a decision
  - d. Student performance indicates a suspected disability that significantly restricts a major life activity, and requires an evaluation to confirm the presence of such a disability and the necessity of special education services or Section 504 support.
7. If an AIP or BIP is required, the team develops that plan along with progress monitoring frequency and goals, as well as individuals responsible for executing the plan.
8. An SAT Meeting Summary form is completed and signed by members who attended.

<sup>144</sup> Karen C. Stoiber, "Best Practices in School Psychology VI, Data-Based and Collaborative Decision Making," 2014, Chapter 3, pg 47.

**Step 4: Implement and Monitor Interventions**

After interventions have been implemented according to the student's AIP or BIP and progress monitoring data has been collected and graphed once every two weeks (at minimum) for a period of 8-12 weeks, the SAT Coordinator will schedule a follow-up SAT meeting according to the procedures outlined in step 3. The purpose of the follow-up meeting is to determine the effectiveness of the intervention plan. The team can decide to continue or revise interventions or refer for special education or gifted evaluation. When it has been determined that the student has not made expected progress despite additional interventions and progress monitoring, a referral for a special education evaluation does not need to be the outcome as the SAT can reconvene and adjust the AIP or BIP to ensure it embodies the evidence-based interventions and intensity to ensure the student has the greatest chance for success.

**Referral for Special Education or Gifted Services**

When the SAT recommends a referral for special education or gifted evaluation, data triangulation and the analysis of data and information from the SAT process will serve as the basis for the referral for evaluation. Two exceptions to this process exist. The first is that when a student has been referred to the SAT, parents may request an initial special education evaluation (SS 22-13-32). The second exception exists when a child presents as clearly disabled or as having a disabling condition. For all scenarios, in order to move forward with a multidisciplinary evaluation, THRIVE will obtain written consent from the student's parent or guardian and will provide prior written notice. Our commitment to ensuring that we appropriately identify students with special needs and students with gifted services is aligned with PED's five principles for identification (early identification, research or evidence-based, broad assessments, staff development, and parent/guardian development). All Multidisciplinary evaluations conducted by THRIVE employees or qualified contract service providers will adhere to the procedures and criteria outlined in the New Mexico Technical Evaluation and Assessment Manual (NM T.E.A.M.) and the Gifted Education in New Mexico Technical Assistance Manual (2019), as well as any additional updated guidance released by our state and federal agencies.

Once the evaluation has been conducted, THRIVE's Eligibility Determination Team (EDT) will use the data made available from the evaluation report and other relevant sources, including the SAT, to determine eligibility for special education, gifted education, and related services. The EDT can make any of the following decision once it has considered the report and all relevant, reliable data sources:

1. The student is not eligible for services (gifted, special education, or related), but should continue to receive appropriate interventions through MLSS.
2. The student has a condition that is qualifying but does not show a clear need for services (gifted, special education, or related). In this case, if appropriate, as a student in the general education program, they may be considered for Section 504 Eligibility.
3. The student is eligible and demonstrates a clear need for services (gifted, special education, or related). Subsequently, the Individualized Education Program (IEP) team will collaboratively develop, implement, and monitor a program for the student.

**Evaluation of Academic Programming**

The Leadership Team will take all necessary steps to ensure that we meet our previously outlined academic performance goals of providing academic programming that supports student mastery of grade level critical skills and knowledge at high levels. At the end of each academic year, the Executive Director will submit a report to the THRIVE Governing Board that evaluates the effectiveness of our

academic programming and corrective action plans at achieving those goals. This report will include information from the Public Education Department in the NM Vistas score report. If THRIVE Community School receives a performance rating that indicates we are not meeting charter academic performance expectations, the improvement plan will be completed by the Executive Director with oversight and approval from the THRIVE Governing Board and, when complete, distributed to all school stakeholders including our Equity Council, staff, families, and the larger community.

The THRIVE Community School Leadership Team, under the direction of the Executive Director, will thoroughly analyze each accountability indicator and measure provided by the NM Vistas report. The framework for NM Vistas system of accountability assesses school performance for elementary and middle school in four categories: academic achievement, academic progress, English language proficiency, and indicators of school quality that contribute to college and career readiness. **Figure 61** provides an overview of the NM Vistas Accountability Measures, Points, and Indicators.

**Figure 61: Elementary NM Vistas Measures, Points, and Indicators<sup>145</sup>**

| Measure                  | Elem/ Middle School Points | Indicator                      |
|--------------------------|----------------------------|--------------------------------|
| Math Proficiency         | 15                         | Academic Achievement           |
| Reading Proficiency      | 15                         | Academic Achievement           |
| Math Growth              | 20                         | Academic Progress              |
| Reading Growth           | 20                         | Academic Progress              |
| English Learner Progress | 10                         | English Language Proficiency   |
| Science Proficiency      | 5                          | School Quality/Student Success |
| Regular Attendance       | 5                          | School Quality/Student Success |
| Educational Climate      | 10                         | School Quality/Student Success |
| TOTAL POINTS             | 100                        |                                |

Summary scores received on NM Vistas will determine THRIVE Community School's designation as within Levels of Support, Designations of Excellence, or Spotlight Designation as measured by the NM Public Education Department Accountability System. These designations determine the amount of support a school might need or provide a designation to a school that either places them in the top 25% of schools in the NM Accountability System or ranks them in the top 10% of schools in the system.

<sup>145</sup> New Mexico Public Education Department, "A User's Guide to New Mexico Vistas. A Guide to the New Mexico Public Education Department's School Accountability System," April 17, 2020, <https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/New-Mexico-Vistas-Technical-Guide-SY-2018-19-1.pdf>.



THRIVE Community School will also meet all Academic Framework Indicators and Measures to maintain a Tier 1 or Tier 2 rating as described in the Academic Performance Framework.<sup>146</sup>

| Rating                                 | Expectations   |
|--|--|
| <input type="checkbox"/> Meets         | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to               <ul style="list-style-type: none"> <li>monitor academic performance and</li> <li>take appropriate corrective action if the school is not on track to or does not meet academic performance expectations;</li> </ul> </li> <li>Address specific responsibilities related to               <ul style="list-style-type: none"> <li>meeting student academic achievement or growth expectations <u>at the school-wide level</u> and</li> <li>meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student); and</li> </ul> </li> <li>Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions.</li> </ul> |
| <input type="checkbox"/> Approaches    |  |
| <input type="checkbox"/> Does Not Meet |  |

[ENTER INDEPENDENT REVIEW TEAM COMMENT HERE: ]

<sup>146</sup> New Mexico Public Education Commission, "Charter Performance Review and Accountability System," April 4, 2021, [https://webnew.ped.state.nm.us/wp-content/uploads/2021/01/Archived-PEC-Charter-Performance-Review-and-Accountability-System\\_4-13-18.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/01/Archived-PEC-Charter-Performance-Review-and-Accountability-System_4-13-18.pdf).



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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School intends to communicate openly and transparently with all school stakeholders on student assessment results. To protect student privacy, individual student assessment data will only be shared with the student, their teachers, school leadership, and the student's parent or guardian. THRIVE Community School will ensure that school data is accurate, disaggregated in a timely fashion, and made available to the public in accordance with FERPA (Family Education Rights and Privacy Act).

#### Assessment Plan Overview

Our commitment to better academic outcomes and ensuring that students master critical grade level skills and knowledge also means that our assessment data is accessible, understandable, and invites collaborative conversations on how we are meeting whole child outcomes with our assessment plan while also identifying next steps forward. We intend to be an agency for educational change and academic equity, broadly expressed as a desired outcome by our community. To that end, we must ensure that all stakeholders are empowered to participate in setting instructional, cultural, and operational priorities. This means being deliberate in setting "listening" sessions with stakeholders around assessment outcomes so that we ensure our instructional and academic shifts continue to be high quality, collaborative, student-centered, and community-driven. **Figure 62** outlines the information and methods used to communicate assessment outcomes to our stakeholders.

**Figure 62: Stakeholder Data Reporting**

| Stakeholder                     | Reporting Method  |
|---------------------------------|---|
| <b>Community and Authorizer</b> | <p>All data related to THRIVE Community School performance on state and mandated assessments, along with progress on other non-academic measures such as attendance and climate, will be:</p> <ul style="list-style-type: none"> <li>• Posted on our school website</li> <li>• Contained within our Annual Report (accessible online and in hard copy format in office)</li> <li>• Performance assessment data will be included in the NMDash Platform as part of the 90 Day planning, implementation, and reflection cycles</li> </ul> |
| <b>THRIVE Governing Board</b>   | <p>The THRIVE Community School Governing Board will receive a monthly progress update that includes new assessment data points on proficiency and student growth in math, ELA, reading, SEL and other identified factors for school success per NM Vistas such as English learner and subgroup performance and growth, attendance, school climate survey data, and STEAM/project-based learning focuses.</p>  |
|                                 | <p>Teachers will share all assessment data with students and families and will work with students to highlight progress in grade level skills and knowledge, set learning goals, and develop a succinct plan that includes steps to those goals. Each student in grades 3-8 will keep/maintain a copy of their "plan" and will</p>  |

|                              |  |
|------------------------------|--|
| <b>Students and Families</b> | <p>work with their teachers to set progress benchmarks for academic goals. Teachers in grades K-2 will keep the learning plan but will work with students to complete the learning plan after each interim assessment.</p> <p>Academic results will be communicated with families after every interim assessment and at each trimester. Student-led conferences will ensure that students have the opportunity to share academic progress and goals and steps to their learning success. Conferences take place in November and March.</p> <p>Families will also receive whole-school updates in monthly newsletters that will include events and other schoolwide information as well as data on student progress and proficiency.</p>  |
| <b>Teachers and Staff</b>    | <p>Professional Learning Communities (PLCs) will provide structured assessment analysis time for review of student progress within cohorts, grade levels, and content areas. Teams will meet weekly and there will be a scheduled monthly data session to review interim benchmark data mastery of grade level literacy and numeracy skills to ensure that reflection and instructional shifts are timely and matched to academic needs as identified. The leadership team will provide monthly “At-A-Glance” cohort, grade level, and content reports for data PLCs.</p> <p>Teachers will have time during their daily preparation hour to review student data and differentiate instructional support for individual students and small groups and will post data in their rooms and halls to celebrate learning progress and set collaborative goals with students. Grade level, cohort, and small group data will be posted in our PLC/school data room and shared with all staff so that we review academic progress as a larger instructional team.</p> <p>Weekly staff newsletters will include data highlights and best practices connected to data outcomes</p> |

#### Authorizer

THRIVE Community School will meet all communication and reporting requirements and maintain a strong relationship with the PEC and PED. We will ensure that we meet all STARS system or other state platform reporting requirements and deadlines. The Executive Director will ensure that data assessment data and all required staffing and training is in place and completed to ensure compliance. Additionally, THRIVE Community School will provide access to all information shared with our community to the PEC and the PED.

#### THRIVE Community School Governing Board

For THRIVE Community School to attain its mission of ensuring that students master grade level critical skills and knowledge at high levels, the Governing Board must have timely access to academic and other organizational data. The Executive Director will provide monthly progress updates that include assessment data points on proficiency and student growth in math and ELA for cohorts, grade levels, content areas, and the school. Other identified factors for school success per NM Vistas such as English Learner and subgroup performance and growth, attendance, school climate survey data, and STEAM/project-based learning focuses.

Given that academic progress and proficiency in critical grade level skills and standards are central to ensuring that students are prepared for success in high school and beyond, we know assessment data will drive revision to our pedagogical approaches, professional development offerings, curricular choices, as well as policies around retention and promotion. The THRIVE Community School Governing Board is responsible for adopting and revising academic policies to include retention and promotion and we will ensure that all remediation, retention, and promotion policies meet all requirements outlined in NMSA 22-2C-6. The THRIVE Community School Governing Board will have access to all student assessment data, with specific identifying information redacted to protect student privacy.

### Community

THRIVE's founding team has participated in 200 meetings with community members, leaders, parents, families, and educators across the city, representing 70 different organizations including non-profits, social service agencies, and early childhood programs. To date, these outreach efforts have identified the need for dramatically improved academic outcomes for children in Santa Fe. Our unique and innovative approaches to address academic inequities are based on community input and the expressed needs of our families. We know that we must continue to have open and transparent conversations with our community and our commitment to equitable academics means that we provide assessment data on academic performance in easy-to-understand and easily accessible ways. We will ensure that we communicate our performance and progress through social media platforms, the THRIVE Community School website (<http://thriveschoolsf.org/>), at school and community events, via printed materials, and in our pop-up schools or other student recruitment events. Short-cycle and summative assessment information will be shared after we receive and disaggregate the results of our norm-referenced assessments. THRIVE Community School will also ensure that our annual report highlights the academic performance of students across grade levels and subgroups, as appropriate.

### Students and Families

We believe that teaching students the skills and steps required for learner accountability is critical to their success in high school and beyond. Each student will have the opportunity to meet with their teacher and/or small group support staff to review and discuss their progress in critical grade level skills and standards. Teachers will provide assessment data to students and will work with them to review short cycle and interim assessment data. Teachers will highlight progress in grade level skills and knowledge and help students set learning goals and develop a personal plan that includes steps to reach those goals. Each student in grades 3-8 will keep/maintain a copy of their "plan" and will work with teachers to set progress benchmarks for academic goals. Teachers in grades K-2 will keep the learning plan and will work with students to complete the plan after each interim assessment. Students will share their plans and progress with parents during Trimester Conferences in November and March.

THRIVE Community School will notify parents within the first trimester if there are concerns about academic progress and grade level academic proficiency based on assessment data and any other anecdotal evidence relevant to student learning outcomes. A meeting will be held with the parent to discuss remediation options and programs will inform a written intervention plan that will have time lines, academic expectations, assessment measures to ensure student progress on grade level skills and standards, and program support available to the student. If a student continues to not meet academic proficiency, THRIVE Community School will discuss further retention, remediation, or promotion options in accordance with NMSA 22-2C-6 (E)-(I).

### Teachers and Staff

Classroom teachers and staff leading small groups will gather daily/weekly anecdotal and assessment-related progress information on individual growth in grade level core standards. Teachers share whole-class data during weekly team and content meetings. In monthly data PLCs, grade and content teachers analyze data and add data points, reviewing interim benchmark data mastery of grade level literacy and numeracy skills to ensure that reflection and instructional shifts are timely and matched to academic needs as they are identified. The PLC/Teacher Workroom will have class cohort and grade-level progress in mastery of literacy and numeracy standards posted so that all staff can celebrate improved achievement, across grade levels.

### Communication Plan for Specific Sources of Student Achievement Data

**Figure 63** outlines assessment types as well as the communication plan.

**Figure 63: THRIVE Communication Plan for Student Achievement Data**

| THRIVE Assessment Type | Grades | Communication Plan   |
|------------------------|--------|--|
| NM-MSSA                | 3-8    | <p>Individual information is shared with students and parents in hard copy and online through the school student information system. Parents and students may request hard copies of their data from the teacher or Office Manager.</p> <p>Aggregate school data is available to the public and online. Data reports will be available on our website, where the Annual THRIVE Community School Report will also be located. An Inspection of Public Records Act (IPRA) request can be made at any time and THRIVE will meet those record requests per state guidelines.</p> |
| NM-MSSA SLA            | 3-8    | <p>Individual information is shared with students and parents in hard copy and online through the school student information system. Parents and students may request hard copies of their data from the teacher or Office Manager.</p> <p>Aggregate school data is available to the public and online. Data reports will be available on our website, where the Annual THRIVE Community School Report will also be located. An Inspection of Public Records Act (IPRA) request can be made at any time and THRIVE will meet those record requests per state guidelines.</p> |
| NM-ASR                 | 5, 8   | <p>Individual information is shared with students and parents in hard copy and online through the school student information system. Parents and students may request hard copies of their data from the teacher or Office Manager.</p> <p>Aggregate school data is available to the public and online. Data reports will be available on our website, where the Annual THRIVE Community School Report will also be located. An Inspection of Public Records Act (IPRA) request can be made at any time and THRIVE will meet those record requests per state guidelines.</p> |

|   |  |   |
|---|--|---|
| <b>W-APT</b>  | K, Based on eligibility  | Individual information is shared with students and parents in hard copy and online through the school student information system. Parents and students may request hard copies of their data from the teacher or Office Manager.  |
| <b>WIDA ACCESS Screener</b>                           | 1-12, Based on eligibility   | Individual information is shared with students and parents in hard copy and online through the school student information system. Parents and students may request hard copies of their data from the teacher or Office Manager.<br><br>Aggregate school data is available to the public and online. Data reports will be available on our website, where the Annual THRIVE Community School Report will also be located. An Inspection of Public Records Act (IPRA) request can be made at any time and THRIVE will meet those record requests per state guidelines. |
| <b>Kindergarten Observation Tool (ECOT)</b>           | K  | Individual information is shared with parents in hard copy.   |
| <b>Dynamic Learning Maps (DLM)</b>                    | 3-8, ELA/Math, Based on eligibility<br><br>5,8 Science, Based on eligibility | Individual information is shared with students and parents in hard copy and online through the school student information system. Parents and students may request hard copies of their data from the teacher or Office Manager.<br><br>Aggregate school data available to the public and online. Data reports will be available on our website, where the Annual THRIVE Community School Report will also be located. An Inspection of Public Records Act (IPRA) request can be made at any time and THRIVE will meet those record requests per state guidelines.    |
| <b>Istation Indicators of Student Progress (ISIP)</b> | K-2  | Individual information is shared with students and parents in hard copy and online through the school student information system. Parents and students may request hard copies of their data from the teacher or Office Manager.<br><br>Aggregate school data is available to the public and online. Data reports will be available on our website, where the Annual THRIVE Community School Report will also be located. An Inspection of Public Records Act (IPRA) request can be made at any time and THRIVE will meet those record requests per state guidelines. |
| <b>ACCESS for ELLs/ Alternate ACCESS</b>              | All grades, Based on eligibility   | Individual information is shared with students and parents in hard copy and online through the school student information system. Parents and students may request hard copies of their data from the teacher or Office Manager.<br><br>Aggregate school data is available to the public and online. Data reports will be available on our website, where the Annual THRIVE Community School Report will also be located. An Inspection of Public Records Act (IPRA) request can be made at   |

|  |     |  |
|--|-----|--|
|  |     | any time and THRIVE will meet those record requests per state guidelines.  |
| <b>aimsWeb Plus</b>                                    | K-8 | Individual student assessments are shared internally and with individual students and parents.<br><br>Aggregate school data is available to the public and online. Data reports will be available on our website, where the Annual THRIVE Community School Report will also be located. An Inspection of Public Records Act (IPRA) request can be made at any time and THRIVE will meet those record requests per state guidelines.  |
| <b>Interim Internal Benchmark Assessments</b>          | K-8 | In-school assessments are shared internally and with individual students and parents.  |
| <b>Reading Mastery/ Corrective Reading</b>             | K-8 | In-school assessments are shared internally and with individual students and parents.  |
| <b>Classroom Assessments, Checks for Understanding</b> | K-8 | In-school assessments are shared internally and with individual students and parents.  |
| <b>Panorama Tool</b>                                   | K-8 | Individual student assessments are shared internally and with individual students and parents.<br><br>Aggregate school data is available to the public and online. Data reports will be available on our website, where the Annual THRIVE Community School Report will also be located. An Inspection of Public Records Act (IPRA) request can be made at any time and THRIVE will meet those record requests, per state guidelines. |

#### Communication Plan Effectiveness

THRIVE Community School intends to communicate assessment results with all stakeholders in a variety of ways. Our plan is effective in reaching the school community, as parents and students may easily access multiple assessment data points from their school device or parent-designated office computer station. Additionally, our THRIVE staff will provide hard copies of individual reports during conferences, parent meetings, and upon request. Our Executive Director will communicate to our school authorizer, the PEC, as well as our Governing Board all required assessment information in a timely manner. Our school community and the larger public will have access to all THRIVE assessment data through our website or through an IPRA request. As a true community school, our participation in community events and larger Santa Fe meetings will also allow us to share our assessment and performance data with a broader audience. Given the multiple ways in which we have planned for all stakeholders to remain informed regarding THRIVE Community School outcomes, we believe that our communication plan will be effective in reaching our school community stakeholders and the broader Santa Fe community.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Identify how student achievement and progress will be communicated to<ul style="list-style-type: none"><li>○ Students</li><li>○ Parents</li><li>○ The governing body</li><li>○ The authorizer</li><li>○ The broader community;</li></ul></li><li>• Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data; and</li><li>• Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate.</li></ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |



## II. Organizational Framework

### A. Governing Body Creation/Capacity.

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

ENTER APPLICANT RESPONSE HERE:

#### **THRIVE Governing Body Roles and Responsibilities**

The THRIVE Governing Board (Board) is the entity entrusted to keep the school community practices in alignment with the mission, the approved charter, and subsequent charter renewals. The Board is responsible for all governance and oversight of the school and will ensure that all decisions and acts taken on behalf of the school community by THRIVE leadership are mission-aligned and in the best interest of the students, families, and public trust. The Board oversees the Executive Director recruitment, selection, retention, evaluation and removal. The Board will act in accordance with the Open Meetings Act NMSA 10-15-1 and all adopted bylaws.

The following descriptions outline the roles and responsibilities Board members will hold.

**Initial Responsibilities:** The first actions that the THRIVE Governing Board will take will be to elect new officers, install members, adopt governing board bylaws (see **Appendix A**) and the Conflict of Interest Policy (see **Attachment F**), and vote on and hire an Executive Director.

**Functional Oversight Responsibilities:** The THRIVE Governing Board will ensure that the school maintains consistent alignment to the mission, goals, and other key components of the approved charter. Each member will be carefully recruited for and selected to uphold the greatest vision for the school community, ensuring that the decisions made have been carefully considered and in the best interest of student academic wellness and success, and made in accordance with Open Meetings Act 10-15-1 and the school Bylaws.

**Fiscal Oversight:** The THRIVE Governing Board is responsible for maintaining the fiscal solvency and financial sustainability of the school. The Governing Board will act as stewards of public resources by providing the oversight necessary to ensure transparent and well-managed finances that have been allocated in alignment with the school mission and charter. The Board will review and vote on a budget annually and regular reviews will be conducted to maintain consistent fiscal health through detailed communication on and understanding of all school finances.

**Legal Compliance:** The Governing Board does not act as a legal authority or legal counsel, and that distinction will be clearly maintained. However, it is responsible for maintaining legal compliance in all facets of school activity. It will seek and communicate closely with legal counsel when necessary, including annual legal review of all school policies to ensure regulatory compliance at all times. The Governing Board will work to ensure there is always a voting member with legal experience who can add perspective and insight to matters affecting the school. In maintaining legal and regulatory compliance, the Board will annually review and align annually all policies and handbooks to all applicable federal, state, and local laws and regulations.

**Leadership Evaluation:** A critical function of the Governing Board will be to conduct a thorough, performance-based evaluation of the Executive Director. There will be a mid-year and end of year evaluation conducted annually. This practice will allow for early, valuable feedback around growth areas, and provide school leadership with sufficient time and space to work towards actionable goals and successful leadership outcomes that are aligned with all school and state requirements.

**Community Accountability:** Using the school mission and philosophy as a guide, the THRIVE Governing Board will engage with community stakeholders often, addressing concerns, maintaining vibrant community linkages and financial transparency as well as publicly disclosing academic outcomes. THRIVE Community School is aiming to be an academic pillar in the community and being accountable to our students, families, and other community stakeholders is a key priority. We will seek to provide opportunities to ensure community voices are heard and concerns are elevated.

**School Mission and Philosophy Accountability:** While school mission and philosophy are the responsibility of all school community members, it is the Governing Board that will maintain oversight and accountability for the school mission. Through rigorous training and thoughtful discernment, this Governing Body will ensure that the school remains mission-aligned and fiscally healthy, and organizationally sound, year over year. Annual goals will be set and monitored by the Board, setting clear expectations for accountability and success.

#### **Membership Structure**

THRIVE Community School will maintain a Governing Board that is representative of the educational, financial, and organizational skills required to ensure accountability, oversight, mission-alignment, and school sustainability. As set forth in the THRIVE Governing Board Bylaws, there will be a minimum of 7 board members and at no time more than 15 members. Each year the Board will determine the number of Board members required to execute its duties. At any time should a vacancy be anticipated, the recruitment and selection protocols outlined in this charter application will be enacted to maintain membership structure.

While Board members may bring different skill sets or participate on different committees, all Board members will have the same rights and responsibilities for ensuring stability in the core functions of the Governing Board structure.

The Board will take on the responsibility of approving school Governing Board Bylaws (see **Appendix A**), Conflict of Interest Policy (see **Attachment F**), all other policies as they pertain to the Board and to the School, and the Board member and the Executive Director job description (see **Appendix B**).

#### **Member Skill, Experience, and Expertise**

##### **Academic Excellence**

The THRIVE Founding Team will recruit and select an initial Founding Board composed of individuals who share a commitment to or proven track record in academic excellence. Experience raising students and school academic success and ensuring the organizational structures for that success is a multifaceted skill set and will be essential in maintaining mission-alignment and setting annual goals that are achievable and rigorous.

##### **Diversity, Equity, Inclusion**

As a school committed to intentional diversity, it will be crucial that Board members are demographically representative of the school body and the community which it serves. Direct

experience with or being a member of the community will be essential in guiding the school to meet true community needs. THRIVE Community School will be founded on a commitment to diversity, inclusion, and belonging, and in order to remain true to these core principles, Board members will have experience or expertise in a professional capacity with DE&I. The Board will be committed to equitable educational practices for all students and have a clear understanding of the structural inequities affecting the social wellbeing and academic success of the student body. Further, the school focus on Coordinated Outreach, Anti-Bias Anti-Racist education, and Family and Community Programming will require Board members who are familiar with the approaches and committed to their successful implementations and growth within the school.

### **Equitable Academics**

As THRIVE Community School works to improve student outcomes through Mastery Learning, STEAM Education, and Experiential Learning, it will be essential that the Board has experience in or knowledge of these key pillars of the academic model. The Board will hold school leadership accountable to THRIVE's educational philosophies through the use of relevant data, successful outcomes and well-crafted annual SMART goals. To do this effectively, the Governing Board must remain current with Mastery Learning, Experiential Learning, and STEAM research and data, which will be woven into the annual training module and as explained within this charter application.

### **Financial or Business**

THRIVE Community School will be a strong steward of public resources and recognizes the critical importance of fiscal oversight with the aim of excellent financial standing year over year. Board members who have experience or knowledge of school finance or business management will be a critical asset in keeping school in good financial health.

### **Legal and Regulatory Compliance**

Maintaining compliance with school laws and regulations is a key responsibility of the Governing Board. Members who are experienced in this area and who can utilize this frame of reference in Board governance will provide an additional critical asset in ensuring school compliance with its charter and all applicable state and federal law.

### **Membership Selection and Removal**

The Founding Board will serve in a 1.5 year capacity from the initial charter writing phase through the end of the planning year. Upon authorization from the Public Education Commission, the Founding Board will transition to the Annual Governing Board and the Governance Committee will begin the process of Board officer election and move to recruit and select any additional members of the Founding Board that may be needed.

To aid in this transition and maintain institutional knowledge, the Annual Governing Board will consist of at least 3 members who will serve a term of 3 years, 2 will serve a 2 year term, and at least 1 member who will serve a single year term. This staggered approach will ensure that the Board grows incrementally and recruitment needs align with the needs of the school. After the first 3 years, all board service terms will be 2 years and staggering will no longer be practiced. Once a Board member has been formally selected, the term may not be reduced unless for specific reasons noted in the bylaws (**Appendix A**). Board member service terms will be limited to 3 consecutive years.

Selection of Board Members will be a thoughtful and rigorous process, aligned with school mission and educational philosophies. The recruitment and selection process will take place as vacancies arise.

However, in typical circumstances, Board members will be recruited and selected 2-3 months prior to the Annual Board Meeting each July. During the Annual Board Meeting, new members will be onboarded and participate in the annual and new member training. See **Section II. A. 3** in the Organizational Framework for the recruitment and selection process of Governing Board members.

All Board members will be expected to adhere to the THRIVE Board member position description, Conflict of Interest Policy, Code of Ethics and Bylaws at all times. Any breach of these policies will result in disciplinary action, and depending on the severity of the case, potential removal of a Board member. Board members are representatives of THRIVE Community School and any unlawful activity or participation in any act deemed inappropriate by the collective Governing Board may also result in disciplinary action and/or removal from a Board position. Removal of a Board member will require a written statement by the THRIVE Governing Body detailing reasoning for request of removal at least 30 days prior to Board action. This document must explain the removal process, which includes an opportunity for the Board member to speak on their own behalf to explain or contest the matter. The Board will take any statements around the case into careful consideration prior to making a collective decision. Removal of a Board member requires a majority vote which can take place during regular or a special meeting.

Board members may resign at any time and are expected to provide a written notice expressing this intent. In the event that an out-of-cycle vacancy arises, the Governance Committee will initiate the recruitment process to ensure a timely presentation of a replacement Board member candidate to the full Board for its consideration and approval. The Board through the leadership of the Board Chair will evaluate committees and commitments of the outgoing Board member and delegate to existing Board members in a temporary capacity to support a seamless transition and continuation of duties.

In all cases of an unexpected vacancy, the selection process will begin immediately upon knowledge of vacancy and follow a strict timeline to ensure that the vacancy is filled within 45 days of the position being vacated.

#### Board Member Roles

All officer positions will be elected by the full Governing Board and will serve for one-year terms and can be re-elected annually.

**Board Chair:** The Board Chair will guide the entirety of the Board in following and implementing all school-related policies and regulations. During regular or special meetings, the Board Chair will preside over the meetings, ensuring alignment with all requirements of the Open Meetings Act 10-15-1. In this capacity, the Chair will oversee committee appointments, goals, and outcomes. The Chair will communicate with school leadership and community stakeholders around ongoing initiatives and annual goals. Finally, the Chair is ultimately responsible for evaluating the effectiveness of other members and keeping the Governing Body aligned with school mission and philosophy.

**Vice Chair:** The Vice Chair will step into the role of Board Chair in the event that the Board Chair is unable to attend a meeting or must step away from the post. The Vice Chair will be prepared to take on the role of Board Chair at any time which means clear and consistent communications around work priorities and needs must be maintained between these two roles.

**Treasurer:** The Treasurer holds the critical responsibility of accurately reporting to the entire Governing Board on the financial health of the school, anticipated financial reporting to state or other community

stakeholders, and any updated policy requirements. The Treasurer will serve as the Chair of the Finance Committee and will work closely with school leadership to develop the annual school budget that will be presented to the THRIVE Governing Board annually. The efforts managed by the Treasurer will support the entire Board in maintaining consistent awareness of the school's overall fiscal landscape.

**Secretary:** The Secretary is responsible for maintaining all Governing Body documentation, including meeting agendas and minutes, Board policies, meeting protocols, and any additional Board documentation as deemed appropriate. The Secretary will ensure all Governing Body members adhere to the Open Meetings Act requirements (NMSA 10-15-1) and post agendas, meeting minutes, and any other relevant Board documentation for public review as required and appropriate.

### Standing Committees

To ensure more in-depth focus and attention to the facets of the school, standing committees will be established. The Governance Committee is the one committee that must consist only of active THRIVE Governing Body members. All other committees may include other members of the school community. All members of the standing committees should have experience and/or expertise that they will contribute to committee efforts. Governing Body members will all have the opportunity to serve as standing committee members where they can contribute to the functioning and oversight of the standing committees.

Each standing committee must consist of at least 3 Governing Board members. One active board member will serve as the committee chair for each standing committee. The Governance Committee will present the Board with nominations for standing committee membership. Standing committee members must be nominated and voted in prior to serving on a standing committee. Election to the committee will take place during the annual Board training session. Elected committee members will begin their term immediately following this annual session.

Each Board committee will include at least 3 members. If the committee includes multiple members of the Governing Board, the committee must ensure membership does not constitute a quorum.

State requirements and school mission necessitates five initial standing committees.

**Governance:** The governance committee will be composed of currently active Governing Board members. This committee will maintain oversight of the Governing Board through annual Board evaluation, general monitoring, and management of the new Board member recruitment process. The Governing Board Chair will serve as the Governance Committee chair. *Ideal skills: School or university leadership, organizational leadership, human capital, strategy and planning, academic planning and success.*

**Finance:** The Finance Committee will be chaired by the Governing Board Treasurer and will be responsible for oversight of the school's financial health and sound financial practices. This committee will work closely with school leadership to review all school cash flow and budget documentation and present monthly financial reports to the Governing Body that are transparent, clear, and accurately reflect the state of the school's financial standing. The Finance Committee will serve as an external monitoring committee on budget and other financial matters. Finally, it should be noted that this is a required standing committee per NMSA 22-8-12.3. *Ideal skills: Finance, small business management, banking, school financial oversight.*

**Audit:** The Audit Committee will have two key responsibilities: preparing the school for the annual charter school financial audit and conducting an internal audit of the Governing Board. These two responsibilities will be staggered throughout the year. While this committee requires similar financial understanding as the Finance Committee, it should contain different members to avoid bias in audit findings. In preparation for the annual financial audit, the Audit Committee will facilitate the Request for Proposal process to identify an external auditor, which will be presented to the Board for final selections. The Audit Committee will serve as a liaison between the auditor and the Governing Body and school leadership to ensure all findings are communicated and formally reported. Upon completion of the annual financial audit, this committee will transition to the responsibility of developing a process for and conducting an internal audit of the organizational fitness of the school and Governing Board. This committee is a required standing committee per NMSA 22-8-12.3. *Ideal skills: Finance, budget management, leadership, auditing, compliance or management*

**Academic:** The Academic Committee is tasked with monitoring the schools' academic practices, outcomes, and progress towards goals on a monthly basis. It will also create and present regular reports for the entire Governing Body. The Academic Committee will monitor practice alignment to the key pillars of the THRIVE academic model, Mastery Learning, Expeditionary Learning and STEAM. Every quarter it will present an academic status report to keep the Board apprised of academic success as well as current challenges. This will be done to ensure that all Governing Board members are informed and adequately prepared to make the various decisions for the school as they arise.

**Diversity, Equity, and Inclusion:** The Diversity, Equity, and Inclusion Committee will be responsible for evaluating school policy, practice, school community concerns, and school initiatives related to diversity, equity and inclusion. As THRIVE works towards intentional diversity, careful evaluation of these aspects of school activity will be essential. This standing committee will include 1-2 Governing Body members, one of whom will act as committee chair, a student, parent, and additional community stakeholder. The group will strive to recognize bias, objectively evaluate practices, and present potential resources and/or solutions for consideration.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | A complete response must <ul style="list-style-type: none"> <li>• Include governing body bylaws in <b>Appendix A</b>; and</li> <li>• Summarize <u>key</u> governance components in the application response as follows:               <ul style="list-style-type: none"> <li>○ Membership structure (number, roles, length of terms)</li> <li>○ Officer structure (roles, election process, responsibilities, length of terms)</li> <li>○ Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms)</li> <li>○ Member selection, discipline, and removal processes.</li> </ul> </li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |



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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School intends to recruit and select a Founding Board and maintain an Annual Board whose skills, passions, and experiences reflect the mission, philosophy, and varied needs over time of the school itself. The primary responsibility of the Governing Body will be to ensure the financial, academic, and organizational success of THRIVE Community School. In this section, we outline the key qualifications for which members of the Board will be selected in order to maintain mission-alignment, achieve success in the mission specific goals, and ensure institutional success.

#### Governing Body Qualifications

The THRIVE Governing Board will bring skill and demographic diversity that represent the school community and its varied needs. Each member of the Board must have an unwavering commitment to maintaining awareness of the socio-political factors that impact the emotional and academic journeys of the THRIVE Community School's student body.

Careful consideration of talent and experience needs at every stage of the charter will ensure a Governing Body that can more immediately meet THRIVE's objectives. Initially, a Founding Board will be established to meet the needs of the charter writing and approval process and the first two years of operation. Upon approval, this Board will be positioned to transition into the first Annual Board. As member terms expire and new members are recruited, the 1-3 year future goals of the school will be assessed and articulated in the new Board job description to ensure any new member of the Board will be prepared to take on the exciting challenges of meeting the charter goals during their term. In consideration of Governing Body planning and recruitment best practices, the Founding Team referenced the National Charter Resource Center's guides on recruitment and Founding Board selection. The following Board skill and experience expectations will create a sustainable charter model, maintain accountability, and support THRIVE in reaching the intentions set forth in this charter and all subsequent charter renewal applications:

#### Mission Aligned

The THRIVE Founding Team has taken care to seek and recruit Board members whose personal and professional passion and experience clearly align with the mission, values, and educational philosophy of THRIVE Community School. This Founding Board will set precedent for future Board functioning, therefore each member will be invested in equitable academics, social emotional learning, and intentional diversity, and be prepared to maintain mission-alignment. Further, each selected Board member should have their own unique commitment to the community THRIVE intends to serve.

#### Academic Excellence

The THRIVE Governing Board will guide the direction towards outstanding academic outcomes and therefore must have knowledge and/or experience in what it takes to achieve academic excellence.

#### Critical Skill and Experience Areas



- Finance, grant writing, fundraising
- Education, school leadership or administration
- Local real-estate, building
- Governance, management
- Diversity, Equity & Inclusion
- Community outreach and leadership
- Legal or compliance
- Social Emotional Learning, STEAM, Equitable Academics
- Communications or marketing
- Talent acquisition, human capital, talent management

### Capabilities

In addition to professional experience, the THRIVE Board should bring a variety of additional capabilities to the team that will enable the school to successfully reach annual goals supporting the overall mission. Collectively, members will have the ability to provide:

- Sound fiscal oversight and the ability to identify areas of financial opportunity
- Collaborative approach with all Board members and school community
- Confident decision-making, particularly with challenging decisions
- Clear focus on mission and best interest of the school community
- Access to personal and professional networks that support overall school success
- Objective school oversight and evaluation of school leadership
- Professionalism in their ability to fulfill the Board requirements
- A reflective, growth mindset approach to governance

While the skill sets presented here are similar to those that legal counsel, school leadership, and educators will be expected to have, it is important to note the role of the Board is distinct in that they provide guidance, oversight, and accountability, and not management in their respective area(s) of expertise.

### Founding Board to Operational Board

In reviewing the key priorities for the initial phases of applying for the charter and transitioning to a fully operational school upon approval, the THRIVE Founding Team reviewed the critical skill sets needed at this time. Each member and their professional qualifications and expertise is noted below.

**Figure 64: Proposed Founding Board**

| Name & Board Role                              | Professional Qualifications   | Committee Roles   |
|--|---|---|
| <b>Yesenia Bermejo</b><br><br><i>Secretary</i> | Ms. Bermejo has her BA in English Language Literature. She is a Breakthrough Santa Fe alumnae and Graduate Teaching Fellow, 2015 Davis New Mexico Scholar, Youth Program Assistant for the Non-profit Foundation Communities in Austin, Texas, and student volunteer for American Youthworks, Literacy Coalition of Central Texas, and El Buen Samaritano. She is currently the | <b>Diversity, Equity &amp; Inclusion Committee</b><br><br><b>Governance Committee</b> |

|   |   |   |
|---|---|---|
|   | Community in Schools Coordinator at Nina Otero Community School in Santa Fe.  |   |
| <b>Mary Rose C de Baca</b>              | Dr. C de Baca has her Ed. D in Educational Leadership from the University of New Mexico. She has deep experience in New Mexico education across a variety of roles. After starting as a classroom volunteer for her children, she was quickly recruited to pursue higher education to become an educational assistant, and then eventually a teacher. She continued her higher education journey and eventually became principal of Santo Domingo Elementary, where she oversaw significant improvements in attendance, achievement, student self-esteem, reduced referrals to special education, and increased parent and community involvement. She continued her career in education as Director of Human Resources and eventually Deputy Secretary of Education in the Educator Quality Division at the New Mexico Department of Education. | <b>Academic Committee</b><br><b>Finance Committee</b> |
| <b>Brian Crider</b><br><i>Treasurer</i> | Mr. Crider is a Fixed Income Analyst for Thornburg Investment Management. He earned his BA in economics from Occidental College and MBA from UCLA Anderson School of Management. Prior to Thornburg, he spent 10 years at Frazier Capital, where he specialized in valuing privately held businesses for transaction and lending purposes. He grew up in the East Mountains region of New Mexico and resides in Santa Fe and is excited to support THRIVE.  | <b>Finance Committee</b><br><b>Audit Committee</b>    |
| <b>Nora Geiss</b><br><i>Vice Chair</i>  | Ms. Geiss holds a BA in the Philosophy of Science/Creative Writing. She has worked with organizations since 2004 in the areas of communication, branding, digital/social strategys, copywriting, naming, and verbal identity. She has extensive experience supporting work related to development and aligning the mission, vision, and values statements for nonprofits and businesses. Her current work focuses on consulting with global corporations, small business, and startups to define strategy, refine portfolio approaches, launch products,  | <b>Audit Committee</b><br><b>Finance Committee</b>    |

|                           |  |  |
|---------------------------|--|--|
|                           | raise funds, and solve problems through strategic, creative, and technological solutions.  |  |
| <b>Jose Lopez</b>         | Mr. Lopez has his Bachelors of Science in University Studies from the University of New Mexico. He obtained his Master of special education from the University of Phoenix. He worked with adults with disabilities for seven years and has worked with SFIYBP basketball as a coach for 11 years. He currently serves as the contact special education teacher at Cesar Chavez Community School.  | <b>Academic Committee</b><br><br><b>Diversity, Equity, and Inclusion Committee</b>   |
| <b>Mary Louise Romero</b> | Ms. Romero has a BA in Human Services Management. She is currently the Restorative Justice Coordinator for Santa Fe Public Schools. She previously served as the director for an alternative education program for 18 years. Her work in restorative justice practices for the last 27 years includes victim/offender mediation, conferencing, peace-making circles, and peer panels. She also contracts with Teen Court in Santa Fe to facilitate Restorative Justice cases.  | <b>Governance Committee</b><br><br><b>Diversity, Equity, and Inclusion Committee</b> |
| <b>SJ Miller</b>          | Dr. Miller, a trans* + disciplinary award-winning teacher, writer, activist, and scholar, is professor in the Teacher Academy at the Santa Fe Community College and Adjunct Associate Faculty in the Ed.D. program in Educational Leadership and Learning in Organizations at Vanderbilt University. sj is a literacy specialist whose emphasis is on social justice and gender identity in pre-K through university level teaching. Over the past 17 years, sj has worked in different contexts with both undergraduate and graduate students and served in different capacities in University-based Teacher Education Programs. sj has written over 30 book chapters, over 50 articles, 8 books, including Teaching, Affirming, and Recognizing Trans and Gender Creative Youth: A Queer Literacy Framework, which was translated into Spanish by UNESCO and awarded the 2017 AERA Exemplary Research Award for Outstanding Book and the 2018 Outstanding Book by the Michigan Council of Teachers of English. | <b>Diversity, Equity, and Inclusion Committee</b><br><br><b>Academic Committee</b>   |

|   |   |  |
|---|---|--|
| <b>Randi Valverde</b><br><br><i>Board Chair</i> | Ms. Valverde received a Bachelor of Arts with Honors from New Mexico State University in Government, with a supplement in Law & Society. She also earned a Juris Doctor from the University of New Mexico School of Law. She is a native New Mexican, and she has practiced law in New Mexico for over 11 years, including employment law and administrative law. She is a Shareholder at Montgomery & Andrews, P.A.  | <b>Governance Committee</b><br><br><b>Academic Committee</b> |
| <b>Donald Walcott</b>                           | Mr. Walcott has been a Member of the State Bar of New Mexico since 1996. He is admitted to practice in Federal Court for the District of New Mexico and the United States Court of Appeals for the Tenth Circuit. He is a long-term member of the First Judicial District Bar, the Oliver Seth American Inn of Court, and the New Mexico Real Property, Probate and Trust Section. He was an attorney at Scheuer, Yost & Patterson from 1996-2010 and Shareholder from 2002-2010. He and his wife Alison M. Walcott started The Walcott Law Firm in 2011. The firm changed to Walcott & Henry in 2012 when Charles V. Henry joined the firm, and to Walcott, Henry & Winston, P.C. in 2015 when Rachel L. Winston joined the firm. He practices in the areas of commercial and real estate transactions and civil litigation. | <b>Audit Committee</b><br><br><b>Finance Committee</b>       |

The THRIVE Founding Board has a wide range of professional qualifications and mission-aligned skill sets. Three members have extensive experience in the field of education and those experiences range from traditional to non-traditional, higher education, and educational leadership and governance. The educational skill sets the Board members bring cover the spectrum of STEAM education and provide a rich background from which to draw in support of academic rigor and excellence.

A critical function of the THRIVE Governing Board will be to select and evaluate effective, dynamic school leadership. As longtime Santa Fe community members committed to young people's social emotional and academic wellbeing, and with a collective 30+ years of educational leadership, strategic planning, and/or management experience, this Board is uniquely positioned to select school leadership that will help to realize the goals and mission set forth in the charter. The Founding Board has experience in restorative justice, finance, law, educational leadership, teacher and administrator training programs, and organizational oversight. They are well-qualified to provide school leadership with an objective evaluation and opportunities for success in the role.

Upon authorization, the Founding Board will bring their many skills and commitments to our community to begin to bring the charter vision to life. Strategic planning, marketing and recruitment, DE&I considerations, and curriculum and instruction quality and adherence to the mission specific goals will be immediate needs for THRIVE Community School. The selected Founding Board are well equipped with the skills to meet these needs.

The Governing Board will be in compliance with NMSA 22-8-12.3, specifically committing at least two (2) governing board members to the Finance and the Audit Committees where they will conduct the critical work of preparing the Governing Board and school leadership for the annual audit process as well as ongoing financial sustainability.

Board roles have been determined based on individual skill sets that are best suited to promote aspects of the THRIVE educational model. In close collaboration with school leadership and key school personnel, the Governing Board will serve as a guide and facilitator of alignment with all aspects of the approved charter, keeping in mind accountability to public trust and mission fidelity.

Each Founding Board member either grew up in the areas of Santa Fe where the THRIVE intends to operate, or they have lived and worked here for a significant number of years. This depth of knowledge and personal commitment to the community allows Governing Board members to serve in a capacity to really make a difference, to help young people reach their potential and find joy in an academic path. Members of the local community serving as Founding Board members will keep THRIVE Community School in tune with and responsive to community needs. This team will ensure the undertaking of a successful planning year that will lead to a vibrant school option becoming available to students in the Fall of 2022.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular membership;</li> <li>Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school;</li> <li>Include a list of all proposed initial governing body members, describe each proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require; and</li> <li>Specifically address how the governing body will have the skills to               <ul style="list-style-type: none"> <li>Ensure student success and academic achievement;</li> <li>Oversee the stewardship and management of public funds and responsible government accounting;</li> <li>Ensure compliance with legal obligations related to government organizations and public schools;</li> <li>Select and oversee a qualified and highly effective school leader; and</li> <li>Support the applicant team in moving from an application to a fully operational school.</li> </ul> </li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

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

ENTER APPLICANT RESPONSE HERE:

The success and sustainability of THRIVE Community School will rely heavily on the professionalism, expertise, and commitment of a carefully constructed Governing Body. The selection and recruitment process must be deliberate and well-planned, with nothing left to chance or circumstance. The Santa Fe community is tight-knit, with many qualified individuals committed throughout the community, managing competing priorities. Agreeing to serve as a Board member is a significant commitment and must be approached as such, from both the side of the recruitment team, and the Board member being recruited. Governing Body members are stewards of public funds and trust. The various responsibilities a Governing Body must oversee require deep commitment and expertise. A strategic recruitment and selection process will show that THRIVE Community School is an organization that stands behind its mission and is worth the time and investment any member of the community would contribute to the effort of maintaining school sustainability and mission-alignment. This will also ensure that the right people are selected for the available roles they would take on. Early investment in a deliberate, well-planned Governing Board recruitment model that reflects the values of THRIVE Community school is something for which the Founding Team is prepared and already recognizes the benefits. We have utilized the best practice model of Charter School Governing Board Recruitment Tools Guidebook, created by the National Charter School Resource Center. Additionally, we have leveraged founding member experience in educational recruitment and selection model development to further our Governing Body recruitment and selection process.

### THRIVE Recruitment and Selection Model

#### Governing Body Qualifications

The first phase of the recruitment and selection model is a planning phase. During this phase the Governing Body will review the position description and selection process guidelines to ensure they are in alignment with the THRIVE Community School Bylaws (see **Appendix A**). Next, a recruitment matrix will be developed to map both the goals for the next 1-3 years and the skill sets of the current Board members. Gaps in required skill sets can more easily be identified and prioritized through this process. The recruitment matrix will provide the building block for later position descriptions, interview questions, and selection rubrics. Further, skills that may be lost when board member terms end, can be identified and proactively networked for future recruitment efforts

**Figure 65: Governing Board Member Recruitment Matrix Snapshot**

| Goal                                 | Required Governing Board Skill   | Current Member Expertise  | Identified Skill Need                           |
|--------------------------------------|--|---|---|
| <b>Increase funding opportunity.</b> | Grant opportunity awareness<br>Connection with specific granting organizations<br>Understanding of grant usage requirements and expectations | Grant opportunity awareness<br><br>Understanding of grant usage requirements and expectations | Connection with specific granting organizations |

|  |  |                      |  |
|--|--|----------------------|--|
| <b>Create a science lab for middle school.</b> | STEM grant opportunity awareness<br><br>Networks within local laboratories (LANL, Sandia, LabCorp)<br><br>Facilities knowledge | Facilities knowledge | STEM grant opportunity awareness<br><br>Networks within local laboratories (LANL, Sandia, LabCorp) |
|--|--|----------------------|--|

All members of the THRIVE Community school will have the opportunity to contribute access to their own networks throughout the community. Specifically, school leadership and current Governing Body members will create a database of potential board recruits for future vacancy needs. This database will be maintained by the Governance Committee on an ongoing basis. The Governance Committee will identify needs in the network database and ask Board members and school leadership to seek these out proactively prior to resignations or term ending.

### Recruitment Model

THRIVE Community School will approach recruitment proactively by engaging in an ongoing practice of recruitment, regardless of vacancy need. This will be done through active and passive Governing Board member recruitment strategies. For positions that will be vacant due to the term limit, recruitment should begin 3-4 months prior to the sitting Board member departure. This will allow for a thorough recruitment and selection process while also leaving time for a transfer of knowledge between the incoming and outgoing Board members.

### Active Recruitment

When a Governing Board position has been vacated or a skill set has been identified as lacking on the Board, a Board member vacancy will be created. A vacancy will result in the creation of a position description and the active recruitment process will be initiated.

### Active Advertisement

Upon agreement of the Board member position description, the position must be actively advertised. This will be done by posting the position description on the THRIVE Community School website and social media sites. Governing Board members and school leadership will take a lead in sharing the position through their own networks channels, such as LinkedIn or professional network email groups. Finally, all relevant online Governing Body recruitment and communication sites should be leveraged to advertise the position outside of the immediate school community.

The position posting will be shared through the school newsletter and communicated to all community partnerships. This information will be advertised on a regular basis, as appropriate, in an effort to fill the vacancy within 45 days and prior to board member departure.

### Network Database Review

The Governance Committee will conduct a thorough review of the network database to identify potential Governing Board member candidates and put forward any individuals who may be able to serve in the required capacity. If there are no potential leads in the database, the Governance Committee should identify this as a network need and continue work to passively seek community members with this required skill after the immediate Board vacancy has been filled.



All potential candidates should be presented to the Governing Board by the Governance Committee on a weekly basis until the position has been filled through a formal and public vote of the full Board at a Board meeting.

### **Candidate Cultivation**

The Governance Committee will maintain a candidate cultivation packet that can easily be shared with any potential candidate for a Governing Board position. This packet will include all relevant school and key charter information, academic data, recent school success, engaging media and a brief description of the current board roles and responsibilities as well as efforts currently underway.

### **Passive Recruitment**

Passive recruitment will be essential to ensuring a rich pool of Governing Board member candidates when a vacancy arises. Passive recruitment is the process of cultivating potential candidates through networking, consistent communication, and school community involvement on a regular basis whether or not there is a vacant Board member position. The individuals in the network database that will be maintained by the Governance Committee will receive the regular school newsletter, invitations to important or exciting school events, quarterly communication from at least one active Governing Board member, and involvement in any other school community opportunities as appropriate. Promising Board members who may not have been selected for previous roles should be included in all passive recruitment efforts. While this effort will increase the potential of any candidate pool, it will also strengthen the overall school community by keeping in relevant, consistent contact with individuals who care about students and efforts of THRIVE Community School.

### **Timelines**

Vacant Governing Board positions will be filled within 45 days of vacancy notice and before the sitting member is no longer in the position. The passive recruitment process will alleviate much of the pressure around a Board member candidate search, however this will not resolve all concerns related to a timely and effective selection process. All Board members will be committed to meeting rigorous timelines and conducting the critical work of objectively evaluating all qualified candidates as their candidacy is presented. Communication acknowledging interest and offering selection timelines should occur 2-4 days from the time a candidate expresses interest.

### **Selection**

The selection of a Governing Board member should be a consistent process where biases have been identified and addressed, a clear rubric applied through all phases of the evaluation process, and applied in the same way for each candidate at each level of evaluation. Questions will be determined ahead of time and a rubric will be used throughout the process to remain objective and fair. Candidates will be evaluated on their ability to meet position requirements, their alignment with THRIVE Community school mission and educational philosophy, and their commitment to the community THRIVE serves.

### **Initial Evaluation Phase**

As Governing Board members and school leadership recruit potential leads for the Board member vacancy, candidates should be evaluated on a rolling basis. A thorough review of CV or resume and other supporting documentation, and an introductory conversation with one or more Board members will take place during this phase of evaluation. This phase will determine if the candidate meets position requirements and if their references support their candidacy.

### Secondary Evaluation Phase

As candidates are determined to be minimally qualified they should be invited for a secondary evaluation to determine if they are/could be committed to school mission, educational philosophy, and if they are available to meet the position requirements and obligations. This secondary evaluation phase will be conducted during a brief meeting with one member of the Governance Committee, and a meeting with one member of the school community. It is at this time the candidate will be invited for a school tour and key aspects of the charter will be discussed in detail.

### Final Evaluation Phase

If the secondary evaluation phase does not screen the candidate out, they will be invited to meet in person or virtually with the standing committee of which they would potentially be a part. If this final phase of evaluation is successful, the candidate should be immediately moved to the roster of candidates for final consideration by the THRIVE Governing Body.

### Candidate Presentation

The Governance Committee will present viable candidates to the Board upon successful completion of the final evaluation phase. The Governing Board will review each rubric of the final roster and discuss potential concerns, including any conflicts of interests that may occur with any candidate (**Attachment F**) The Governing Board will then move to vote on the remaining candidate(s).

The THRIVE Community School Bylaws (**Appendix A**) require a 2/3 vote of the full Governing Board. The final successful candidate will be contacted by the Board Chair or Vice Chair and given a verbal Board position offer. If the candidate verbally accepts, the Secretary will send the individual the position description along with the agreement which must be reviewed, signed, and returned as verification of the formal Governing Board position offer.

### Recruitment Considerations

The recruitment process can be time intensive and involved. It is critical that specific considerations are made during this process to leverage efforts to gain maximum return on investment.

### Not Selected Communications

Any candidate who was not selected for any phase of the evaluation or selection process should receive verbal communication stating final outcomes of the process by a member of the Governance Committee. The recruitment process requires time commitments and effort on both sides and consideration of that time investment should be demonstrated through timely, effective communication. The Governance Committee will take care in cultivating not-selected candidates for either future board positions or opportunities within the school community.

### Retention

In presenting a rigorous evaluation and selection process, the THRIVE Community School Governing Board aims to select the best Board members for the job and set a tone of transparency, professionalism, and care. The work of every Board member is crucial to the success of the school and each person will bring a great deal of themselves to this effort. In using this as our frame of reference, our goal is that the role of a THRIVE Community School Board member will be a rewarding experience and that members will remain in the role for the duration of their term, finding great joy in their work.

**Commitment**

The THRIVE Community School Founding Team is committed to a recruitment and selection process that will usher in a well-equipped Governing Board that will execute many of the crucial functions such as financial oversight, academic accountability, and organizational requirements. This work will allow the school to maintain mission alignment and remain accountable to the public trust. The Governing Board will be in compliance with NMSA 22-8-12.3, specifically committing at least 2 governing board members to the Finance and the Audit Committees where they will conduct the critical work of preparing the Governing Board and school leadership for the annual audit process as well as ongoing financial sustainability.

THRIVE Community School's success will begin with these foundational systems that will bring the very best individuals to the work we aim to do. Immediately upon PEC approval, the Governing Board and Governance Committee will work to execute this essential recruitment process and fill the remaining Board positions with the skill sets required for a successful school model. These rigorous, effective recruitment and selection practices will ensure thorough vetting of all Governing Body members who will bring a deep commitment to academic excellence, financial stewardship, and organizational fitness.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties;</li><li>• Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties;</li><li>• Describe how the processes will ensure that all governing body vacancies are filled within 45 days;</li><li>• Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2); and</li><li>• Describe how the processes will ensure that governing body members are vetted appropriately to ensure they are able to meet the obligations and fulfill the responsibilities of governing body service.</li></ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

**B. Governing Body Training and Evaluation.**

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

ENTER APPLICANT RESPONSE HERE:

Through clear oversight and decision making, the THRIVE Community School Governing Board will ensure that the school remains fiscally responsible, legally compliant, and academically and organizationally aligned with the approved charter. In preparation for this critical responsibility, the Governing Body will participate in ongoing, timely training, approved or provided by the New Mexico Public Education Department. All training will provide the knowledge and skills necessary for Board members to effectively execute their responsibility of ensuring THRIVE maintains alignment with the approved charter and all state and federal regulations.

In accordance with New Mexico State Statute (NMSA 22-8B-5) and the New Mexico Administrative Code (NMAC 6.80.5.8), all Board members will complete the required Board member trainings in the following areas: ethics and responsibilities, fiscal requirements, academic data evaluation, open government, legal and organizational performance requirements, culturally and responsive practices, and other charter-specific topics.

**Governing Body Training****New Board Member Training**

New Governing Board members are required to complete a minimum of 10 hours of training. The topics covered are ethics and responsibilities (2 hours), fiscal requirements (2 hours), academic data evaluation (1 hour), open government, legal and organizational performance requirements (1 hour), culturally and responsive practices (1 hour), and the remaining required training will focus on school identified training needs (3 hours). All mandatory training will be provided or approved by the Public Education Department New Mexico State Statute (NMSA 22-8B-5.8). New Board members must complete a minimum of 7 hours of training provided by the Public Education Department prior to becoming a voting member of the board.

**Onboarding**

THRIVE's new Board member onboarding process is considered part of the overall Board training process. This will establish a pathway into the role that clearly articulates the expectations and regulations by which each member must adhere to. Onboarding will be provided by the Governance Committee and at least 1 member of school leadership. The onboarding will consist of the following internal trainings that align with the Board Handbook (pending approval by PED):

- Welcome meeting with Governance Committee and school leadership
- Charter overview to highlight key aspects, i.e., goals and educational model, allow for Q&A
- Board Bylaw and Policy overview to highlight key aspects verbally and allow for Q&A
- Governance structure and requirements, and current board status
- Financial overview, aspirations, audit status, and potential concerns
- School status, staff, current academic and organizational status, challenges and successes
- Intentional Diversity, SEL, and Equitable Academic functions, challenges and successes
- Overview of community partners
- Standing committees they will be a member of (if applicable)

While this onboarding session will strive to communicate much of the most relevant information for the role the new Board member will take on, it is still incumbent upon this individual to thoroughly review the Board Handbook independently and refer back to it on an as needed basis.

Upon authorization by the Public Education Commission, THRIVE will follow the required protocols with PED to allow for the Governance Committee to begin internal training at the inaugural Governing Board retreat.

Any Board members that join after the Annual Board retreat will go through the same topics and process but in an off-cycle internal training. The onboarding session will be prepared during the recruitment and selection process to provide the newly selected Board member immediate access to the necessary training. Internal training will be delivered within the 45 day time frame of the selection process, upon new Board member agreement confirmed and signed. The new Board member will be required to participate in the PED-sponsored training within 2 months of joining the Board. If a new Board member has extenuating circumstances that prohibit them from participating in the required 7 hours of training and onboarding within the first 2 months of being in the role, there will be an alternate process by which they must follow. The new member must:

- Submit a training waiver request to PED
- Demonstrate extraordinary circumstance for missed trainings
- Complete the PED's "two-hour essentials" virtual course and score 80% on the end of course assessment on the first attempt
- Complete the "two-hour essentials" training within 1 month of receiving approval of the waiver
- Following the waiver period, the new Board member will complete 10 total hours of training within the first fiscal year of service<sup>147</sup>

### Continuing Annual Board Member Training

Continuing Board members will complete a minimum of 8 hours of training in public official/charter school Governing Body ethics and responsibilities (1 hour), charter school fiscal requirements (3 hours), understanding and evaluating academic data (2 hours), open government, legal, and organizational performance requirements (1 hours), and one equity and culturally and linguistically responsive practices (1 hour). The annual Governing Body evaluation conducted by the Governance Committee will inform the areas of growth for the Board which will serve as a road map for additional training requirements for any given year. All mandatory trainings will be provided or approved by the Public Education Department New Mexico State Statute (NMSA 22-8B-5.9)

### Beyond the Minimum

In an effort to bolster a governing body with the most relevant information related to academic excellence, social emotional learning, diversity and equity. THRIVE Community School will work to receive approval from PED for training opportunities in addition to the NMSA requirements. These training opportunities will be selected based on the needs assessment conducted during the annual Board training informed by leaders in the respective fields. Typically, the additional training will occur during the Annual Board Retreat to be mindful of Board member time and the overall budget allowance for training. Should a specific training opportunity in an area of concern or interest for the Board, THRIVE will seek appropriate approvals and apply previously designated training funds for that

<sup>147</sup> New Mexico Public Education Department, "New Mexico Administrative Code § 6.80.5.8 r.," Retrieved 4/10/2021, <http://webnew.ped.state.nm.us/wp-content/uploads/2018/01/New-GB-Member-Form.pdf>.

opportunity. To maximize time and financial resources THRIVE will seek training opportunities that are dynamic and engaging in a virtual environment. This will reduce travel costs and time commitments for trainees.

#### Training Team Roles and Responsibilities

The internal training team will consist of all members of the Governance Committee, and a member of school leadership. School leadership will be responsible for seeking all training approvals and any necessary waivers from PED. Additionally, all training materials will be prepared by school leadership. The Board Chair will be responsible for the overall training facilitation and assigning appropriate members of the Governance Committee to the different components of the internal training. The Treasurer will deliver all financial components of the training. The Secretary will be responsible for all training logs, recording completed training dates, times, and topics. The Secretary will be responsible for tracking remaining required training hours and topics to complete before the full term of service for each Board member. This tracking will be regularly maintained and updated as training takes place, ensuring all Board members are up-to-date and compliant with Board training requirements.

#### Projected Costs and Budget Planning

The THRIVE Founding Team has allocated \$7,500 for Board training (see **Appendix G: Five Year Budget, Function 2300, Object 55812**). The majority of annual training will be provided by the Public Education Department at no financial cost and the THRIVE Governing Board will participate in those training opportunities. This proposed budget will provide for mileage, if the training is located out of Santa Fe County. THRIVE will explore the options of training resources offered by the New Mexico Coalition of Charter Schools, the New Mexico School Board Association, and other PED-recommended training opportunities. Many training opportunities provided by these organizations are high quality at little or no cost, an excellent resource to ensure we remain within the budget allowance for training.

| Rating                                 | Expectations   |
|--|--|
| <input type="checkbox"/> Meets         | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties;</li> <li>Identify a plan for annual governing body training, including action steps, timelines, and responsible parties, include how it will be tracked and monitored.</li> <li>Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements, including any requirements that may change from year to year;</li> <li>Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and</li> <li>Ensure the onboarding process and training plan address training on the open meetings act and responsibilities.</li> </ul> |
| <input type="checkbox"/> Approaches    |  |
| <input type="checkbox"/> Does Not Meet |  |

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]

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

ENTER APPLICANT RESPONSE HERE:

The THRIVE Founding Team firmly believes that the practice of self-reflection and objective evaluation is essential to a healthy school culture. Evaluating one's practices, goals, successes, and challenges is something in which students, teachers, school leaders, and the Governing Body will regularly engage with a growth mindset. As the initial aspects of building school culture begin to take shape, the Governing Board will be the team to set the first examples and maintain a system of self-evaluation that will make note of best practice, strive to recognize and then overcome challenges and utilize this information to reach the rigorous goals set each year.

The Governing Board will engage in formal and semi-formal evaluation processes, through which data will be collected, analyzed, and all results considered as a means of continuous improvement while maintaining the healthy school culture essential to school success. Various methods of self-evaluation have been studied and referenced as best practices in the development of THRIVE's Governing Board self-evaluation plan. The key sources utilized to help inform our process outlined here are Center for Nonprofit Leadership at Adelphi University<sup>148</sup>, Board Source, Center for Nonprofit Excellence<sup>149</sup> and Charter School Board University.<sup>150</sup>

### Governing Board Self-Evaluation Process

#### Regular Meeting Evaluation

Each monthly regular Board meeting will conclude with a brief meeting survey. This survey will be completed electronically using google forms to facilitate anonymity and user ease. The survey will consist of 5 questions with a rating of 1-3 (1 Yes/Effective; 2 Not Quite/Needs Improvement; 3 No/Ineffective).

- Did we accomplish the meeting's key priorities, avoiding off-task discussion or behavior?
- Was member time utilized effectively and with consideration?
- Are action items, responsible parties, and respective next steps clear?
- Did you feel your perspectives, insights, concerns were heard and/or included in the meeting?
- Was the meeting conducted respectfully and professionally, towards THRIVE's mission, goals and academic achievement?

Data from each meeting will be reviewed by the Board Chair and Secretary. Concerns will be noted and taken into consideration for the planning of the following meeting. Any concerns that show for two consecutive months or within a 3-month timeframe should be addressed among Board members collectively during the next meeting, as an agenda item, with an intent to improve and resolve the concern. Regular meeting evaluations will be summarized 120 days before the annual retreat to identify trends and potential growth areas for the coming year. If successful changes have been made as a result of the semi-formal process, this should be noted as a best practice and recognized during the annual retreat. Any recommendations that result from the regular meeting evaluation analysis should be included with the annual Board evaluation recommendations.

<sup>148</sup> Adelphi University New York, "Tools for Executive Directors and Boards of Directors," Retrieved on March 7, 2021, <https://www.adelphi.edu/nonprofit/resources/tools-for-executive-directors-and-boards-of-directors/>.

<sup>149</sup> New Mexico Association of Grantmakers, Center for NonProfit Excellence, "Board Development," Retrieved on March 7, 2021, <https://www.centerfornonprofitexcellence.org/resources/board-development>.

<sup>150</sup> Brian L. Carpenter, *Charter School Board University*, The National Charter Schools Institute, 2nd Edition, 2009. New Mexico Public Education Commission, approved January 15, 2021



**Annual Governing Board Evaluation**

The annual Board evaluation will be at least 120 days before the annual Board retreat that would take place in July. This will allow for the evaluation to take place, data to be analyzed, and recommendations to be made to the Board 90 days before the annual Board retreat. A thorough evaluation will provide insight that will inform (1) necessary board training and (2) goal setting. It is important that each Board member participates in the overall Board evaluation and individual self-assessments.

**Annual Evaluation Components**

The evaluation measures will be comprehensive and inclusive of all members of the school community to present an accurate overview of Governing Board performance. The components listed here will support an evaluation process aligned with the key charter functions.

**Board Structure**

This will assess Board membership in number, consistency in retaining the required number of Board members throughout the year, member experience and qualification, skill set diversity as well as the ability to retain the required skill sets, position description execution, effectiveness of the standing committees, and the recruitment and selection process.

**Financial and Oversight**

This measure will examine the overall fiscal health and current budget, audit preparation, accuracy of all financial records and fiscal management. Additionally, this will evaluate the structure of the annual budget and how effectively it ensures fiscal responsibility and accountability to public trust.

**Legal and Organizational Oversight**

The Board's oversight of legal and organizational aspects of the charter will be a critical aspect of the evaluation. This specific measure will evaluate adherence to Bylaws and protocols in the Governing Board Handbook, as well as any additional state or federal legal requirements. It will evaluate each Board member's training records and adherence to open meeting requirements. Also, this component of the evaluation process will capture quantitative and qualitative data on parent and teacher grievances and how effectively the Board was able to hear and take necessary steps in resolving those grievances. It will also allow for careful consideration of how the Board supported the approved charter and its key organizational requirements.

**Leadership Oversight**

This measure will evaluate the Board's ability to recruit and select effective school leadership dedicated to the school mission and philosophy and objectively evaluate with the position expectations in mind. This measure will also evaluate the effectiveness of school policy, transition plans, and human capital management.

**Mission and Philosophy Alignment**

A key responsibility of the Board is maintaining mission and philosophy alignment and this will be heavily reflected in the evaluation process. The overall mission and school goals, accountability plan, mission-specific indicators, academic achievement and success, community inclusivity, and overall progress as an academic institution will all be factors evaluated in this specific measure.

### Diversity, Equity, and Inclusion

The Governing Board will reflect regularly on the overall school practices related to diversity, equity, and inclusion, however the annual retreat will be an opportunity to reflect at a deeper level and address concerns through proactive solutions and goal-setting. This measure will evaluate curriculum implementation and outcomes, leadership and educator practice, parent and community inclusivity, as well as complaints or concerns and overall school climate.

### Standing Committee Evaluation

Each standing committee will evaluate its effectiveness in a semi-formal evaluation process conducted through dialogue and a focus on the following criteria:

- Did we meet our committee goals this year?
- Are group dynamics effective with a consistent focus on school mission?
- Where is change necessary and how will it be accomplished?

This semi-formal evaluation will be documented by one member of the committee 90 days before the annual retreat. Growth areas will be clearly noted and submitted to the governing board for consideration in the annual retreat recommendations.

### Community Feedback

The THRIVE Community School Founding Team is committed to a 360-degree feedback process by which our students, families, teachers and staff and other community stakeholders have a platform to share their perspectives on the academic and organizational performance of the school and charter goals. This feedback will be carefully considered and analyzed to identify key best practices, concerns, and areas for improvement.

In early April, prior to the Governing Board retreat, feedback will be requested from the community. A feedback survey will be specifically designed for students and distributed and collected through teachers. Teachers will receive a survey through their school email and should be designed to take no more than 7 minutes to complete. A separate feedback survey will be shared with families and community stakeholders via email list serves, newsletter, and social media platforms. All survey responses will be anonymous to all for more accurate, robust data sets. The annual community feedback will not be the only mechanism by which the community will have to voice ideas or concerns, however including this measure in the annual evaluation will ensure community voice will be represented in the considerations of annual goals and specific training for Board members. Surveys will be developed in each of the languages present within the school community to ensure that all members have the opportunity to participate.

### Data Analysis and Recommendation Report

Once all data has been collected from the various Board evaluation components, it will be analyzed and reflected in the annual Board Recommendation Report. The community and regular meeting survey data will be reflected directly from the aggregate Survey Reports. The annual board evaluation will require a clear rubric and rating scale (Likert scale 1-5). Rubrics will be reviewed at each annual retreat and shared with the Board and school leadership following the annual Board retreat, so that the Governing Board will clearly understand how it will be evaluated year over year. This annual board recommendation will be generated by the Governance Committee and shared with the Board 45-60 days before the annual retreat and will help inform annual goal-setting and necessary training for Governing Board members. A copy of the annual board evaluation can be found in **Attachment I**.

The THRIVE Community School Founding Team believes that the Governing Board evaluation process should be honest, reflective, and inform the direction of the Board. For this reason, the evaluation process will be thorough and provide robust data sets to inform aspects of school evolution and improvement. Continuous improvement is crucial for the school to reach the ambitious goals within the charter. Therefore, our evaluation process reflects our deep commitment to building a culture of continuous improvement throughout the school community, particularly with the Board.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards;</li> <li>include action steps to obtain feedback from, at a minimum, parents and families and all willing staff;</li> <li>The plan must include action steps to evaluate the effectiveness of the governing body in the following: <ul style="list-style-type: none"> <li>maintaining regular membership that has all of the required qualifications and skill sets identified in question A.(2)</li> <li>meeting all training requirements</li> <li>ensuring student success and academic achievement</li> <li>ensuring fulfillment to the school's mission</li> <li>overseeing the stewardship and management of public funds and responsible government accounting</li> <li>ensuring compliance with legal obligations related to government organizations and public schools</li> <li>selecting and overseeing a qualified and highly effective school leader</li> <li>addressing grievances received from staff and parents and families; and</li> </ul> </li> <li>Describe how the identified plan will focus on and support continuous improvement.</li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

### **C. Leadership and Management.**

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

ENTER APPLICANT RESPONSE HERE: The THRIVE Community School Governing Board will ensure charter compliance and positive growth outcomes by dedicating itself to a consistent, reflective, monitoring process of the schools' organizational, financial, and academic outcomes. The Founding Team understands that this focus must be unwavering as often distractions can be detrimental to the overall execution of the charter, and ultimately student success. In compliance with Public School Code 22-1-1, Local School Board Powers Duties 22-5-4, and the New Mexico Administrative Code (Procedural Requirements 6.29.1.9), the THRIVE Community School Governing Board will follow a prescribed monitoring plan and evaluate unique matters that require immediate attention on an as needed basis. This plan has been informed by recommended best practices noted in the New Mexico Public Education Commission Charter School Performance Framework and the National Charter School Resource Center. The monitoring process will be executed by relevant standing committees, and school leadership by way of regular transparent reporting mechanisms. Where necessary or appropriate, community stakeholders may contribute data or information for a more comprehensive view of any particular issue related to that aspect of monitoring.

While the Governing Board has many priorities, a primary focus will be held around academic outcomes and the financial and organizational health of the school.

#### **Governing Board Outcomes Monitoring**

##### **Academic and Educational Quality Performance**

THRIVE Community School leadership will prepare an Academic and Educational Quality Performance dashboard for each Board meeting (**Attachment D Monthly Academic Performance dashboard**). Data relating to the most recent short cycle assessments, interim assessments, state mandated assessments, and overall classroom performance data will be presented in an easy-to-read format. The data will show academic outcomes of students by grade level, ethnicity, economic adversity, English Learner status, and special education status. Performance trend concerns will be elevated in the dashboard for immediate consideration of necessary action or planning. Where continued negative trends persist, the standing Academic Committee will hold a meeting to assess intervention options and ensure students receive the necessary support to maintain a positive academic trajectory. Performance success will be noted, capturing best practice, and celebrating the efforts of both students and educators.

Quarterly, the Governing Board will evaluate academic and educational quality performance against the Public Education Committee's Academic Framework.<sup>151</sup> This will be conducted quarterly to ensure that the practice aligns to the measures of the authorizer and maintains a consistent focus on student academic proficiency, growth among subgroups, college and career readiness, and other mission-specific goals. Through this regular practice, the Board will be actively engaged in the PEC's Academic Performance Framework and the statewide A-F school grading system, ensuring that the Board meets and exceeds all state requirements. It will also provide an opportunity for intervention where necessary

<sup>151</sup> New Mexico Public Education Commission, "Charter Performance Review and Accountability System," Retrieved on March 21, 2021, [https://webnew.ped.state.nm.us/wp-content/uploads/2018/02/DRAFT-PEC-Accountability-Plan\\_2-23-18\\_APPX.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2018/02/DRAFT-PEC-Accountability-Plan_2-23-18_APPX.pdf).

and build upon successful best practice. THRIVE intends to be an exceptional academic institution, therefore a consistent measurement of progress toward that end will allow the Board to effectively govern and meet student needs.

### Financial Performance

The Governing Board Treasurer and standing Finance Committee will prepare a comprehensive Financial Monthly Dashboard (**Attachment E Monthly Financial Dashboard**) report for the entire Governing Board. This dashboard will consist of the following essential financial reporting elements (Charter School Board University, B.L. Carpenter<sup>152</sup>):

1. balance sheet
2. cash flow statement
3. income and expense statement
4. budget versus actual report

This report will be prepared two weeks in advance of the monthly Board meetings. The Board Treasurer will collaborate with school leadership and the back-office provider to ensure that the dashboard reports are complete, accurate, and made available to all members of the board in a timely manner. This report will be presented in an easy- to-understand format, and training in this format will be provided where necessary. Each member of the Board, regardless of their role in standing committee membership, is required to interpret and understand the financial dashboard report to ensure sound fiscal stewardship and the overall health of school finances.

The Finance Committee will also prepare the entire Governing Board for the Public Education Commission's Annual Performance Review. Quarterly, the Finance Committee will present the entire Board with additional finance information through the monthly dashboard that mirrors information requests of the Financial Framework. Financial reporting, accounting principles, audit responsiveness, grant fund usage, and staffing are some of the aspects the Financial Committee will monitor and report on to ensure preparedness and alignment with charter requirements. Much like the Academic Framework, this will be done to align financial reporting of the governing board to the requirements of the authorizer and maintain the sound financial health of the school.

### Organizational Performance

The THRIVE Governing Board will monitor the overall organizational performance of the school while ensuring adherence to administrative code (NMAC 6.29.1.9), clearly delineating its oversight role from the actual administrative functions of the school.

Reporting on the organizational performance of the school will require thorough reporting from school leadership and community stakeholders, where appropriate. Board members and school leadership will collaborate to prepare a monthly organizational report. The various standing committees will contribute to this report. Therefore, it will be essential the full report is reviewed during regular board meetings so all members are informed about the various aspects of the organization's overall performance.

The Board will adhere to the PEC's Organizational Performance Framework. The annual school visit conducted by the Charter School Division will evaluate 6 clear criteria. The Governing Board will engage

---

<sup>152</sup>Brian L. Carpenter, Charter School Board University, The National Charter Schools Institute, 2nd Edition, 2009  
New Mexico Public Education Commission, approved January 15, 2021

with these criteria on a monthly basis to ensure alignment with the authorizer and the Organizational Performance Framework. In delegating the reporting of these criteria to the appropriate standing committee, the entire Board will effectively monitor the organizational functioning of the school. Monthly reporting will allow for alignment to the requirements of the authorizer and ensure the Board is knowledgeable of all organizational functions and factors impacting the execution of the approved charter (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

The educational categories in the Organizational Framework are the implementation of material terms, compliance with state assessment requirements, protection of rights of Students with Special Needs, protection of rights of students who are English Learners, and federal and state grant compliance. Further, the Organizational Framework includes financial management and oversight, governance and reporting, students and employee policies, and school environment.

The school's educational program requirements will be monitored by the Academic Committee which contains the 6 criteria noted previously. The Governance Committee will monitor and report on governance compliance, nepotism and conflict of interest compliance, and reporting requirements. The Finance Committee will monitor and report on the 4 financial criteria noted previously along with any additional quarterly or annual review requirements. The Audit Committee will be responsible for monitoring and reporting on students and employees (5 criteria), and school environment (4 criteria).

Clear and effective oversight of the academic, financial, and organizational performance and adherence to the approved charter is the number one priority of the THRIVE Community School Governing Board. The Governing Board's ability to effectively monitor and plan based on the data presented in the monthly and quarterly reports will ensure that the school lives up to its charter promises and potential, maintains compliance with all state and federal laws and acts as a steward of the public trust. It is a critical responsibility that will remain sharply in focus with a clear understanding of how this practice will uphold the mission and educational philosophy and provide an outstanding educational option for students and families.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards;</li> <li>Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards;</li> <li>Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; and</li> <li>Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity.</li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

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

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School will be a success in large part due to the efforts and administration executed by the head administrator. A strong leader will ensure THRIVE Community School realizes the charter mission and educational philosophy with fidelity and rigor while also meeting all federal, state, and PEC requirements. The recruitment and selection of this role is a process that will be supported with the utmost care to ensure the school is skillfully and effectively led towards meeting its promise to our community. The key qualifications, experiences, skills, and abilities an Executive Director must have to effectively execute the THRIVE Community School proposed charter are outlined here in detail.

#### Executive Director

##### Skills and Experience

- 5+ years of teaching experience, particularly in a K-8 setting
- 3+ years of experience in school leadership and/or educational administration
- 5+ years of experience implementing programs that focus on social emotional learning and/or experiential learning
- Effective implementation English Learner strategies, programs, or curricular approaches with successful student outcomes
- Ability to ensure compliance with all state and federal special education laws and regulations
- Proven track record in student achievement in math and/or reading literacy, eliminating extreme disparities in student outcomes
- Experience working in schools with a diverse student population: demographically, academically, and socio-economically
- Successful implementation of administrator or teacher training programs where learned strategies were later effectively executed
- Ability to bring people together, create a sense of community, and cultivate a rich learning environment
- Experience with anti-bias, anti-racist approaches and/or educational equity practice
- Successful management of complex budget systems with a history of evident financial solvency
- Working knowledge of restorative justice practice and a commitment to the practice in schools
- Working knowledge of Social Emotional Learning practice and ability to oversee this practice in a school setting

##### Qualifications

- Level IIIB Administrator License, or qualify for a Level IIIB Administrator License
- Masters degree in the field of education, preferably K-12
- Skillful, effective communicator
- Educational software systems familiarity, working knowledge of the microsoft office suite and google suite



- Joyful, caring, educator who thrives in an environment of young people learning to learn
- Thoughtful, careful conflict resolution facilitator

The mission of the school is as follows: *THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.*

The skills, experiences, and qualifications listed above are carefully aligned with the proposed charter mission and educational philosophy. Any candidate who brings the professional portfolio listed above will have the necessary tools to execute the administrative and mission driven functions effectively.

The Executive Director will be recruited for and selected by the Governing Board based on the position description (**Appendix B**). The Executive Director will be responsible for the administration of the approved charter to include: financial and organizational management and the overall execution of mission, goal achievement, and all applicable aspects of the PEC Charter School Performance Framework. The Executive Director will report to the Governing Board. This role will oversee all school educators and staff as well as the mechanisms by which they are selected, trained, and retained to ensure the greatest possible outcomes for students and our school community. This position will be hired for annually, with a rehire of a sitting Executive Director contingent upon the annual evaluation process. Upon selection for the position, the head administrator would receive an annual contract, salary, and benefit package.

THRIVE Community School has identified a Founding Team member as the candidate for the Executive Director role and will formally present his candidacy to the Founding Board for consideration and approval. In his most recent role, THRIVE Community School Co-founder Sean Duncan served as a Reading Program Support Specialist for Santa Fe Public Schools, collaborating with school leaders and district leadership to establish rigorous achievement goals for Students with Special Needs and provide ongoing coaching to special educators throughout the district. Prior to his work in Santa Fe, Mr. Duncan worked in Louisiana for 14 years as a special education teacher with Orleans Parish Public Schools and St. John the Baptist Parish Public Schools and with KIPP New Orleans Schools as a School Psychologist, Assistant Principal, and Network Literacy Achievement Manager where he trained teachers and coached instructional leaders on best practices in early literacy instruction. During his time in that role he supported kindergarten through second grade teachers and leaders to reduce the number of students reading below the 10<sup>th</sup> percentile by 50% while also doubling the number of students reading above the 50<sup>th</sup> percentile according to the NWEA's MAP assessment by relying on a model that focused on teacher training, instructional coaching, data-driven instruction, and training for teachers in the science of reading. Additionally, during his school psychology training, Mr. Duncan oversaw the implementation of social emotional learning programming and assessments in a Louisiana elementary school that resulted in a statistically significant reduction in externalizing and internalizing behaviors that interfered with learning and school success according to the Student Risk Screening Scale. He has dedicated his educational service to teaching special education (6 years), an Assistant Principalship (5 years), School Psychologist (2 years) and Literacy Leadership (4 years). This breadth of experience would allow Mr. Duncan to approach this position with the key leadership qualifications required to realize the charter mission and educational philosophy with rigor and fidelity. Mr. Duncan currently holds active New Mexico issued Administrator, pre-K -12, Educational Diagnostician, School Psychologist, and Special Education licenses.

Upon charter approval and authorization, THRIVE Community School will begin the formal process of presenting Mr. Duncan's candidacy to the Governing Board for consideration. The THRIVE Founding Team, specifically Mr. Duncan, fully understands the Governing Boards' head administrator selection process and the requirement that the Board must ensure the candidate meets or exceeds all position description requirements and obtains a majority vote to support hiring any proposed candidate. While the Founding Board has a pre-identified Mr. Duncan as a candidate, it is important to note that a recruitment and selection process has been developed for all future talent acquisition needs.

**Figure 66: General Executive Director Evaluation, Recruitment, and Selection Timeline**

| Timeframe       | Responsibility   | Action Team   |
|-----------------|--|---|
| <b>Oct-Nov</b>  | <ul style="list-style-type: none"> <li>Executive Director mid-year evaluation</li> <li>Board and head administrator will consider contract renewal at this point</li> <li>Vacancy determination</li> <li>Position description review</li> </ul>  | Governing Board   |
| <b>Jan-Feb</b>  | <ul style="list-style-type: none"> <li>Executive Director position is posted               <ul style="list-style-type: none"> <li>LinkedIn, UNM and NMSU alumni job boards, Social Media, THRIVE website, New Mexico Coalition for Charter Schools, National Association of Elementary Principals (NAESP), National Association of Secondary School Principals (NASSP), other professional associations and/or networks</li> </ul> </li> </ul> | Selection Committee<br>- Governing board members<br>- Talent Acquisition Specialist<br>- Lead teacher<br>- Community Liaison<br>- Other school leadership |
| <b>Mar-Apr</b>  | <ul style="list-style-type: none"> <li>Applications considered on a rolling basis</li> <li>Interviews take place no more than 3 weeks post application for any qualified candidate</li> <li>Selection process reviewed and responsible members of selection committee determine roles</li> </ul>   | Selection Committee   |
| <b>Apr-May</b>  | <ul style="list-style-type: none"> <li>Executive Director selection process underway</li> </ul>  | Selection Committee Candidates  |
| <b>May-June</b> | <ul style="list-style-type: none"> <li>Top 2 candidates are finalized and considered by Governing Board</li> <li>Governing Board approves or denies final candidate</li> <li>If candidate is approved, an informal offer is delivered, formal offer contingent on verbal offer accept and that hire requirements are met</li> </ul>  | Selection Committee<br>Governing Board  |
| <b>June</b>     | <ul style="list-style-type: none"> <li>Top candidate selected</li> <li>Offered accepted, contract signed</li> <li>Onboarding takes place</li> </ul>  | Selection Committee<br>Welcome Committee<br>Top Candidate   |

The selection will begin early in the year to ensure a strong hire by July and allow sufficient time for a full onboarding prior to the start of work.

### Selection Process Components

#### Position Description

The position description will be reviewed annually by the Governing Board to ensure alignment between the actual position requirements and the ability and skill set of the applicants and eventually, most qualified candidates. This will include key aspects of the charter and PEC Charter School Performance Framework to inform candidates of some of the key accountability measures for the position. Any necessary changes will be made in the late fall semester at the time when the sitting administrator would have an opportunity to review and they, along with the Governing Board, will consider this along with the continuation of the contract.

#### Position Marketing

When a vacancy arises, the position will be posted immediately upon approval of the current position description by the Governing Board. This position will be shared with the immediate community via newsletter, social media, website and word of mouth through our community partnerships. Further, the position will be posted throughout professional networks like LinkedIn and university alumni connections. The selection committee would post the position in education administrator professional network job boards. The position would also be posted with local university job boards and alumni networks. Finally, there will be a critical focus placed on the recruitment of a leader who reflects the identities of the community THRIVE Community School serves. The selection committee will recruit from all Hispanic Serving Institutions, Tribal Colleges and Universities in New Mexico and neighboring states, as well as Historically Black Colleges and University job boards and educator alumni networks.

#### Application Review

Applications will be reviewed on a rolling basis and all candidates will be contacted within 7-10 days of applying to inform of next steps in the selection process. Strong candidate applications will be immediately reviewed. An application packet will consist of:

1. CV/Resume and Letter of Intent addressing position description
2. Video Response to diversity, equity and inclusion prompt (approximately 5-7 min.)
3. Academic data analysis and problem solution proposal
4. Acknowledgement of having read key charter components

The application will be rigorous enough to produce valuable evidence of candidacy yet user-friendly and succinct. It should take a strong candidate anywhere from 2-3 hours to complete all aspects of the application packet. The THRIVE Community School Founding Team will demonstrate appreciation of all applicants' interest and time by providing a timely response to an applicant. The interview process will be prepared prior to the posting of the position so that considered applicants may move efficiently into the interview process should they present strong candidacy.

#### Interview

The interview will consist of specific components that will allow the selection committee to evaluate each candidate thoroughly and address bias through thoughtful conversations amongst committee members after each component. Different THRIVE team members will focus on unique components to allow for breadth and depth in the interview process:

1. Meet with 2-3 Governing Board members to address specific charter administration capability questions
2. Meet with THRIVE's Leadership Team and address specific management and leadership questions
3. Meet with selection committee for an informal educational and DEI-focused conversation to gauge ability to build rapport, engage in challenging topics related to the charter, express personal considerations
4. Meet with 1 non-certificated employee directly supervised by the Executive Director candidate to discuss systems, communication methods, and mission commitment questions
5. Finally, the applicant will have the opportunity to meet back with 1-2 members of the selection committee to discuss any areas they would like to highlight, revisit areas they perceived their answers to be weak in, and ask their specific questions.

Each conversation would be targeted and structured to ensure time spent with each member of the team would be 35-45 minutes. This structure allows the applicant to receive a more holistic view of the school community and allows the team to focus on gathering different pieces of information regarding candidacy. Each member of the team would be focused on a different component of the selection rubric, allowing for a 360-degree view of the candidate.

Figure 67: Rubric Snapshot

| Selection Team                                 | Selection Category   | Exceeds<br>(4-5) | Meets<br>(3-4) | Approaching<br>(2-3) | Does Not Meet<br>(1-2) |
|--|--|------------------|----------------|----------------------|------------------------|
| School Educators                               | Mission Focus  |                  |                |                      |                        |
|  | Social & Emotional Learning  |                  |                |                      |                        |
|  | Intentional Diversity  |                  |                |                      |                        |
|  | Equitable Academics  |                  |                |                      |                        |
| School Leadership & Non-certified Staff Member | Leadership   |                  |                |                      |                        |
|  | Brave Communication and Decision Making  |                  |                |                      |                        |
|  | Board Accountability   |                  |                |                      |                        |
|  | Community Engagement   |                  |                |                      |                        |
| Board Governance Committee                     | Charter Administration   |                  |                |                      |                        |
|  | Fiscal Responsibility  |                  |                |                      |                        |
|  | Academic Rigor   |                  |                |                      |                        |
|  | Organizational Management  |                  |                |                      |                        |
| DEI Standing Committee                         | Diversity, Equity and Inclusion  |                  |                |                      |                        |
|  | Family and Community Inclusion   |                  |                |                      |                        |
|  | Anti-bias, Anti-racist School Practice   |                  |                |                      |                        |
|  | Recruitment, Selection and Retention   |                  |                |                      |                        |
| Full Selection Committee                       | Position Description Qualifications Met  |                  |                |                      |                        |
|  | Level IIIB Administrator License, or qualify for a Level IIIB Administrator License                        |                  |                |                      |                        |
|  | Masters degree in the field of education, preferably K-12  |                  |                |                      |                        |
|  | Skillful, effective communicator   |                  |                |                      |                        |
|  | Educational software systems familiarity, working knowledge of the microsoft office suite and google suite |                  |                |                      |                        |
|  | Joyful, caring, educator who thrives in an environment of young people learning to learn                   |                  |                |                      |                        |
|  | Thoughtful, careful conflict resolution facilitator  |                  |                |                      |                        |
|  |  |                  |                |                      |                        |
| Selection Process Point Score per Category     |  | 0                | 0              | 0                    | 0                      |
| Selection Cut Score                            |  |                  |                |                      |                        |

### Interview Debrief

The team will take time to engage in debrief discussions after each conversation with the candidate and keep interview bias front of mind, promoting a pause when necessary to address bias if it arises. Teams will rate candidates using a rubric and simple ranking system to capture interview feedback immediately. Using a rubric will work to eliminate assumption based selection and rather a data driven decision making process.

### Selection and Informal Offer

All selection rubrics will be collected and reviewed in aggregate. The Governance Committee will recommend the top candidate. Once a candidate has been identified as a potential selection for the Executive Director position, the Board Chair will present that candidate to the full Board for its consideration and vote and, if approved, extend a verbal offer for the position, pending clearance of all background and personnel paperwork requirements. If the applicant accepts, they will be given a

formal offer that would include the position description, contract agreement, salary and benefit details. All necessary documents signed and a cleared background check will result in a hire.

#### Not Selected Communication

Any individual who has expressed interest in working with THRIVE Community School through an application has invested some amount of time thinking about themselves in the context of our school community. Our selection committee will honor that interest by informing them immediately if they have not been selected for an interview or for the position after an interview. The team will work to ensure all communications are clear and appreciative of their interest. Interested applicants who were qualified should be cultivated for future positions and opportunities within the school. Applicants who were deemed not qualified should be offered the opportunity to stay connected through social media and email updates on future openings.

#### Passive Recruitment

Once an Executive Director has been selected, the selection committee will continue to engage in passive recruitment of all candidates who meet the different skill sets of the positions that exist within the school. Resumes, networking connections, hiring events, social media, community and alumni networks will remain sources of communication about the school happenings, successes, and various opportunities that arise for employment or volunteering. THRIVE Community School will continue to grow its network of educational professionals through these forms of engagement.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards;</li> <li>Identify all leadership characteristics and all qualifications the head administrator must possess;</li> <li>Explain why and how the identified leadership characteristics and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public school;</li> <li>Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school;</li> <li>Describe how the identified process will ensure the school is able to identify and hire a highly qualified, licensed administrator no later than July 1, 2018; and</li> <li>If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.</li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School's Founding Team understands the critical nature of the Executive Director role. This is distinct from all Board positions in that it is the Executive Director who administers the many functions that will establish and maintain the approved charter. While Governing Board members serve in an oversight and accountability function, the Board delegates to the Executive Director all management responsibilities, as the head administrator will be responsible for executing all administrative and supervisory duties.

The Board sets long-term vision, establishes policy, and conducts oversight. The Board delegates to the Executive Director all administrative duties, including hiring all other staff members. The Board hires, sets compensation for, supports, and evaluates the Executive Director. The Executive Director reports to the Board and is the only school position to do so.

In accordance with NMAC 6.29.1.9.A.5, the Board will refrain from involvement in the delegated administrative functions. The distinction of the head administrator functions from those of the Governing Board will be clearly stated in the position descriptions and overseen by the Governance Committee. If there are any actions that wish to be taken by Board members that are outside their position description, they must confer with members of the Governance Committee for consideration. The Governance Committee will consider whether the action is deemed an administrative function or could be perceived as such and, if that is the case, the Board member will not be permitted to engage in such activity.

#### **Roles and Responsibilities of the Head Administrator**

The head administrator role will be hired for and evaluated annually in accordance with NMAC 6.29.19 and will be rehired pending overall annual performance. During the head administrator evaluation process, the position description will also be evaluated by the Board to ensure regular consideration of the many duties and skills needed to execute the charter effectively. The position description will be outlined in a contract where the required skills, experiences, and job requirements are effectively stated. This contract will be reviewed, considered, and agreed to annually by the head administrator and the Board Chair. A head administrator will have a minimum of three weeks to review this and any developments to the contract prior to signing for the upcoming school year. A new applicant for the head administrator position will be provided with key charter components such as mission, goals, educational philosophy and annual charter performance framework expectations to ensure a full understanding of the breadth of head administrator position requirements. Any newly hired employee, in this case the head administrator, will complete a full onboarding process and onboarding documentation that includes: a cleared background investigation, all required personnel documentation, contract agreement, and the compensation and benefits package aligned with the approved budget. Along with onboarding paperwork, the head administrator will participate in an onboarding process where they will have the opportunity to tour the school facilities, meet key Board members, members of the school Leadership Team, meet students leaders from within the school, speak with at least one parent and one community member to learn their perspectives on the school model and outcomes - all at least two weeks before starting in the role.



A head administrator being rehired will focus on the contract agreement and the compensation and benefits package. A complete background investigation will be a part of their already completed personnel file. The charter mission and goals will be revisited and considered by the Board and returning head administrator as the annual professional development plan and goals are set. This will be done to keep THRIVE Community School best positioned to meet its potential, year over year.

The Executive Director (Head Administrator) Job Description can be found in **Appendix B**. This is a detailed position description that will serve as a foundational description of leadership responsibilities that will allow for effective management and leadership of all school functions.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify the process the governing body will use for distinguishing their roles and responsibilities with those of the head administrator;</li> <li>Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract and the requirements of all elements of the plan contained in this application; and</li> <li>Attach a job description in <b>Appendix B</b> that includes the following: <ul style="list-style-type: none"> <li>Lists all major responsibilities of the head administrator</li> <li>Includes responsibilities that are unique to charter school leaders</li> <li>Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy</li> <li>Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications.</li> </ul> </li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School believes a comprehensive, 360° evaluation process for all employees, specifically the Executive Director, is key to ensuring that the team is able to meet the rigorous goals and mission set forth in the charter while also maintaining their own continuous professional growth. The evaluation process will serve as a valuable part of the employee experience, a moment of reflection and future planning based on the needs of the school community.

#### Evaluation Overview

The evaluation will align with all aspects of NMAC 6.69.7.8 and 6.69.7.9, utilizing both the NMTEACH Summative Executive Director<sup>153</sup> Evaluation System and the High Objective Uniform State Standard of Evaluation (HOUSSE), applied in our state public school system. The Executive Director evaluation will clearly reflect the school mission and educational philosophy in an effort to keep those aspects centered in the work of the head administrator. Further, this evaluation will hold the Executive Director accountable for overseeing the management of public funds through responsible government accounting, effective response to community stakeholder concerns, and legal compliance set forth in the charter.

An important aspect of the THRIVE Community School evaluation process is seeking evaluative input from school community stakeholders such as community partners, students, parents, and teachers. This process allows for a holistic view of the head administrator's impact regarding the school's mission and educational philosophy.

The Governing Board will use the **Executive Director Evaluation (Attachment N)** which will include: (a) head administrator self-assessment, (b) professional development plan, (c) mid-year evaluation, and (d) end-of-year evaluation. Mid-year and end-of-year evaluations will mirror the NMTEACH Summative School Leader Evaluation which includes HOUSSE indicators and community stakeholder survey data. Feedback provided to the head administrator will include quantitative and qualitative data, providing space for professional development opportunities, training suggestions and/or suggested research/reading.

#### Evaluation Process

- I. **PDP:** The Executive Director will be required to conduct a self-assessment based on the HOUSSE indicators, Instructional Leadership, Communication, Professional Development, Operations Management, and Responsibility in Secondary Schools (for upper grade leadership). Following the self-assessment, the head administrator will create their professional development plan within the first 40 days of school. The plan will include key competencies, a clear action plan that provides a school year timeline, and potential proofs of success measures. This plan should address their perceived growth areas and also be aligned with the position description that is approved annually during the annual board retreat.

<sup>153</sup> New Mexico Public Education Department, "Form A, New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P)," Retrieved April 3, 2021, <https://webnew.ped.state.nm.us/wp-content/uploads/2019/12/HOUSSE-Form-A.pdf>.

- II. **Mid-year:** In the first two weeks of January, the Governing Board will conduct the mid-year evaluation of the Executive Director. The mid-year is critical in nature as it evaluates the current status and sets the expectations for success for the end of the year. This is also the point in the year when the Board will consider contract renewal. While data from the end-of-year can certainly change the course of any decision the Board made in January, typically this evaluation would set the tone for future course of action. The focus of this evaluation will cover HOUSSE indicators, students and teacher survey data, initiation and execution of the teacher evaluation process that includes measures of quality feedback, and mid-year student assessments
- III. **End-of-year:** The Governing Board will conduct one final evaluation of the Executive Director for the school year in late May and no later than June 1st. This evaluation will take into consideration the full spectrum of performance for the current school year: focused again on HOUSSE indicators, mission specific indicators, short cycle assessments/academic goal outcomes, completion of teacher evaluation process and quality of teacher feedback, community partner survey data, Executive Director individual goals, and parent, staff, and family satisfaction indicators, including a review of grievances and survey data.

The Executive Director evaluation is aligned with NMTEACH Summative School Leader Evaluation with 50% of the effectiveness focus on student achievement (mission-specific goals and academic goals), 25% on teacher observations, and the remaining 25% on HOUSSE and school community feedback. The survey will have a total of 200 points possible and 5 ratings ranging from “Exemplary” to “Ineffective.” The Governing Board will utilize the HOUSSE Form D<sup>154</sup> to provide overall evaluation feedback and scoring to the Executive Director. These documents will inform the annual rehire process as well as professional goals for the coming school year.

**Figure 68: HOUSSE Competency Domains**

| Domain                          | Proof of Effectiveness   | Charter Approach and Feature Alignment  |
|---------------------------------|--|---|
| <b>Instructional Leadership</b> | <ul style="list-style-type: none"> <li>● Maintains high expectations for teachers and student</li> <li>● Supports educators in implementing RULER with fidelity</li> <li>● Ensures that curriculum is reflective of the ABAR model</li> <li>● Utilizes student data and outcomes to inform academic priorities and resource direction</li> <li>● Sets rigorous academic goals and helps educational teams to establish supportive pathways to lead students to meet those goals</li> </ul> | <p>Expanded Definition of Student Success</p> <p>Invest in Teachers</p> <p>Social Emotional Learning</p> <p>Intentional Diversity</p> |

<sup>154</sup> New Mexico Public Education Department, “Form D, New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P),” Retrieved April 3, 2021, <https://webnew.ped.state.nm.us/wp-content/uploads/2019/12/HOUSSE-Form-D.pdf>.

|                                  |  |   |
|----------------------------------|--|---|
| <b>Communication</b>             | <ul style="list-style-type: none"> <li>Exemplifies SEL practice with students, teachers, families and other community stakeholders</li> <li>Provides timely, effective communication to the Governing Board and teachers.</li> <li>Ensures community voices are centered and heard in all matters that concern them</li> <li>Effectively and efficiently manages parent and community member grievances and ensures all parties move through a restorative justice practice where appropriate and necessary</li> </ul> | Social Emotional Learning<br>Intentional Diversity<br><br>Intentional Diversity |
| <b>Professional Development</b>  | <ul style="list-style-type: none"> <li>Develops an annual training calendar that is responsive to necessary staff training.</li> <li>Provides teacher feedback that is inclusive of SEL practice recommendations.</li> </ul>   | 21st Century Calendar & Schedule<br><br>Expanded Definition of Student Success  |
| <b>Organizational Management</b> | <ul style="list-style-type: none"> <li>Maintains compliance with all federal and state requirements</li> <li>Ensures fiscal responsibility and accountability</li> <li>Maintains legal compliance in all matters related to school obligations</li> </ul>  | NA<br><br>NA  |

Ensuring our head administrator evaluation process is reflective of the high standards we hold for leadership, overall school success, and the dedication we seek to bring to educator preparedness and professional development will collectively serve as a guiding light for school leadership. As with all other measures of commitment to the charter, this will be approached in a thoughtful, supportive manner where expectations will be rigorous yet clearly mapped out so success is attainable.

| Rating                              | Expectations  |
|-------------------------------------|---|
| <input type="checkbox"/> Meets      | A complete response must <ul style="list-style-type: none"> <li>Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria;</li> <li>Include action steps to evaluate the effectiveness of the head administrator in the following:               <ul style="list-style-type: none"> <li>ensuring student success and academic achievement</li> <li>ensuring fulfillment to the school's mission</li> <li>overseeing the stewardship and management of public funds and responsible government accounting</li> </ul> </li> </ul> |
| <input type="checkbox"/> Approaches |   |

☐ Does Not Meet

- ensuring compliance with legal obligations related to government organizations and public schools
- addressing grievances received from staff and parents and families;
- Describe how the plan specifically takes into account the mission and goals of the proposed school; and
- Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]

### **D. Organizational Structure of the Proposed School.**

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School has developed an organizational structure that aligns with the mission of our school. Our organizational structure represents clear and appropriate relationships between governance, administration, teaching staff, contracted services, and THRIVE's Equity Council. Each position represented in **Figures 69-73** are essential to properly executing our proposed model and delivering on the promises of our mission. It is the responsibility of THRIVE's Community School's Governing Board to hire, evaluate, and terminate, if necessary, an Executive Director. All duties between the Executive Director and the Governing Board will be followed as required (NMAC 6.29.1.9). All hiring, evaluation, salary setting, and staff accountability is the responsibility of the Executive Director (NMSA-10A-18, NMSA-8B-10). In the sections below, an organizational chart and narrative for each year of growth is provided. Job Descriptions for each position can be found in **Appendix C**. In addition to the roles outlined within the organizational chart and narrative for each year of growth are the following organizations that serve in an oversight or advisory capacity.

#### **THRIVE Community School Governing Board**

The THRIVE Community School Governing Board is the organization responsible for ensuring that the school fulfills its mission. This public organization is responsible for reporting aspects of organizational, financial, academic, and cultural health of the school to the Public Education Department, the Public Education Commission, and our community. THRIVE's Governing Board will comply with requirements of the Open Meetings Act to ensure that the public has access to the Board and its decision-making process through attendance at monthly Board meetings or by reviewing the minutes from each meeting. It is the sole responsibility of THRIVE's Governing Board to annually hire, evaluate, and oversee the Executive Director. The Board does not hire any other staff members, however, the Board does set and approve salary schedules and budget items for staffing purposes. It is also the Governing Board's responsibility to approve personnel policies related to employment at THRIVE. The Governing Board consists of four different committees: Audit, Governance, Finance, Academic, and Diversity, Equity, and Inclusion. Work that takes place in these committees is reported to the full Governing Board during monthly board meetings.

#### **Public Education Department & Public Education Commission**

THRIVE's Governing Board and Executive Director are responsible for all required reporting and required communication with the Public Education Department and the Public Education Commission. These two organizations will monitor THRIVE to ensure we deliver on the promises of our mission that are outlined in our charter applications. Monitoring from PED will consist of actions outlined in NMSA 22-8B-12, which include site visits and technical assistance among others.

#### **Equity Council**

THRIVE Community School will establish an Equity Council<sup>155</sup> with the purpose of advising the school on actions, solutions, and implementation of a culturally and linguistically responsive school

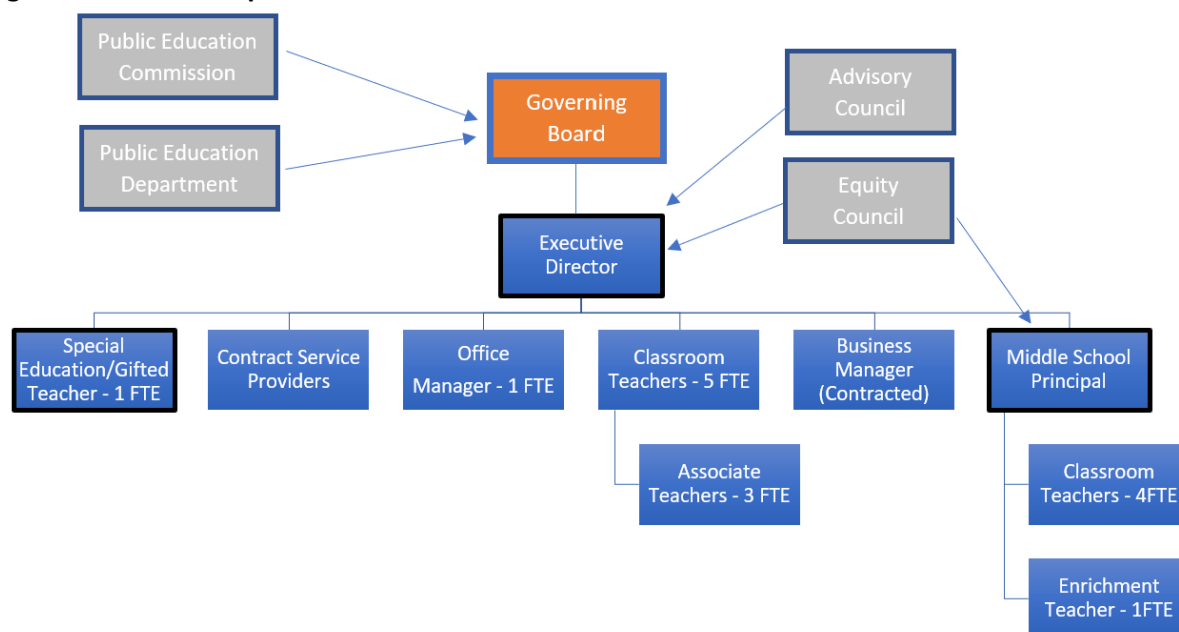
<sup>155</sup> New Mexico Public Education Department, "Letter of Memorandum," [https://webnew.ped.state.nm.us/wp-content/uploads/2021/02/NMPED\\_EquityCouncils\\_Memo\\_11.22.19.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/02/NMPED_EquityCouncils_Memo_11.22.19.pdf).

framework<sup>156</sup> that holds students' identity, culture, and language central to every design aspect of THRIVE Community School and in the work we do as an LEA every day. If there is already a current charter school consortium established in Santa Fe, THRIVE will join the consortium to better leverage resources, share best practices, and meet the needs of students. If a consortium is joined, THRIVE will finalize its membership through Memoranda of Understanding. All PED guidelines on Equity Council development and membership will be followed. For a detailed explanation of those guidelines, see **Section II. F. Community/Parent/Employee Involvement in Governance.**

### Advisory Council

The THRIVE Community Advisory Council will consist of an equal balance of school employees, parents, and community members. One of our community members will represent a member of the local business community in which our school resides and our Executive Director will serve as the Chair of the Advisory Council. Our goal is to ensure that our council is effectively able to support and assist our instructional leaders in site-based decision making while also providing an avenue for parents and the wider community to be involved in the decisions that impact the education their children receive. THRIVE Community Schools's Advisory Council will ensure that they work in compliance with all local, state, and federal laws. For a detailed explanation of the Advisory Council's work, see **Section II. F. Community/Parent/Employee Involvement in Governance.**

**Figure 69: Year 1 of Operation 2022-23**



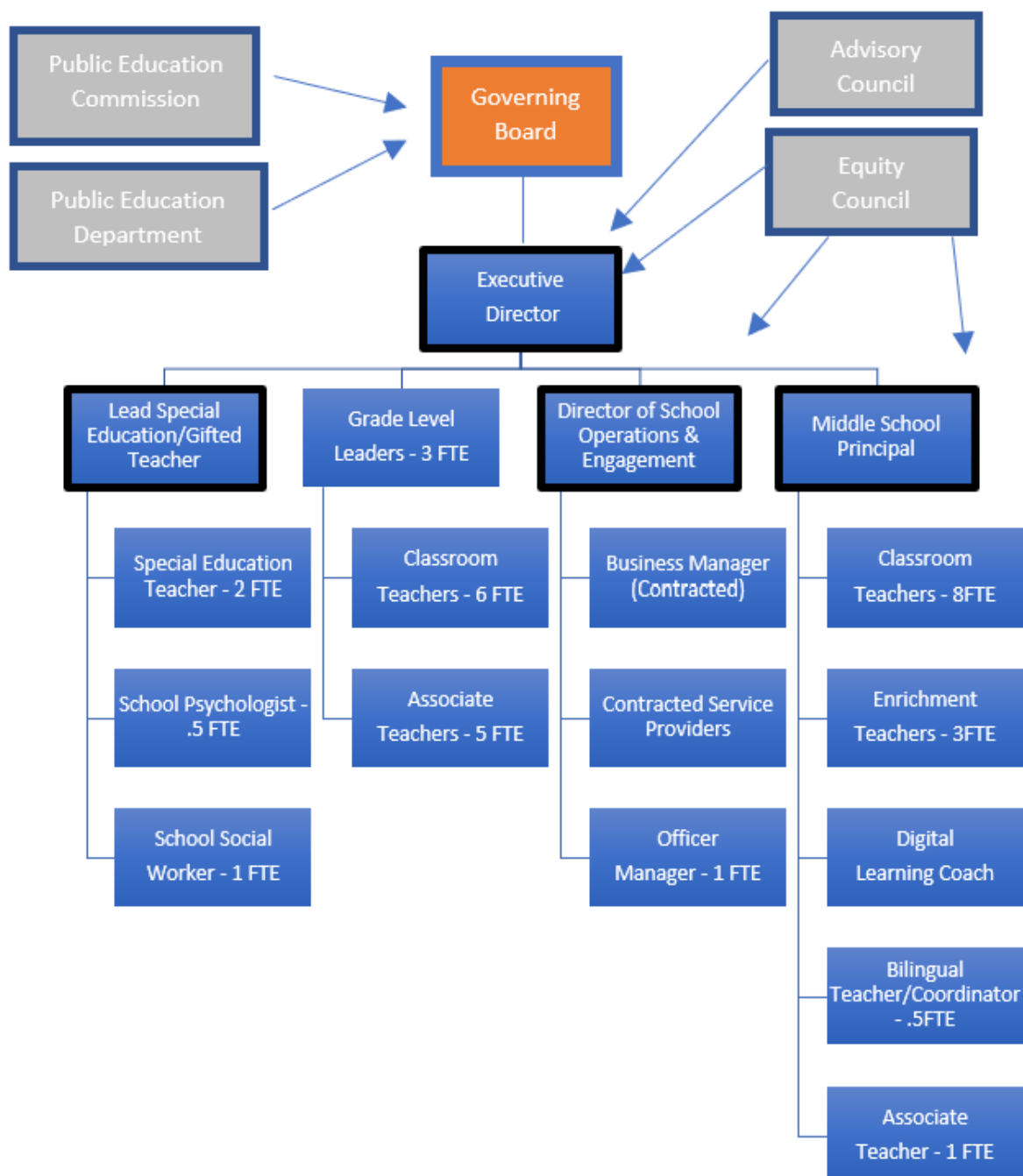
During all years of operation the Executive Director will report directly to the Governing Board. The Executive Director will serve as the supervisor for the primary school. In year 1 of operation the Executive Director is responsible for the management, coaching, support, and evaluation of the Middle School Principal, five Classroom Teachers, three Associate Teachers, one Special Education Teacher (with Gifted Endorsement), one Office Manager, and one Business Manager who will be contracted through The Vigil Group to manage all school finances. Each Associate Teacher will report to the

<sup>156</sup> New Mexico Public Education Department, "Culturally and Linguistically Responsive Schooling by Design Tool," Language and Culture Division, [https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR\\_SbD-Tool-2020.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_SbD-Tool-2020.pdf).



Kindergarten Teacher they support. The Middle School Principal will report to the Executive Director. The Middle School Principal is responsible for the management, coaching, support and evaluation of four Classroom Teachers and one Enrichment Teacher. THRIVE's Leadership Team in year one will consist of the Executive Director, the Middle School Principal, and the Special Education Teacher, as indicated by the bolded black box border.

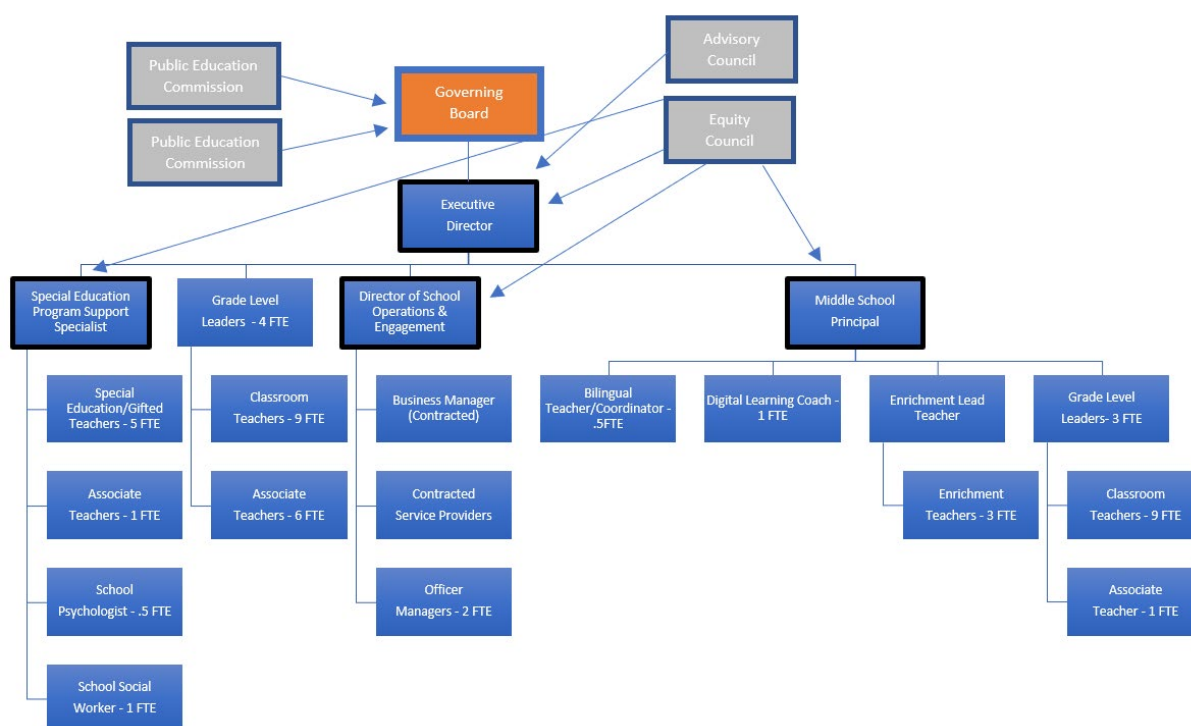
**Figure 70: Year 2 of Operation 2023-24**



During the second year of operation the Executive Director (ED) will supervise the Director of School Operations and Engagement and the Middle School Principal. The Executive Director will also supervise

and manage three Grade Level Leaders (Kindergarten, 1st Grade, and 2nd/3rd Grade Team Leaders). Each Grade Level Leader will manage the team of teachers and associate teachers on their grade level. Finally, the ED will supervise the Lead Special Education Teacher. The Lead Special Education Teacher will manage two Special Education Teachers, the School Psychologist (0.5 FTE), and one School Social Worker. The Middle School Principal will supervise one Digital Learning Coach, one Associate Teacher, one Bilingual Teacher/Coordinator (.5 FTE), eight Classroom Teachers, and three Enrichment Teachers. This supervision includes management, coaching, support, and evaluation. The Director of School Operations and Engagement, a new position for year 2, will supervise one Office Manager, one School Social Worker, one contracted Business Manager, and all other Contracted Services. THRIVE's Leadership Team in year two will consist of the Executive Director, the Middle School Principal, the Lead Special Education Teacher, and the Director of Operations and Engagement, as indicated by the bolded black box border.

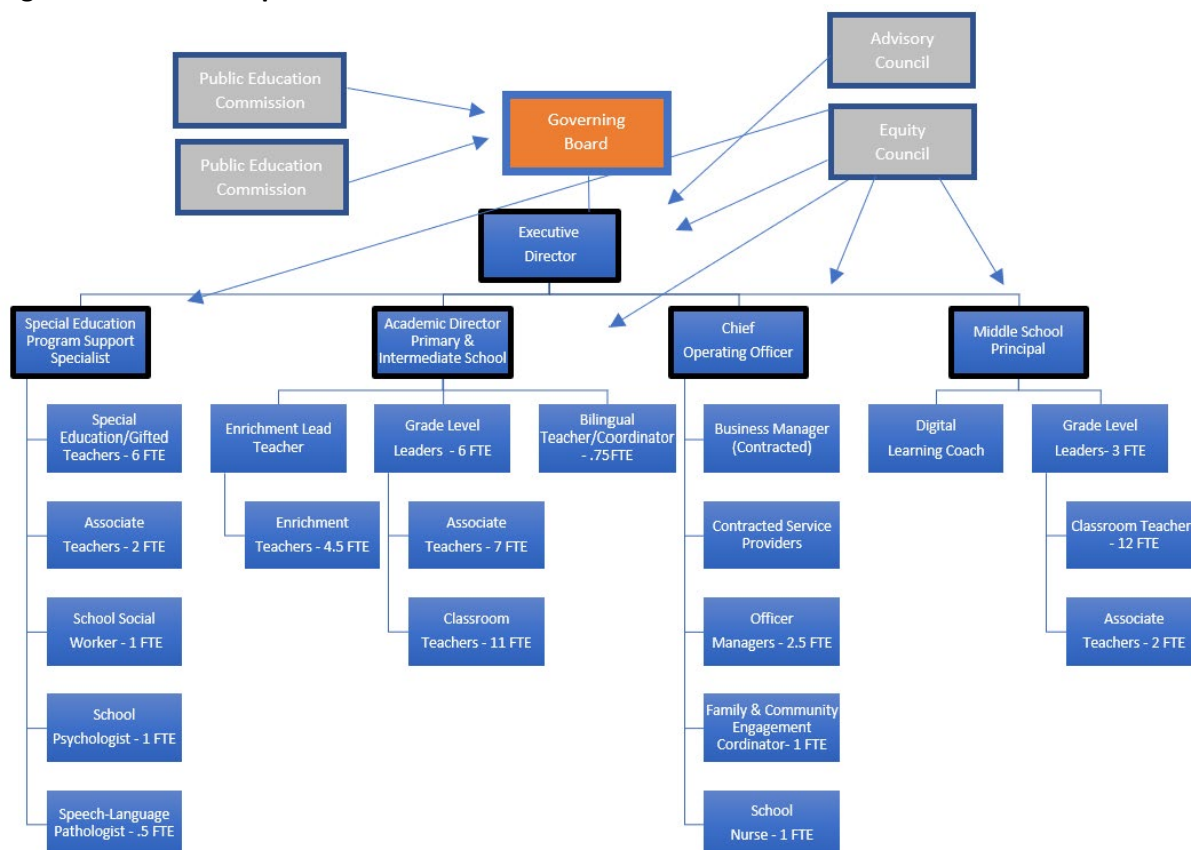
**Figure 71: Year 3 of Operation 2024-25**



During the third year of operation, the Executive Director will supervise the Special Education Program Support Specialist, the Director of School Operations and Engagement, the Middle School Principal, and four Grade Level Lead Teachers (Kindergarten, 1st, 2nd, and 3rd/4th). This supervision includes management, coaching, support, and evaluation. The Middle School Principal will supervise one Digital Learning Coach, one Associate Teacher, one Bilingual Teacher/Coordinator (.5 FTE), three Grade Level Leaders, and three Enrichment Teachers. This supervision includes management, coaching, support, and evaluation of performance. Each Grade Level Leader will manage and support three teachers on their grade level. The Director of School Operations and Engagement will supervise two Office Managers, one contracted Business Manager, and any Contracted Service Providers. The Special Education Program Support Specialist, a new position for year three, will supervise four Special Education Teachers, one Associate Teacher, one School Social Worker, and one School Psychologist (0.5 FTE). THRIVE's Leadership Team in year three will consist of the Executive Director, the Middle School

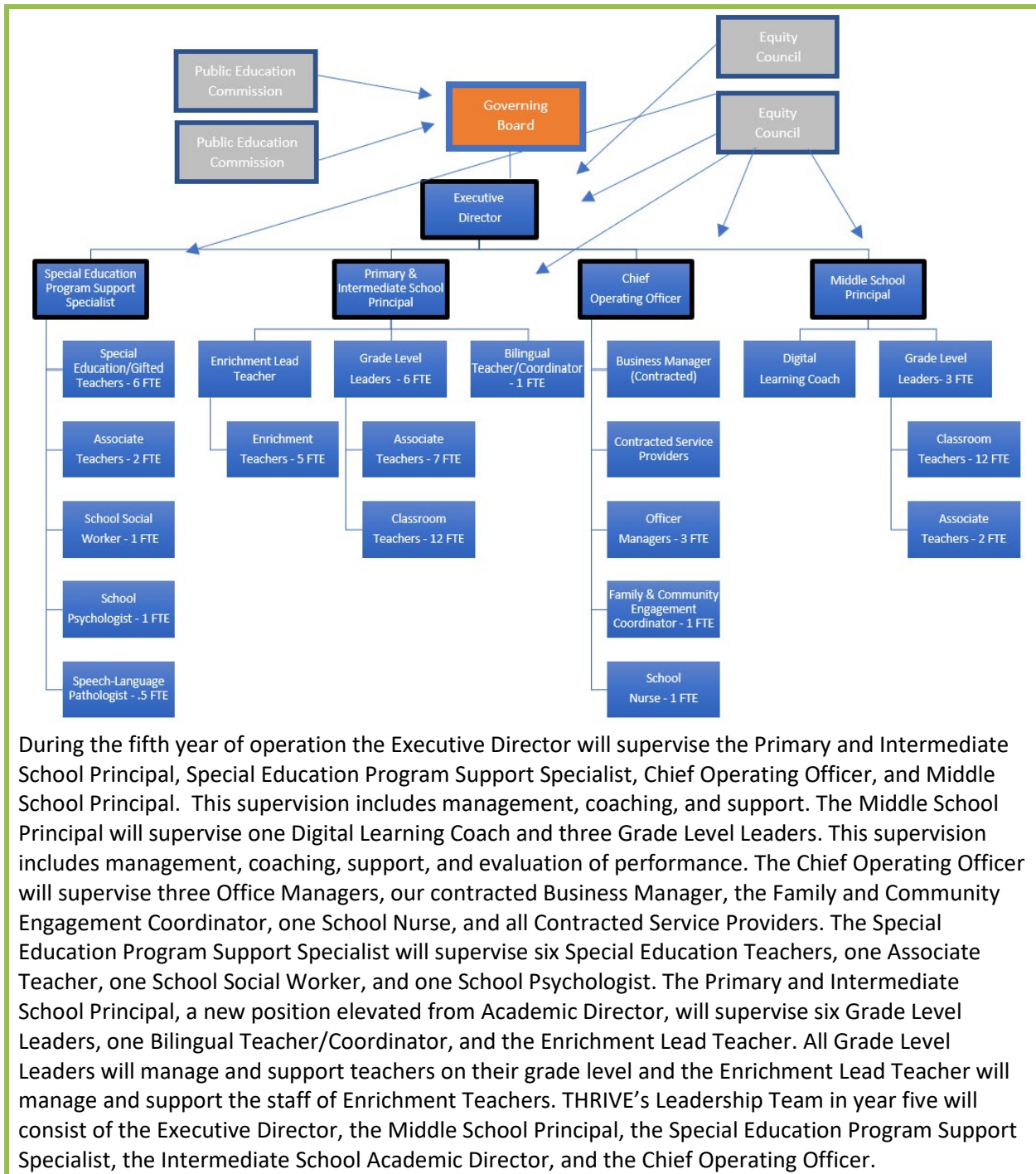
Principal, the Special Education Program Support Specialist, and the Director of Operations and Engagement as indicated by the bolded black box border.

**Figure 72: Year 4 of Operation 2025-26**



During the fourth year of operation the Executive Director will supervise the Primary and Intermediate School Academic Director, Special Education Program Support Specialist, Middle School Principal, and Chief Operating Officer. The Middle School Principal will supervise one Digital Learning Coach, three Grade Level Leaders, and two Associate Teachers. This supervision includes management, coaching, support, and evaluation of performance. Similar to year three, Grade Level Leaders will manage and support the three teachers on their grade level. The Director of School Operations and Engagement will transition to Chief Operating Officer. This person will supervise the Office Managers (2.5 FTE), our contracted Business Manager, the Family and Community Engagement Coordinator, School Nurse, and any Contracted Services needed for the operational success of the school. The Special Education Program Support Specialist will supervise six Special Education Teachers, two Associate Teachers, one School Social Worker, one Speech-Language Pathologist (0.5) and one School Psychologist. The Primary and Intermediate School Academic Director, a new position for year four, will supervise six Grade Level Leaders, the Bilingual Teacher/Coordinator, and the Enrichment Lead Teacher. The Grade Level Team Leaders will manage and support teachers in their grade level, including Associate teachers, and the Enrichment Lead Teacher will manage and support the team of Enrichment Teachers (4.5 FTE). THRIVE's Leadership Team in year four will consist of the Executive Director, Middle School Principal, Special Education Program Support Specialist, Primary and Intermediate School Academic Director, and Chief Operating Officer, as indicated by the bolded black box border.

**Figure 73: Year 5 of Operation 2026-27**



| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Include an organizational chart for each year as part of the rollout with grade additions;</li><li>• Show how the Equity Council is incorporated into to organizational chart;</li><li>• Include a narrative that describes the structures and relationships represented in the organizational chart;</li><li>• Include all entities essential to the operation and success of the proposed school; and</li><li>• Reflect an understanding of the appropriate relationship among each of the relevant entities.</li></ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School has developed job descriptions for all certified and licensed staff, as well as non-certified staff. Job descriptions for all positions can be found in **Appendix C**. As our enrollment increases across five years we will continue to add teachers, support staff and leadership positions to ensure we are staffed in a way that allows us to execute our proposed model and fulfill our mission. **Figure 74** and **Figure 75** outline certified/licensed roles and non-certified staff respectively.

**Figure 74: Certified and License THRIVE Community School Staff**

| Position                    | 2022-2023<br>185<br>Students | 2023-2024<br>348<br>Students | 2024-2025<br>491<br>Students | 2025-2026<br>609<br>Students | 2026-2027<br>633<br>Student |
|-----------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-----------------------------|
| Executive Director          | .5                           | 1                            | 1                            | 1                            | 1                           |
| Principal                   | 1                            | 1                            | 1                            | 1                            | 2                           |
| Academic Director/PSS       | -                            | -                            | 1                            | 2                            | 1                           |
| Classroom Teacher           | 9                            | 17                           | 23                           | 29                           | 30                          |
| Enrichment Teacher          | 1                            | 3                            | 5                            | 5.5                          | 6                           |
| School Psychologist         | .5                           | .5                           | .5                           | 1                            | 1                           |
| Social Worker/Family Eng.   | -                            | 1                            | 1                            | 2                            | 2                           |
| Speech-Language Pathologist | -                            | -                            | -                            | .5                           | .5                          |
| Bilingual Teacher           | -                            | .5                           | .5                           | .75                          | 1                           |
| School Nurse                | -                            | -                            | -                            | 1                            | 1                           |
| Digital Learning Coach      | -                            | 1                            | 1                            | 1                            | 1                           |
| Associate Teacher           | 3                            | 6                            | 8                            | 11                           | 11                          |
| Special Education Teacher   | 1                            | 3                            | 5                            | 6                            | 6                           |

**Figure 75: Non-Certified/Licensed THRIVE Community School Staff**

| Position                              | 2022-2023<br>185<br>Students | 2023-2024<br>348<br>Students | 2024-2025<br>491<br>Students | 2025-2026<br>615<br>Students | 2026-2027<br>633<br>Student |
|---------------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-----------------------------|
| Chief Operating Officer               | -                            | -                            | -                            | 1                            | 1                           |
| Director of Operations and Engagement | -                            | 1                            | 1                            | -                            | -                           |
| Office Manager                        | 1                            | 1                            | 2                            | 2.5                          | 3                           |

**Positions Essential to Operation and Success of THRIVE**

THRIVE Community School has proposed a staffing structure integral to our success. These positions will allow us to offer an innovative and unique program model that is rooted in social and emotional learning, intentional diversity, and equitable academics. All positions identified in our staffing model and five year growth plan are critical to our academic, cultural, operational, and financial success. They are reflective of the needs of our projected student population and will ensure that we are staffed in a way that meets a spectrum of students' learning<sup>157</sup> needs. The roles identified below are critical to the operation and success of our school because of the connection those roles have to the unique features of our proposed model.

**Executive Director:** The Executive Director, who serves as head administrator, is responsible for executing the operational, instructional, and cultural vision for THRIVE. This individual is responsible for supervising all operational activities of the school including those related to school finance. The Executive Director, with support of other team members, will ensure that THRIVE's model is delivered with excellence. It is essential that the Executive Director embodies a belief in THRIVE's innovative approaches and unique school features, including social and emotional learning, intentional diversity, and equitable academics. They are a champion for anti-bias and anti-racist teaching practices and an advocate for culturally and linguistically responsive education. The Executive Director sets professional standards for teaching, learning, and relationship building, model's THRIVE's core values at all times. A clear focus on academic results and operational and financial health must be maintained. The Executive Director demonstrates a student focus at all times to model student-centered decision-making for other staff members. The Executive Director also assumes some of the supervisory responsibilities owned by the Principal, particularly during years 1-3 as the school grows, including teacher recruitment and retention efforts. The Executive Director will be required to possess a New Mexico (Pre K - 12) Educational Administration License.

**Foundational Requirements:**

- 5+ years of teaching experience, particularly in a K-8 setting
- 3+ years of experience in school leadership and/or educational administration
- 5+ years of experience implementing programs that focus on social emotional learning and/or experiential learning

<sup>157</sup> Richard D. Kahlenberg and Halley Potter, "Diverse Charter Schools. Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?" Poverty & Race Research Council and The Century Foundation, May 2012.



- Level IIIB Administrator License, or qualify for a Level IIIB Administrator License
- Masters degree in the field of education, preferably K-12
- Skillful, effective communicator
- Educational software systems familiarity, working knowledge of the microsoft office suite and google suite
- Joyful, caring, educator who thrives in an environment of young people learning to learn
- Thoughtful, careful conflict resolution facilitator

**Chief Operating Officer:** The Chief Operating Officer will report to the Executive Director beginning in year four and will be elevated from the position of Director of Operations and Engagement as the school grows towards full capacity. This title has been chosen due to the breadth of operational and financial responsibilities that exist within a public charter school. The Chief Operating Officer ensures that all school functions, including student recruitment and enrollment, family and community engagement, and school operations are executed at a high level. This individual also oversees all aspects of school meals, school transportation, procurement, student information systems, state and federal compliance and reporting, and school safety are executed in a way that ensures exceptional levels of student success. The Chief Operating Officer oversees all aspects of school finance, including managing the contracted business manager, pursuing grant opportunities, and supporting the Executive Director with developing an annual budget.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Demonstrated ability to effectively lead, supervise and develop employees
- Operating knowledge of and experience with personal computers and software, web-based applications and basic office equipment
- Bachelor's degree (required) in business/operations management/related discipline and equivalent work experience in business/operations management
- Prior experience in supervision of a work force in excess of 50 associates
- MA (preferred)
- Minimum of ten (10) years' experience in business/operations management and/or business ownership; with experience in operations and operational related functions that significantly include, but not limited to: facilities & grounds maintenance, construction trades, transportation, technology and nutrition services
- Excellent organizational, planning and implementation skills
- Ability to lead, to manage multiple priorities and to manage the ambiguity inherent in an entrepreneurial environment
- Ability to manage and lead people and provide performance management
- Ability to communicate and interact effectively with multiple constituencies
- Quantitative skills and experience with financial management
- High proficiency in Microsoft Excel, PowerPoint, Word, Outlook required; high proficiency in QuickBooks preferred
- Valid New Mexico Driver's License
- Bilingual (preferred)
- Criminal background check (required)

**Principal:** Each Principal reports to the Executive Director, who is responsible for hiring, evaluating, and coaching the Principal. The Principal is responsible for supervision of teachers and other instructional

and non-instructional staff. Supervision responsibilities include instructional coaching, evaluating, managing and supporting staff members who report to the Principal. The Principal is results driven and models a deep belief in the potential of all students. They model how to build meaningful relationships across differences, particularly with other staff members, families, and community stakeholders. The principal supports the Executive Director in executing the operational, instructional, and cultural vision for THRIVE and they are a champion for social and emotional learning, intentional diversity, and equitable academics. The Principal will be required to possess a New Mexico (Pre K - 12) Educational Administration License.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Demonstrated ability to effectively lead, supervise and develop employees
- Operating knowledge of and experience with personal computers and software, web-based applications and basic office equipment
- Excellent organizational, planning and implementation skills
- Ability to lead, to manage multiple priorities and to manage the ambiguity inherent in an entrepreneurial environment
- Ability to manage and lead people and provide performance support
- Ability to communicate and interact effectively with multiple constituencies
- High proficiency in Microsoft Excel, PowerPoint, Word, and Chrome
- Master's degree in Educational Administration or other related advanced educational field (required), EdD or PhD (preferred)
- New Mexico Administrative license (required)
- Minimum of five years' experience in school administration and supervision
- Criminal background clearance (required)
- Bilingual (preferred)
- Valid Drivers' license and Car Insurance

**Academic Director:** In year four, the Academic Director will report to the Executive Director, who is responsible for hiring, evaluating, and coaching the Academic Director. The Academic Director is responsible for the management and coaching of Primary and Intermediate School Teachers, the Bilingual Teacher/Coordinator, and the Enrichment Teaching staff. The Academic Director will focus on the academic and cultural success of the Primary and Intermediate Schools, and will transition to the position of Principal in year five to increase operation support in year five when the school reaches full capacity. It will be preferred for the Academic Director to possess a New Mexico (Pre K - 12) Educational Administration License.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Demonstrated ability to effectively lead, supervise and develop employees
- Operating knowledge of and experience with personal computers and software, web-based applications and basic office equipment
- Excellent organizational, planning and implementation skills
- Ability to lead, to manage multiple priorities, and to manage the ambiguity inherent in an entrepreneurial environment
- Ability to manage and lead people and provide performance support
- Ability to communicate and interact effectively with multiple constituencies

- High proficiency in Microsoft Excel, PowerPoint, Word, and Chrome
- Master's degree in Educational Administration or other related advanced educational field (required), EdD or PhD (preferred)
- New Mexico Administrative license (required)
- Minimum of five years' experience in public school administration and supervision
- Criminal background clearance (required)
- Bilingual (preferred)
- Valid Drivers' license

**Director of Operations and Engagement:** The Director of Operations and Engagement will report to the Executive Director in years one through three before the role is elevated to Chief Operating Officer. The Director of Operations is responsible for the operational success of the school, including managing and supporting our contracted business operations manager from The Vigil Group. The Director of Operations and Engagement will manage all contracted service providers and all Officer Managers. This individual will be responsible for executing tasks and projects related to family and community engagement and will support all systems of external communication. The Director of Operations and Engagement is a non-certified/licensed position, however, experience working in school operations is highly preferred.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Demonstrated ability to effectively lead, supervise and develop employees
- Operating knowledge of and experience with personal computers and software, web-based applications and basic office equipment
- Bachelor's degree (required) in business/operations management/related discipline and equivalent work experience in business/operations management
- Prior experience in supervision of a work force in excess of 50 associates
- MA (preferred)
- Minimum of ten (10) years' experience in business/operations management and/or business ownership; with experience in operations and operational related functions that significantly include, but not limited to: facilities & grounds maintenance, construction trades, transportation, technology and nutrition services
- Excellent organizational, planning and implementation skills
- Ability to lead, to manage multiple priorities, and to manage the ambiguity inherent in an entrepreneurial environment
- Ability to manage and lead people and provide performance management
- Ability to communicate and interact effectively with multiple constituencies
- Quantitative skills and experience with financial management
- High proficiency in Microsoft Excel, PowerPoint, Word, Outlook required; high proficiency in QuickBooks preferred
- Valid New Mexico Driver's License
- Bilingual (preferred)
- Criminal background check (required)

**Business Manager (Contracted):** The Business Manager is a contractor who will be staffed through The Vigil Group and report to the Executive Director in year one, the Director of Operations and

Engagement in years two and three, and the Chief Operating Officer in years four and beyond. This individual is responsible for managing the fiscal operations including documentation and reporting on routine fiscal services, mandated state programs, mandated federal programs, enrollment, attendance, transportation, meal/nutrition services, purchasing, service providers, and facilities. The Business Manager is required to perform complex data analysis, financial tasks and reporting, and will support the development of monthly reports for the Governing Board.

**Special Education Program Support Specialist:** THRIVE Community School anticipates a special education population of approximately 20%, with a spectrum of learning needs. THRIVE' Special Education Program Support Specialist (PSS) will play a critical role in ensuring that all of our students with identified special needs receive a free and appropriate public education. This individual will be a licensed special educator in the State of New Mexico, will hold an Administrator's License in the State of New Mexico, and will have deep knowledge of special education best practice, including systems of compliance, parent and family engagement, and evidence-based practices for teaching and social, emotional, and behavioral support. The Special Education PSS will play a critical role in advancing our school's mission by being a fierce advocate for Students with Special Needs, and will work collaboratively with other school support personnel, including the School Psychologist, Social Worker, and Special Education Staff. When appropriate, this individual will provide direct services to students with special education services to model best practices. It will be preferred for the Program Support Specialist to possess a New Mexico (Pre K - 12) Educational Administration License. The Program Support Specialist will be required to possess a valid New Mexico Special Education Teaching License.

**Foundational Requirements:**

- Current New Mexico Special Education license (required) and Administrator License (preferred)
- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning and implementation skills
- Clear and precise written and communication skills that lend well to staff support and training endeavors
- 3-4 years of successful experience working in Special Education settings
- Knowledge of state and federal special education regulations and ability to apply this knowledge to daily work
- Ability to build strong relationships with educators, parents and students

**Classroom Teacher:** THRIVE's classroom teachers play an enormous role in advancing the mission, vision, and values of our school. In *Visible Learning*, John Hattie identified Collective Teacher Efficacy as the variable in schools that had the largest effect size, demonstrating that teachers who deliver great instruction have the greatest potential to positively impact student outcomes.<sup>158</sup> In year one, teachers will be hired, evaluated, coached and managed by the Executive Director. Middle School Teachers will be coached, evaluated, and managed by the Middle School Principal. In years two through four, management and supervision responsibilities will be conducted by the Grade Level Leader, with official evaluating responsibilities being conducted by the Executive Director (Primary and Intermediate) and the Middle School Principal for grades 6-8. In year five and beyond, Primary and Intermediate School Teachers will be coached, supervised, evaluated, and managed by the Primary and Intermediate School Principal. Teachers will be responsible for advancing THRIVE's mission by delivering high-quality

---

<sup>158</sup> J. Hattie, *Visible Learning*, 2008, Routledge.

instruction (culturally and linguistically responsive, evidence-based) using standards aligned curriculum. They will collaborate with other staff members and serve as the main point of contact for the families of students they teach. All teachers will embody a deep belief in the potential of all students, appropriately execute the Individual Education Programs of students, and regularly engage in practices of reflection on a path of incremental growth and improvement. Special consideration will be given to teachers with Bilingual or Teaching of English to Speakers of Other Languages endorsements. All hiring of Middle School Teachers will be the responsibility of the Middle School Principal with the support of the Executive Director.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning and implementation skills
- Bachelor's degree (required)
- TESOL (preferred)
- Master's degree (preferred)
- Bilingual (English/Spanish) (Strongly preferred)
- At least two years teaching experience in economically disadvantaged schools (strongly preferred)
- State teacher license (required)
- Criminal background clearance (required)
- Experience with Direct Instruction and Social-Emotional Learning (preferred)

**Enrichment Teacher:** THRIVE is committed to supporting the development of the whole child so that all students can be positioned to follow paths of their choice. To deliver a well-rounded education, THRIVE will ensure that students have access to enrichment opportunities through our extended day schedule. Enrichment teachers support our mission by allowing students to build skills and competencies in areas of potential passion. THRIVE's enrichment teachers play a large role in our broader STEAM programming through physical education, dance, art, and hands-on learning opportunities. Our physical education programming plays an important role in our social and emotional learning framework. The National Association of School Psychologists has highlighted the positive impact that regular exercise, good eating habits, and adequate sleep have on decreasing negative emotions such as anger, anxiety, and depression.<sup>159</sup> THRIVE's enrichment teachers will be hired, evaluated, coached, and managed by the Executive Director. Enrichment Teachers for THRIVE's Intermediate School and Middle School will be coached, evaluated, and managed by the Principal of those grades.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning and implementation skills
- Bachelor's degree (required)
- TESOL (preferred)

<sup>159</sup> National Association of School Psychologists, "Supporting Children's Mental Health: Tips for Parents and Educators, Tips for Parents and Educators," 2017, <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/prevention-and-wellness-promotion/supporting-childrens-mental-health-tips-for-parents-and-educators>.

- Master's degree (preferred)
- Bilingual (English/Spanish) (Strongly preferred)
- At least two years teaching experience in economically disadvantaged schools (strongly preferred)
- State teacher license (required), physical education, art, music enrichment areas (preferred)
- Criminal background clearance (required)
- Experience with Direct Instruction and Social-Emotional Learning (preferred)

**School Psychologist:** THRIVE Community School's mission states that we are a diverse and affirming K-8 learning that embraces social and emotional learning practices and utilizes evidence-based teaching practices to advance educational equity. The team member who will play one of the biggest roles in ensuring we deliver on these aspects of our mission is the School Psychologist. While School Psychologists are uniquely qualified to administer certain educational, cognitive, and behavioral assessments, most school psychologists have comprehensive training in universal prevention efforts, such as school-wide social and emotional learning practices, the science of reading, evidence-based teaching practices, data analysis, and Multi-Layered Systems of Support, including the identification of research-proven interventions across all three layers of support. This individual will play a key role on the THRIVE's Student Assistance Team (SAT). The National Association of School Psychologists recommends a ratio of one school psychologist to every 500-700 students to provide a comprehensive range of school psychological services. THRIVE's School Psychologist will be hired by the Executive Director and managed, coached and evaluated by the Middle School Principal.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning and implementation skills
- Active New Mexico school psychology license
- 2-3 years experience working as a school interventionist or psychologist
- Firm understanding of child and school psychology with the ability to apply knowledge in day to day activities
- Working knowledge of Social Emotional Learning and Restorative Justice practices
- Excellent communication skills with both children and adults
- Ability to maintain and organize confidential records
- Understanding and commitment to following all related laws and standards
- Organizational, scheduling, and planning skills to manage complex schedule, and the schedule of many kids
- Ph.D. recommended as eventual education goal for school psychologists

**Social Worker:** THRIVE is eager to partner with families and community organizations to ensure that all of our students are positioned to follow paths of their choice. We know that many families in our community face a variety of barriers that prevent them from accessing resources that exist in our community. THRIVE's Social Worker will work closely with families and community organizations to help students and families reduce outside stressors and increase overall wellness, safety and success in school. The Social Worker will also support in the execution of various aspects of Individual Education Programs for Students with Special Needs or Gifted Education services and will serve as a member of the THRIVE's Student Assistance Team (SAT). The Social Worker, in collaboration with THRIVE's Leadership Team, will lead all efforts related to meeting attendance goals. The Social Worker will be



hired by the Executive Director, and be managed, coached, and evaluated by the Special Education Program Support Specialist.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning and implementation skills
- Active New Mexico school Social Work license
- 2-3 years experience working as a school counselor or social worker
- Working knowledge of Social Emotional Learning and Restorative Justice practices
- Firm understanding of child and school social work practices
- Excellent communication skills with both children and adults
- Ability to maintain and organize confidential records
- Understanding and commitment to following all related laws and standards
- Organizational, scheduling and planning skills to manage complex schedules

**Associate Teacher:** A key component of THRIVE's approach to social and emotional learning is providing students many opportunities to work and learn in small groups. Associate Teachers will help with the monitoring and support of small groups, some of which are teacher-led, independent, or collaborative. Associate Teachers also play a crucial role in the execution of THRIVE's approach to Mastery Learning, where Direct Instruction Programs and teaching techniques are used to ensure students master critical foundational reading, math and oral language written language skills. Associate Teachers, also known as Education Assistants in many schools and districts across the state, will be hired by the Executive Director, and managed, coached, and evaluated by the Executive Director, Special Education Program Support Specialist, or Principal, depending on their specific support responsibilities.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning, and implementation skills
- At least two years experience in economically disadvantaged schools (strongly preferred)
- State educational assistant license (required)
- Criminal background clearance (required)
- Experience with Direct Instruction and Social-Emotional Learning (preferred)

**Bilingual Teacher/Coordinator:** THRIVE anticipates an English Learner population of approximately 25%. As an intentionally diverse school community we are committed to engaging in culturally and linguistically responsive practices that value the identity of all students. Our Bilingual Teacher/Coordinator will ensure that students have access to appropriate English Language Development instruction, and this teacher will also serve on the THRIVE's Student Assistance Team (SAT). The Bilingual Teacher/Coordinator will collaborate with teachers across the school to ensure teachers are relying on best practices as it relates to supporting students who English Language Learners. The Bilingual Teacher will be hired by the Executive Director and managed, coached, and evaluated by the Middle School Principal in years one through three, and then by the Academic Director and Principal of the Primary and Middle Schools.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School



- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning and implementation skills
- Bachelor's degree (required)
- TESOL (preferred)
- Master's degree (preferred)
- Bilingual (English/Spanish) (required)
- At least three years teaching experience in bilingual programs such as Dual Immersion, Biliteracy, or Newcomer
- State teacher license (required)
- Criminal background clearance (required)
- Experience with Direct Instruction and Social-Emotional Learning (preferred)

**Special Education Teacher:** At THRIVE Community School we value the neurodiversity represented in our school community and are prepared to be a school rooted in academic equity. THRIVE's Special Education Teachers will play a key role in advancing our mission to ensure its promises are realized by our Students with Special Needs. Special Education will work with teachers and other instructional and non-instructional support staff to ensure that IEP are implemented in a compliant manner and to support all students' attainment of ambitious IEP goals. All Special Education Teachers will embody a deep belief in the potential of all students to achieve at high levels, appropriately execute the Individual Education Programs of students, and regularly engage in practices of reflection on a path of incremental growth and improvement. Special consideration will be given to teachers with Bilingual or Teaching of English to Speakers of Other Languages endorsements. Special Education Teachers will be hired by the Executive Director and managed, coached and evaluated by the Special Education Program Support Specialist.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning and implementation skills
- Special Education State teacher license (required)
- Bachelor's degree (required), Master's degree (preferred)
- Bilingual (English/Spanish) (preferred)
- At least three years teaching experience in Special Education classroom settings
- Criminal background clearance (required)
- Experience with Direct Instruction and Social-Emotional Learning (preferred)

**School Nurse:** The School Nurse will be an integral member of the THRIVE team that supports all efforts related to student well-being. This individual will be responsible for providing health services to all students, including Students with Special Needs as determined by their IEP services. The School Nurse will be responsible for training injuries and illnesses so as to help maintain a healthy school environment. This individual will support all required health screening activities, including vision and hearing and will participate in all MLSS team meetings and serve as a member of the Student Assistance Team (SAT) processes. This individual will report to the Chief Operating Officer.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices

- Excellent organizational, planning and implementation skills
- Registered Nurse (RN) license
- Knowledge of many areas of health including mental health
- Knowledge of school laws and policies
- Ability to work independently or with others
- Ability to communicate well with others
- Ability to assess situations and act quickly
- BLS/CPR certification
- Knowledge of state health regulations
- Ability to multitask

**Speech-Language Pathologist:** THRIVE's Speech Pathologist will be a part-time (0.5 FTE) position beginning in year four. (All Speech-Language Pathology services prior to year four will be through contracted services as determined by our students with IEPs service needs.) This individual will provide services as determined by students IEP service minutes. They will ensure the delivery of high quality services and support students in the attainment of annual IEP goals. The Speech-Language Pathologist will collaborate with appropriate Special Education staff members in the development of IEPs and will also serve as a member of the MLSS team for prevention purposes. Finally, the Speech-Language Pathologist will participate as a member of the Student Assistance Team (SAT) to ensure language and articulation interventions are developed using evidence-based practices and approaches. The Speech-Language Pathologist will report to the Special Education Program Support Specialist.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning and implementation skills
- Master's degree in speech-language pathology
- New Mexico license in speech-language pathology
- Strong understanding of speech-related conditions, causes, and treatments
- Excellent coaching and verbal and written communication skills
- Proficiency with computers, especially patient and healthcare databases
- Attentive and caring with the ability to develop individualized education plans (IEPs)

**Officer Manager:** THRIVE's Officer Manager(s) is responsible for day-to-day administrative tasks that support that operational health of the school. These operational tasks include documenting daily attendance, handling sensitive student documents, communicating with students, families and external stakeholders. The Office Manager(s) will engage in a variety of data reporting activities as required by state and federal programs through our student information systems and will support student recruitment and enrollment efforts, as well as family and community engagement activities. The Office Manager(s) will serve as a frontline school representative that embodies our positive culture and maintains high expectations for students, staff, and families in a supportive manner. The Officer Manager will report to the Executive Director in year one, the Director of Operations and Engagement in years two and three, and the Chief Operating Officer in year four and beyond.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning, and implementation skills

- Ability to manage and lead people and provide performance management
- Ability to communicate and interact effectively with multiple constituencies
- Experience in maintaining accounting ledgers, operating a computer, and using school specific software applications
- High school graduation or equivalent and three years of office experience with increasing responsibility, including records maintenance, bookkeeping and experience in working with children and the public
- Previous elementary or middle school office manager/secretary experience (required)
- Knowledge of correct grammar, spelling and English usage, and ability to accurately perform arithmetic calculations
- Knowledge of general bookkeeping procedures and secretarial procedures
- Proficient in daily use of school software programs
- Skill in operating general office machines.
- Ability to attend to detail and follow tasks through to completion
- Ability to establish and maintain positive, effective working relationships with students, parents, staff, and the general public, and maintain confidentiality
- Ability to work effectively under pressure, be flexible, and organize and set priorities.
- Criminal background clearance (required)
- Bilingual (required)
- Valid health/first aid card (preferred)

**Family and Community Engagement Coordinator:** The Family and Community Engagement Coordinator role will begin in year four and will report to the Chief Operating Officer. This individual will be responsible for developing and maintaining mission aligned community partnerships to support our focus on Intentional Diversity. The Family and Community Engagement Coordinator will develop, and manage all family engagement programming including before, during and after school programming, wrap-around services, and culminating academic events where families and community members are invited to learn about student learning and engage in community building activities. This individual will have a deep appreciation for and understanding of our community and will support student recruitment efforts. When appropriate, the Family and Community Engagement Coordinator will support the Chief Operating Officer with grant applications and reporting, and will also manage THRIVE's social media accounts and website.

**Foundational Requirements:**

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning, and implementation skills
- Minimum of a BA degree and 3 years experience working in community engagement and/or outreach
- Established networks within the local community (preferred)
- Excellent track record of developing community relationships that align with student need and school direction

**Digital Learning Coach:** The Digital Learning Coach (DLC) assists classroom teachers, middle school teachers, and special education teachers in using technology effectively to support student learning, differentiate instruction, meet unique needs, and provide rigorous, relevant, and meaning learning experiences for students in grades K-8. The Digital Learning Coach may also teacher enrichment

courses to support our work as a STEAM School, particularly during THRIVE's Bonus Block where STEAM Labs occur. This position reports to the Middle School Principal.

- Strong belief in the mission and vision of THRIVE Community School
- Commitment to anti-bias, antiracist educational practices
- Excellent organizational, planning and implementation skills
- Experience supporting teacher and student use of technology to support learning (required)
- Bachelor's degree (required), Master's degree (preferred)
- Bilingual (English/Spanish) (preferred)
- At least three years teaching experience in classroom settings (preferred)
- Criminal background clearance (required)
- Experience with Direct Instruction and Social-Emotional Learning (preferred)

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>● Identify the following:               <ul style="list-style-type: none"> <li>○ all certified and licensed staff identified in the application</li> <li>○ all non-certified or unlicensed staff identified in the application who could be considered essential to the operation and success of the proposed school</li> <li>○ any non-traditional roles or positions;</li> </ul> </li> <li>● Describe why the identified roles are key to the operation and success of the proposed school; and</li> <li>● Attach staff job descriptions as <b>Appendix C</b> for all of the positions identified in the application response and include the following:               <ul style="list-style-type: none"> <li>○ List all major responsibilities of the positions</li> <li>○ Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy</li> <li>○ Identify all hiring requirements including qualifications and licensure or certification</li> <li>○ Identify reporting lines ("reports to") that aligns to the organizational chart.</li> </ul> </li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School has developed a staffing plan that will allow us to fulfill our mission of ensuring that all students are positioned to follow paths of their choice. Our staffing plan will ensure that we can support the implementation of our proposed model and is supported by our proposed five-year budget and projected enrollment over five years. Our plan represents specific actions our team will take during the implementation/planning year as well as the actions we will take in year one and beyond. Our staffing plan identifies timelines, focus areas, goals, and team members responsible for executing the plan.

THRIVE's Founding Team understands that our teaching staff will have the clearest and most direct impact on student achievement. As indicated in the previous section, we also know that teacher quality is the single greatest variable that impacts student achievement. With this in mind, THRIVE is committed to recruiting, hiring, and retaining top talent in a timely fashion to ensure all positions are filled prior to the start of summer staff development in July of 2022. Our selection process is informed by effective staffing approaches used across the state and other parts of the country, including open resources from The New Teacher Project's Teacher Talent Toolbox.<sup>160</sup>

THRIVE's Founding Team understands that a critical component related to establishing and growing an equitable school is developing strong talent practices. Two key findings have emerged from research on this topic. Historically marginalized students benefit from the experience of being taught by educators who share components of their identity. Additionally, diverse student bodies benefit from having the ability to work with a diverse group of teachers. With that in mind, every effort will be put into recruiting and retaining a talent pool that reflects the racial diversity of our school, as well as our broader community. Our school will work with local and state-wide teacher training programs as much as possible with the intention of ensuring that as the school grows, we are able to provide impactful training, coaching, and support for teachers who are new to the profession, while also attracting more experienced teachers who are aligned with THRIVE's mission, vision, and values.

THRIVE's staffing structure will grow and evolve throughout the first five years of operation as we grow from 185 students to 633 students. **Figure 76** outlines THRIVE's staffing needs and projected enrollment for the first five years of operation. All positions listed in this figure are all explained in greater detail in **Sections D.(1) and D.(2)**.

<sup>160</sup> Competency-Aligned Teacher Interview Questions and Activities, TNTP, "Teacher Talent Toolbox," <https://tntp.org/assets/teacher-talent-toolbox-resources/Competency-Aligned-Interview-Questions-and-Activities-TNTP.pdf>.

Figure 76: Staffing Plan Years 1-5

| Position                            | 2022-2023<br>185 Students | 2023-2024<br>348 Students | 2024-2025<br>491 Students | 2025-2026<br>609 Students | 2026-2027<br>633 Student |
|-------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|
| <b>Leadership</b>                   |                           |                           |                           |                           |                          |
| Executive Director                  | .5 <sup>161</sup>         | 1                         | 1                         | 1                         | 1                        |
| Principal                           | 1                         | 1                         | 1                         | 1                         | 2                        |
| Academic Director/PSS               | -                         | -                         | 1                         | 2                         | 1                        |
| Director of Operations & Engagement | -                         | 1                         | 1                         | 0                         | 0                        |
| Chief Operating Officer             | -                         | -                         | -                         | 1                         | 1                        |
| School Psychologist                 | .5                        | .5                        | .5                        | 1                         | 1                        |
| <b>Instructional Staff</b>          |                           |                           |                           |                           |                          |
| Classroom Teacher                   | 9                         | 17                        | 23                        | 29                        | 30                       |
| Enrichment Teacher                  | 1                         | 3                         | 5                         | 6                         | 6                        |
| Social Worker                       | -                         | 1                         | 1                         | 2                         | 2                        |
| Speech-Language Pathologist         | -                         | -                         | -                         | .5                        | .5                       |
| Bilingual Teacher/Coordinator       | -                         | .5                        | .5                        | .75                       | 1                        |
| School Nurse                        | -                         | -                         | -                         | 1                         | 1                        |
| Digital Learning Coach              | -                         | 1                         | 1                         | 1                         | 1                        |
| Associate Teacher                   | 3                         | 6                         | 8                         | 11                        | 11                       |
| Special Education Teacher           | 1                         | 3                         | 5                         | 6                         | 6                        |

<sup>161</sup> In year one, the role of Executive Director will also fulfill the role of School Psychologist for budgetary purposes. THRIVE's proposed Executive Director is a licensed Level I School Psychologist and Level III Administrator.  
New Mexico Public Education Commission, approved January 15, 2021

**Non-Instructional Staff**

|                       |   |   |   |     |   |
|-----------------------|---|---|---|-----|---|
| <b>Office Manager</b> | 1 | 1 | 2 | 2.5 | 3 |
| <b>School Nurse</b>   | - | - | - | 1   | 1 |

**Hiring Plan for Year 1**

During THRIVE's implementation year, following authorization, THRIVE's Governing Board will hire the Executive Director. We can anticipate that this hire will happen during the first Governing Board meeting in September of 2021 as the proposed Executive Director, Sean Duncan, has already been identified. All hiring activities will commence once he is officially hired. Key events and timelines for recruiting top talent are outlined in **Figure 77**.

**Figure 77: Year 1 Staff Hiring Events and Time Frame**

| <b>Key Events</b>   | <b>Time Frame</b>             | <b>Party</b>       |
|---|-------------------------------|--------------------|
| Generate Referrals: Staff Recruitment<br>( <b>Appendix G: Function 2500, Object 55400</b> ) | October 2021 (ongoing)        | Executive Director |
| Build Connections with Potential Applicants   | November 2021 (ongoing)       | Executive Director |
| Post Jobs and Begin Accepting Applications  | Early December 2021 (ongoing) | Executive Director |
| Review Applications and Conduct Phone Screenings  | Late February 2022 (ongoing)  | Executive Director |
| In-Person Interview Day with Executive Director   | Early March 2022 (ongoing)    | Executive Director |
| Offer of Employment   | March 2022 - Early June 2022  | Executive Director |

Given the importance of attracting top talent to our school, our staff recruitment efforts will begin in the early phases of implementation year and continue on an ongoing basis through early June until the pre-identified roles have been filled with top quality candidates. THRIVE's outward facing hiring and selection process will utilize the following steps:

1. Candidate submits completed application
2. Executive Director schedules a phone/video screening/interview with candidate
3. Candidate is invited for an in-person interview day with the Executive Director
4. Executive Director checks references
5. Candidate is extended an offer of employment (pending background checks and proof of appropriate licensure) and matriculates

The first key event, generating referrals for staff recruitment, will begin in October 2021. THRIVE's Executive Director will work with the Founding Team and other relevant stakeholders to generate four referrals for each position based on our proposed student enrollment and staffing model. We know that building relationships and investment in THRIVE from top potential candidates will ensure that our applicant pool is strong. Beginning in early December 2021, projected staff positions for our first year



of operation will be posted and advertised on various career, education, and teacher preparation websites. The organizations include: Santa Fe Community College, the University of New Mexico, New Mexico Highlands University, Northern New Mexico University, as well as other traditional and alternative licensure programs throughout the state. THRIVE will also advertise posted positions in local print resources, including the *Santa Fe New Mexican*, the *Santa Fe Reporter*, and the *Albuquerque Journal*. THRIVE will also advertise positions through social media platforms, including Facebook, LinkedIn, and Instagram, while also advertising on traditional online job search engines, including Indeed, and Monster.com.

Applications will open in early December, and all applicants will be required to submit a resume, cover letter, and three professional references. Within the cover letter, applicants will be asked to comment on THRIVE's mission and model (Social Emotional Learning, Intentional Diversity, and Equitable Academics). Completed applications will be reviewed by the Executive Director, and applicants who meet the following criteria will advance to a phone/video interview, which is the next stage of the application process:

- Candidate meets minimum qualifications for the indicated position
- Through their resume, and/or cover letter, the candidate demonstrates a strength in at least one non-negotiable competency and three competencies overall.

**Figure 78: Hiring Competencies**

| Growth Mindset*         | Team Orientation* | Critical Consciousness* | Ability to Motivate and Connect to Students* |
|-------------------------|-------------------|-------------------------|--|
| Achievement Orientation | High Expectations | Content Knowledge       | Personal Effectiveness                       |

\*Indicates non-negotiable competency

Candidates who advance to the next stage of interviewing will be invited to an in-person hiring day with the Executive Director. **Figure 79** represents a sample schedule for the day.

**Figure 79: In-Person Hiring Day Sample Agenda**

| Time          | Component                                      |
|---------------|--|
| 20-30 minutes | Demonstration Lesson*                          |
| 15 minutes    | Debrief Lesson & Feedback                      |
| 45-60 minutes | Interview with Interview Guide                 |
| 5 minutes     | Candidate Close Out - Next Steps and Gratitude |
| 15 minutes    | Executive Director Independent Reflection      |

\*During the in-person hiring day with the Executive Director for the implementation year, the Demonstration lesson will take place at the teacher's current place of employment. If a live demonstration lesson cannot be arranged, when appropriate, a video of a live lesson will be substituted, and all other components will be completed after the teacher's school day has ended.

### THRIVE's Interview Guide

THRIVE's interview guide was modified from research-based resources made available through The New Teacher Project's Teacher Talent Toolbox.<sup>162</sup> The guide is structured to ask questions in a manner that gives the Executive Director information regarding the candidate's strength with competencies identified in **Figure 80**. Each of the ten interview questions contains a detailed rubric with a four point rating scale (1 = Needs Improvement, 2 = Building, 3 = Demonstrates Strength, 4 = Exemplary).

**Figure 80: THRIVE Community School Competency-Aligned Hiring Guide**

**Date of Interview:**

**Position Applied For:**

**Before jumping into the interview guide, be sure to:**

**Before jumping into the interview guide, be sure to:**

- ❑ Introduce any new staff members who have joined for the interview
- ❑ Aim to put the candidate at ease (offer water, set up the space to be welcoming, make a bit of small talk, etc.)
- ❑ Frame the interview (e.g. *"We want to spend the next 90 minutes getting to know you better. We are going to start by debriefing your demo lesson and then we have about 7 questions we've prepared to learn more about you. We will also save time for you to ask us questions as well. Any questions before we jump in?"*)

#### Question 1 (5 minutes)

| Competency: Growth Mindset   |  |   |  |
|--|--|---|--|
| <b>Questions:</b><br>You just finished teaching a lesson; I'd like to hear how you think it went. What went well?<br><i>Follow-up: If you could re-teach this lesson, is there anything you would do differently?</i><br><i>Executive Director should thank candidate for sharing their reflections.</i> |  |   |  |
| Candidate response   |  |   |  |
| Score  |  |   |  |
| <b>1 – Needs Improvement</b><br>Cannot provide any examples of what to adjust in lesson  | <b>2 – Building</b><br>Names areas for improvement, but they are not aligned with school leader's assessment and are not high-leverage.<br><br>Cannot provide examples of how to make improvements moving forward. | <b>3 – Demonstrates Strength</b><br>Names areas for improvement that are somewhat aligned with school leader's assessment; may be high-leverage.<br><br>Cannot provide examples of how to make those improvements.<br><br>Examples do not include a focus on student achievement. | <b>4 – Exemplary</b><br>Names areas for improvement that are aligned with school leader's assessment and are high-leverage.<br><br>Can provide examples of how to make those improvements.<br><br>Examples include a focus on student achievement. |

<sup>162</sup> Competency-Aligned Teacher Interview Questions and Activities, TNTP, "Teacher Talent Toolbox," <https://tntp.org/assets/teacher-talent-toolbox-resources/Competency-Aligned-Interview-Questions-and-Activities-TNTP.pdf>.

## Question 2 (10 minutes)

Competency: Growth Mindset

## Questions:

"At THRIVE, we believe in the power of feedback to drive continuous improvement. I'd like to give you some feedback on your lesson."

<Share feedback based on lesson observation rubric>"

"We also believe in the power of practice to help build our teaching skills before we're in front of students. We're going to give you an opportunity to re-try part of your lesson using the feedback you just gave yourself and the feedback I just shared. I will give you two minutes to prepare, and then we will have three minutes for you to re-teach part of your lesson."

Give the candidate 1-2 minutes to plan for new practice. **This practice should be done in the interview, not with students.**

Feedback shared with candidate:

## Score

## 1 – Needs Improvement

Responded negatively to feedback; may have gotten defensive

Did not implement feedback in re-play

Resisted evaluating their actions or learning from their successes and opportunities for growth

## 2 – Building

Responded positively to feedback

Attempted to implement feedback in re-play, but was not effective

Hesitated to evaluate their actions and learn from their successes and opportunities for growth; may have only done so when pressured

## 3 – Demonstrates Strength

Responded positively to feedback

Effectively implemented feedback in re-play

Evaluated their actions and quickly learned from their successes and opportunities for growth

## 4 – Exemplary

Responded positively to feedback; if applicable, asked probing questions regarding feedback and demonstrated genuine interest in improvement

Effectively implemented feedback in re-play, even with nuanced feedback

Evaluated their actions and quickly learned from their successes and opportunities for growth

## Question 3 (5 min)

Competency: Team Orientation

## Questions:

Given what you have learned about THRIVE during the interview process as well as what you have seen here today, what makes you want to work at this school?

Candidate response

## Score

## 1 – Needs Improvement

Cannot articulate a reason to work at THRIVE, does not express deep interest in teaching.

## 2 – Building

Does not articulate a reason to work at THRIVE specifically, but is interested in teaching/continuing to teach.

## 3 – Demonstrates Strength

Articulates a reason for wanting to work at THRIVE that is student focused and demonstrates an accurate understanding of THRIVE, particularly as it relates to Team Orientation.

## 4 – Exemplary

Articulates a reason for wanting to work at THRIVE that is student-focused and demonstrates an accurate understanding of THRIVE.

**Question 4 (5 min)****Competency:** High Expectations; Critical Consciousness**Questions:**

Do you believe that all students have the potential to achieve academically? Tell me why you think that.

*Follow-up:*

- Why do you believe that there is still a racial achievement gap in this country?

**Candidate response****Score**

|   |  |   |   |
|---|--|---|---|
| <b>1 – Needs Improvement</b><br>Makes broad, generalized statements that imply or directly state that not all children can learn and excel regardless of where they are born. | <b>2 – Building</b><br>Articulates reasons or excuses for why children are not able to learn and excel, regardless of where they are born, but does mention that schools or teachers can have an impact on student learning. | <b>3 – Demonstrates Strength</b><br>Articulates the belief that all children can learn and excel, regardless of where they are born. May cite external factors that impact learning, though ultimately states that teachers and schools are accountable for student learning. | <b>4 – Exemplary</b><br>Articulates the belief that all children can learn and excel, no matter the circumstances, along with the conviction that teachers and schools are accountable for student learning despite any external factors. |
|---|--|---|---|

**Question 5 (8 min)****Competency:** Student Achievement, High Expectations**Questions:**

Describe one student who made the most progress in your class this past year. Why do you think that happened?

*Follow-ups:*

- Describe a student who did not make as much progress as you would have liked to see this year. Why do you think that happened?
- What would you do differently if you could still teach that student or restart the year?

**Candidate response****Score**

|   |   |  |  |
|---|---|--|--|
| <b>1 – Needs Improvement</b><br>No reflection of personal role and responsibility in gaining complete student mastery<br><br>Does not mention whether they were able to achieve results with students | <b>2 – Building</b><br>Little reflection of personal role and responsibility in gaining complete student mastery<br><br>Does not demonstrate ability to achieve results with students; does not have reflections on why they were ineffective | <b>3 – Demonstrates Strength</b><br>When prompted, continuously reflects on personal role and responsibility in gaining complete student mastery<br><br>Demonstrates ability to achieve results with students; and/or where they were unable to achieve results can share initial reflect on why they were ineffective | <b>4 – Exemplary</b><br>Throughout description continuously reflects on personal role and responsibility in gaining complete student mastery<br><br>Demonstrates ability to achieve significant results with students and/or where they were unable to achieve results can share thoughtful reflections on why they were ineffective and can explain specifically what they would do differently |
|---|---|--|--|

## Question 6 (8 min)

## Competency: Critical Consciousness

## Questions:

At THRIVE, the majority of our students identify as Latinx or Hispanic. We believe strongly in excellent pedagogy, and in instruction that affirms and is relevant to our students' identities. Tell me about how you have demonstrated that you are able to teach in an excellent and culturally affirming way to students who are predominantly Latinx/Hispanic, or other students of color?

## Follow-ups:

- What role do you think your identity plays in your teaching?
- What challenges did you face? What lessons did you learn?
- How successful were you, and how did you know?

## Candidate response

## Score

**1 – Needs Improvement**

Demonstrates no understanding of teaching students in a culturally affirming way

Demonstrates no awareness of the role their identity plays in teaching

Demonstrates discomfort with the topic (e.g. cries, argues, states that interviewer is “judging” him/her or is “generalizing”)

**2 – Building**

May have understanding of teaching students in a culturally affirming way; cannot point to any success with this in their own work

Demonstrates limited (or no) awareness of the role their identity plays in their teaching

Is uncomfortable with the topic

**3 – Demonstrates Strength**

Demonstrates understanding of teaching students in a culturally affirming way; can point to a couple years of having done this successfully in their classroom

Demonstrates limited awareness of the role their identity plays in their teaching

**4 – Exemplary**

Demonstrates understanding of and deep commitment to teaching students in a culturally affirming way; can point to multiple years having done this successfully in their classroom

Demonstrates deep awareness of the role their identity plays in their teaching

Demonstrates that they have learned from past challenges

**Question 7 (9 min)****Competency: Relationship Building****Questions:**

Tell me about how you have leveraged relationships to build a strong, inclusive culture in your classroom.

*Note: if applicant asks, it is appropriate for them to talk about any relationships (ie, students, teachers, parents, etc.) that were important to building a strong, inclusive culture.*

**Follow-ups:**

- What do you see as common traits in successful relationships you have built?
- What challenges have you faced in leveraging relationships to build a strong, inclusive culture in your classroom?

**Candidate response****Score****1 – Needs Improvement**

Does not believe that relationships are important and does not believe that they need to be built intentionally in order to best serve students.

**2 – Building**

May not think about or articulate the belief that relationships are important or that they are intentionally built to help do what is best for students. May provide examples of one and not the other.

**3 – Demonstrates Strength**

Articulates the belief that relationships are important, built intentionally, and critical in helping to do what is best for students, but actions don't always align. May have some examples that align and some that do not.

**4 – Exemplary**

Demonstrates strong commitment and ability to intentionally building relationships, even when presented with challenges.  
  
Articulates belief that relationships are critical to do what is best for students.

**Question 8 (10 min)****Competency:** Personal Effectiveness, Relationship Building, High Expectations,**Case Study #1:****Instructions for interviewer:**

Say: "For this next question, we're going to present you with a scenario, and ask you a few questions about how you'd respond. Here is a copy of the scenario; as I read, you're welcome to take notes."

Give a copy of the scenario to the applicant to read. Read it aloud as they follow along:

**Case Study:**

Recently in your class, you have noticed that there are a few students who have stopped following your class procedure to start their work within the first 2 minutes. You have also observed that there are several other students in the class who are not following various other class procedures. You have not been getting through your literacy block because of these behavior interruptions and you only had 60% mastery on your last assessment. The classroom is most chaotic when cleaning up from centers with many students not immediately cleaning up and moving to the carpet at the appropriate time.

What change would you want to see over the next week? Next two weeks? Next month? What specific strategies would you use to accomplish that change?

**After reading the Case Study:**

Say: "Go ahead and take two minutes to prepare your answer, then we'll jump in"

Give the candidate up to 2 minutes to make notes and to think about their answer.

**Candidate response****Score****1 – Needs****Improvement**

Cannot articulate any changes they would set or does not believe they need to make changes.

Does not provide evidence of seeking to understand student perspective

**2 – Building**

Can articulate changes they would like to see, but is unclear how to implement the goals or prioritize.

Does not provide evidence of seeking to understand student perspective

**3 – Demonstrates Strength**

Can articulate goals, but may not be able to articulate strategy or prioritization.

Provides evidence of seeking to understand student perspective.

**4 – Exemplary**

Articulates goals and strategies, with prioritization, to address challenges; can provide multiple examples of how they would address issues if the first response didn't work.

Provides evidence of seeking to understand student perspective.

Articulates that the teacher is responsible for ensuring students are able to meet classroom expectations.



## Question 9 (10 min)

Competency: Relationship Building, Team Orientation

## Case Study #2:

## Instructions for interviewer:

Say: "For this next question, we're going to again present you with a scenario, and ask you to role play how you would approach this situation. Here is a copy of the scenario; as I read, you're welcome to take notes."

Give a copy of the scenario to the applicant to read. Read it aloud as they follow along:

## Case Study:

It is the fourth week of school and you're experiencing some tension with a new teacher on your team. You have observed that the class gets more boisterous and does not follow the classroom expectations when she is teaching, and that she sometimes has difficulty executing her lesson plans. You recently had a parent tell you that her child does not like this teacher and you have seen her raise her voice to parents. You are worried that this teacher is having a negative impact on your students and your grade level team.

How would you share your concerns with this teacher?

## After reading the Case Study:

Say: "In a moment, we will go into a role play, where I will play the teacher that you are concerned about, and you will share feedback with me about what you have observed. Go ahead and take two minutes to prepare your answer, then we'll jump in" Give the candidate up to 2 minutes to make notes and to think about their answer.

## Candidate response

## Score

## 1 – Needs Improvement

Unwilling or unable to articulate how they would share feedback.

May show annoyance and frustration or address the situation in a way that is not productive.

## 2 – Building

Is willing but uncomfortable sharing feedback with the teacher.

## 3 – Demonstrates Strength

Is willing to share feedback with the teacher, though may not be aware of or articulate their own contributions to the situations.

## 4 – Exemplary

Provides evidence of seeking to understand others and gain context of the situation.

Demonstrates ability to share feedback with teachers in a way that allows the relationship to continue.

Is able to reflect on their own contributions to the situations (good or bad) and use that information to adjust their actions to drive towards a positive outcome.

## Question 9 (10 min)

## Competency: Relationship Building, Team Orientation

## Case Study #2:

## Instructions for interviewer:

Say: "For this next question, we're going to again present you with a scenario, and ask you to role play how you would approach this situation. Here is a copy of the scenario; as I read, you're welcome to take notes."

Give a copy of the scenario to the applicant to read. Read it aloud as they follow along:

## Case Study:

*It is the fourth week of school and you're experiencing some tension with a new teacher on your team. You have observed that the class gets more boisterous and does not follow the classroom expectations when she is teaching, and that she sometimes has difficulty executing her lesson plans. You recently had a parent tell you that her child does not like this teacher and you have seen her raise her voice to parents. You are worried that this teacher is having a negative impact on your students and your grade level team.*

*How would you share your concerns with this teacher?*

## After reading the Case Study:

Say: "In a moment, we will go into a role play, where I will play the teacher that you are concerned about, and you will share feedback with me about what you have observed. Go ahead and take two minutes to prepare your answer, then we'll jump in" Give the candidate up to 2 minutes to make notes and to think about their answer.

## Candidate response

## Score

## 1 – Needs Improvement

Unwilling or unable to articulate how they would share feedback.

May show annoyance and frustration or address the situation in a way that is not productive.

## 2 – Building

Is willing but uncomfortable sharing feedback with the teacher.

## 3 – Demonstrates Strength

Is willing to share feedback with the teacher, though may not be aware of or articulate their own contributions to the situations.

## 4 – Exemplary

Provides evidence of seeking to understand others and gain context of the situation.

Demonstrates ability to share feedback with teachers in a way that allows the relationship to continue.

Is able to reflect on their own contributions to the situations (good or bad) and use that information to adjust their actions to drive towards a positive outcome.

## Question 10

## Competency: Team Orientation

## Case Study #2:

## Instructions for interviewer:

Say: "For this next question, we're going to again present you with a scenario, and ask you to role play how you would approach this situation. Here is a copy of the scenario; as I read, you're welcome to take notes."

Give a copy of the scenario to the applicant to read. Read it aloud as they follow along:

## Case Study:

It is the second week of school, and the kindergarten team of teachers has gotten back beginning of year assessment results for reading. This data is used to benchmark progress and to create literacy groups. Ideally, each classroom has 2-4 literacy groups, however, based on this data, most classrooms will need to find a way to teach 5 or even 6 groups. This will undoubtedly cut into planning time and will also reduce the total amount of instructional time significantly. You and your team are meeting to problem solve and settle on a plan for the first quarter. Most members of the team are feeling stressed and defeated and it is only week 2.

\*\*\*\*\*What do you see as the benefits or possibly drawbacks\*\*\*\*\*

## After reading the Case Study:

Say: "In a moment, we will go into a role play, where I will play the role of your grade level peer. The outcome from this meeting to get consensus on a clear plan for the 1<sup>st</sup> quarter."

Give the candidate up to 2 minutes to make notes and to think about their answer.

## Candidate response

## Score

## 1 – Needs Improvement

Unwilling or unable to articulate what ideas they would bring to the GL meeting..

May show annoyance and frustration or address the situation in a way that is not productive.

## 2 – Building

Wants to prioritize the amount of time each group gets, so they suggest ignoring some of the grouping rules in order to get all kids more time.

## 3 – Demonstrates Strength

Begins to approach the topic of sharing students across classrooms to reduce the number of groups, keep them appropriate, and protect instructional and planning time.

## 4 – Exemplary

Provides evidence of seeking to understand others and gain context of the situation.

Demonstrates ability to share feedback with the teacher in a way that allows the relationship to continue.

Is able to reflect on their own contributions to the situations (good or bad) and use that information to adjust their actions to drive towards a positive outcome.

**Logistics and Next Steps**

Complete the interview by:

- Thanking them for their responses
- Sharing the job description and give the candidate a few minutes to read; ask if they have any questions
  - Explain expectations on co-teaching and co-planning
- Sharing the salary for this role
- Sharing details about this campus if not already discussed (*you can refer to your School Narrative for details*):
  - Number of years school has been open
  - Which positions are available
  - Summer calendar and start date
  - *Other exciting details about your campus – refer to the Employee Value Proposition for details (this will be developed during the implementation year with board approval).*
- Asking the candidate if they have a timeline for the hiring decision
- Letting them know that we will be in touch within five business days with our decision; let them know that no matter our decision, we will send them a survey to ask for their feedback and would greatly appreciate if they can share candid feedback with us to help us continue to improve our work
- Asking the candidate if the references they submitted includes a current or former supervisor. If not, have the candidate explain why.

Ask:

Do you have any questions for us? (*Allow 10 minutes for questions*)

**Candidate's questions**

Is there anything else that you would like us to know about you? (*Allow up to 5 minutes for this response*)

**Candidate's response**

**Final score**

Calculate the average score for questions 1-10. Not all questions need to be asked depending on the candidate and time.

**Suggested next step based on average score:**

- 3.0-4.0 – strong hire, advance to reference check
- 2.0-2.9 – possible hire, advance to reference check for further information
- 1.0-1.9 – recommend not hire

**Mid Year Vacancies and Hiring in Subsequent Years**

In the event that a staff position becomes available, the Executive Director will work closely with Leadership Team members to fill the position in a timely manner with a qualified individual. All steps of the interview process explained in the above portions of this section will be followed in an expedited manner. After all positions have been filled, a general application for teaching positions and relevant operation positions will be posted so that we can continue to build a pool of potential candidates should a position become available.

During year one of operation, and in preparation for hiring for staffing needs in year two, the Executive Director, with support from the Leadership Team, will follow the same approach that was followed in

for year one hiring, except that all interview events, particularly for local candidates, will take place at THRIVE Community School. Our Leadership Team will work to retain the vast majority of staff members through ongoing professional development, reimagined teaching roles, and coaching and support. THRIVE's leaders will use mid-year evaluations, based on student outcomes data, staff surveys, and components of the ELEVATE NM teacher evaluation to determine if staff members will be offered a contract for the following school year. The Executive Director and that staff member's manager, will meet with all staff members individually to review mid-year evaluation results in early January to offer contracts for the next school year. Staff members will have two weeks to return a signed offer of employment. The Executive Director will post-specific job offerings for the following school year by the end of January and carry out the hiring process using the steps taken for staffing in year one. **Figure 81** outlines teacher retention and recruitment efforts in year one and beyond.

**Figure 81: Teacher Recruitment Retention Efforts at THRIVE (Year One and Beyond)**

| THRIVE Recruitment and Retention Calendar |                                      |   |
|---|--------------------------------------|---|
| Month                                     | Focus Area                           | Goal/Key Event  |
| September                                 | Talent Referrals                     | Generate referrals/leads for at least five times number of projected open positions     |
|   | Projected Staffing Needs             | Create draft competencies needed for new positions                                      |
| October                                   | Talent Referral Outreach             | Email, cold call, video meeting with 100% of referrals/leads                            |
|   | Prepare Procedures for School Visits | Schedule school visits for interested candidates  |
| November                                  | Host Referrals/Potential Applicants  | Conduct school visits for potential candidates  |
| December                                  | Host Referrals/Potential Applicants  | Conduct school visits for potential candidates  |
|   | Intent to Return                     | 100% of staff members complete intent to return prior to the winter holiday             |
| January                                   | Talent Referrals                     | Generate referrals/leads for at least 3 times the number of anticipated open positions. |
|   | Mid-Year Staff Evaluations           | Debrief 100% of mid-year evaluation results by mid January                              |
|   | Next Year's Staffing Needs           | Confirm open and new positions for the following schools year                           |
|   | Next Year's Staffing Needs           |   |

|                 |                         |   |
|-----------------|-------------------------|---|
|                 | Official Hiring Process | Post all projected job openings for the next school year<br><br>Incorporate hiring process agenda items to Leadership Team meetings through June                              |
| <b>February</b> | Official Hiring Process | Review applications and conduct phone/video screenings  |
|                 | Official Hiring Process | Conduct in-person interview day with candidates   |
| <b>March</b>    | Official Hiring Process | Review Applications and Conduct Phone Screenings  |
|                 | Official Hiring Process | Conduct in-person interview day with candidates   |
|                 | Staff Retention         | Confirm specific positions with returning staff for next school year  |
|                 | Staff Retention         | 100% acceptance from staff extended an offer of employment  |
| <b>April</b>    | Official Hiring Process | Extended offers of employment for new candidates  |
|                 | Official Hiring Process | Review Applications and Conduct Phone Screenings  |
|                 | Official Hiring Process | Conduct in-person interview day with candidates   |
|                 | Onboarding              | Extended offers of employment for new candidates(contingent upon background checks and proof of appropriate licensure).<br><br>Conduct spring onboarding day #1 for new hires |
| <b>May</b>      | Official Hiring Process | Review Applications and Conduct Phone Screenings  |
|                 | Official Hiring Process | Conduct in-person interview day with candidates   |
|                 | Official Hiring Process | Extended offers of employment for new   |

|      |                         |  |
|------|-------------------------|--|
|      | Onboarding              | candidates<br><br>Conduct spring onboarding day #2 for new hires |
| June | Official Hiring Process | 100% of new candidates have matriculated (by first week of June) |
| July | Onboarding              | Summer Staff PD  |

#### Staffing Plan Alignment to Budget

THRIVE's staffing plan is represented in specific sections of our budget. The majority of THRIVE's expenditures are related to salary and benefits, including retirement, for our staff members. Our Founding Team, in collaboration with financial experts, has created a competitive compensation package for staff members. Our base salary for instructional staff represents an approximate 5% increase above our local district. We have also prioritized paying our Associate Teachers a minimum of \$15 per hour. Finally, leadership and administrative salaries are on par with local schools. Our model is fiscally responsible, and responsive to community input. Feedback throughout our community outreach process indicated a strong desire to see school staff, particularly teachers and educational assistants (Associate Teachers), paid better wages. Our budget represents that commitment while also ensuring that we can create a sustainable staffing structure that is fully aligned with our mission and proposed model. **Appendix G Five Year Budget** is based on projected enrollment for the first five years until we reach our full enrollment capacity. The following line items are included to supporting our staffing plan, mission, and model:

- \$500 per new staff member for the subsequent year (Function: , Object: )
- Personnel costs
  - **Function 1000, Object 51199** - Instruction Personnel Services Compensation and Employee Benefits
  - **Function 2100, Object 1315** - Support Services Students- Personnel Services Compensation and Employee Benefits
  - **Function 2300, Object 51100** General Administration- Personnel Services Compensation and Employee benefits
  - **Function 2400, Object 51100** School Administration- Personnel Services Compensation and Employee benefits

THRIVE will adjust our growth and staffing structures based on any shifts in funding with approval from our Governing Board. It will allow us to achieve a teacher to student ratio of 14:1 when we are fully grown, and will allow us to hire adequate support staff, including Associate Teachers, additional Enrichment Teachers, a School Psychologist, and two Social Workers, to ensure that we can execute our model as a school for social and emotional learning, intentional diversity, and equitable academics while also being prepared to support a spectrum of student learning needs.

#### Responding to Unforeseen Challenges

THRIVE's Founding Team understands the necessity of being prepared for unforeseen budget challenges, and we will be prepared to quickly find solutions to ensure our budget is re-balanced should a challenge arise. During our founding years, when student recruitment and enrollment will likely present the greatest challenges, we will look to cut costs associated with the number of students,



specifically instructional materials costs. While we will aggressively and strategically approach teacher recruitment, we will also stagger offers of employment to follow the trends of our lottery and student matriculation process. THRIVE will also look to hire teachers and leaders in our early years with multiple teaching licenses or professional licenses so that if a reduction in projected enrollment and staffing were to occur, we would be equipped to adjust the staffing model as needed. In this event, budget items that are most specifically aligned with THRIVE's mission and model would be preserved to ensure that the integrity of our programming remains intact.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties;</li> <li>Describe how the staffing plan and process will ensure the school is able to hire highly qualified staff, no later than two weeks prior to the start of the proposed school year, on an annual basis, and fill all vacancies within a reasonable time; include how the school will recruit and hire highly-qualified licensed staff;</li> <li>Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/curriculum during the planning year and for all subsequent years;</li> <li>Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and</li> <li>Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.</li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

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

ENTER APPLICANT RESPONSE HERE:

At THRIVE Community School, we reimagine specific aspects of the student, family, and staff member experience to ensure that our school is reflective of an education that prepares students for success in the 21st century, is responsive to family and community needs, and is supportive of the continuous journey of being an excellent educator. The approaches were developed through specific consultation with Santa Fe community members and a detailed examination of approaches being used nationally and in other parts of the state. The reimagined staff member experience is supported by THRIVE's Founding Team's commitment to comprehensive Professional Development that meets and exceeds state requirements and supports the fulfillment of our mission, the delivery of our proposed model, and the achievement of various performance goals. THRIVE's Founding Team has developed an approach to professional development in accordance with requirements of NMAC 6.65.2.8 and the evaluation and funding requirements of NMAC 6.65.2.9, and NMAC NMAC 6.65.2.10, respectively.

#### Professional Development Overview

At THRIVE, we understand that for student outcomes to shift in ways that create transformative change and increased opportunities for students, the most important variable we can address is teacher effectiveness. Teacher effectiveness has consistently been identified as the most important school-based factor that influences student academic growth and proficiency.<sup>163</sup> With this in mind, THRIVE staff members will participate in three weeks of summer professional development and two weeks of professional development built in throughout the school year. Across these cumulative five weeks, all sessions are connected to at least one of the following four categories:

**Investing in Priorities and Goals:** Each year we identify academic, cultural, and operational priorities. During summer months, we take time as a staff to examine these priorities and goals and determine how we will collectively operate to ensure we bring our priorities to life and achieve our goals.

**Developing Content Area Expertise:** During summer development (15 days) and throughout the school year (10 days), at key points our team has the opportunity to continue building content knowledge. This time is professionally fulfilling and necessary for delivering on the academic promises of our mission. Development will be delivered by internal leaders and external leaders with expertise that matches our model. Staff members at THRIVE will have access to a minimum of 75 hours of Content Area Professional Development outside of Friday Professional Development.

**Aligning Mindsets and Beliefs:** As a community of education professionals, THRIVE works to ensure that we live our school values and align our mindsets and beliefs. This hard work takes time and must be nourished throughout the school year. THRIVE families will know that their children are coming to a school where a team of educators is ready to support their needs and cultivate their passions in an aligned manner within and across grade levels.

**Focused School Model Development:** THRIVE's model consists of three unique features: Social and Emotional Learning, Intentional Diversity, and Equitable Academics. These three areas drive large portions of our teacher development and are all rooted in a theme of teaching and leading for equity.

<sup>163</sup>Harvard University, "Teacher Effectiveness," Center for Education Policy Research, <https://cepr.harvard.edu/teacher-effectiveness>.

Our model related development begins with a kick off of comprehensive race and equity development that continues throughout the school year. Teachers also have the time and space to reflect on and build their own emotional intelligence capacities before engaging in development related to our school-wide SEL framework. Finally, as we engage in content related to Mastery Learning, STEAM Education, and Experiential Learning, our approach stays rooted in themes of equity and culturally relevant teaching.

#### THRIVE's Professional Development Structures

Professional development aligned to the four focus areas described above will be incorporated into several structures. Professional development objectives will vary throughout the year and, in year one, THRIVE's Executive Director and Middle School Principal will be responsible for planning and executing internal professional development. As THRIVE's student and teacher population increases, other Leadership Team members will take on instructional coaching responsibilities that align with their area of instructional expertise. The vision setting process for professional development will be led by the Executive Director in the spring of each year with the support of other Leadership Team members based on feedback from staff members.

#### Whole School Focused

Whole school professional development (PD) is designed to support the development of all staff members and will take on several different forms and will occur during each part of weekly Friday professional development as well as during summer professional development and professional development days built in throughout the school year. The first and most important role that whole school professional plays is to support the onboarding, orientation, and team/community build process. During the first four days of summer PD, the majority of professional development will be whole school focused. These sessions will focus on engaging with our school's mission, vision, values, and guiding principles. We will also collaboratively explore individual belief systems, norms, mindsets, aspects of our personal identity. We will engage in reading and other activities focused on what makes teams successful and what structures and strategies allow teams to achieve shared goals. Finally, we will carve out two full days for development related to race, equity, and identity. These four days of development introduce topics that will be explored further during full professional days throughout the school year and will inform how we function as a team.

Whole group professional development will also allow our Instructional Priority, *Teach with Fidelity*, to be translated into actionable, bite-sized steps for teachers and leaders. Whole school professional development related to this instructional priority helps create an aligned vision for what excellent teaching looks like across all instructional staff members, while also creating a common vision of what impact those instructional techniques should have on student performance and outcomes. This instructional priority, and each phase of its implementation is described in detail in **Section II.F. (1) Instruction. Figure 82** below provides an overview of how this instructional priority is chunked into intentional phases, two per trimester.

**Figure 82: Instructional Priority and Phased Instructional Focus Areas**

| Instructional Priority: Teach with Fidelity |                        |                         |                |                         |                    |
|---|------------------------|-------------------------|----------------|-------------------------|--------------------|
| Trimester 1                                 |                        | Trimester 2             |                | Trimester 3             |                    |
| Phase 1<br>Aug-Sept                         | Phase 2<br>October     | Phase 3<br>Nov-Dec      | Phase 4<br>Jan | Phase 5<br>Feb-Mar      | Phase 6<br>Apr-May |
| Strong Start                                | Purposeful Preparation | Data Driven Instruction | 5:1 Ratio      | Monitoring Student Work | Strong Finish      |

Whole school professional development will also allow our staff to engage in focused school model development. Key components of Social and Emotional Learning and Intentional Diversity, Equitable Academics will be focused on within this professional development structure. Some of these key components include our evidence-based SEL curriculum RULER (Recognize, Understand, Label, Express, Regulate), Restorative Practices, Anti-Bias/Anti-Racist Education, and Family and Community Programming. These key components will be introduced throughout summer professional and cycled back to throughout the school during Friday whole group professional development and during full professional development days.

#### Response to Data

One of THRIVE's guiding principles is that data, research, and evidence-based practices drive decisions. This guiding principle lives within a specific segment of our professional development structures and helps us ensure that our teaching is responsive to student performance and needs. In that light, during most weekly Friday professional developments, staff members engage in guided data analysis, which can include reflecting on summarized data that is provided to them or sifting through raw data to make sense of performance trends related to academic and cultural targets. The second phase of this professional development structure consists of staff members engaging in some form of planning and/or practice that reflects a deliberate adjustment to instructional or behavioral support techniques connected to the data analysis.

Several types of data will inform how these days are approached and in most cases, Response to Data days will involve most if not all instructional staff members. These days will focus on a timely response to data that includes any fall, winter, or spring universal screening/benchmarking assessments used to inform our Multi-Layered Systems of Support (MLSS) for academic, social, emotional or behavior purposes. Response to data professional development within our weekly Friday professional development will also provide a regular time for staff members of students receiving target or intensive interventions through layers two and three of MLSS to be able to reflect on progress monitoring data that has been collected according to predetermined schedules, inclusive of Students with Special Needs. Another other type of data teachers will engage with during this type of professional development is end of module, end of unit, or interim assessment data to determine which standards have been mastered from the module or unit, and which ones will require more instructional attention. The final type of data that will be responded to through this professional development structure is in-program data collected through our Mastery Learning/Direct Instruction programming. This data will have a presence in all grade levels, with the greatest presence being in grades K-2. Teachers and Associate Teachers will regularly analyze and respond to Lesson Progression Data and Lesson Mastery Data, including informal reading and math fluency data. Teachers will create action plans that can

include adjusting the place of instruction, identifying key skills or concepts to reteach, and making adjustments to group membership to better meet evolving learning needs.

### Content Area Focused

THRIVE Community School's Founding Team recognizes the importance of supporting the development of deep content knowledge in our staff members. In addition to ensuring our teachers have access to high quality content area instruction materials, our Content Area Focused professional development creates a predictable structure for when teachers will have time to unpack academic content and practice instructional techniques that support the successful delivery of that content. Friday professional development time will be used to support the regular process of internalization that teachers must engage in to develop the content area expertise needed to positively impact student outcomes. A key component of our approach to content area development is our unit/module and lesson internalization cycle. This cycle provides weekly time for teachers to individually and collaboratively engage in internalization actions that build content area knowledge over time through purposeful preparation. The culmination of weekly internalization activities is the Week at a Glance (WAG) document, which requires teachers to engage with all of the standards, objectives, and lessons materials internationally. This document identifies the daily objectives, key lesson activities, key points, and daily weekly assessments. It is used as a quick reference for coaching support and for teachers to be able to have a snapshot of the teaching and learning that takes place in the week ahead for that content area.

Professional Learning Communities (PLCs) will also play a large role in this work. During weekly Professional Learning Community (PLC) meetings, the principal or content area lead and grade level or content teachers will meet to review current student work utilizing the ATLAS Protocol.<sup>164</sup> The Atlas Protocol is a guiding set of questions and steps that allow for a deep look at standards and student work to ensure that there is alignment between what is learned and the key learning target, concept, content or skill that a teacher or group of teachers hopes students understand or are able to do once the lesson or unit is complete. It is during this reflective, weekly PLC meeting that student learning outcomes are examined and teachers leave the meeting prepared with a plan of action to review or reteach parts of the lesson, to ensure students achieve deeper levels of content mastery. The professional protocol and guiding questions used in the protocol ensure that each teacher is able to give and receive feedback regarding instructional practices, content internalization, content delivery, and level of student understanding. This weekly cycle helps to ensure that curriculum and instruction is in a continuous cycle of reflection and improvement throughout the academic year.

### Outside Professional Development

At THRIVE Community School, we recognize the need to rely on outside support and training to ensure we are investing in the development of our staff to more effectively and holistically impact our students. First, THRIVE will pursue professional training offered by the Public Education Department to ensure our practices are aligned with the state's expectations for public schools. THRIVE will also attend any training that is required by the Public Education Department. We will also pursue training offered by regional education organizations that are mission- and model-aligned.

THRIVE also intends to invest in professional development through outside organizations that will support our efforts to deliver our proposed model. Specifically, as a school that has identified Social

<sup>164</sup> School Reform Initiative, A Community of Learners, "ATLAS: Learning from Student Work," Retrieved February 18, 2021, [https://schoolreforminitiative.org/doc/atlas\\_lfsw.pdf](https://schoolreforminitiative.org/doc/atlas_lfsw.pdf).

and Emotional Learning, Intentional Diversity, and Equitable Academics as the unique features of our model, we will ensure our staff members have access to high quality professional learning experiences that are related to these features during summer professional development and throughout the school year. In year one we will seek outside professional development in the following areas: RULER training and implementation, Anti-Bias/Anti-Racist Education, Mastery Learning/Direct Instruction, and STEAM Education. Associated costs for outside professional development may include travel, materials, and facilitation fees. THRIVE's leaders will always seek the most cost-effective approaches to ensuring our staff members have the opportunity to learn from experts in the field.

### Instructional Coaching

THRIVE's Founding Team views instructional coaching as the conduit through which professional learning transfers into applied practice. A recent meta-analysis of sixty studies that examined the impact of instructional coaching on student achievement affirmed the potential impact this approach can have on student achievement and teacher development.<sup>165</sup> At THRIVE, Instructional coaching supports the intended outcomes of all other professional development structures, with a particular focus on individualizing teacher support related to THRIVE's instructional priority: Teach with Fidelity. Instructional coaching occurs on a weekly basis and at minimum consists of 20-minute lesson observation and 20-minute observation debrief. Observation debriefs will almost always incorporate some type of practice related to "look-fors" in the next schedule observation. Observation notes and written feedback is always provided following the debrief to help capture the amount of instructional progress made in a year.

Instructional coaching can also take on other forms such as modeling specific instructional or engagement techniques with students. In this scenario, rather than debrief a teacher observation, the teacher debriefs what they observed in the coach's instruction and student performance. The teacher would then model those same techniques with the coach through lesson rehearsal before using them with students. One variation of this is when the coach and the teacher co-observe another teacher who is effectively using a specific technique.

One other variation of our approach to instructional coaching is co-lesson internalization. If the instructional coach identifies lesson internalization as a key lever to improving student outcomes, the coach and the teacher could engage in this practice collaboratively during planning time. The coach then observes for several weeks to see how this support translates into more effective teaching and improved student performance.

In year one, all instructional coaching is carried out by THRIVE's Executive Director and Middle School Principal. As THRIVE grows and additional leadership positions are added according to our staffing model, more leaders will have instructional coaching caseloads. Instructional coaching at THRIVE establishes the professional expectation and mindset that the process of becoming a more effective educator is collaborative in nature and requires a strong foundation of trust.

### Novice Teacher Mentorships

THRIVE Community School will provide a formalized mentorship for novice teachers that is structured in accordance with NMAC 6.60.10.8. Our novice teacher mentorship will focus on developing level one teacher competencies identified in the NMAC 6.69.4.12.(B). THRIVE's leaders will ensure that teachers

<sup>165</sup> M.A. Kraft et al., "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence," *Review of Educational Research*, 88(4), (2018) 547-588.

receive a high level of support in their earliest years of teaching so that teachers are more likely to stay in the profession longer. Our novice teacher mentorship program will provide individualized support for teachers who are new or newer to the profession from more experienced teachers who have demonstrated proficiency in various teaching competencies as evidenced through Elevate NM teacher evaluation system. Support provided to novice teachers will include, but is not limited to the following:

- instructional material development
- culturally and linguistically responsive teaching practices for all diverse learners
- structuring conferences with parents and families
- understanding, developing and responding to formative and summative assessments
- structuring individualized conferences with students
- additional observation and feedback from a mentor teacher
- collaboratively lesson planning/internalization

All mentors will receive a \$750 stipend annually for their work. (See **Appendix G Five Year Budget, Function 1000, 51300**) Mentors will be supported and monitored by THRIVE's Executive Director in years one through three, and the Middle School and Primary/Intermediate School Principals/Director in Year four and beyond.

#### Professional Development Program Guarantees

THRIVE Community School's Founding Team has ensured that our professional development plan and novice teacher mentorships are structured intentionally and fully supported by our five year budget plan (**Appendix G**), represented in **Function 1000, Object 5330**. We have also structured our professional development plan and novice teacher mentorship program in service of our mission, proposed model, and performance goals. We will create a small amount of time (15 minutes) during each Friday Professional Development to share relevant updates and information that are best communicated in-person. All other routine communication will occur through a weekly staff newsletter so ensure that our professional development time is not used for routine staff meeting purposes. We have ensured that approaches to both professional development and novice teacher mentorships satisfy or exceed state minimum requirements and rules and most importantly are backed by research-based approaches and other best practices to developing teacher competencies across different levels of experience and need.



| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs<ul style="list-style-type: none"><li>○ Describe how the plan meets state requirements and rules; and</li><li>○ Describe how the school will ensure professional development time is not used for routine staff meetings.</li></ul></li><li>• Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of PED rules; and</li><li>• Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur:<ul style="list-style-type: none"><li>○ are supported by the budget</li><li>○ support the implementation of the proposed school's educational plan, mission, and performance goals</li><li>○ not only address required annual trainings, but are also tailored to address school- and teacher-specific professional development needs.</li></ul></li></ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

**E. Employees.**

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

ENTER APPLICANT RESPONSE:

THRIVE Community School will use innovative approaches to drive achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice. To deliver on the promises of our mission, THRIVE's leaders will build a staff that shares a passion for this commitment to our community. THRIVE's employees, along with our students and families, will be the heart and soul of our organization. Our school will strive to be a place where the following objectives are met for all employees:

- All employees experience a sense of belonging
- All employees are appropriately supported, challenged, and compensated
- All employees have the opportunity discuss issues or concerns with their supervisor
- All employees experience a work environment that is consistent with our mission, vision, values, and guiding principles
- All employees feel as though their identity and perspective are valued by peers and leaders

THRIVE's Founding Team has developed employment terms to ensure that we fulfill our mission by maximizing student achievement, sustain the growth of our organization, support the objectives listed above, and contribute to the sustainable fiscal health of our organization. At the beginning of our implementation year, THRIVE's Governing Board will approve a personnel handbook which will include information related to hiring, employment classification, work schedules and calendars, leave guidelines, vacation days, personal days, sick days, payroll, salary schedules, benefits overview, workplace safety, discipline and grievance processes, and staff evaluation policies.

#### **Employment Classification**

All employees at THRIVE Community School will be classified as part-time or full-time, certified or non-certified, and exempt or non-exempt. Other individuals, including contracted and temporary employees or consultants may also be employed by THRIVE Community School, as needed.

- **Full-Time Employees:** Employees that work the entirety of the school year, at least 30 hours per week. All Full-Time Employees qualify for the THRIVE Community School benefits program.
- **Part-Time Employees:** Employees that work less than 30 hours per week. Part-Time Employees do not qualify for the THRIVE Community School benefits program.
- **Certified Employees:** These employees must hold the requisite educator's license in the specific grade level and/or content area, as defined by the New Mexico Public Education Department Professional Licensure Bureau.
- **Non-Certified Employees:** These employees are those who do not need to hold a license to complete the requirements of their job.
- **Exempt Employees:** These employees do not qualify for overtime pay, per the Fair Labor Standards Act (FLSA). FLSA will be used to determine whether an employee is exempt or non-exempt.

- **Non-Exempt Employees:** These employees qualify for overtime pay, per the Fair Labor Standards Act (FLSA). FLSA will be used to determine whether an employee is exempt or non-exempt.
- **Consultant or Contract Employees:** Independent contractors who work under the terms of an agreement made between them and THRIVE Community School. Consultants are not considered employees and do not qualify for the THRIVE Community School program.
- **Temporary Employees:** These employees work at THRIVE Community School for a short period of time, typically not spanning more than two trimesters in an academic year. Temporary Employees do not qualify for the THRIVE Community School benefits program.

### Benefits and Pay Terms

**Pay Schedule:** THRIVE employees will be paid semi-monthly. Checks will be distributed twice per month, once at the beginning of the month and once at the end of the month, for a total of 24 pay periods across the year.

**Salary Schedule:** THRIVE has developed a salary schedule in accordance with the School Personnel Act (NMSA-22-10A). Our proposed salary schedule exceeds state minimums and is 5% higher than Santa Fe Public Schools published salary schedule for teachers. Our proposed salary schedule for licensed teaching staff is displayed in **Figure 83**.

**Figure 83: Licensed Teaching Staff Salary Schedule**

| Licensed Teaching Staff Salary Schedule |               |                  |                     |                |                   |                   |                  |                   |                   |                   |                    |                    |                        |
|---|---------------|------------------|---------------------|----------------|-------------------|-------------------|------------------|-------------------|-------------------|-------------------|--------------------|--------------------|------------------------|
| Steps                                   | Level I<br>BA | Level I<br>BA+15 | Level I<br>BA+45/MA | Level II<br>BA | Level II<br>BA+15 | Level II<br>BA+45 | Level II<br>MA+0 | Level II<br>MA+15 | Level II<br>MA+45 | Level III<br>MA+0 | Level III<br>MA+15 | Level III<br>MA+45 | Level III<br>Doctorate |
| Exp 0                                   | \$43,050      | \$43,100         | \$43,150            | \$52,545       | \$52,595          | \$52,645          | \$52,695         | \$52,745          | \$52,795          | \$63,053          | \$63,103           | \$63,153           | \$63,203               |
| Exp 1                                   | \$43,100      | \$43,150         | \$43,200            | \$52,595       | \$52,645          | \$52,695          | \$52,745         | \$52,795          | \$52,845          | \$63,103          | \$63,153           | \$63,203           | \$63,253               |
| Exp 2                                   | \$43,150      | \$43,200         | \$43,250            | \$52,645       | \$52,695          | \$52,745          | \$52,795         | \$52,845          | \$52,895          | \$63,153          | \$63,203           | \$63,253           | \$63,303               |
| Exp 3                                   | \$43,200      | \$43,250         | \$43,300            | \$53,645       | \$53,695          | \$53,745          | \$53,795         | \$53,845          | \$53,895          | \$64,153          | \$64,203           | \$64,253           | \$64,303               |
| Exp 4                                   | \$43,250      | \$43,300         | \$43,350            | \$53,695       | \$53,745          | \$53,795          | \$53,845         | \$53,895          | \$53,945          | \$64,203          | \$64,253           | \$64,303           | \$64,353               |
| Exp 5                                   | \$43,300      | \$43,350         | \$43,400            | \$53,745       | \$53,795          | \$53,845          | \$53,895         | \$53,945          | \$53,995          | \$64,253          | \$64,303           | \$64,353           | \$64,403               |
| Exp 6                                   | \$43,350      | \$43,400         | \$43,450            | \$54,745       | \$54,795          | \$54,845          | \$54,895         | \$54,945          | \$54,995          | \$65,253          | \$65,303           | \$65,353           | \$65,403               |
| Exp 7                                   | \$43,400      | \$43,450         | \$43,500            | \$54,795       | \$54,845          | \$54,895          | \$54,945         | \$54,995          | \$55,045          | \$65,303          | \$65,353           | \$65,403           | \$65,453               |
| Exp 8                                   | \$43,450      | \$43,500         | \$43,550            | \$54,845       | \$54,895          | \$54,945          | \$54,995         | \$55,045          | \$55,095          | \$65,353          | \$65,403           | \$65,453           | \$65,503               |
| Exp 9                                   | \$43,500      | \$43,550         | \$43,600            | \$55,845       | \$55,895          | \$55,945          | \$55,995         | \$56,045          | \$56,095          | \$66,353          | \$66,403           | \$66,453           | \$66,503               |
| Exp 10                                  | \$43,550      | \$43,600         | \$43,650            | \$55,895       | \$55,945          | \$55,995          | \$56,045         | \$56,095          | \$56,145          | \$66,403          | \$66,453           | \$66,503           | \$66,553               |

The proposed salary schedule for Associate Teachers and the salary schedule for Office Managers are outlined in **Figure 84**. Our Associate Teachers and Office Managers are integral members of our teams and critical to the successful delivery of our proposed model and fulfillment of our mission. The proposed salary for this position reflects a commitment to ensuring all staff members are provided a living wage of \$15 an hour, at minimum. Associate teachers are 205 -day employees, and Office Managers are either 220-day employees, or 12-month employees.

**Figure 84: Associate Teaching Staff and Office Manager Salary Schedules**

| Associate Teacher Salary |                   | Office Manager Salary Schedule |               |               |
|--------------------------|-------------------|--------------------------------|---------------|---------------|
| Steps                    | 205 Day Employees | Steps                          | 220 Days      | 12 Months     |
|                          | Annual Salary     |                                | Annual Salary | Annual Salary |
| Exp 0                    | \$24,192          | Exp 0                          | \$27,500      | \$30,000      |
| Exp 1                    | \$24,242          | Exp 1                          | \$27,550      | \$30,050      |
| Exp 2                    | \$24,292          | Exp 2                          | \$27,600      | \$30,100      |
| Exp 3                    | \$25,292          | Exp 3                          | \$28,600      | \$30,150      |
| Exp 4                    | \$25,342          | Exp 4                          | \$28,650      | \$30,200      |
| Exp 5                    | \$25,392          | Exp 5                          | \$28,700      | \$30,250      |
| Exp 6                    | \$26,392          | Exp 6                          | \$29,700      | \$30,300      |
| Exp 7                    | \$26,442          | Exp 7                          | \$29,750      | \$30,350      |
| Exp 8                    | \$26,492          | Exp 8                          | \$29,800      | \$30,400      |
| Exp 9                    | \$27,492          | Exp 9                          | \$30,800      | \$30,450      |
| Exp 10                   | \$27,542          | Exp 10                         | \$30,850      | \$30,500      |

Salary Schedules for the School Psychologist, Special Education Program Support Specialist, Academic Director, and Director of Operations are outlined in **Figure 85**. These positions are all 220-day employees.

**Figure 85: Salary Schedule: School Psych., Special Ed. PSS, Director Positions**

| School Psychologist, Special Education Program Support Specialist, Academic Director & Director of Operations Salary Schedule |          |          |          |          |          |          |          |          |          |           |           |           |           |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|
| Steps   | Level I  | Level I  | Level I  | Level II | Level II | Level II | Level II | Level II | Level II | Level III | Level III | Level III | Level III |
|   | BA       | BA+15    | BA+45/MA | BA       | BA+15    | BA+45    | MA+O     | MA+15    | MA+45    | MA+O      | MA+15     | MA+45     | PhD/EdD   |
| Exp 0   | \$44,665 | \$44,715 | \$44,765 | \$59,307 | \$59,357 | \$59,407 | \$59,457 | \$59,507 | \$59,557 | \$73,219  | \$73,269  | \$73,319  | \$73,369  |
| Exp 1   | \$44,715 | \$44,765 | \$44,815 | \$59,357 | \$59,407 | \$59,457 | \$59,507 | \$59,557 | \$59,607 | \$73,269  | \$73,319  | \$73,369  | \$73,419  |
| Exp 2   | \$44,765 | \$44,815 | \$44,865 | \$59,407 | \$59,457 | \$59,507 | \$59,557 | \$59,607 | \$59,657 | \$73,319  | \$73,369  | \$73,419  | \$73,469  |
| Exp 3   | \$44,815 | \$44,865 | \$44,915 | \$60,407 | \$60,457 | \$60,507 | \$60,557 | \$60,607 | \$60,657 | \$74,319  | \$74,369  | \$74,419  | \$74,469  |
| Exp 4   | \$44,865 | \$44,915 | \$44,965 | \$60,457 | \$60,507 | \$60,557 | \$60,607 | \$60,657 | \$60,707 | \$74,369  | \$74,419  | \$74,469  | \$74,519  |
| Exp 5   | \$44,915 | \$44,965 | \$45,015 | \$60,507 | \$60,557 | \$60,607 | \$60,657 | \$60,707 | \$60,757 | \$74,419  | \$74,469  | \$74,519  | \$74,569  |
| Exp 6   | \$44,965 | \$45,015 | \$45,065 | \$61,507 | \$61,557 | \$61,607 | \$61,657 | \$61,707 | \$61,757 | \$75,419  | \$75,469  | \$75,519  | \$75,569  |
| Exp 7   | \$45,015 | \$45,065 | \$45,115 | \$61,557 | \$61,607 | \$61,657 | \$61,707 | \$61,757 | \$61,807 | \$75,469  | \$75,519  | \$75,569  | \$75,619  |
| Exp 8   | \$45,065 | \$45,115 | \$45,165 | \$61,607 | \$61,657 | \$61,707 | \$61,757 | \$61,807 | \$61,857 | \$75,519  | \$75,569  | \$75,619  | \$75,669  |
| Exp 9   | \$45,115 | \$45,165 | \$45,215 | \$62,607 | \$62,657 | \$62,707 | \$62,757 | \$62,807 | \$62,857 | \$76,519  | \$76,569  | \$76,619  | \$76,669  |
| Exp 10  | \$45,165 | \$45,215 | \$45,265 | \$62,657 | \$62,707 | \$62,757 | \$62,807 | \$62,857 | \$62,907 | \$76,569  | \$76,619  | \$76,669  | \$76,719  |

Salary Schedules for Executive Director, Principal, and Chief Operating Officer are outlined in **Figure 86**. These positions are 12-month employees.

Figure 86: Administration Salary Schedules

| Administration Salary Schedules |                                    |            |          |                    |            |          |
|---------------------------------|------------------------------------|------------|----------|--------------------|------------|----------|
| Steps                           | Principal, Chief Operating Officer |            |          | Executive Director |            |          |
|                                 | MA                                 | Specialist | EdD/PhD  | MA                 | Specialist | EdD/PhD  |
| Exp 0                           | \$83,000                           | \$84,000   | \$85,000 | \$85,000           | \$86,000   | \$87,000 |
| Exp 1                           | \$83,050                           | \$84,050   | \$85,050 | \$85,050           | \$86,050   | \$87,050 |
| Exp 2                           | \$83,100                           | \$84,100   | \$85,100 | \$85,100           | \$86,100   | \$87,100 |
| Exp 3                           | \$84,100                           | \$85,100   | \$86,100 | \$86,100           | \$87,100   | \$88,100 |
| Exp 4                           | \$84,150                           | \$85,150   | \$86,150 | \$86,150           | \$87,150   | \$88,150 |
| Exp 5                           | \$84,200                           | \$85,200   | \$86,200 | \$86,200           | \$87,200   | \$88,200 |
| Exp 6                           | \$85,200                           | \$86,200   | \$87,200 | \$87,200           | \$88,200   | \$89,200 |
| Exp 7                           | \$85,250                           | \$86,250   | \$87,250 | \$87,250           | \$88,250   | \$89,250 |
| Exp 8                           | \$85,300                           | \$86,300   | \$87,300 | \$87,300           | \$88,300   | \$89,300 |
| Exp 9                           | \$86,300                           | \$87,300   | \$88,300 | \$88,300           | \$89,300   | \$90,300 |
| Exp 10                          | \$86,350                           | \$87,350   | \$88,350 | \$88,350           | \$89,350   | \$90,350 |

**Benefits:**

All Full-Time Employees are eligible for our benefits program. THRIVE's benefits program includes health and life insurance, disability coverage, unemployment compensation, and worker's compensation. Our proposed five-year budget assumes that THRIVE will pay 16.15% toward employee retirement, \$7,000 towards medical, dental, vision, and life insurance, 1.45% toward medicare, 6.20% toward Social Security, .03% toward Workers Compensation, 3.2% toward Unemployment, and 2% toward Retiree Health. THRIVE will regularly review our benefits package to ensure we remain a sought after option for educators in our community. (See **Attachment M Assumptions** and **Appendix G: Five Year Budget**).

**Work Schedules:**

THRIVE staff members will be expected to arrive by 7:50am each day and remain until 4:10pm. All staff members will have rotational duties to support arrival for breakfast and dismissal. Breakfast duty will begin at 7:20 and dismissal duty will end at 4:25. As indicated by the salary schedule posted above, staff members will work the following number of days:

- **205 Work Days:** Teachers, Associate Teachers, Digital Learning Coach, Social Worker, Speech-Language Pathologist
- **220 Work Days:** School Psychologists Director of Operations, Office Manager, Academic Director, Special Education Program Support Specialist
- **12 Month:** Executive Director, Principal, Chief Operating Officer

**Leave**

The THRIVE Community School Founding Team will hold high expectations for staff attendance. However, we recognize that there will be times throughout the year when employees must miss work.

**Sick Days:** In alignment with the current Elevate NM educator evaluation, each full-time staff member will be entitled to 10 paid sick days per school year.

**Personal Days:** Each full-time staff member will be entitled to 2 paid personal days per school year. Written notice requesting a personal day must be given to the Executive Director for approval at least one week prior..

**Family Medical Leave Act (FMLA):** Full-time employees who have completed at least 90 days of continuous employment at THRIVE will be entitled to an unpaid leave of absence for family care, maternity, or FMLA adoption guidelines. An employee may apply for a family care leave of absence to care for certain members of one's immediate family, which includes parents, children, spouse, domestic partner, siblings, and grandparents due to a serious health condition. FMLA may also be used to care for a newborn or newly adopted child as maternity leave, paternity leave, and adoption leave for up to twelve weeks.

**Bereavement:** Full-time employees at THRIVE are entitled to take up to three (3) consecutive days off, with pay, to attend the death of an immediate family member. Additional time without pay or unused personal leave days can also be used for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent, or grandchild.

**Military Leave:** THRIVE staff members who are members of the military are eligible for up to five years of cumulative leave through the Unified Services Employment and Re-employment Act (USERRA) These employees must be honorably discharged at the conclusion of their service. This leave is permitted whether the service is voluntary or involuntary.

**Jury Duty:** All THRIVE employees who are summoned for jury duty will be granted leave. In this event, employees should inform the Executive Director immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first ten work days of actual time served on jury duty. Jury duty extending beyond that time will be unpaid. Employees are expected to return to work on any day or part of a day when released early.

### Major Conditions of Employment

All THRIVE employees will be required to complete fingerprinting, background checks, meet licensing requirements for position(s) held, and will also be required to sign employment contracts. The following New Mexico Administrative Codes have been used to develop these conditions:

- NMSA 22-10A-5 "Background checks; known convictions; reporting required; limited immunity; penalty for failure to report"
- NMSA 22-10A-21 "Licensed school employees; employment contracts; duration"
- NMAC 6.66.2.8 "Licensed School Instructor Contract"
- NMSA 28-2-3 "Employment eligibility determination"
- NMSA 28-2-4 "Power to refuse, renew, suspend or revoke public employment or license"

### Grievance Policy

THRIVE Community School's employee official grievance policy and procedure will be represented in both the Personnel Handbook and the Governing Board Policies. The grievance policy and procedure can be found in **Attachment H**.

THRIVE Community School will treat all employees in a fair and impartial manner. We value each of our team members and the skills, talents, and commitment they bring to our mission driven work. We will work to create a professional environment where problems or concerns are intentionally discussed to ensure our work environment is positive and productive.

A grievance is defined as a significant concern that arises regarding a violation of personnel policies or practices. This definition extends to concerns between co-workers, or concerns between an employer or supervisor and an employee. Employees who seek support address concerns may request mediation support from a supervisor. Employees who seek a resolution through mediation through established procedures will not be subjected to discrimination, exclusion or retaliation or be penalized for exercising use of these established procedures. THRIVE staff members will always be encouraged to go directly to that person of concern to reach a resolution independently. If supervisory mediation is needed, the outcome will be considered final.

If a conflict or concern arises, the following steps outlined in the grievance procedure below can be followed with the goal of reaching an amicable resolution.

1. If an employee feels they have been treated unfairly, the employee should reach out to their direct supervisor to discuss the concern.
2. If the discussion does not render the desired results, the employee should present the concern in written form to the Principal within two business days of receiving their supervisor's response. The employee must notify their supervisor of this report.
3. The Executive Director will respond to both individuals within two business days of receiving the complaint, in person and in writing.
4. If the Executive Director cannot resolve the complaint, or if the complaint involves the Executive Director, the employee may present the complaint to THRIVE's Governing Board. The Governing Board will review any complaint brought before it and will respond in writing to the parties concerned within fifteen days of initially receiving the complaint. The decisions of the Governing Board are considered final.
5. Retaliation of any kind against an employee for bringing up complaints under this procedure is unacceptable.
6. At their own expense, employees may seek outside support in order to articulate a complaint as effectively as possible.

#### Employee Discipline, Re-Contracting, and Discharge

Employment contracts at THRIVE will be based on and signed prior to the beginning of each fiscal year. In accordance with NMSA 22-10A-23, employees will be informed of their termination or reemployment prior to the final day of the contracted school year. Any employee who is offered reemployment must accept the offer within 15 days of when the offer is extended or within 15 days of the final day of the school year. Further detailed in **Section II. D. (3)** of this application, THRIVE Community School's staff recruitment timelines ensure we meet the reemployment and offer acceptance requirements.

The THRIVE Community School's Governing Board and Executive Director will follow all applicable law related to termination of an employee, which includes giving notice on or before the last day of the school year or current employment contract. Non-renewal of a contract is considered "termination." THRIVE Community School employees who have been employed for less than three years, can be terminated for any reason. The employee must be provided with a written reason within 10 days of request. For individuals who have been employed by THRIVE Community School for more than three consecutive years, just cause reasoning must be provided with the termination. Just cause means a reason that is rationally related to the employee's competence turpitude or the proper performance of the employee's duties and that it is not in violation of the employee's civil or constitutional rights. The employee may dispute the just cause termination with the THRIVE Community



School Governing Board. Both parties must follow the outlined timeline in NMSA 22-10A-24 and 22-10A-25.

If necessary, THRIVE may also discharge an employee, which is defined as ending the employment relationship with a certified employee prior to the expiration of the current employment contract. In this case, Just cause reasoning must also be provided, insufficient performance or assigned duties not being executed. The discharged employee may request a hearing with THRIVE's Governing Board, which is required to occur 20-40 days after the request, with at least 10 days given notice. Following the hearing, the Governing Board must provide a final decision within 20 days.

### Employee Unions

THRIVE Community School does not anticipate having an employee bargaining agreement in year one, nor does it anticipate having a bargaining unit after year one. However, in the event that one is certified, the Governing Board will negotiate a collective bargaining agreement as provided in the Public Employees Labor Relations Act. THRIVE Community School and the THRIVE Community School Governing Board will comply with all applicable statute, including:

- NMSA 10-7E-5 "Rights of Public Employees"
- NMSA 10-7E-6 "Rights of Public Employers"
- NMSA 10-7E-7 "Appropriate Governing Body; Public Employer"
- NMSA 10-7E-19 "Public Employers; Prohibited Practices"
- NMSA 10-7E-10 "Local board; created"
- NMSA 10-7E-11 "Local board; powers and duties"
- NMSA 10-7E-12 "Hearing procedures"
- NMSA 10-7E-13 "Appropriate bargaining units"
- NMSA 10-7E-14 "Elections"
- NMSA 10-7E-15 "Exclusive representation"
- NMSA 10-7E-17 "Scope of bargaining"
- NMSA 10-7E-19 "Public Employers; Prohibited Practices"
- NMSA 10-7E-20 "Public employees; labor organizations; prohibited practices"

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract);</li> <li>• Identify the primary conditions of employment for each class of employees, including: <ul style="list-style-type: none"> <li>○ Benefits and pay terms</li> <li>○ Daily work schedules and annual work calendars</li> <li>○ Major conditions of employment</li> <li>○ Employee conflict and grievance resolution processes</li> <li>○ Employee discipline, re-contracting, and contract termination processes; and</li> </ul> </li> <li>• Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.</li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

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

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

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

THRIVE Community School's mission is to be a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity through innovative approaches and unique features. This mission is a direct result of over 200 conversations with community members, leaders, parents, families, and educators across the city, representing 70 different organizations including non-profits, social service agencies, and early childhood programs. To date, this work has allowed us to develop genuine connections within and across our community, and for several of our Founding Team and board members, our proposed community is our community of residence. Our community outreach efforts during the school design phase have also shown that there are several organizations who are interested in partnering with us for before, during, and after school programming, as well as other wrap-around services.

We know that we must continue to have open and transparent conversations with our community and our commitment to being a school that truly reflects the community in which it serves. We will have two councils at THRIVE Community School to ensure that our teaching and learning approaches, systems, procedures, management, and policies are focused on grounding students in community values, and that students are "holistically well, secure in their identity, and culturally safe."<sup>166</sup> there continues to be community opportunities to participate in and shape policies, procedures, oversight, and management of the school. We will accomplish this by:

- Meeting the requirements of NM SA 22-5-16 by creating a THRIVE Community School Advisory Council
- Ensuring that THRIVE Community School remains true to its promise of intentional diversity and culturally and responsive approaches to teaching and learning by establishing a THRIVE Community School Equity Council

### **THRIVE Community School Advisory Council**

The THRIVE Community Advisory Council will consist of an equal balance of school employees, parents, and community members. One of our community members will represent a member of the local business community in which our school resides and our Executive Director will serve as the Chair of the Advisory Council. Our goal is to ensure that our council is effectively able to support and assist our instructional leaders in site-based decision making while also providing an avenue for parents and the wider community to be involved in the decisions that impact the education their children receive. THRIVE Community Advisory Council will ensure that they work in compliance with all local, state, and federal laws.

<sup>166</sup> New Mexico Public Education Department, "Culturally and Linguistically Responsive Schooling by Design Tool," Language and Culture Division, [https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR\\_SbD-Tool-2020.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_SbD-Tool-2020.pdf).

The THRIVE Community School Advisory Council will:

- Meet monthly
- Provide updates at the monthly Governing Board meeting
- Provide feedback on the Governing Board Policies and Procedures and speak to the impact that those policies and procedures have on the daily lived experiences of students
- Serve on the Governing Board Audit Committee and other committees as appropriate
- Collect community input annually (electronically and hard copy) through the THRIVE survey that will help the Governing Board to set planning priorities and goals for the following academic year

Our Council will follow the guidelines of NM SA 22-5-16 by:

- Working with the Executive Director providing advice and guidance consistent with state and school rules and policies related to curriculum and instruction and the THRIVE's budget
- Creating a plan of action to further engage and involve parents in the school
- Developing community partnerships that help to support our mission of ensuring that student positive self-concept is orientated within the THRIVE community so that all students are positioned to experience and understand the important role they play as community members themselves

#### THRIVE Community School Equity Council

THRIVE Community School will establish an Equity Council<sup>167</sup> with the purpose of advising the school on actions, solutions, and implementation of a culturally and linguistically responsive school framework<sup>168</sup> that holds students' identity, culture, and language central to every design aspect of THRIVE Community school and in the work that we do as an LEA every day. If there is already a current charter school consortium established in Santa Fe, THRIVE will join the consortium to better leverage resources, share best practices, and meet the needs of students. If a consortium is joined, THRIVE will finalize its membership through Memoranda of Understanding. The following PED guidelines on Equity Council development and membership will be followed:

- The Executive Director will appoint the Equity Council Coordinator
- If more than one Governing Board member is selected to participate in the Equity Council, the member will ensure that the provisions of the Open Meetings Act are followed, particularly to the establishment of a quorum
- Recruitment efforts will include: solicitation of representatives from THRIVE Community School, THRIVE staff and Leadership Team, students, parents, and community members; a request for volunteers posted on the THRIVE Community School Website; and Electronic and hard copy applications; if multiple member representation happens, a scoring guide will be used to review applications for the council seat that may include the following Understanding of our community, availability, and understanding of and prior experience with equity work
- Total membership of the council includes no more than fifteen members, serving staggered terms; if our council is even-numbered, half of the members will serve three-year terms and the remainder will serve four-year terms

<sup>167</sup> New Mexico Public Education Department, "Letter of Memorandum," November 2019,

[https://webnew.ped.state.nm.us/wp-content/uploads/2021/02/NMPED\\_EquityCouncils\\_Memo\\_11.22.19.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/02/NMPED_EquityCouncils_Memo_11.22.19.pdf).

<sup>168</sup> New Mexico Public Education Department, "Culturally and Linguistically Responsive Schooling by Design Tool," Language and Culture Division, [https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR\\_SbD-Tool-2020.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_SbD-Tool-2020.pdf).

- Equity Council membership includes: school leadership; staff; students; parents/family members; community members; members of nations, Tribes and/or Pueblos; half of this membership must also represent Students with Special Needs, Native American students, students who are English learners, and economically disadvantaged students
- The process for recruiting and appointing council members will be fair and transparent and posted on THRIVE Community School's website <http://thriveschoolsf.org/>
- Membership will directly reflect the school population by ethnicity; at this time, we will use the current enrollment data from Santa Fe Public School District to estimate our percentages of total enrollment at .8% Black or African American, 80% Hispanic, 2% Asian/Native Hawaiian/Pacific Islander, 16% White
- Duration of meeting and number of meetings will be determined by the Equity Council and will be based upon the the need to meet Equity Council and CLR requirements

THRIVE Community School Equity Council work includes:

- Completion of the required Martinez/Yazzie Readiness Assessment
- Creation of the School Equity Plan to support school alignment with the PED culturally and linguistically responsive (CLR) goals for improving outcomes for at-risk students, Native American students, Students with Special Needs, students who are English learners, and economically disadvantaged students; this plan will be uploaded to NM Dash
- Creation and implementation of a culturally and linguistically responsive (CLR) framework that improves academic outcomes for at-risk students, Native American students, Students with Special Needs, students who are English learners, and economically disadvantaged students
- Creating a report to describe THRIVE's system for, and tracking of, funding and uses of funding to improve outcomes for at-risk students, Native American students, Students with Special Needs, students who are English learners, and economically disadvantaged students
- Reporting out all findings and completion of required tasks to the school Leadership Team and Governing Board
- Empower teachers to implement CLR practices using the framework

#### Parent, Family and Community Engagement Opportunities

Our deliberately structured family and community engagement programming extends beyond our student body and is inclusive of our student's families and our surrounding community. In addition to our family and community programming, we will make our facility available for community use related to adult education, community celebrations, athletics, and community meetings.

To ensure that THRIVE remains a community driven school collectively committed to providing our children with better academic outcomes, our Founding Team will take the following steps:

- We will continue community outreach during our planning year by continuing to host focus groups and brainstorming sessions with families of potential students and other community stakeholders. We will also hold general community meetings to share information about THRIVE and to answer questions and collect general feedback about relevant topics such as our school model, facilities, lottery and enrollment, etc.
- Once operational, our team will collect family and community input on annual mission related instructional, cultural, and operational priorities. These priorities are always in service of achieving our mission and help set the focus on the beginning of each school year in a way that builds investment across key stakeholder groups (students, families, staff).

- A unique feature of our school model is intentional diversity and a component of this feature is our family and community engagement programming. In year one, this programming will be developed by the Executive Director and Middle School Principal. In years two and three, the Director of Operations and Engagement will coordinate this programming, and in year four and beyond the Family and Community Engagement Coordinator will oversee these activities. This programming is deliberately structured to ensure that our focus on intentional diversity extends beyond our student body and is inclusive of our student's families. Key components of this programming include:
  - **Community Building Events:** These events focus on bringing families together across lines of difference to engage in topics of interest. The make-up of these groups is intentional and these groups always meet 3-4 times over the course of a month to ensure that families have more than a single opportunity to develop connections. These events will be expanded as the school grows out, and will include events such as Family Art Night, Cooking Class, Family Sports Night, Family Led Learning Opportunities, Planned Play Dates, and Welcome Back Barbeque
  - **Workshops, Book Clubs, and Movie Discussions:** THRIVE will strive to be a learning hub, not just for students and staff members, but also for families and community members. To do so, we will offer workshops, book clubs, and article discussions that are relevant to the needs, interests, and identities of our community. Topics will include, but not be limited to: Financial literacy, anti-bias training, race and equity, school to home connections, health and fitness, and digital literacy. This will be coordinated and managed by the instructional Leadership Team.
  - **Academic and Cultural Culminating Project Events:** Students will have the opportunity, three to four times per year, to showcase their learning through culminating project events. These events will highlight the learning and perspective that has been developed through units of study rooted in topics related to identity, emotions, stereotypes, biases, power, and influence. Students will also have the opportunity to participate in student-led conferences that are a celebration of progress towards annual academic and social goals.
  - **Community Partnerships:** THRIVE will also pursue partnerships with community-based organizations that are mission aligned and provide services that complement features of our innovative model, namely, SEL, intentional diversity, STEAM Education, and experiential learning. Our community outreach efforts during the school design phase have shown that there are several organizations who are interested in partnering with us for before, during, and after school programming, as well as other wrap-around services.

#### THRIVE Community School Assurances per NMSA 22-8B-4-K

THRIVE Community School will welcome and encourage family participation, site and community-based volunteering, and active engagement in the educational progress of their child. However, we understand the unique needs of each family and the particular challenges many members of our community face in terms of time and resources. Per NMSA 22-8B-4-K, THRIVE Community School will never make participation in events or activities mandatory or obligatory in terms of student admission or enrollment. Nor will differentiated treatment of a student occur as the result of parent participation. Parents will always have the explicit opportunity to opt out of any proposed service or support commitment.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Identify school operation and governance structures that will provide the following:<ul style="list-style-type: none"><li>○ A meaningful opportunity for parental input and participation</li><li>○ A meaningful opportunity for professional educator input and participation</li><li>○ A meaningful opportunity for community input and participation;</li></ul></li><li>• Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission;</li><li>• Explain the role of the Equity Council in the governance and operation of the proposed school;</li><li>• Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, dis-enrolling, or otherwise differentiating treatment of a student; and</li><li>• If the school plans to offer opportunities for parent support, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's support opportunities.</li></ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

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

THRIVE Community School is an open and transparent community-centered organization that values all input and believes that real organizational growth and responsive change comes from feedback, engaged listening, and valuing perspectives and experiences that may not always be positive. Our grievance process will provide meaningful ways for our students, parents, and community members to express concerns and complaints and be heard by and responded to from our head administrator, grade level principals, or our governing body if resolution to grievances cannot be accomplished at the lowest levels first.

### Complaint Process

#### Informal Complaint

All members of the school community may present a grievance to the THRIVE Community School team. We encourage any complainant to first speak with the individual and express their concerns to attempt to reach resolution at the lowest level possible. If that is not possible, individuals will be encouraged to fill out an informal complaint form that captures the issue(s) at hand and the parties involved. Copies will be kept at the front desk. The complaint will be given to the grade level principal who will then address the issue and work to come to a solution of understanding. Documentation of the informal complaint will be filed by the grade level principal or other administrator for record keeping.

#### Formal Complaint

When it is not possible to achieve resolution at the lowest level through the informal complaint process, a community member may file a complaint formally or directly with the Executive Director or grade level principal. Additionally, it is the policy of THRIVE Community School to maintain an environment free of harassment, including verbal or physical conduct that creates an intimidating or hostile environment for any individual. All formal complaints regarding discrimination or harassment, complaints based on a personal characteristic or status protected under anti-discrimination laws, should be written and submitted to the Executive Director. The written complaint will include the following elements:

- Name of person filing the complaint, name of student and grade of the student if the issue is student related
- Contact information to include phone number, email address, and mailing address
- Name of the person or people that the complaint is against
- Detailed description of the event
- Date(s) of the incident
- Names of witnesses, bystanders, or other individuals who have knowledge of the event or other potential or additional information regarding the incident
- Description of the way in which the complainant hopes to have the issue resolved

#### Timeline for Formal Complaint

All formal complaints must be written within 30 days of the incident or within any repeated event.

#### Review of Formal Complaint: Mediation, Investigation, Response

The Executive Director and/or grade levels principals will conduct a formal review of the complaint, ensure that a thorough investigation is done, and determine the best course of action to resolve the complaint. All complaints will receive a response of receipt and description of how the investigation



will proceed as well as an expected timeline within 24 business hours of receiving a complaint. All complaints will follow the steps of review, investigation, and course of action for resolution within ten business days of receipt of written complaint. The Executive Director or grade level principal will schedule a meeting with the complainant within 15 days of the written complaint and will be provided a written summary of resolution within 20 days of initial filing. The summary will include:

- Findings based on evidence gathered during investigation
- Conclusion
- Corrective action taken if necessary
- Notice of the right to appeal to THRIVE Governing Board
- Notice of the right to file a complaint to the U.S. Department of Education's Office for Civil Rights for any complaints related to discrimination as protected against under federal law.

### Appeal to Governing Board

Any complainant unsatisfied with the resolution may appeal to THRIVE Community School Governing Board, which will review the appeal and respond to the complainant within 30 days of receiving the appeal. The response to the complainant will include the right to take the complaint to the New Mexico Department of Education.

### Grievance Process Transparency and Accessibility

THRIVE Community School will post the grievance process on the website and ensure that any student, family member, or community member is encouraged to write an informal or formal complaint. Our school vision is inclusive of our core values, which positively influence the way in which we interact with students, families, staff members, and community members:

- Show Love
  - We affirm one another and recognize the innate beauty and brilliance in each of us.
  - We hold each other responsible for being the best versions of ourselves.
- Work as a Team
  - We rely on one another to achieve our shared goals.
  - We value different voices and perspectives and elevate voices that are often ignored.
- Create Joy
  - We find joy in learning and being part of a school community.
  - We smile and laugh and prioritize finding the fuel we need to overcome the challenges we face.
- Be Brave
  - We grow when we take risks and lean into discomfort.
  - We value mistakes because we are committed to learning from them and adjusting.

Any complaint that is filed with any member of our team will be treated fairly and taken seriously.

### Grievance Assurances

#### McKinney Vento Grievance Assurances

THRIVE Community School will meet the legal requirements of the McKinney Vento and special education grievance processes. The McKinney Vento Act includes the following provisions as specified

under ESSA, New Mexico Statutes Annotated (NMSA) and the New Mexico Administrative Code (NMAC).<sup>169</sup>

- Children or youth experiencing homelessness must be immediately enrolled in the school in which enrollment is sought, whether it be the school of origin, or the school in the attendance area, regardless if they are missing school records, proof of residency, immunization, health records, lack of a parent or legal guardian or have unpaid fees. Homelessness for children and youth is defined as:
  - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
  - Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodation;
  - Living in emergency or transitional shelters;
  - Abandonment in hospitals;
  - Those who live in a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
  - Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and,
  - Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.
- Immediate enrollment includes attending classes and participating fully in school activities, including extracurricular activities
- Students experiencing homelessness are to be directly certified for free school meals for the entire school year
- If a dispute arises over school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute and must be immediately referred to the Homelessness Liaison (School Social Worker).
- In the case of an unaccompanied youth, the Homelessness Liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute.

If THRIVE Community School has violated any of the rights or protections afforded students in the McKinney Vento assurances, a parent or guardian can use the formal complaint form. This must be written by the student, parent, or designated representative of the student or family. The complaint must also state that THRIVE Community School has violated requirements of federal statute and also include a statement of the facts and specific alleged violation of the requirements as outlined above.

The Executive Director or other administrative designees serving as the Homeless Liaison will provide the parent with written confirmation of receipt of the complaint that includes the following:

- Executive Director and other appropriate administrator contact information
- NMPED Homeless Liaison Contact Information
- Information on how to navigate the dispute resolution process

<sup>169</sup> New Mexico Public Education Department, “New Mexico Educational Stability Guidelines for Students Experiencing Homelessness,” Student Success and Wellness Bureau, <https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/NM-Educational-Stability-Guidelines-for-Students-Experiencing-Homelessness.pdf>.

- Notice of immediate enrollment right pending dispute resolution, which also includes notification of the right to participate in all school activities
- Notice of the right to acquire the assistance of legal representation or advocates
- Notice of the right to appeal to NMPED if resolution does not result in satisfaction of complainant
- Timeline for THRIVE Community School School Board and NMPED appeals
- Notice of the right to provide written and/or oral documentation supporting the complaint

The Executive Director or other administrative designees serving as the Homeless Liaison will investigate the complaint and provide a written decision within 10 days from complaint receipt and will also state that the complainant may appeal the decision to the THRIVE Community School Governing Board within 10 days of receipt of the school-level decision. The Governing Board will provide the complainant with a written determination within 10 days of receiving the complaint and this will be the final decision of THRIVE Community School. The Governing Board response will include factual information that informed the Board decision, including the legal basis for decision. If the complainant deems the decision to be unfavorable, all supporting documentation will be sent to NMPED Homeless Liaison within five days of THRIVE Governing Board's final decision. The complainant may appeal to PED directly within five days of the final decision made by THRIVE Community School.

#### Special Education Grievance Assurances

THRIVE Community School is dedicated to meeting the unique needs of every student. We understand that there are occasions when special education services do not meet the expectations of parents/guardians. State and federal rules provide several avenues for resolving grievances regarding special education services. In most instances, concerns or grievances can be resolved by calling for an additional IEP meeting so that the school can work with the family to resolve the issues or concerns in question. Other avenues for resolving disputes over special education services include:

- Parental request of a facilitated IEP (FIEP), agreed upon by both the school and family; an FIEP assists both parties in reaching an agreement on a student's IEP; in the instance of a call for an FIEP, THRIVE Community School will be responsible for the cost
- Joint school and family request to the NMPED Special Education Bureau for mediation of the dispute
- Parent filing of formal state-level complaints submitted to New Mexico Public Education Department's State Director of Special Education

Request for Due Process Hearing filed with the New Mexico Public Education Department's Special Education Bureau

| Rating                              | Expectations  |
|-------------------------------------|---|
| <input type="checkbox"/> Meets      | <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties;</li> <li>• Include a final step in the process that provides the grievant a meaningful opportunity to be heard by, and receive a response from, the governing body; if they are unable to obtain resolution from the head administrator;</li> </ul> |
| <input type="checkbox"/> Approaches |   |

☐ Does Not Meet

- Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and
- Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes.

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]

**G. Student Recruitment and Enrollment.**

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

ENTER APPLICANT RESPONSE HERE:

Together with our families and community, THRIVE Community School will elevate Santa Fe's greatest strength - its diversity - to drive achievement, eliminate academic and social disparities, and create a culture rooted in joy and affirmation. Our recruitment efforts will highlight the unique features and key components that make THRIVE the first school of its kind in Santa Fe: STEAM education to prime science, technology, and engineering passions, experiential and place-based learning to increase relevance, and mastery learning to ensure students have strong academic foundations. These unique features have been developed with and vetted by families and community members of Santa Fe, with over 70% of school design collaboration and feedback coming from community members living in the 87505, 87507, and 87508 zip codes. Four themes emerged from feedback provided during family and community outreach meetings:

- More high quality, innovative, and accessible public schools options are needed;
- New options should prioritize social and emotional needs;
- The persisting trends of school segregation must be challenged; and
- New norms for dramatically improved academic outcomes must be created

**Recruitment Overview**

THRIVE Community School recruiting efforts will be focused on recruiting students from 87505, 87507, 87508, as the majority of school-aged children live in these zip codes and THRIVE continues to do the majority of community outreach within this community. Because THRIVE is seeking state authorization, our doors will be open to any student living in New Mexico. Our outreach so far has been focused within Santa Fe and has included 200 outreach meetings with families, community members, and prospective Board members, representing 70 different organizations as well as four community focus groups held in February and March.

The recruitment plan for THRIVE Community School will be comprehensive, as outlined in **Figure 87**. The year one cap is 66 kindergarten students, 22 first grade students, 22 second grade students, and 75 sixth grade students, for a total enrollment of 185 students. Our outreach and recruitment plan will be used in subsequent years of operation to ensure a full kindergarten cohort of 66 students is enrolled each year and vacant seats are filled at all grade levels and as grade levels roll up and new classroom sections open. Each grade-level cohort in grades K-3 will cap at 66 students, 4th and 5th will cap at 72 students each, and grades 6-8 will cap at 75 students at each grade level. All grade levels consist of three sections each until we reach full enrollment at year five with a total of 633 students in grades K-8. THRIVE Community School will comply with all requirements related to admissions, enrollment, the lottery process, advertising, tuition, and student information gathering.

**Figure 87: Recruitment Timeline and Plan**

| Timeline                                | Activity  | Explanation   | Responsible Parties   | Associated Costs  |
|---|---|---|---|---|
| Sept 2021                               | Authorization Press-release                               | We believe it is important to ensure that information on our school, enrollment period, and lottery date is published in the major papers in Santa Fe. Both the <i>Santa Fe New Mexican</i> and the <i>Santa Fe Reporter</i> have excellent readership  | Executive Director  | Approximately \$500 per ad, \$1500 total                            |
| Dec/Jan 2022                            | Enrollment Period Press Release                           |   |   |   |
| Mar/Apr 2022                            | Lottery Press Release                                     |   |   |   |
| Sept, Oct, Dec Nov, January, March 2022 | Early Childhood Partnerships and Pre-Kindergarten Centers | Monthly presentations at early childhood and Pre-Kindergarten Centers that showcase school model  | Founding Team   | Costs related to printing materials, refreshments for parent events |
| Monthly, September - June               | Community Informational Events                            | Hosted at Santa Fe Southside Library, LaFarge Library, Santa Fe Community College, Genoveva Chavez Center. Additionally, our team will host meetings at partner organization sites like Girls Inc., Solace, or Many Mothers if those community organizations are amenable to presentations. Team will also ensure presence at all major community events around the city. | Founding Team and Founding Board                                  | Costs related to printing materials, refreshments for parent events |
| Monthly/ As requested                   | Faith-Based Organizations                                 | THRIVE Community School Founding Team, Governing Board, and the Instructional team will meet via Zoom or in-person with Faith-Based organizations. Additionally, we will attend invited events to ensure that we are able to share school information with families regarding the mission, model, and enrollment information.   | Founding Team   | Costs related to printing materials                                 |
| Once monthly, September through May     | Canvassing  | THRIVE Community School Founding Team, Board, and instructional team will go door to door in community neighborhoods located within our targeted zone of 87505, 87507, and 87508 to share mission, model, and enrollment information.   | Founding Team, Founding Board, and Instructional Team, Volunteers | Costs related to printing materials                                 |

|   |               |  |  |  |
|---|---------------|--|--|--|
|   |               | Canvassing will be done in pairs and will include Spanish speakers to ensure that we are able to communicate effectively with potential families.  |  |  |
| As requested by families completing lottery enrollment interest and or enrollment paperwork | Home Visits   | THRIVE Community School staff will visit with parents, if their enrollment paperwork makes this request. The enrollment paperwork will have this as an option for families. THRIVE staff will share mission, model, and enrollment information. Home visits will be done in pairs and will include Spanish speakers to ensure that we are able to communicate effectively with potential families. | Founding Team and Instructional Team   | Costs related to printing materials  |
| Throughout the school year, but most strongly before and during Enrollment Interest periods | Advertising   | THRIVE Community School information promoting the school and sharing our mission, model, and enrollment information will be posted on community bulletin boards, in social media groups, in the newspaper, and posted in other community-centered areas in our target zip code.  | THRIVE Founding Team   | Costs related to printing materials for posters, yard signage, etc.                        |
| Three times per week, per platform  | Social Media  | Upon Authorization, the THRIVE Founding Team will begin using Facebook, Twitter, and Instagram at least three times per week to engage the community in our model, advertise upcoming events for the school, post important information about enrollment, and provide connecting information and resources for parents to topics relevant to our model.  | THRIVE Founding Team   | No Costs   |
| Once monthly, November through May  | PopUp Schools | Founding Team will apply for a grant from LANL for the Fall for materials to run "Saturday Scholars Pop Up Schools." We will work with local community organizations and public spaces (libraries) to offer this opportunity to families. These events will be hands-on and STEAM focused.   | THRIVE Founding Team, Instructional Staff, and high school mentor volunteers from Mentoring Kids, NM (as | Costs related to materials for school. Will write grant for STEAM, mastery, and EL designs |



|   |   |   |                                  |  |
|---|---|---|----------------------------------|--|
|   |   |   | needed)                          |  |
| Twice:<br>November<br>and March                         | Mail Campaigns  | Two mass mailers that target the Santa Fe Zip Codes of 87505, 87507, and 87508 will be sent out to residential communities. Mailers will contain general information about our school, the school model, and lottery process information as well as helpful enrollment tips.  | Founding Team                    | Costs related to printing materials and mailing                |
| Once facility is identified and available for occupancy | THRIVE Community School Open House Events and Community Coffee Mornings | Weekly Community and Coffee Conversations will be promoted for families to join us to learn about our mission, model, and enrollment procedures. Additional scheduled lottery support will be made available during the enrollment period at our site (or another location if needed). Open House Nights for each grade level will also be hosted prior to student return so that families may meet the instructional team and tour the facility. | Founding Team and Founding Board | Costs related to printing materials, refreshments, door prizes |

#### Budget Associated Costs in Implementation Year

In year one we have allocated \$25 per student, or \$4,625.00, that will be used specifically for marketing and recruitment efforts during our implementation year (see **Appendix G Five Year Budget Plan, Function 2300, Object 55400**). The money will be used for print advertising of promotional materials as well as cover the costs for mail campaigns. Additionally, the Founding Team will be writing grants to help support a “Saturday Scholars Pop Up School” program and the costs for materials. The THRIVE Founding Team, Governing Board, and all other staff hired in the planning year will work collectively to ensure that our recruitment efforts successfully ensure we begin our first academic year with appropriate enrollment in each class cohort section so that we ensure we are able to fiscally support our model and programming needs. We understand that most charter schools in their first year are under enrolled. We remain hopeful that this is not the case with THRIVE Community School given that our model is built around community input and needs, we have commitment from community organizations to support with getting the word out about our school, and our school is located in the zip codes where most of the school aged children in Santa Fe live, and includes an area of Santa Fe where several new housing projects are under construction.

#### Ongoing Recruitment Plan

Our recruitment efforts will be ongoing during the school year and in subsequent years so that we are able to ensure full Kindergarten cohorts and ensure that we have full grade level cohorts as each group rolls up and new sections are added. Our aim is to reach our student enrollment capacity every year and ensure that we have students on our waitlist. After the planning year and the first lottery cycle, we will assess recruitment strategies and determine which strategies must be in place in the year ahead. We know that recruitment does not stop after the first lottery for the 2022-2023 school year and that

our efforts need to continue to match the best ways in which to reach families in Santa Fe, particularly families with English learning backgrounds or socio-economic barriers. Our annual recruitment plan includes the following timeline:

- Community Outreach and Enrollment Interest Period: Date of Authorization or September 1st through December 31st
- Lottery Enrollment Period: November 15th through March 15th
- Lottery Draw: Last Friday in March

During our planning year, the THRIVE Founding Team hopes to receive at least 350 student interest forms by December 31, 2021. This number is almost double that of our enrollment of 185, but we expect that there will be families that fail to complete enrollment steps or encounter circumstances that require them to commit to enrollment elsewhere. Each year, we will attempt to reach a recruitment goal of double the number of our projected available lottery seats.

#### **Assurances for Equal Access and a Demographically Diverse Body that Represents Local Community**

THRIVE Community School will not charge tuition, nor will it have admission requirements per NMSA 22-8B-4-K and will welcome all students. THRIVE will be in compliance with all non-discrimination state and federal laws. We will not discriminate against students or families based on a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

THRIVE Community School's extensive recruitment plan will launch upon charter authorization and our recruitment process will use newspapers, bulletin boards, canvassing, community events, outreach to early childhood programs, support from community and faith-based organizations, and other methods designed to share information about the availability of spaces prior to the time the lottery is held so that there is equal opportunity for all parents and students to learn about the school and apply. THRIVE Community School is committed to being an intentionally diverse school, representative of our community and Santa Fe Public Schools. We have planned for a focus outreach in the 87505, 87507, and 87508 zip codes. Many of our families in these areas lack access to media/technology, or timely information that has hampered ability to access information about lottery processes and school options. Our intention is to canvas and speak directly to families in communities with lower socioeconomic and communities where Spanish is the primary language, while also ensuring equitable access to all populations.

#### **Adjustments to Recruitment and Outreach Following Year One**

The THRIVE Community School Governing Board will receive monthly enrollment and recruitment data, which will inform recruiting practices following year one. If enrollment numbers are not meeting goals for enrollment or diversity of student population, the THRIVE Governing Board and Founding Team will create a plan of action to ensure target enrollment is met at the end of the lottery enrollment interest period. All recruitment efforts will be reviewed and evaluated so that recruitment practices can be built and improved upon throughout the year as we continue to serve a student body that is reflective of the demographics of our city and the local Santa Fe Public School District.

#### **Justification for Recruitment and Enrollment Timelines**

Student recruitment will begin immediately upon authorization of the charter. The THRIVE Founding Team is aware of the challenges of meeting full enrollment, particularly for a school that is new to the community. This is part of the reason why our family and community outreach for input and support

began in the summer of 2020, well before the Notice of Intent was submitted to the Public Education Commission in December of 2020. We have met with 200 community members representing 70 organizations to ensure that there is knowledge and information about our model and proposed offering if we receive authorization and are able to open our doors in August of 2022. As soon as we are authorized, we will begin working with community partners across the city so that we are reaching potential founding grade-level families beginning in September.

All lottery and recruiting practices will be in compliance with state and charter statutes and all outreach and recruiting events will continue throughout the year to ensure that we are able to reach enrollment targets in June, prior to the beginning of each academic school year.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs;</li> <li>Describe: <ul style="list-style-type: none"> <li>how the plan is tailored to ensure equal access to the school</li> <li>why the plan is likely to attract a student body that is demographically reflective of the local community and school district;</li> </ul> </li> <li>Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan; and</li> <li>Explain why the recruitment and enrollment timelines are reasonable.</li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School will comply with New Mexico Administrative Code 6.80.4.12-D “Initial Requirements and Review Process for Start-Up Schools” regarding all enrollment, lottery processes, advertising, enrollment preferences for siblings of currently enrolled students, and enrollment paperwork information requests. THRIVE Community School will not charge tuition, nor will it have admission requirements per NMSA 22-8B-4-K. THRIVE will welcome all students and will not discriminate against students or families based on a person’s sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

#### Lottery Process Overview

New Mexico statute, 22-8B-4.1 NMSA (1978), requires THRIVE to employ a lottery selection process if the total number of students that we recruit exceeds the space available. The following steps will be taken to ensure that THRIVE Community School meets enrollment targets in a way that ensures equal access to our school:

- Our enrollment period for the lottery will begin on November 15th and end March 15th.
- For any grade level that does not reach capacity during the lottery enrollment period, students can be granted a seat on a first come first served basis. In this instance, once THRIVE reaches capacity, subsequent applicants will be placed on a waitlist.
- If the enrollment exceeds the number of spaces available during the lottery enrollment period, a lottery selection will be conducted and all available spaces will be included in the lottery.
- Our public lottery will take place on the last Friday in March.
- When an open seat occurs at THRIVE, new students will be enrolled from the waitlist order first, and then we will be open to further enrollment until we have reached the capacity established by our five year enrollment plan.

Additionally, we will follow the following state laws regarding enrollment and lottery process guidelines to include exemption for applicants from the lottery process if they meet one of the following criteria: (1) students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades and (2) siblings of students already admitted to, or attending, the same charter school.

THRIVE Community School understands that there is no exemption to the process above for children of the Founding Team, employees, or Governing Board members of THRIVE Community School.

#### THRIVE Pre-Lottery Procedures and Entry

THRIVE Community School’s application for enrollment period will last for sixteen weeks, November 15, 2021-March 15, 2022. Parents who submitted Intent to Enroll forms will be notified of the start of the enrollment period so that they may submit student enrollment documents, available in English and in Spanish. Families will be able to submit the enrollment document until 11:59pm on March 15th. If any grade level is under-enrolled per our yearly cap, all students in that grade level who have submitted an enrollment form will be automatically enrolled and no lottery will take place for that grade. In this

case, those families will be notified the week of April 1st. Once all seats are filled for that grade level through enrollments past the enrollment period, a waiting list will be created.

### **THRIVE Community School Lottery**

The Lottery will take place on the last Friday in March, giving our Founding Team time to ensure that all processes are appropriately in place for the drawing. The lottery drawing will be open and public, managed by the Executive Director and supervised by the Principal. An impartial third party community member will be invited to conduct and draw. The location of the drawing, as well as the date and time, will be publicly posted and advertised through the THRIVE Community School Website as well as on social media outlets. Our lottery date will be included on all school- related information shared with the community and families, once THRIVE has received authorization. All prospective families are invited to attend the lottery, however no family is required to attend and no selection preferences are given to attendees.

Students enrolled during the enrollment period will have their names written on cards along with a coded number, grade level, and any sibling they have that is also applying for a seat. Cards will be grouped by grade level and the impartial third-party community member will draw names until all seats have been filled for the grade level. The drawing will begin with Kindergarten, taking note of any drawn student that also has a sibling applying for a seat. In year one and in all subsequent years, there will be 66 available Kindergarten seats. Any siblings of students applying for seats in upper grades that have a Kindergarten or subsequent grade level pull, will be given immediate preference for their grade seat draw. Once all seats have been filled, names will continue to be drawn for the waitlist. Each grade will receive a separate lottery. Names of students that are drawn for each grade level will be entered onto a spreadsheet that is projected for display. After each grade level drawing is complete to include the wait list, the Founding Team will begin to make phone calls to families of those whose names were drawn. The THRIVE Community School Founding Team will attempt three contacts of a student's family. If there is no successful contact made after three attempts, the seat will be offered to the student at the next highest position on the waitlist. After all seats are filled, families on the waitlist will also be called so that they know their waitlist ranking.

### **Post-Lottery Registration**

At the conclusion of the lottery (if in person), the parent or other family representative will be able to pick up the registration paperwork that must be completed and returned by April 15th to hold the seat for their child. Included in the registration packet for parents will be general information about the school, schedules, community event opportunities, recommended summer readings, home visits, and student orientation. For a registration to be considered complete, the following items must be returned:

- Birth Certificate/Shot Records
- Records release Form
- Media release form
- Medical Form
- Home Language Use Survey (for Kindergarten only as this information will come from schools students attended in grades 1-8)
- Free/Reduced Lunch Form

**Waitlist Maintenance and Entry**

Even after available lottery seats are filled, student names will continue to be drawn for waitlist order. Students who submit an enrollment packet after the enrollment deadline has passed, will be placed at the end of the waitlist. When a seat becomes available as a result of a student declining their spot, the seat will go to the next student listed on the waitlist. Once a waitlist student is notified of a post, they have one week to complete registration paperwork for their child or the seat goes to the next student in line on the waitlist. THRIVE Community School will attempt to make three attempts to contact families and if there is no response after the third attempt, the seat will be given to the next student on the waitlist. Students will continue to be admitted to THRIVE Community School throughout the year from the waitlist. If there is no waitlist for a particular grade level, a student may register directly at any point during the school year.

**Equal Access Lottery Process**

In the first year of THRIVE Community School's lottery process, all students submitting an enrollment application will be entered into the lottery for a seat available at that grade level. In subsequent years, the only students automatically guaranteed a seat and exempted from the lottery are: (1) those students who have a sibling that is already enrolled/lottery selected at THRIVE Community School and (2) students already in attendance at THRIVE Community School. No preferential treatment for children of the Founding Team, staff, or Governing Board members will be given. Waitlist seats at each grade level do not roll into the next academic year and families interested in enrolling their child must reapply each year for the lottery if they are not drawn for a lottery seat. A new lottery will be held each year.

At the end of each school year, families will be asked about their intention to re-enroll their child (children) for the next school year. If a family indicates that they will not be re-enrolling their child, that seat will be considered available for enrollment and the lottery. If the family chooses to re-enroll their child, there will be an option on the re-enrollment form that asks about siblings for whom the family wishes to enroll.

THRIVE Community School will ensure that families have access to support and enrollment documents in their home language as well as hard and electronic copies. Our canvassing and recruitment efforts will also include support in navigating the online platform. Additionally, we will continue our outreach work with local shelters so that all families in Santa Fe have access to information about our enrollment timeline, lottery process, and direct school support with any questions regarding our programs, policies, or procedures.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | A complete response must <ul style="list-style-type: none"> <li>Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties;</li> <li>Describe each of the steps of the process to include the following:               <ul style="list-style-type: none"> <li>Pre-lottery entry</li> <li>Lottery</li> <li>Post-lottery registration</li> <li>Waitlist maintenance and entry; and</li> </ul> </li> <li>Describe how the lottery process supports equal access to the school.</li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

**H. Legal Compliance.**

H. Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to meet all conflict of interest requirements including nepotism. Provide a sample disclosure statement of any real or potential conflict of interest.

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School has developed a Conflict of Interest Policy (**Attachment F**) that adheres to NMSA 22-8B-5.2 and will serve as a guide for the Governing Board in managing all related concerns, and perceived or real violations of the policy. This policy details conflict of interest and nepotism perimeters, a Disclosure Statement, necessary timelines, action steps, and individuals or groups responsible if a member has identified a conflict of interest. The Conflict of Interest Policy will be reviewed and approved by the Governing Board during the first Board meeting following authorization by the PEC.

**Conflict of Interest and Nepotism**

- A. A person shall not serve as a member of the THRIVE Community School Governing Board if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which THRIVE Community School contracts directly, for professional services, goods or facilities. A violation of this subsection renders the contract between the person or the person's immediate family member and the THRIVE Community School voidable by the Public Education Commission, the Public Education Department or THRIVE Community School governing board. A person who knowingly violates this subsection may be liable to the THRIVE Community School for any financial hardship caused.
- B. No member of the THRIVE Governing Board or employee shall participate in selecting, awarding, or administering a contract with THRIVE Community School if a conflict of interest exists. A conflict of interest exists when the member or employee, or an immediate family member of the member, or employee, has a financial interest in the entity with which the charter school is contracting. A violation of this subsection renders the contract voidable.
- C. Members of the Public Education Commission and the Public Education Departments Charter School Division are ineligible to serve as members of the THRIVE Community School governing board. Conversely, no member of the governing board may continue to serve in their position with THRIVE Community school should they take a position with the PEC or PED that would allow them oversight, evaluative function or decision-making authority over THRIVE Community School.
- D. No THRIVE Community School Governing Board member or employee may employ or approve the initial employment in any capacity of a person who is an immediate family member of the head administrator or a member of the Governing Body or a THRIVE Community School employee who would be a direct supervisor of the immediate family member. If THRIVE Community School should want to hire an employee who is an immediate family member of the head administrator, or a governing board member, the PEC must be notified and informed of the relationship and qualifications of the individual for the position against others in the applicant pool. The PEC will work to evaluate the case and mitigate the potential nepotism concern.

The Conflict of Interest Policy defines an immediate family member as one of the following individuals: significant other, mother, father, mother-in-law, father-in-law, daughter, son, daughter-in-law, son-in-



law, sister, brother, sister-in-law, brother-in-law, or any other relative who is financially supported by the governing board member or school employee.

THRIVE Community School will adhere to the Nepotism section of the Conflict of Interest Policy which adheres to NMSA 22-8B-10 and all statutory requirements. The Head Administrator will refrain from hiring immediate family members and governing board members will refrain from voting in members or employees who are immediate family members. Should an occasion arise where the best qualified person for a position is an immediate family member, the matter should be immediately referred to the PEC for consideration and guidance. As stated above this person must be uniquely qualified for the position and the decision to hire or include in membership will not be finalized by the immediate family member who is a current THRIVE employee or board member.

#### Disclosure Statement

The disclosure statement is located within the Conflict of Interest Policy (**Attachment F**) is as follows:

Please note any relationships, circumstances, or positions in which you or any immediate family members may be in conflict with the THRIVE Community School Conflict of Interest Policy or consider there could be a future conflict of interest, as defined by the schools Conflict of Interest Policy.

I, \_\_\_\_\_ acknowledge the information stated above is true, to the best of my knowledge. I have carefully read and reviewed the THRIVE Community School Conflict of Interest Policy and will adhere to the policy for the duration of my employment or membership with the school.

Print Name:

Sign Name:

Date:

#### Timelines

THRIVE Community School Governing Board will review the Conflict of Interest policy during the first board meeting following authorization by the PEC. This policy will be considered and voted on at that time. Following the initial planning year, the governing board will review the policy annually at the start of each fiscal year.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | A complete response must <ul style="list-style-type: none"> <li>• Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties;</li> <li>• Describe how the policy meets the requirements of New Mexico law addressing all areas of potential conflicts of interest; and</li> <li>• Include all forms the governing body will or may be required to submit pursuant to the policy.</li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

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

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

ENTER APPLICANT RESPONSE HERE:

There are no third-party relationships that will control or influence essential elements including the existence, operation, curriculum, or instruction of THRIVE Community School.

| Rating                                 | Expectations  |
|--|---|
| <input type="checkbox"/> Meets         | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify any third party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application;</li> <li>Describe, in detail, the relationships;</li> <li>Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school;</li> <li>If any such relationships exist identify the following: <ul style="list-style-type: none"> <li>The specific, identified organizations</li> <li>Contact information for that organization</li> <li>Specific individuals in the organization that will be associated with the proposed school; and</li> </ul> </li> <li>Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.</li> </ul> |
| <input type="checkbox"/> Approaches    |   |
| <input type="checkbox"/> Does Not Meet |   |

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]

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

ENTER APPLICANT RESPONSE HERE:

Not Applicable

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | A response is only required if relationships were identified in questions I.(1)  |
| <input type="checkbox"/> Approaches             | A complete response must <ul style="list-style-type: none"><li>• Identify all MOUs or formal agreements that are attached in <b>Appendix D</b>;</li><li>• Include proposed formal agreements or MOUs that are signed in <b>Appendix D</b>; and</li><li>• Identify the responsibilities, activities, and costs of both sides.</li></ul> |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

**J. Waivers.**

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

| NMSA 1978 § 22-8B-5(C) Waiver       | Utilized                            | Description of how waiver will support school's plan.  |
|-------------------------------------|-------------------------------------|--|
| Individual class load               | <input checked="" type="checkbox"/> | NMSA 22-10A-20 "Staffing patterns; class load; teaching load" THRIVE Community School will have grades kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> , and 6 <sup>th</sup> grade for the first year adding grades 3 <sup>rd</sup> and 7 <sup>th</sup> the second year, 4 <sup>th</sup> and 8 <sup>th</sup> the third year, and all grades the following years. Each classroom in grades K-3 will have 22 students, 24 students in grades 4 and 5, and 25 in grades 6 through 8. With the inclusion of licensed Enrichment Teaching staff, and licensed Special Education Teaching staff, THRIVE will have a student-to-teacher ratio of 17:1 the first year, 13:1 the second year, 14:1 the third year, 16:1 the fourth year, 14:1 the fifth and sixth year. The waiver request is in direct alignment with the mission, educational program, and curriculum plan of THRIVE Community School. The waiver allows students greater opportunity to receive intensive and individualized academic supports, as they will have greater access to a teacher and more teacher touch points throughout the school day. In alignment with New Mexico State Statute, THRIVE Community School will request the waiver with the understanding that the school must demonstrate this waiver request is based on a viable alternative curricular plan, that is in the best interest of the school and students, and that on an annual basis, the plan is presented to and supported by the teaching staff. |
| Teaching load                       | <input type="checkbox"/>            | Click here to enter text.  |
| Length of school day                | <input type="checkbox"/>            | Click here to enter text.  |
| Staffing pattern                    | <input type="checkbox"/>            | Click here to enter text.  |
| Subject areas                       | <input type="checkbox"/>            | Click here to enter text.  |
| Purchase of instructional materials | <input checked="" type="checkbox"/> | NMSA 22-15-8 "Multiple list; selection; review process" THRIVE Community School will utilize a waiver for the purchase of instructional materials, in order to align with our mission outcome of a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational  |

|  |  |  |
|--|--|--|
|  |  | equity. The THRIVE Community will use materials and resources that are in alignment with the use of innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice. Though we anticipate that many of our materials will come from the approved list, we do not want to be limited. The THRIVE Community team will demonstrate standards alignment for any materials or resources purchased that are not on the department-approved list. |
| Evaluation standards for school personnel                            | <input type="checkbox"/>                                     | Click here to enter text.  |
| School principal duties  | <input type="checkbox"/>                                     | Click here to enter text.  |
| Drivers education  | <input type="checkbox"/>                                     | Click here to enter text.  |
| <b>Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1</b> | <b>Description of how waiver will support school's plan.</b> |  |
| Click here to enter text.  | Click here to enter text.                                    |  |
| Click here to enter text.  | Click here to enter text.                                    |  |

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify all non-discretionary waivers that will be utilized;</li> <li>Describe how the non-discretionary waiver will support the school's plan, including the following: <ul style="list-style-type: none"> <li>a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement</li> <li>a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum;</li> </ul> </li> <li>Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested; and</li> <li>Describe how the discretionary waivers will support the school's plan, including the following: <ul style="list-style-type: none"> <li>a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement</li> <li>a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum</li> <li>how the school will meet the requirements for being granted a discretionary waiver.</li> </ul> </li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

**K. Transportation and Food.**

K. (1) *If applicable*, state how the proposed school plans to offer transportation to its students. Provide a **clear description** of how student transportation needs will be met that are supported by the proposed budget.

For further information, please see the following link:

<https://webnew.ped.state.nm.us/bureaus/transportation/>.

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School will be an intentionally diverse, open enrollment school that intends to draw students from diverse backgrounds of all five Santa Fe zip codes, with the majority of students coming from the 87505, 87507, and 87508 zip codes. Student demographic data across these three zipcodes is representative of the Santa Fe Public School District as a whole, with 80% of students identifying as Hispanic, 71% as Economically Disadvantaged, 25% as English Language Learner (predominantly native Spanish speakers), and 17% as Students with Special Needs.<sup>170</sup> Of the 17 district schools that families may be accessing in the 87505, 87507, and 87508 zip codes, four schools exceed district and state average proficiency rates, which means that most students in these zip codes do not have access to a public school that meets or exceeds district and state performance in reading, math, and science. Our focused efforts on community outreach and gathering family input on school options have made it clear that there is a community desire for the programming that THRIVE offers to students.

Given that 81% of the student population in 87505, 87507, and 87508 is economically disadvantaged and we know that transportation is a barrier to accessing lottery seats within Santa Fe Public School district, THRIVE Community School will provide transportation options for all students who attend our school and live within the 87505, 87507, and 87508 zip codes.

#### **Transportation Overview**

THRIVE Community School will ensure transportation is provided to any student requiring transportation per their Individualized Education Plan.

THRIVE Community School has been in contact with Martin Herrera, President of Herrera School Buses North, Inc. Given his experience with charter school ridership in Santa Fe, Mr. Herrera estimates that 20-30% of students will choose to ride the bus. For THRIVE's enrollment, this means that in year one, anywhere from 36-54 students, and perhaps higher with middle school students. We realize that the location of the school could also impact our ridership numbers. Buses hold 71 elementary-sized students and 55 middle school-sized students, and NMPED has recommended 44-48 students per bus under COVID guidelines, or 2 per seat. THRIVE Community School estimates needing one bus for year one, and will adjust accordingly to ridership, increased enrollment, or to meet any ongoing COVID guidelines applicable for the 2022-2023 school year and beyond.

THRIVE Community School will reach out to Santa Fe Public School District in an effort to see if we are able to negotiate transportation. If THRIVE Community School is unable to secure transportation services from Santa Fe Public School District, we will contract with a private transportation service. THRIVE Community School will follow all rules and regulations regarding school bus service contracts, per NMSA-22-16-3. At this time, we anticipate we will use Herrera School Buses and Coaches, Inc., as they currently operate routes for three other schools in Santa Fe.

<sup>170</sup> Santa Fe Public School District, "Enrollment and Demographic Information,"

[https://www.sfps.info/departments/data\\_analytics/data\\_reports/enrollment\\_and\\_demographic\\_information](https://www.sfps.info/departments/data_analytics/data_reports/enrollment_and_demographic_information).

After discussing the specific needs and population of THRIVE Community School, Mr. Herrera provided THRIVE with an estimated the to-and-from school cost per bus for THRIVE at \$45,500 per year based on THRIVE's 180-day school year in year one, or \$250 per day, with possible price differentials that are dependent upon route mileage and time. This estimated cost includes: 60-90 hours route travel time for routes, 1st pick up to school and in the afternoon dismissal time to last drop off, with 60-90 minute route pick up and drop off. This total is reflected in **Appendix G Five Year Budget, Function 2700, Object 55112**.

Given that the first year of ridership establishes the transportation allocation for the second year, and that THRIVE Community School will have to pay for transportation in the first year without NMPED reimbursement/offset, we may consider the possibility of buying our own bus and hiring drivers. This will be dependent upon available cash reserves beginning in year two. We will follow all transportation allocation and funding distribution guidelines per NMSA 22-8-26.

Following THRIVE Community School's lottery, all families that receive a student seat in our school will be asked about their interest in transportation in the packet that they complete for final enrollment. The Executive Director, or determined administrative designee, will work with our contracted service provider to create a bus route that targets ridership in the 87505, 87507, and 87508 zip codes first and then expands out into the surrounding Santa Fe areas, as needed. During our implementation year we will develop a school safety plan that may include volunteer adults (family members of students that already walk their child to or from the bus stop). Additionally, volunteers would have training and the contact numbers of the THRIVE Leadership Team if there is an emergency at a stop that needs support. Additionally, the Executive Director or administrative designee will work with the contractor to manage transportation service and schedules and communicate all other matters necessary to families regarding ridership. See **Figure 88** for our transportation timeline.

**Figure 88: THRIVE Community School Transportation Timeline**

| Timeline | Action  | Responsible Parties  | Cost   |
|----------|---|--|--|
| Sept-Nov | Contract transportation Services                            | Executive Director   | N/A  |
| Sept-Mar | Student recruitment/ ridership interest                     | Executive Director and Founding Team                                     | \$25 per student (see student recruitment line item in budget) |
| April    | Gather transportation needs based upon enrollment paperwork | Executive Director or Administrative Designee                            | N/A  |
| May-June | Finalize ridership list, plan bus route                     | Executive Director or Administrative Designee, Transportation Contractor | N/A  |
| July     | Communicate bus route stops and schedule with families that | Executive Director or Administrative                                     | N/A  |



|               |  |   |     |
|---------------|--|---|-----|
|               | signed up for transportation   | Designee                                      |     |
| <b>August</b> | First day of school, first and third weeks of school staff and students review bus protocols, procedures, and emergency exit use | Executive Director or Administrative Designee | N/A |

Herrera School Buses North, Inc. or other contractor providing school transportation services for THRIVE will ensure all required licensing, background checks, and proper endorsements are in place for the safe transportation of students. THRIVE Community school will provide driver training on school policies, procedures and rules, as well as a general introduction to our discipline policies and procedures and social/emotional programming (as appropriate). This time will also allow for drivers to come to the school for a “meet and greet” with their riders. THRIVE Community School will provide compensation for drivers to attend school training.

All policies and procedures for school transportation will be outlined in the Student Handbook and given to parents with the route schedule. The Executive Director or administrative designee will work with Herrera School Buses North, Inc. to craft a collaborative document that ensures both students and drivers feel safe and comfortable during daily routes. Once the Handbook has been completed, it will be presented to the THRIVE Governing Board for approval.

THRIVE Community School will rely on CSP funding for daily to-and-from school ridership transportation funding in the first year. In the event that THRIVE Community School does not receive CSP funds, daily transportation services will be offered in year two, when there is an excess of funding that allows for us to incur the costs of transportation before NMPED begins transportation allocations in year three (assumes no CSP funding in year one).

In addition to the regularly scheduled daily transportation that students are provided (based upon CSP awards and future funding), our budget has a specific line item for transportation costs associated with our commitment to our school model and our mission: THRIVE Community School is a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.

As a school engaged in the practice of advancing educational equity, our school model includes STEAM and experiential/project-based learning in the community. Therefore, we have included a line item for transportation funds sufficient to ensure that we have accounted for the costs associated with transportation to/from school specific activities and events that are a necessary part of our school mission. These mission-specific transportation needs are included as part of our transportation costs, included in **Appendix G Five Year Budget Plan, Function 1000, Object 55817**. The specific transportation line item in our 5-Year Budget Plan will cover transportation costs for field and experiential trips, across grade levels so that our students are able to attend community events, engage in community-placed based experiential learning opportunities, and attend STEAM and other art/cultural events in Santa Fe and other locations in the state. **Figure 89** outlines bus service needs in the first year for field trips/experiential learning events. As THRIVE grade levels roll up and more cohorts

classrooms are added, THRIVE will expand experiential learning opportunities to ensure that every student in K-5 receives two curriculum-related off campus experiences (one in the Fall and one in the Spring) and students in grades 6-8 receive three (one per trimester).

**Figure 89: THRIVE Community School MINIMUM Experiential Learning Transportation Needs-Year 1**

| Purpose                               | Grade | # Students | # Busses | Notes  | Costs for Year   |
|---------------------------------------|-------|------------|----------|--|--|
| Experiential Learning                 | K     | 66         | 2        | One field experience in the Fall and one field experience in the Spring                  | \$1064.36 plus associated admission costs  |
| Experiential Learning                 | 1     | 22         | 1        | One field experience in the Fall and one field experience in the Spring                  | \$532.18 plus associated admission costs   |
| Experiential Learning                 | 2     | 22         | 1        | One field experience in the Fall and one field experience in the Spring                  | \$532.18 plus associated admission costs   |
| Experiential Learning                 | 6     | 75         | 2        | One field experience each trimester  | \$1814.25 plus associated admission costs  |
| STEAM Competition or STEAM Experience | ALL   | 185        | 6        | As appropriate per scheduled STEAM events and participation in competitions or workshops | \$3628.50 plus associated admission costs  |
| Arts and Cultural Events              | ALL   | 185        | 6        | As appropriate per scheduled art and cultural events in Santa Fe                         | \$3628.50 plus associated admission costs  |
|                                       |       |            |          | <b>Total, Year One</b>   | <b>\$11,199.97</b> ( <i>Does not include participation or entrance fees per students</i> ) |

When possible, field experiences can be combined for cost savings. For example, if first and second grades wish to combine their experiential learning locations and differentiate the learning upon arrival, this can be done for the experiential learning field trip that is not listed as a part of our curriculum unit of study. Herrera School Buses North, Inc. has estimated the cost per bus for each field trip in the following way:

- The price for field trips in 2020-2021 is  $\$175 + \text{tax}(6.4375\%) = \$186.27$ , for a trip in the Santa Fe city area.
- It is possible that in the 2022-2023 school year, prices for field trips may go up to  $\$250 + \text{tax}(6.4375\%)$ , depending on fuel and driver costs. Total= \$266.09.

Out-of-town trips are based on \$2.45/mile + \$20/hour, we use google maps to calculate miles and time is pick up time to drop off time.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission.</p> <p>All schools must be prepared to meet IEP transportation requirements.</p>   |
| <input type="checkbox"/> Approaches             | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following:               <ul style="list-style-type: none"> <li>Identifying equipment purchase or contracting needs</li> <li>Identifying hiring and or contracting needs</li> <li>Hiring or contracting</li> <li>Establishing training needs and inspection process needs</li> <li>Establishing travel routes and pickup/drop off points</li> <li>Establishing transportation policies and practices</li> <li>Identifying student transportation needs;</li> </ul> </li> <li>Identify how the school will fund the transportation plan costs; and</li> <li>Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.</li> </ul> |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

K. (2) *If applicable*, provide a plan to offer food services to students (e.g., contracting with approved/appropriate food service vendors, providing free and reduced lunch). If planning to offer a PreK or early childhood program, provide a plan to offer food services to this population of students. Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

THRIVE Community School is dedicated to ensuring that our students are provided with healthy and nutritious meals daily, inclusive of breakfast and lunch. We know that food insecurity is very real for many Santa Fe families, and is a particular struggle in the area that THRIVE Community School intends to service. Based on Santa Fe Public School District demographic data, 81% of the student population in 87505, 87507, and 87508 is economically disadvantaged. Given the strains of COVID this past year, we also know that the number of families facing food insecurity has risen in our community. The Food Depot, Northern New Mexico's Food Bank, posted the recent study conducted by New Mexico Association of Food Banks of those seeking emergency food assistance:<sup>171</sup>

- 1 in 3 children is at risk of hunger during the pandemic, pre-pandemic 1 in 4
- 1 in 5 people overall are at risk of hunger during the pandemic, pre-pandemic 1 in 6
- Meal gap pre-pandemic: 53,489,347
- Average meal cost pre-pandemic: \$2.91 for NM.
- Santa Fe County has higher meal costs than the average at \$3.35.

According to the Food Research and Action Center and their August 2019 brief "School Meals are Essential for Student Health and Learning,"<sup>172</sup> school meal programs have multiple, positive effects on students' health, learning, and well-being and improve student outcomes in the following ways: fewer trips to the school nurse, reduced behavioral problems, anxiety, and depression, fewer tardies, lower numbers of discipline referrals, improved attendance, and improved math and reading test scores. Additionally, they noted that the USDA recently issued the first national, comprehensive assessment of school meal programs and that when nutritional meal standards went up, the participation rate in meal programs also increased.

### Meal Programming Overview

THRIVE Community School meal programming will be managed in accordance with the USDA and their Child Nutrition Programs: National School Lunch Program (NSLP), Fresh Fruit and Vegetable Program (FFVP), and the School Breakfast Program (SBP). THRIVE Community School will meet all program guidelines and requirements. Given that we believe that our free or reduced population will be between 70-85%, we know that in order to meet our mission-driven goals of driving academic achievement, eliminating disparities in student outcomes, and reinforcing a positive self-concept for all students, we are committed to high value, healthy, and nutritious meals that offset the daily food struggles of many of the students we hope to serve. In addition to the participation in free and reduced lunch programming, we hope to partner with Food Depot and their "Food 4 Kids"<sup>173</sup> program that supports the following initiatives outside of the breakfast and lunch program:

<sup>171</sup> The Food Depot, "Hunger in New Mexico," <https://thefooddepot.org/hunger-in-new-mexico/>.

<sup>172</sup> Food Research and Action Center, "School Meals are Essential to Student Health and Learning," August 2019, [https://frac.org/wp-content/uploads/School-Meals-are-Essential-Health-and-Learning\\_FNL.pdf](https://frac.org/wp-content/uploads/School-Meals-are-Essential-Health-and-Learning_FNL.pdf).

<sup>173</sup> The Food Depot, "Food 4 Kids, Addressing the Crisis of Childhood Hunger," <https://thefooddepot.org/program-food-4-kids/>.

- School-based pantries
- School Area Mobile Food Pantries (SAMFP)
- Nurse boxes
- Food bags

#### Plan for Contracting with/Establishing of Food Services with Vendor

THRIVE will meet all federal and state guidance regarding the establishment and administration of meals. During our planning year, the Executive Director or other appointed administrative designee will work with the THRIVE Governing Board to create a Request for Proposal (RFP) for food services. Felix Griego, Deputy Director of the School Success and Wellness Bureau, has offered guidance of his department for THRIVE Community School in its endeavor to ensure we meet national school breakfast and lunch standards, effectively partner with an approved NM PED vendor through the RFP process, and become a participating school in the NMPED New Mexico Grown Farm to School Program.<sup>174</sup> THRIVE intends to apply for the School Food Authority Purchase of New Mexico Grown Produce Program for the 2022-2023 School Year as we believe that our students need and deserve to have access to fresh and locally harvested foods as part of their daily diet. We know many of our students lack access to regular fresh fruit and vegetables.

The Governing Board will create an RFP no later than March 1, 2022. Given that RFP timelines vary, the Executive Director or other appointed administrative designee will ensure that THRIVE Community School satisfies all recommended PED processes and timelines for the RFP. Selection of vendor will occur prior to June 1, 2022. All bids will need to include the costs of transportation to and from THRIVE, required serving utensils and packaging, food service at site, and willingness to participate in the Farm to School program. A THRIVE parent committee will work with the THRIVE Leadership Team to review contracts, meet with vendors, sample items, review menus. The THRIVE Leadership Team will recommend a vendor based upon parent input and then work with the THRIVE Governing Board to determine and finalize the contract award based upon parent input, cost, compliance with all federal and state school meal regulations, and approved vendor status with NMPED.

THRIVE Community School has reached out to several food service vendors, both locally and nationally. We have identified three possible vendors who are very interested in partnering with THRIVE. These include Kids Kitchen in Santa Fe, Santa Fe Youthworks, and Delta Catering in Espanola. We are very interested in pursuing a partnership with Kids Kitchen as the location is in Santa Fe, Ms. Mendes is familiar with our student population and demographics, is already a NM PED-approved vendor, can support the split of meals for expedition/PBL community field trips, and is dedicated to ensuring meals are freshly made and are not processed. The Vendor and its staff are required to meet all required criminal and background checks as well as meet all food and safety inspections and guidelines required by NSLP, Farm to School program, and food preparation and handling. Descriptions on vendors based upon contact made in April is below:

- Jackie Gibbs, the Culinary Director of Youthworks, has described their current food service programming to THRIVE Co-Founder, Angelia Moore and they are currently offering some meal services to Santa Fe Public School District as well as several other area schools. Ms. Gibbs will contact Felix Griego, Deputy Director of the School Success and Wellness Bureau, to review required steps to become an approved PED Student Nutrition Bureau Approved Food Service

<sup>174</sup> New Mexico Public Education Department, "Farm to School,"

<https://webnew.ped.state.nm.us/bureaus/student-success-wellness/nutrition/farm-to-school/>.

Management Company (FSMC) Vendor. Ms. Gibbs indicated that her organization currently partners with a local farm and is already required to follow certain nutrition and other national/state guidelines for other organizations under contract with their company. Ms. Gibbs discussed the food services that Santa Fe Youthworks can provide, to include delivery and set up of breakfast and lunches.

- Marci Davis of Delta Catering is also interested in partnering with THRIVE and is a PED approved Food Service Management Company (FSMC) Vendor. She currently supports food service for a charter school and preschool and is part of the Farm to School initiative with one of her current contracts. Ms. Gibbs provided a list of warming kitchen items essential to ensuring that we are able to safely and effectively distribute healthy school meals.
- Tori Mendes from Kids Kitchen is located in Santa Fe and is already serving Turquoise Trail and several other school programs around the area. She charges less than the reimbursable rate and the total charge at this time for breakfast and lunch is \$5.15. This includes delivery. Kids Kitchen works with The Food Depot, is part of the Farm to School program, and delivers meals that contain no processed items. She can also support our experiential/place-based model and offer to split meals between sack and hot based upon our field trip needs. Additionally, her knowledge of the current food insecurity rate spoke to an understanding of the population that THRIVE intends to serve. THRIVE Community School will also continue to reach out to other potential FSMC vendors, nationally and locally. Kids Kitchen has attained NMPED Student Nutrition Bureau Approved Food Service Management Company (FSMC) Vendor status.

### Food Service and Training Needs

THRIVE Community School intends to contract out to a vendor and will equip our warming kitchen with the following: Industrial sized restaurant grade refrigerator, warming oven, warming table with steam wells, milk cooler, salad bar, hand washing station/sink, and industrial sink. The approximate cost of these items is \$15,000. If authorized, during our implementation year THRIVE's Executive Director will apply for the USDA's National School Lunch Program Equipment Assistance Grants for School Food Authorities to cover the cost of required equipment that does not currently exist in our school facility.<sup>175</sup>

If grants funds are not awarded through the USDA grant, adjustments will be made to how funds from the Charter School Programs (CSP) Grant are allocated. If vendor service of the meal to students is not available or it is not financially feasible to hire a Kitchen Manager in the first year, the THRIVE Leadership and Operation team will set up, serve meals, and clean up or we will consider the employment of a THRIVE Community Member for kitchen needs part-time.

THRIVE Executive Director or another appointed THRIVE administrative designee will ensure that THRIVE Community School satisfies all training requirements and guidelines for food preparation, handling, and cleaning. This includes ensuring that any staff member or other hired kitchen staff manager or food handler attends the required Food Handler Safety Course and becomes certified. Additionally, any staff that works in the kitchen for meal support, meal preparation and/or meal service will also complete the Hazard Analysis and Critical Control Points (HACCP) course. As a school that plans on participating in the National School Lunch Program, THRIVE Leadership Team understands that there are at least two food safety inspections that need to be scheduled per school year and that New Mexico Public Education's School Success and Wellness Bureau must be informed about these scheduled two food safety inspections no later than June 30th. The first inspection must take place before the first day of school. Additionally, our school Leadership Team will follow all necessary protocols to become a Local School Food Authority for management of meal counts and other administrative duties required

<sup>175</sup> <https://www.fns.usda.gov/nsfp/fy-2020-equipment-assistance-grants>

for application to and participation in National School Lunch Program (NSLP), Fresh Fruit and Vegetable Program (FFVP), and the School Breakfast Program (SBP). See **Figure 90** outlining steps to ensure that THRIVE meets all requirements.

**Figure 90: Timeframe/Plan to and NSLP Requirements**

| Timeframe           | Action Item   | Responsible Party   |
|---------------------|---|---|
| <b>October 2021</b> | Meet with Deputy Director of the School Success and Wellness Bureau or his staff to review required RFP template/contract   | THRIVE Executive Director or other appointed THRIVE administrative designee supervising School meal programming |
| <b>Mid October</b>  | Complete the RFP Contract and submit to the School Success and Wellness Bureau. Will take two weeks once submitted for Bureau to review and approve   | THRIVE Executive Director or other appointed THRIVE administrative designee supervising School meal programming |
| <b>Mid November</b> | Solicit RFB, score bids, determine vendor   | THRIVE Executive Director or other appointed THRIVE administrative designee supervising School meal programming |
| <b>February</b>     | Score bids, determine vendor, all parents of students who received a lottery seat receive NSLP paperwork  | THRIVE Executive Director, Founding Team  |
| <b>March</b>        | Work with parent committed to score bids, determine vendor, receive Governing Board input and selection, send selection to School Success and Wellness Bureau   | THRIVE Executive Director, Governing Board, Founding Team, Parent Committee                                     |
| <b>April</b>        | Schedule Mid-July/Early August Environmental Kitchen Inspection   | THRIVE Executive Director or other appointed THRIVE administrative designee supervising School meal programming |
| <b>May</b>          | Work with School Success and Wellness Bureau for submission of NSLP Application and FFV Program   | THRIVE Executive Director or other appointed THRIVE administrative designee supervising School meal programming |
| <b>June/July</b>    | Purchase and installation of all required kitchen items complete. This includes: Three compartment industrial sink, separate hand washing sink, dry storage area, industrial sized fridge, warming table (steam) and trays, salad bar, electric commercial warming oven, etc. Based on the decision to buy disposable or washable lunch trays and silverware, | THRIVE Executive Director or other appointed THRIVE administrative designee supervising School meal programming |



|  |  |   |
|--|--|---|
|  | possible lease of commercial grade dishwasher for washing lunch trays or other items (\$250 a month plus \$250 in cleaners=\$500 per month). Will also need to purchase napkins, trays, and utensils if not provided by the vendor |   |
| <b>July</b>                                    | THRIVE Staff Food Handlers Safety Training for certification and Hazard Analysis and Critical Control Points (HACCP)   | All THRIVE Staff involved in meal prep, service, or clean up  |
| <b>Mid July and on-going monthly</b>           | Monthly meeting with student nutrition parent advisory committee to review August Vendor menu  | THRIVE Executive Director or other appointed THRIVE administrative designee responsible for school meals and compliance |
| <b>Last week of July, First Week of August</b> | Environmental Inspection of Kitchen  | THRIVE Executive Director or other appointed THRIVE administrative designee responsible for school meals and compliance |

#### Food Services Cost and National Meal Programming

Based on Santa Fe Public School District demographic data in zipcodes of 87505, 87507, and 87508, we expect that we will have approximately 70-85% of our student population qualify for the Free or Reduced Lunch program. THRIVE intends to enroll in this program and will apply for the Community Eligibility Provision program after year one if our student body meets the eligibility requirements to participate. We will ensure that all students enrolled at THRIVE have access to breakfast and lunch every day.

During the enrollment period following our lottery, all parents will be asked to complete the Free and Reduced Price Lunch forms, regardless of their income level, so that we are able to reach 100% completion. The Executive Director or another appointed administrative designee responsible for school meals and compliance will manage the process of ensuring all forms have been collected from enrolling families. The Executive Director or other appointed THRIVE administrative designee will work with the School Success and Wellness Bureau to identify enrolled students who automatically qualify for free or reduced lunch as a result of their current enrollment in the SNAP program.

All required documentation and protocols for breakfast and lunch will be followed and kept so that our meals are in compliance with all federal and state rules and regulations. The Executive Director or another appointed administrative designee responsible for ensuring that all steps outlined for application to the National School Lunch Program<sup>176</sup> are followed.

THRIVE Community School will be responsible for the costs of breakfast and lunch during the first 48 days of school. This is based upon the length of time that it takes to receive reimbursement for meal

<sup>176</sup> New Mexico Public Education Department, "National School Lunch Program,"

<https://webnew.ped.state.nm.us/bureaus/student-success-wellness/nutrition/>; and USDA, Food and Nutrition Service, "National School Lunch Program, Program Operator," <https://www.fns.usda.gov/nsllp/program-operator>.  
New Mexico Public Education Commission, approved January 15, 2021

costs. We anticipate that reimbursement will take place sometime in mid-October. The assumption of cost for each year, for five years, is outlined in **Figure 91**.

THRIVE Community School anticipates full reimbursement for all costs associated with our school lunch programs. If there are costs incurred above the reimbursable amount, New Mexico Statute 22-2-13 states that local school boards may use donations, gifts or grants to cover school lunch programs, however, this is not anticipated so it is not reflected in our operational budget.

**Figure 91: THRIVE Community School Startup Costs for Food Service Prior to Reimbursement<sup>177</sup>**

| School Year | Student Enrollment | Total Costs                                    |
|-------------|--------------------|--|
| 2022-2023   | 185                | 48 days x \$6.10x 185 students = \$54,168.00   |
| 2023-2024   | 348                | 48 days x \$6.10 x 348 students = \$101,894.40 |
| 2024-2025   | 489                | 48 days x \$6.10x 489 students = \$143,179.20  |
| 2025-2026   | 609                | 48 days x \$6.10x 609 students = \$178,315.20  |
| 2026-2027   | 633                | 48 days x \$6.10 x 633 students = \$185,342.40 |

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A response is only required if the school plans to offer food services at the school.</p> <p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> <li>Identifying equipment purchase or contracting needs</li> <li>Identifying hiring and/or contracting needs</li> <li>Hiring or contracting</li> <li>Establishing training and inspection process needs</li> <li>Identifying and completing relevant program application and reporting requirements;</li> </ul> </li> <li>Identify all federal and state food service programs the school plans to participate in;</li> <li>If providing or planning to offer a PreK or Early Childhood program, provide a plan for food service;</li> <li>Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and</li> <li>Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.</li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

<sup>177</sup> Note that the \$5.60 cost is based on the current national school breakfast cost of \$2.00 and lunch cost of \$3.60, plus \$.50 for the fruit/vegetable snack. We realize that food costs may be more on average for our particular geographical location and that food prices will likely continue to rise prior to our opening.

**L. Facilities/ School Environment.**

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority no later than **the published deadline in the month of April**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

[nmpsfa.org/legacy/pdf/planning/Charter\\_School\\_FMPEd\\_Specs\\_Renewal\\_Program\\_August\\_2019.pdf](https://nmpsfa.org/legacy/pdf/planning/Charter_School_FMPEd_Specs_Renewal_Program_August_2019.pdf)

L.(1) **Complete, submit, and attach as Appendix E**, the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School's New Mexico Public School Facilities Authority approval letter and our Facilities Master Plan Ed. Spec. Checklist are attached as **Appendix C**.

Please note that our initial growth plan and enrollment cap has changed since the submission of the FMP due to the iterative nature of developing the Five-Year Budget. Co-Founder Angelia Moore contacted John Valdez at PSFA regarding the adjustment of numbers. He responded with the following note:

"Hi Angelia,

This does not change our approval or any other action regarding your facilities master plan. The increase of 36 students distributed across the five grade levels does not significantly increase classroom or space requirements from our standpoint. You have acknowledged it may require adjustment in your pupil and space requirements as you make facility decisions but it does not change your proposed program. I appreciate you letting me know. Let me know if you have any further questions and have a great day!

John"

| Rating   | Expectations  |
|--|---|
| <input type="checkbox"/> Meets                 | <div>A complete response must</div> <ul style="list-style-type: none"><li>• Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline;</li><li>• If offering or planning or offer a PreK or Early Childhood program, provide a description of the facilities and playground in the Facilities Master Plan; and</li><li>• Demonstrate the PSFA has approved the applicant’s Facilities Master Plan.</li></ul> |
| <input type="checkbox"/> Approaches            |   |
| <input type="checkbox"/> Does Not Meet         |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENT HERE: ] |   |

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

THRIVE Community School has focused on a comprehensive search within our community of the 87505, 87507, and 87508 zip codes. THRIVE Community School has inquired about the availability of publicly owned facilities at the school district, city, county and state levels. At the time of FMP submission, no public-owned facilities were available.

The THRIVE Founding Team has worked with real estate agent, Cozette Hanson of Santa Fe Properties, on possible lease options for privately owned facilities or land. Ms. Hanson has presented seven properties, five of which we have visited in person. Six facilities presented were under the minimum required square footage needed for classroom and additional space as required by NMAC 6.27.30 and the Charter-Alternative School Statewide Adequacy Standard Variance. The Muledo Campus (Formerly Desert Academy) a Santa Fe property that was visited on May 5th, 2021 would meet requirements of NMAC 6.27.30 and the Charter-Alternative School Statewide Adequacy Standard Variance, see **Attachment K**.<sup>178</sup>

Additional property options shared with the THRIVE Founding Team during the last two weeks of May are included as **Attachment K**. Property viewings with the owners and agents have not yet been scheduled and because we do not have all of the specifications for the properties, we did not include them in the table below. We assume that we will be able to view those properties in early June.

**Figure 92: THRIVE Founding Team Property Walkthroughs**

| Address                                       | Location                               | Description of Facility                                 | Comments   |
|---|--|---|--|
| 7300 Old Santa Fe Trail<br>Santa Fe, NM 87505 | Santa Fe County,<br>87505              | Former private school,<br>Desert Academy<br>at Santa Fe | -E Occupancy Permit<br>-Adequate parking through year three<br>-24,000 square feet<br>-On 25 acres. Max capacity because of well is 300 people<br>-Owner requires five year lease              |
| 62 A Van Nu Po<br>Santa Fe, NM 87508          | SEQ Avenida del Sur<br>and A Van Nu Po | Church/School Facility                                  | -E Occupancy Permit<br>-Adequate parking for year one<br>-On five acres, possible option for modular classroom. Rain drainage area not usable space/acreage<br>-Building inadequate at 6,524sf |
| 2113 Warner Circle                            | NEQ of Camino La                       |   | -E Occupancy Permit<br>-Adequate parking for year one<br>-Building inadequate at 6,303sf   |

<sup>178</sup> Please note that our initial growth plan/cap has changed since the submission of the FMP. Co-Founder and Middle School Principal, Angelia Moore, contacted John Valdez at PSFA regarding the adjustment of numbers. He noted that their organization appreciated the update, but emphasized we should make note in the charter application that adjustments to student numbers after the submission of the FMP was made.

|  |                                 |  |   |
|--|---------------------------------|--|---|
| Santa Fe, NM 87505                               | Tierra & 599                    | Church/School Facility   | -On 0.745 acres, no possible options for portables or appropriate outdoor recreation spaces   |
| 2954 Rodeo Park Drive West<br>Santa Fe, NM 87505 | Rodeo Park West Industrial Area | Former Sports and Fitness Rehabilitation Facility  | -No E Occupancy Permit<br>-Adequate parking for year one<br>-Building inadequate at 11,485sf<br>-No possible options for portables or appropriate outdoor recreation spaces |
| 2001 Vivigen Way<br>Santa Fe, NM 87505           | Rodeo Park West Industrial Area | Former Veterinary Hospital, Portion of Building Currently Veterinary Cancer Treatment Center | -No E Occupancy Permit<br>-Adequate parking for year one<br>-Building inadequate at 15,968sf<br>-Limited options for portables or appropriate outdoor recreation spaces     |

The proposed Executive Director and Middle School Principal walked the former site of Desert Academy at Santa Fe on May 7, 2021. The school closed in Fall of 2020, is privately owned, and has been maintained during vacancy. There is enough square footage to meet the requirements of our programming and NMAC 6.27.30 and the Charter-Alternative School Statewide Adequacy Standard Variance, with the exception of needing to build an outdoor playground area with developmentally appropriate play equipment. The current requirements for lease may make the property cost-prohibitive, but our real estate agents are speaking with the owner to gauge possible flexibility for lease for THRIVE for year one and possibly for year two. The current well on the property will only allow for a maximum occupancy of the property of 300 total people. This would mean in year two, THRIVE would have to adjust the enrollment plan until a move to a larger facility, or pay for county/city water connection.

On March 29th, THRIVE Community School received a letter of support from Mike Loftin, CEO of Homewise®. This letter is included in the approved Facilities Mastery Plan (**Appendix E**). Homewise® has focused their efforts on securing land in our identified facility area for the construction of a new school facility that would accommodate THRIVE's projected enrollment of 633 students at full capacity. Pending approval from the New Mexico Public Education Commission, Homewise® and THRIVE will work expeditiously to have a facility available and open for the 2022-2023 school year. This may include building the school facility out slowly as enrollment grows.

Our THRIVE Community square footage needs are outlined in **Figure 93: Total Classroom Square Footage Needs by School Year**, **Figure 94: Total Additional Instructional Square Footage Needs by School Year** and **Figure 95- Additional School Support Spaces at THRIVE**. All construction necessary to meet the needs of year one enrollment must be completed by July 15th, 2022 for the THRIVE Community School Summer Professional Development teacher training to begin on site.

**Figure 93: Total Classroom Square Footage Needs by School Year<sup>179</sup>** (Assuming CAP each classroom plus 150 sf for storage)

| School Year and Grades | # Classrooms | Sq Feet per Classroom   | Total Classroom SF Needed | Year One and Two Total SF Needed w/ addt space | Year 5 Total SF Needed w/ addt space  |
|------------------------|--------------|---|---------------------------|--|---|
| <b>2022-2023</b>       | 9            | K-1250sf (3--3750)<br>1st- 854sf (1)<br>2nd- 918sf (1)<br>6th- 825sf (3-2475)   | <b>7997</b>               | 7997+9130= <b>17127</b>                        | <b>X</b>  |
| <b>2023-2024</b>       | 17           | K-1250sf (3--3750)<br>1st- 854sf (3--2562)<br>2nd- 918sf (2--1836)<br>3rd-950sf (1)<br>6th/7th- 825sf (8-4950)  | <b>14048</b>              | 14048<br>+18390= <b>32438</b>                  | <b>X</b>  |
| <b>2024-2025</b>       | 24           | K-1250sf (3--3750)<br>1st- 854sf (3--2562)<br>2nd- 918sf (3--2754)<br>3rd-950sf (2--1900)<br>4th- 982 (1)<br>6th/7th/8th- 825sf (12-9900)                               | <b>21848</b>              | <b>X</b>                                       | 27708 +28321=<br><b>56029</b><br><br>Assuming we are moved into a facility beginning year three that supports growth to year five |
| <b>2025-2026</b>       | 29           | K-1250sf (3--3750)<br>1st- 854sf (3--2562)<br>2nd- 918sf (3--2754)<br>3rd- 950sf (3-- 2850)<br>4th- 982 (3--2946)<br>5th- 982 (2--1964)<br>6th/7th/8th- 825sf (12-9900) | <b>26726</b>              | <b>X</b>                                       |   |
| <b>2026-2027</b>       | 30           | K-1250sf (3--3750)<br>1st- 854sf (3--2562)<br>2nd- 918sf (3--2754)<br>3rd- 950sf (3-- 2850)<br>4th- 982 (3--2946)<br>5th- 982 (3--2946)<br>6th/7th/8th- 825sf (12-9900) | <b>27708</b>              | <b>X</b>                                       |   |

In addition to the classroom spaces, administrative, instructional support, and common spaces will need to be built to suit the needs of the school from year one into full capacity by year five. Some of the spaces may serve multiple roles, if needed.

<sup>179</sup> Please note that square footage requirements in the table will be re-adjusted to reflect the adjustments made to the THRIVE Growth Plan after submission to PSFA, dependent upon the enrollment cap for which THRIVE is approved.

**Figure 94: Total Additional Instructional Square Footage Needs by School Year<sup>180</sup>**

| <b>Additional Spaces and Square Footage Needs</b>  | <b>Approximate Square Footage Needs @ Year 1</b> | <b>Approximate Square Footage Needs @ Year 2</b> | <b>Approximate Square Footage Needs @ Year 5</b> |
|--|--|--|--|
| Ancillary/ testing, conference space (IEPs, larger meetings, etc)                              | 180  | 1 space @ 330                                    | 3 spaces at 300sf each = 900                     |
| Special Education Rooms @50sf/student for 9 students in year one and 12 students in year two   | 450  | 2 @ 600 = 1200                                   | 6 @ 600 = 3600                                   |
| Career/Art Room-- Must have sink (additional 4 sf/student to class)                            | Will use multipurpose room                       | Will use a multipurpose room                     | 2 @ 933 = 1866                                   |
| Counseling/Social Work Rooms   | 330  | 330  | 2 @ 300 = 600                                    |
| PE Space plus 300 sf storage in each space<br>Must include one office in addition to gym space | 2700   | 8200<br>2700(ele) + 5500 (ms)                    | 8200<br>2700(ele) + 5500 (ms)                    |
| Enrichment/Multi-Purpose with sink   | 1250   | 1250   | 1250   |
| <b>Additional Total Sq. Ft.</b>  | <b>4910</b>                                      | <b>11310</b>                                     | <b>16416</b>                                     |

**Figure 95- Additional School Support Spaces at THRIVE<sup>181</sup>**

| <b>Additional Spaces and Square Footage Needs</b>   | <b>Approximate Square Footage Needs @ Year 1</b>            | <b>Approximate Square Footage Needs @ Year 2</b> | <b>Approximate Square Footage Needs @ Year 5</b> |
|---|---|--|--|
| Administrative Office (plus gen storage @ 1sf/student plus parent storage)  | 775   | 1145   | 1050+800 (required storage) = 1850               |
| Student Health Space plus 1 Restroom (50sf) and record storage (25sf)   | 225   | 575  | 775  |
| Cafeteria/Dining (15sf per student times largest serving period)  | Share with Library  | 2250   | 3000   |
| Serving Kitchen (2sf per student at largest lunch)  | 160   | 160  | 400  |
| Library (2.5sf/student, min of 1,000sf, plus 200 storage/office) PLUS Technology classroom, required tech support, and device storage | 1500<br>(Allots for both eating, stacks and office/storage) | 1420   | 2130   |
| Janitorial Space w/ sink (multiple spaces allowed) 1sf/student  | 180   | 330  | 600  |
| Teacher Workspace- Must have Kitchenette, 1sf/student   | 180   | 330  | 600  |
| Restrooms (Single must be attached to Kinder in year 3-5)   | 4 bathroom spaces with 3/4 stalls each = 1200               | 4 bathroom spaces with 3/4 stalls each = 1200    | 8 bathroom spaces plus K(3x50sf) = 2550          |
| <b>Additional Total Sq. Ft.</b>   | <b>9,130</b>  | <b>13,220</b>                                    | <b>28, 321</b>                                   |

<sup>180</sup> Ibid.<sup>181</sup> Ibid.



Following authorization, the THRIVE Community School Founding Team will complete the following action steps to ensure that the new construction or any other facility that must house THRIVE Community School as a temporary location is viable. The team will continue in the following manner:

- Continue to work with Santa Fe Properties to identify potential temporary locations if construction of the school is unable to meet the deadline for school opening.
- Determine, with Homewise or other leasing person or agency, whether we move forward with lease or lease option/purchase
- Develop final Master Facility plan with thePSFA
- Conduct formal architectural and construction needs to ensure that we are able to meet year 1 capacity needs and grow through to year five.
- Develop contracts
- Complete improvements if we must be in a temporary facility
- Receive E-occupancy

The parties responsible for the construction or retrofitting of a temporary location will include the builder, Public Schools Authority, or building owner, real estate agent, and any contractor as well as THRIVE Community School Governing Board, and Founding Team. We anticipate that the cost for building in our first year will be absorbed into the price per square foot outlined in the lease agreement. Per NMSA22--8B-4.2, if we are to lease, the owner of the building is responsible for necessary improvements to meet our needs, and e-occupancy and adequacy standards. We will ensure, whether new construction or seeking out a temporary location, that the owner and/or developer is clear that they are responsible for the costs associated with renovation, prior to signing a lease agreement where this responsibility will also be stated.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Demonstrate the applicant has done the following: <ul style="list-style-type: none"> <li>○ Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable</li> <li>○ Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable</li> <li>○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership;</li> </ul> </li> <li>• Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location;</li> <li>• Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs;</li> <li>• Describe how the identified facility meets the student population and transportation needs; and</li> <li>• Identify how the project to prepare the facility will be funded.</li> <li>• New Applicants intending to build, remodel, or install portables must demonstrate that they have researched all state, local, city, and county requirements for the proposed site.</li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

### III. Financial Framework

#### A. School size.

State the requested enrollment, grade levels to be served, and student/teacher ratio. Please note that this is a projected enrollment. **If approved, actual funding will be determined by NMPED School Budget Bureau based on data regarding enrollment membership including, but not limited to, lottery applications submitted and registrations completed prior to May 15 of the implementation year.**

| A.<br>Academic Year          | Number of Students | Grade Levels           | Student/Teacher Ratio |
|------------------------------|--------------------|------------------------|-----------------------|
| Year 1                       | 185                | K, 1, 2, 6             | 17:1                  |
| Year 2                       | 348                | K, 1, 2, 3, 6, 7,      | 15:1                  |
| Year 3                       | 491                | K, 1, 2, 3, 4, 6, 7, 8 | 15:1                  |
| Year 4                       | 615                | K-8                    | 15:1                  |
| Year 5                       | 633                | K-8                    | 15:1                  |
| At Capacity (Enrollment Cap) | 633                | K-8                    | 14:1                  |

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | A complete response must <ul style="list-style-type: none"> <li>Identify the anticipated number of students for each of the first five years and “at capacity”, based on the long-term strategic plan;</li> <li>Identify the grade levels requested to be served in each of the first five years (phase in plan) and “at capacity”, based on the long term strategic plan; and</li> <li>Identify the student/teacher ratio (not student/staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and “at capacity”, based on the long term strategic plan.</li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

**B. Budgets.**

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

B. (1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, using appropriate values and computations for each year of the five-year budget plan (use projected unit value and for special education, please budget the local district's percentage of special education unless the school has a sufficient justification for why it will have a larger population). State and federal funds, including but not limited to student funding shall not be used to pay, compensate or reimburse contract management organization or education management organization, regardless of their organizational or tax-exempt status. Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement, New Mexico public school funding.**

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School has completed 910B5 from FY21 State Equalization Guarantee Computation Revenue Estimate Worksheet. The worksheet is attached as **Appendix F**. The worksheet is in compliance with NMSA 22-8-8, which calls for proposed enrollment of more than eight students. In accordance with NMSA 22-8-6.1, our first five years of SEG worksheets were based on the projected enrollment outlined in **Section III. A. (1.)**.

| Rating                                 | Expectations  |
|--|---|
| <input type="checkbox"/> Meets         | A complete response must <ul style="list-style-type: none"> <li>• Include a complete 910B5 Worksheet in <b>Appendix F</b>;</li> <li>• Use appropriate values and computations in each year;</li> <li>• Use projected unit value; and</li> <li>• Budget the correct special education percentage based on the local special education population, unless the school has a sufficient justification for why it will have a larger population (provide justification, if applicable).</li> </ul> |
| <input type="checkbox"/> Approaches    |   |
| <input type="checkbox"/> Does Not Meet |   |

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, fully aligned with the 910B5 SEG Revenue Worksheet that clearly supports the proposed school's mission and aligns with the proposed school's five-year growth plan, including staffing, facilities, educational program, and services. State and federal funds, including but not limited to student funding shall not be used to pay, compensate or reimburse contract management organization or education management organization, regardless of their organizational or tax-exempt status. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

ENTER APPLICANT RESPONSE HERE:

The proposed five-year budget plan, based on the 910B5 SEG Revenue Worksheet with our proposed enrollment, including special education estimates based on the Santa Fe Public School district average, is attached as **Appendix G Five Year Budget Plan**. Additionally, we have submitted our five year monthly cash flow analysis as **Attachment L**.

| Rating                                 | Expectations  |
|--|---|
| <input type="checkbox"/> Meets         | A complete response must <ul style="list-style-type: none"> <li>• Include a five-year budget plan in <b>Appendix G</b> that is based on the 910B5 SEG Revenue Worksheet from Appendix F;</li> <li>• Support the proposed school's mission and all elements of the proposed program laid out in the application; and</li> <li>• Align with the proposed school's five-year growth plan.</li> </ul> |
| <input type="checkbox"/> Approaches    |   |
| <input type="checkbox"/> Does Not Meet |   |

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]

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

ENTER APPLICANT RESPONSE HERE:

#### THRIVE Community School Budget Overview

THRIVE Community Charter has developed a five-year budget utilizing specific local district Santa Fe Public Schools financial adjustments to provide annual operating budget estimates as accurate as possible. The budget is also assigned with the mission of the school and the leading influence of all budgetary decisions. The 910b5 worksheets align with the school's proposed student enrollment plan as described within this application, with the appropriate growth measures put in for each year's increase in enrollment as well as the prior-year funding in the Basic Program calculation based on the previous year's enrollment projections. Each of the resulting five-year budgets has been populated according to the amount calculated in the operational budget according to the 910B5 spreadsheet (See **Appendix F**).

The financial overview for each of the first five fiscal years is outlined in **Figure 96**. For each year, THRIVE Community School has a budget with a positive operating income and a cash balance that increases from year-to-year, to account for any financial unpredictability.

**Figure 96: THRIVE Financial Overview for Five Fiscal Years**

| Five - Year Budget    | FY 2022         | FY 2023         | FY 2024         | FY 2025         | FY 2026         |
|-----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Carryover (beginning) |                 | \$ 15,285.89    | \$ 116,993.06   | \$ 400,066.75   | \$ 433,005.3    |
| Revenue               | \$ 1,696,929.48 | \$ 3,624,363.00 | \$ 5,021,417.96 | \$ 6,281,114.60 | \$ 6,493,836.5  |
| Expenditure           | \$ 1,681,643.59 | \$ 3,522,655.83 | \$ 4,738,344.28 | \$ 6,248,176.01 | \$ 6,790,207.8  |
| Revenue Expenditures  | \$ 15,285.89    | \$ 101,707.17   | \$ 283,073.68   | \$ 32,938.59    | \$ (296,371.28) |
| Carryover (ending)    | \$ 15,285.89    | \$ 116,993.06   | \$ 400,066.75   | \$ 433,005.33   | \$ 136,634.0    |
| 3%                    | 50907.8844      | \$ 109,189.47   | \$ 154,152.33   | \$ 200,435.44   | \$ 207,805.2    |

#### Revenue Assumptions

THRIVE Community School's five-year budget was created with a conservative approach assuming that revenue would stay stagnant from year-to year. THRIVE Community School will start with an enrollment of 185 students (110 k-2 students and 75 6<sup>th</sup> grade students). In succeeding years, a new elementary grade and middle school grade will be added with full enrollment of 633 students in year five of operation.

**Figure 97: THRIVE Community School Revenues**

| Fund  | Function         | Year 0 | Year 1         | Year 2         | Year 3         | Year 4         | Year 5         |
|-------|------------------|--------|----------------|----------------|----------------|----------------|----------------|
| 11000 | 1000-INSTRUCTION |        | \$1,169,468.59 | \$2,593,924.56 | \$3,577,165.73 | \$4,612,774.56 | \$4,924,082.73 |

|   |                                     |              |                 |                 |                |                |                |
|---|-------------------------------------|--------------|-----------------|-----------------|----------------|----------------|----------------|
| 11000   | 2100-Support Services - Students    |              | \$76,185.50     | \$167,3000.34   | \$281,799.56   | \$638,357.51   | \$546,120.59   |
| 11000   | 2200-Support Services - Instruction |              |                 |                 | \$7,054.60     | \$8,836.21     | \$9,094.83     |
| 11000   | 2300-General Administration         |              | \$12,125.00     | \$236,296.45    | \$244,174.72   | \$263,516.27   | \$275,198.41   |
| 11000   | 2400-School Administration          |              | \$169,559.50    | \$173,207.47    | \$222,920.22   | \$251,603.92   | \$405,630.98   |
| 11000   | 2500-Central Services               |              | \$75,500.00     | \$77,715.00     | \$80,099.49    | \$95,440.17    | \$98,598.61    |
| 11000   | 2600-Operation and Maintenance      |              | \$178,805.00    | \$274,212.00    | \$325,129.96   | \$371,647.26   | \$531,481.67   |
| 11000   | 2000-Support Services               |              | \$512,175.00    | \$928,731.27    | \$1,161,178.55 | \$1,635,401.45 | \$1,866,125.09 |
| Total Revenue - 11000- Operational Fund   |                                     |              | \$1,696,929.489 | \$3,639,648.893 | \$5,138,411.02 | \$6,681,181.35 | \$6,926,841.87 |
| 13000   | 2700 -Transportation                |              |                 | \$55,500.00     | \$104,400.00   | \$147,300.00   | \$182,700.00   |
| Total Revenues<br>13000 - Transportation Fund                                     |                                     |              |                 | \$55,500.00     | \$104,400.00   | \$147,300.00   | \$182,700.00   |
| Total Revenues<br>10000 - General fund Expenditures                               |                                     |              | \$1,681,643.59  | \$3,578,155.83  | \$4,842,744.28 | \$6,395,476.01 | \$6,972,907.82 |
| 24146   | 1000                                | \$85,000.00  | \$107,500.00    | \$25,000        |                |                |                |
| 24146   | 2200                                | \$2,000      | \$5,000         |                 |                |                |                |
| 24146   | 2300                                | \$109,417.60 | \$111,052.20    |                 |                |                |                |
| 24146   | 2400                                | \$14,500.00  | \$127,992.75    | \$7,487.50      |                |                |                |
| 24146   | 2500                                | \$39,082.40  | \$35,205.05     | \$20,000        |                |                |                |
| 24146   | 2600                                | \$5,000.00   | 5,250.00        | \$5,512.50      |                |                |                |
| 24146   | 2700                                | \$45,000     |                 |                 |                |                |                |
| 24146   | 2000                                | \$45,000     |                 |                 |                |                |                |
| Total Revenues<br>24146 - Federal Flow Through Grants - Charter<br>School Program |                                     | \$300,000.00 | \$392,000.00    | \$58,000        |                |                |                |
| Total Revenues<br>20000 - Special Revenue Fund                                    |                                     | \$300,000.00 | \$392,000.00    | \$58,000        |                |                |                |
| 31200   | 4000                                |              | \$138,195.00    | \$259,956.00    | \$366,777.00   | \$459,405.00   | \$472,851.00   |
| Total Revenues<br>31200 - Public School Capital Outlay                            |                                     |              | \$138,195.00    | \$259,956.00    | \$366,777.00   | \$459,405.00   | \$472,851.00   |
| Total Revenues<br>30000 - Capital Projects Funds                                  |                                     |              | \$138,195.00    | \$259,956.00    | \$366,777.00   | \$459,405.00   | \$472,851.00   |

### Student Equalization Guarantee (SEG)

The estimated revenue projections are based on the 910B5 State Equalization Guarantee (SEG) Revenue Workbook. Based on New Mexico standards, key assumptions include that the 2021-2022 unit

value of \$4,842 was used in completing our SEG worksheet. THRIVE Community School applied the Santa Fe Public Schools T & E index of 1.068 and the At-Risk Index of .170. Additionally, the special education population is anticipated to generate 56.8 units for the first year, with Level A and B Level students making up 31.8 units, Level C students 18.5 units, Level D students 7 units, ancillary 25 units, with a total of 56.8 total special education units. This assumption is based on the current Santa Fe Public Schools Special Education averages. The revenue projections also include 19.36 Extended Learning Time Program Units for the first year. Program units increase annually with anticipated enrollment and are reflected for up to five years to represent the total revenue projections for THRIVE's 5 year budget.

#### Charter School Program (CSP) Grant

THRIVE Community School's 5 Year Budget is written to the assumption that we qualify to apply and are successful in receiving the CSP Grant. Per the CSP Grant Information page on the NMPED website, a new charter school can apply to receive funds based on enrollment at Year 5. The grant allocates \$2,200 per elementary student and \$2,000 per middle school student. Because our school is proposing to serve grades k-8, with a total of 633 students, we determine that we would qualify for \$750,000 over three years. Our assumption is that many of the one-time costs associated with school startup will occur in the early years of opening, so we have planned for 40% of our CSP allocation to be distributed in our Implementation Year, with the remaining 60% used in the second year. This funding would be used to make purchases of furniture, curriculum, and contracted services during year one of operation.

#### Lease Assistance

The 5-Year budget included a Lease Assistance rate of \$700 per student. Lease Reimbursement is distributed at the end of each quarter. As the lease assistance is a reimbursement program, our Year 1 cash flow projections only include three of the four reimbursements, as the last reimbursement will not occur until the end of the fiscal year. However, in our annual budget the full projected reimbursement is included. To prevent cash flow issues during the first quarter of Year 1, we will negotiate lease payments to begin after our first Lease Reimbursement.

#### Transportation Funding

The New Mexico Public Education Department offers transportation reimbursement following the first year a school offers transportation. The rate of reimbursement is based on 20% ridership beginning in year 2 (funding from 80D and 120D averages from previous year based on the number of students utilizing transportation the previous year).

#### Expense Priorities

The expenditures of THRIVE Community School are divided into three main categories: personnel (administrative and teacher salaries and benefits), school operations, and facilities. All expenditures are driven by the school's mission and aligned to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all THRIVE Community School students are prepared for success.

#### Personnel

Our personnel expenses support the THRIVE Community School's mission and our educational programming; \$959,919 is dedicated to personnel salaries in Year 1; in Year 5 that amount increases to \$ 4,124,040. For the purposes of budgeting, we assume an average teacher salary of \$60,575 (See **Figure 98** below). This information is also available in **Attachment M**. The salary and pay scales for administrative leadership and support staff are outlined more thoroughly in Year 1 of operation, 2022-2023, THRIVE Community School plans to have a staff of 17 FTE, and at full enrollment a staff of 67.5



FTE in 2026-2027. These initial estimates are based on the minimal needs of the school at the time of application submission. However, the needs of the THRIVE Community School staffing structure will be reevaluated annually to ensure that our staffing structure supports the mission of the school. If additional resources become available, the staffing structure will be revisited, always with the focus of supporting the mission of our school. The salaries of our staff are budgeted to keep our pay scale competitive and aligned to cost-of-living increases.

**Figure 98: Personnel/Staffing Plan**

| Payroll Assumptions                          |               | Year 1         | Year 2           | Year 3           | Year 4           | Year 5           |
|--|---------------|----------------|------------------|------------------|------------------|------------------|
|  |               | <b>22-23</b>   | <b>23-24</b>     | <b>24-25</b>     | <b>25-26</b>     | <b>26-27</b>     |
| Total Staff Count                            |               | 17.00          | 36.00            | 49.00            | 65.25            | 67.50            |
| Change in Staff Count                        |               |                | 19.00            | 13.00            | 16.25            | 2.25             |
|  | <b>Salary</b> |                |                  |                  |                  |                  |
| General Education Teachers                   | \$60,575      | 545,175        | 1,050,371        | 1,449,511        | 1,864,198        | 1,967,050        |
| SPED Teachers                                | \$60,575      | 60,575         | 185,360          | 315,111          | 385,696          | 393,410          |
| Enrichment Teachers                          | \$60,575      | 60,575         | 185,360          | 252,089          | 353,555          | 393,410          |
| Associate Teachers                           | \$30,180      | 90,540         | 184,702          | 251,194          | 352,300          | 359,346          |
| Digital Learning Coach                       | \$60,575      | -              | 61,787           | 63,022           | 64,283           | 65,568           |
| Chief Operating Officer                      | \$88,308      | -              | -                | -                | 93,713           | 95,587           |
| Director of Operations and Engagement        | \$75,000      | -              | 76,500           | 78,030           | -                | -                |
| Office Manager                               | \$31,842      | 31,842         | 32,479           | 66,257           | 84,477           | 103,400          |
| School Nurse                                 | \$60,000      | -              | -                | -                | 63,672           | 64,946           |
| Bilingual Teacher/Coordinator                | \$60,575      | -              | 30,893           | 31,511           | 48,212           | 65,568           |
| Speech-Language Pathologist                  | \$60,575      | -              | -                | -                | 32,141           | 32,784           |
| School Social Worker/Family Engagement       | \$60,575      | -              | 61,787           | 63,022           | 128,565          | 131,137          |
| School Psychologist                          | \$75,000      | 37,500         | 38,250           | 39,015           | 79,591           | 81,182           |
| Academic Director/Program Support Specialist | \$75,000      | -              | -                | 78,030           | 159,181          | 81,182           |
| Principal                                    | \$88,308      | 88,308         | 90,074           | 91,876           | 93,713           | 191,175          |
| Executive Director                           | \$90,808      | 45,404         | 92,624           | 94,477           | 96,366           | 98,293           |
| <b>Total Salaries</b>                        |               | <b>959,919</b> | <b>2,090,185</b> | <b>2,873,145</b> | <b>3,899,664</b> | <b>4,124,040</b> |

### Benefits

In line with our goal of attracting and retaining highly qualified teachers and staff, THRIVE Community School anticipates offering a competitive benefits package. We have budgeted an average annual contribution of \$7,000 per employee for medical, dental, vision, and life insurance benefits. Each of these employer contributions are based on the current contribution of the New Mexico Public School Insurance Authority (NMPSIA). We will regularly review our benefits to ensure that both our compensation and benefits are competitive with other schools in the greater Santa Fe area. For the

purposes of the proposed five-year budget, see **Figure 99** below, we have used the following factors for the benefits categories: Educational Retirement (16.15%), ERA - Retiree Health (2%), FICA Payments (6.2%), Medicare Payments (1.45%), Health and Medical Premiums (13.17%), Life Insurance (.11%), Dental (1.02%), Vision (.12%), Disability (.11%), and Unemployment Compensation (3.2%). These benefit factors are provided to THRIVE Community School by The Vigil Group, which has supported us in the development of our five-year proposed budget.

**Figure 99: Benefits**

|   |         |                  |                  |                  |                  |                  |
|---|---------|------------------|------------------|------------------|------------------|------------------|
| <b>Total Compensation</b>                       |         | 959,919          | 2,090,185        | 2,873,145        | 3,899,664        | 4,124,040        |
| Health Benefits (Medical, Dental, Vision, Life) | \$7,000 | 119,000          | 277,200          | 415,030          | 607,934          | 691,787          |
| Annual Increase                                 |         | 0%               | 10%              | 10%              | 10%              | 10%              |
| Effective Increase                              |         | 100.00%          | 110.00%          | 121.00%          | 133.10%          | 146.41%          |
| SSI   | 6.20%   | 59,515           | 129,591          | 178,135          | 241,779          | 255,690          |
| Medicare  | 1.45%   | 13,919           | 30,308           | 41,661           | 56,545           | 59,799           |
| Retirement                                      | 16.15%  | 155,027          | 337,565          | 464,013          | 629,796          | 666,032          |
| Unemployment                                    | 3.20%   | 13,110           | 27,763           | 37,789           | 50,321           | 52,056           |
| Workers Compensation                            | 0.03%   | 288              | 627              | 862              | 1,170            | 1,237            |
| Retiree Health                                  | 2%      | 19,198           | 41,804           | 57,463           | 77,993           | 82,481           |
| <b>Total Payroll Taxes</b>                      |         | 380,057          | 844,858          | 1,194,952        | 1,665,538        | 1,809,083        |
| <b>Total Payroll &amp; Payroll Taxes</b>        |         | <b>1,339,976</b> | <b>2,935,042</b> | <b>4,068,097</b> | <b>5,565,202</b> | <b>5,933,123</b> |

### School Operations

THRIVE Community School has budgeted for expenditures related to the general operation of the school, including instruction, students support services, general administration, school administration, central services, operations and maintenance, and support services. For all school operations budgeted spending, we have worked with vendors and The Vigil Group to give their best estimate of price in future years. We included an increase year over year for line items. We took great care to ensure that the appropriate factors were driving expenses. NonPersonnel Budget Expenses: Instructional and Assessment Materials and Supplies/Student Supplies and Materials (Function 2300, 2400, 2500, 2600). Object: 53330, 55400, 55812, 53415, 56113, 56118) Professional Development: (Function: 1000, Object: 53330) Professional development related to the mission of school as well as professional development for Governing Board Members. We also allocated the same funds and objects codes for the use of our 24146 fund.

### Facilities

We are in the process of identifying a final facility. For the purposes of the budget we have included our most realistic option based on viable facilities available to THRIVE Community School. This facility, the Multydo Campus, is located at 7300 Old Santa Fe Trail, and is in the 87505 zip code. It is a 24,361 square foot space that can accommodate us through Year 5 of operations with addition of modular classroom space after year two. The first year of operation would cost \$21,250 per month and that is otherwise move-in ready in Year 1, and then \$35,417 per month in Years 2, \$43,917 per month in Year

3, \$51,000 per month in Year 4, and 62,334 per month in Year 5. This works out to be about \$17 per square foot when at facility capacity. Total square footage New Mexico Public Education Commission, Final includes classroom, office, and general space. Janitorial services have also been budgeted at \$1.50/square foot in a given year, utilities at \$2.50/square foot in a given year, and maintenance at \$0.50/square foot in a given year. As noted earlier, \$700 per student has been subtracted from this line item to account for the impact of the lease assistance funding. You can find the facility rent and operating expense total can be found in **Function 2600 in the appropriate Object codes in the 54000 series.**

In conclusion, all expenses outlined in **Appendix G: Five Year Budget Plan** are a direct reflection of the mission, vision, and educational program of THRIVE Community School. The Five Year budget plan is inclusive of our overall staffing model, as well as the overall facility needs, identified in the PSFA Facilities Checklist. THRIVE Community School believes in the importance of our learning community with most of our expenses going toward personnel costs, ensuring that we recruit, and develop excellent teachers which will support our diverse learning community to prepare students to see the world through multiple lenses and create the conditions that allow students to THRIVE.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | A complete response must <ul style="list-style-type: none"> <li>• Explain basic assumptions;</li> <li>• Identify reliable sources for each assumption;</li> <li>• Include priorities consistent with the proposed school's mission;</li> <li>• Include priorities consistent with the proposed school's educational program;</li> <li>• Include priorities consistent with the proposed school's staffing; and</li> <li>• Include priorities consistent with the proposed school's facility.</li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

B. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or to address the failure to receive any anticipated funding sources. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

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

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

ENTER APPLICANT RESPONSE HERE: ENTER APPLICANT RESPONSE HERE:

THRIVE Community School will operate with a budget which will allow for flexibility in the event that unforeseen financial challenges come to exist or in the event that enrollment is below the expected level or increasing facility costs. THRIVE Community School will solve unforeseen financial challenges by ensuring adequate planning goes into budget development and allow for operational flexibility.

There is no better substitute than effective and proactive planning. THRIVE Community School will be able to meet unforeseen financial challenges through its budget planning process in the following ways:

- Development and implementation of a conservative, yet strategic annual budget
- Establishment of systems for utilizing school information in real-time
- Utilization of the financial expertise of members of the school community
- Responding to challenges with adjustments in policy and/or procedure to better streamline and improve the school's financial operations

#### Developing the Annual Budget

Each spring semester, school leadership will supply information to the school's business manager on any staffing changes that are predicted for the upcoming school year. The school business manager will use this information, combined with the lease payment projection for the upcoming year, predicted salary schedule, anticipated changes to employee benefit cost, predicted utilities expenses (based on modeling of the previous year's expenses), predicted contracts that are to be added or renewed, predicted award amounts for state and federal programs (Title I, IDEA-B, etc.), and other school-related expenses to develop a budget draft for review by school leadership for any revision or discussion prior to its presentation to the Governing Board.

Budget estimates at this point will be conservative and over-estimating costs that may increase due to inflation or, as new costs arise, assuming these costs to be 10% higher than expected (as in the case of new employees, assume that new employees elect to subscribe to all available benefits available to them). This draft budget will be presented to the Governing Board at its next scheduled meeting with all assumptions and notes properly documented as justification for the expenses shown.

Within the review process, proper diligence will be exercised around any spending compliance requirements for federal and state revenues, and as such, the budget will be otherwise developed with a broad commitment to using public funds in the most prudent manner possible to remain in alignment with the school's mission and vision. After review, discussion, and edits as necessary, the draft budget

will be approved by the Board. This approval must take place prior to June 1 so as to allow the school's business manager to submit the budget to the state within an appropriate timeframe so as to meet guidelines and timelines set forth by the New Mexico Public Education Department. As a public entity, THRIVE Community School will maintain a transparent budget process seeking input from all stakeholders and THRIVE community as well as with all documents such as the approved budget as public record being available to the public.

#### **Efficient Systems at THRIVE Community School**

In working with an annual budget and making adjustments as needed within the school year it is essential that the leadership for THRIVE Community School have information that is accurate and updated in real-time. Leading up to the 40-Day Count, where funding changes are adjusted based on student enrollment, it is essential that the school's administration work to maintain the school's enrollment so as to commit to, at a minimum, the projected enrollment for the 40th day of school. In addition, as the school year proceeds and funding has been set (after the 40-Day Count), the school's business manager will deliver reports twice per month to the principal to maintain oversight on a fluid budget. These reports will include cash flow, bank balance, and budget spending progress based on the recent data available. While a similar monthly report will be provided to the Governing Board at each monthly Board meeting, the biweekly report described above is intended to provide the Executive Director with an updated assessment of the school's current financial standing. It is from these analyses that spending adjustments, if any, will be considered. In addition to above, as the school spends money for programs for which it will receive reimbursement, it is essential the school's administration and business manager work together seamlessly in cooperation to ensure that data is provided to state and federal agencies as efficiently as possible to ensure the timely reimbursement of funds.

#### **Financial Expertise at THRIVE Community School**

As a school with a wealth of community resources at its disposal, it will be essential for the school's administration to utilize members of its school community to aid during challenging financial periods. THRIVE Community School currently has a Governing Board member with financial background and is committed to always have a member of their Governing Board with financial expertise. This starts with the school's business manager, with whom the Executive Director (year one), Director of Operations and Engagement (years two and three), Chief Operating Office (year four and beyond) will work closely with. The Founding Team also has extensive experience in starting and operating both district and charter school budgets and THRIVE Community School will use their experience as needed.

#### **THRIVE Flexibility in the Face of Budget Challenges**

In the event that financial challenges present themselves within the school year, the school will have several mechanisms to ensure financial solvency while still maintaining its educational mission and vision. It is assumed that the most significant shortfall in revenue would result directly from an enrollment number below the projected values as described within this application. Budget adjustments will be made upon approval. The Founding Team will also seek to secure additional funding through grants in order to supplement some of the initial costs associated with the initial operational startup of a new school.

The budget for THRIVE Community School demonstrates increased flexibility in funding with each successive year, thus providing the school more room for adjustment as needed. The first year, however, becomes the most difficult and would also be the year in which the school's anticipated enrollment projection would not be met. While it is ideal, in supporting the school's mission and vision, to maintain the administrative and support staff projected, there are avenues through which the school

could consolidate positions in order to maintain the same operational effectiveness. One such consideration would include postponing the hiring of the Director of Operations and Engagement while the Executive Director would assume the responsibilities. Also, the current Founding Team has extensive teaching credentials, and licenses to be able to assume general education teaching and special education instruction service responsibilities across grade K-8, as well as School Psychologist and Educational Diagnostician licenses that would reduce costs associated with contracted ancillary services.

#### Managing Cash Flow

To maintain a reliable cash flow on a monthly basis, teacher spending will be closely monitored to ensure that they are spending for instructional materials for the month in question. As a result, teachers will be required to plan effectively in their spending, purchasing materials as they require as the year progresses.

In managing cash flow in this regard, a first-year school has the advantage of establishing a small cash reserve prior to the first pay period for teachers, which is anticipated to be the second pay period in the month of August. As such, the school will have had two SEG payments (July and August) from which to draw some cash build-up prior to the start of operations and salary obligations to staff members. This cash flow analysis found in **Attachment L** shows the overview of the anticipated cash balance at the conclusion of each month. In addition, as ancillary service providers log time with students, the billing for said services would not take place until the end of September, with payment due for such services due near the end of October. In the analysis below, taken from the budget projections, varying expenses begin in July (lease, principal salary/benefits), August (half-month of teacher salary), etc.

#### Special Education Services

THRIVE Community School Founding Team anticipates that we may enroll students who have received special education services at their prior school and need for those services to continue. We also anticipate that we may not receive funding specifically for special education until later in the school year. The THRIVE Community School budget specifies that we intend to hire one special education teacher in Year 1. We will also look to hire general education who have special needs certification and/or experience working with Students with Special Needs. These hires will assist us in meeting the needs of all students from day one of operations, including updating current Individualized Education Programs and completing evaluations for students who need them. In addition, there is funding allocated in the general fund for support services. These funds will allow us to provide individualized services per our students' needs.

When a student has needs beyond the scope of our staff capabilities, we will communicate the need to defer payments for special needs services with our vendors when necessary. Additionally, for students in need of less intense support, we will utilize members from administration with special education certifications and expertise in our schedule to provide that support to students. Serving the needs of our Students with Special Needs will be a priority at THRIVE Community School and we will apply these strategies to ensure that every student receives the services that they need to access a Free Appropriate Public Education.

| Rating | Expectations |
|--------|--------------|
|--------|--------------|

|  |   |
|--|---|
| <input type="checkbox"/> Meets                             | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Describe budget control strategies <b><u>as well as</u></b> budget adjustments that will be made to meet financial budget and cash-flow challenges;</li><li>• Describe budget control strategies <b><u>as well as</u></b> budget adjustments that will be made to address the failure to receive any anticipated funding sources;</li><li>• Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials;</li><li>• Address how special education students will receive services <b><u>before</u></b> special education funding is provided, based on accurate 40-day counts; and</li><li>• Address how gaps between budgeted students and actual enrollment will be addressed.</li></ul> |
| <input type="checkbox"/> Approaches                        |   |
| <input type="checkbox"/> Does Not Meet                     |   |
| <div>[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]</div> |   |



### C. Financial Policies, Oversight, Compliance, and Sustainability

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School has included a draft of financial policies and procedures, including internal control procedures, which can be found in **Appendix H Internal Controls**. These policies and procedures were drafted in close consultation with the Vigil Group, an experienced school business management service provider with the state of New Mexico. The policies and procedures were created to ensure an internal framework that will safeguard assets, ensure payroll is posted and reconciled in a timely manner, disbursement responsibilities are segregated from reconciliation responsibilities, ensure that financial information is approached with high levels of fidelity and reliability, and ensure compliance with local, state, and federal statutes, rules, and regulations.

#### Internal Control Procedures

THRIVE Community School's Governing Board will review all financial policies and procedures annually, led by the Finance Committee and with support from the Vigil Group to ensure that THRIVE policies and procedures satisfactorily meet needs. Internally, regular audits will be made of all documentation and approvals on file. The Finance Committee will review THRIVE Community School's internal findings and make recommendations for the improvement of financial policies and procedures. The Audit Committee will solicit feedback from the firm conducting our annual audit, and the Governing Board will use any audit findings or expressed concerns as a gauge of the effectiveness of the internal controls. THRIVE Community School has been working with our business management service provider the Vigil Group to build the budget, and in consultation as THRIVE financial policies and procedures are built. The Vigil Group is located in New Mexico, holding the requisite license for New Mexico school business office representatives. Additionally, the Vigil Group maintains a level of staff to ensure segregation of duties and a substantial review process to support the needs for THRIVE Community School. With the Vigil Group as our business management service provider, the Vigil Group is guaranteed segregation of cash disbursements, payroll, and cash reconciliations, by the design of the Vigil Group's staffing structure. No single employee has responsibilities that cross into the three areas. THRIVE Community School is guaranteed a system of checks and balances in their management of the back office. Specifically, the practice is divided into cash disbursements - non-payroll, cash disbursements- payroll, and cash reconciliation.

#### Cash Disbursements - Non-Payroll

It should be noted that the responsibilities described below will be carried out by the Executive Director in year one, the Director of Operations and Engagement in years two and three, and the Chief Operating Officer in years four and beyond. For clarity, the sections below will use the title "Chief Operating Officer".

The Chief Operating Officer (COO) will be responsible for the purchase order and invoice approval process and facilitate all communication with vendors. The COO will solicit bids and bring contracts to the Governing Board for approval, under the supervision of the Executive Director. Approved invoices, in alignment with the budget priorities and with the approval of the Executive Director, will be submitted to the business manager to be processed. Invoices will be submitted to the Vigil Group with the coding aligned to the adopted budget and chart of accounts that aligns to the state coding

standards. The Vigil Group will process transactions, and then generate a report for review and quality assurance by the Manager of Operations. Once the report is reviewed and approved for payment by the Executive Director, the Vigil Group will issue a payment to the vendor on the invoices. For invoices over \$5,000, requiring a second signature.

On a monthly basis, the business manager will prepare a combined check register for all payments made on behalf of the school for review by the board as part of an additional layer of financial oversight. For an additional layer of financial oversight, the COO will combine the previous month's check registers for all payments made on behalf of the school for the Governing Board to review.

The COO, supervised by the Executive Director, will maintain copies of all purchases and invoice documentation, organized by vendor, for each fiscal year, with the Vigil Group keeping electronic versions. Independent contractor payments will require the COO to collect W-9s from the vendor, to be submitted to The Vigil Group. The Vigil Group will complete all the required tax reporting to the IRS for vendors.

#### **Cash Disbursements – Payroll**

The COO will manage the employee files, including employment agreements, certifications, credentials, W-3s, I-9s, as well as additional payroll information, including salaries, wages, deductions, garnishments, and direct deposit information. The Executive Director will approve or modify the payroll preview as needed and process the payroll and facilitate the delivery to employees.

Quarterly, The Vigil Group will complete all required tax reporting to the IRS and the New Mexico Taxation and Revenue Department. The Vigil Group will also manage reporting related to retirement. The COO will turn in bank statements and deposit logs every week. Based on the adopted budget, the Vigil Group accountant will enter and code all revenues into the accounting system. Financial activity not originating within the accounting system, such as payroll activity as well as other activity not processed through the accounts payable system will be entered by the Vigil Group accountant. Each week, The Vigil Group will complete cash reconciliations to clear checks issued through accounts payable and will temporarily acknowledge banking activity until the appropriate documentation is supplied. Additionally, The Vigil Group will maintain a schedule for fixed assets and ensure that all expenses are capitalized and depreciated, as appropriate. The Vigil Group will also ensure that transactions are added to the balance sheet and correctly recognized. The general ledger will be maintained monthly to ensure all items are coded properly.

#### **Cash Reconciliation**

The Executive Director, or his or her proxy (such as the administrative executive/officer manager) will submit bank statements and deposit logs to the business manager on the same day as the transaction in question. Based on the adopted budget and the state chart of accounts, the business manager will enter and code all revenues in an accounting system. The business manager will complete monthly cash reconciliations to clear checks issued through accounts payable processing and temporarily recognize banking activity until documentation is supplied. Further, the business manager will maintain a fixed asset schedule and ensure all expenses are capitalized and depreciated as appropriate. The business manager will further ensure that transactions that should be applied to the balance sheet are correctly recognized. Monthly, the general ledger will undergo routine maintenance to ensure that items are properly coded.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Identify all the internal control procedures that have been attached in <b>Appendix H</b>;</li><li>• Attach in <b>Appendix H</b> internal control procedures the proposed school will utilize to assure the following:<ul style="list-style-type: none"><li>○ safeguard assets</li><li>○ segregate its payroll</li><li>○ segregate cash and check disbursement duties</li><li>○ provide reliable financial information and promote operational efficiency</li><li>○ ensure compliance with all applicable federal and state statutes, regulations, and rules;</li></ul></li><li>• Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and</li><li>• Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in <b>Appendix H</b> and other internal control procedures that will be developed and implemented by the school.</li></ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School has an organizational structure for ensuring that all financial tasks are performed and that staff executing these positions are fully supported and are also appropriately qualified and able to execute all responsibilities assigned to them.

#### **THRIVE Community Staff and Parties Responsible for Financial Tasks**

##### **The Vigil Group (Third Party Business Provider)**

The Governing Board for THRIVE Community School will ultimately select the business manager service provider. However, for the purposes of this application, the Founding Team has utilized the expertise of the Vigil Group to support its budget planning, preparation of 910b5 worksheets, as well as its preparation of the narratives for subsections throughout this section of the application. In considering the services offered and the relationship between the school and its business manager, the Founding Team has utilized a framework similar to what the Vigil Group offers within its scope of services. The cost of using a contracted school business manager has been estimated at \$70,000 in year one, \$72,100 in year two, \$74,263 in year three, \$89,263 in year four, and \$91,940.89 in year five and beyond. Within the predicted services contract for this position, the school will receive the services of a business manager, an accountant, a payroll specialist, and an accounts payable specialist to meet the functional responsibilities (also outlined in the previous section, **Section III. C. (1)**). Since the contracted business manager will function as a third-party service provider, the business manager will be responsible for establishing the qualifications and responsibilities for the staff member(s) that perform the functions necessary to support the school in its business management services.

##### **THRIVE Executive Director**

The proposed Executive Director is the Lead Founder of THRIVE Community School and has been actively involved in the writing of the budget, the financial framework of the charter application, the proposed financial policies for the Governing Board, and the Internal Control procedures, with the support of the Vigil Group. After authorization, the Governing Board of THRIVE Community School will follow the hiring process for the Executive Director, as outlined in **Section II. C. (2)**. The Founding Team anticipates that the Executive Director will be hired during the first Board Meeting after authorization, well before the beginning of the 2022 school year. A full job description for the Executive Director can be found in **Appendix B**.

The Executive Director and Governing Board, independent of the other and at least two weeks prior to the start of the proposed school year, will ensure that the business manager is licensed in the state of New Mexico. The Executive Director will serve a critical role in the financial management and operational functions for THRIVE Community School and will serve as the liaison between the school, its board, and the business manager, ensuring that all parties are provided information in a timely manner as needed to support the financial viability of the school. As the Executive Director will have familiarity and experience financial and operational management within the education setting, he or she will be qualified to function as both the key day-to-day financial manager school and liaison between all parties involved.

Further, the Executive Director will be responsible in ensuring that operational functions of the school occur in accordance with required policies including but not limited to:

- Facilities maintenance and operation, payroll, food service, and transportation
- Management of all day-to-day operations for the school, staff and substitutes
- Be a visible presence in all areas of school operations and work toward a resolution of these problems both routine and unique- as they arise; always keeping the Governing Board informed of the general programs, activities, and challenges the school may be facing
- Supervision of the enrollment, transfer, discharge, and re-enrollment process for students and the preparation of related records and files, including assessment results, test scores, discipline referrals, medical reports and records, and other student documents
- Preparation and updating (as needed) of the staff handbook and maintain appropriate personnel records
- Preparation and updating (as needed) of the student handbook
- Management of the school's disciplinary policy and the fairness in which that policy is applied to student discipline
- Supervision of student medication dispensation log and injury reports
- Supervision of requisitions, shipments (receiving and distribution), storage room, classrooms, school offices, workroom materials and supplies
- Supervision in maintaining ongoing inventory; processing packing slips
- Preparation and maintenance of all purchase orders and other expense records; approve, log, and monitor all expenditures; reconcile site records with monthly reports required by the PED; resolve discrepancies; ensure expenditures are within budget allowances for the fiscal year
- Preparation and oversight of payroll processes bi-weekly or semi-monthly
- Preparation of breakfast, lunch, recess, and before- and after-school supervision schedules
- Ensure compliance with legal requirements of government regulations and agencies; maintain educational standards established by the State of New Mexico and by any other agencies that evaluate the school in any aspect of its operational performance.

The THRIVE Community School Executive Director must have an in-depth, working understanding of school finance, budgeting, instruction, special education services and related costs, as well as certain required qualifications and licenses:

- New Mexico Education Administration License (PreK-12) or an Education Administration License from another state with eligibility to receive a NM Education Administrative License within six months of his or her beginning of employment

#### **Contracted School Business Manager**

The school's contracted licensed school business manager will also play a critical role in ensuring that THRIVE Community School appropriately executes the financial tasks required of the school. As stated above, and the school plans to contract with a third-party licensed school business management entity to provide business manager services which will include but are not limited to the following:

- Serve as a point of contact for schools with client-facing responsibilities
- Preparation of monthly financials statements, including YTD income statements, cash flow statements, and variance analysis for clients
- Create monthly presentations to Governing Board, analyzing the key issues in the financial statements and offering recommendations for changes in the school operations
- Complete grant reports, State interim reports, and other compliance-related reports and maintain Charts of Accounts, multi-year budgets, and other financial documentation for school clients

- Ensure that all school reports and disclosures comply with applicable governmental regulations, professional standards, and organizational policies
- Analyze, model, and solve problems for clients on a wide range of business issues
- Manage the ongoing forecast for the school, and support the annual budget development process
- Maintain current knowledge of relevant financial management procedures and practices
- Develop a functional expertise in one or more areas of school business operations

School business management service providers will be considered when the individual or entity (with its associated business managers) has the following qualifications:

- Licensed Level II Business Manager and all associated competencies as described in NMAC 6.63.12.9
- 1-5 years of work experience in a related field (i.e., education or finance)
- Strong communication and analytical skills
- Experience in client services or similar responsibilities internal to company
- Significant experience with spreadsheet software, financial modeling, and/or forecasting

#### **Contracted Payroll Specialist**

The Vigil Group Payroll Specialist will execute payroll responsibilities on a twice-per-month basis. The Payroll Specialist will process all information, and ensure that there are no inconsistencies, potential errors, or documentation missing, and then generate a payroll preview through our payroll processor. The Executive Director will approve or modify the payroll preview as needed. Once the Payroll Specialist receives the Executive Director's approval, the Specialist will process the payroll and facilitate the delivery to employees.

#### **Contracted Accounts Payable Specialist**

Approved invoices, in alignment with the budget priorities and with the approval of the Executive Director, will be submitted to the Vigil Group Accounts Payable Department to be processed. Invoices will be submitted to the Vigil Group with the coding aligned to the adopted budget and chart of accounts that aligns to the state coding standards. The Vigil Group will process transactions, and then generate a report for review and quality assurance by the Manager of Operations. Once the report is reviewed and approved for payment by the Executive Director, the Vigil Group will issue a payment to the vendor on the invoices. For invoices over \$5,000, requiring a second signature.

#### **Contracted Business Manager**

Based on the adopted budget, the Vigil Group business manager will enter and code all revenues into the accounting system. Financial activity not originating within the accounting system, such as payroll activity as well as other activity not processed through the accounts payable system will be entered by the Vigil Group accountant. Each week, The Vigil Group will complete cash reconciliations to clear checks issued through accounts payable and will temporarily acknowledge banking activity until the appropriate documentation is supplied. Additionally, The Vigil Group will maintain a schedule for fixed assets and ensure that all expenses are capitalized and depreciated, as appropriate. The Vigil Group will also ensure that transactions are added to the balance sheet and correctly recognized. The general ledger will be maintained monthly to ensure all items are coded properly.

| Rating | Expectations |
|--------|--------------|
|--------|--------------|

|  |  |
|--|--|
| <input type="checkbox"/> Meets                             | <p>A complete response must</p> <ul style="list-style-type: none"><li>• Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks;</li><li>• Align completely with the organizational chart from response to D(1) in the Organizational Framework;</li><li>• Align completely with the budget in A(1) and A(2) responses in Financial Framework;</li><li>• Describe appropriate qualifications and responsibilities for each of the identified positions; and</li><li>• Include a plan that will result in the recruitment, identification, the evaluation of candidates, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.</li></ul> |
| <input type="checkbox"/> Approaches                        |  |
| <input type="checkbox"/> Does Not Meet                     |  |
| <div>[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]</div> |  |



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

[ENTER APPLICANT RESPONSE HERE:

THRIVE Community School will ensure that the Governing Board provides legal and fiscal oversight to include the establishment of Audit and Finance committees that provide legal and fiscal oversight which functions within the school's governance and management operational systems.

#### **Committee Work Overview**

The committees, whether the standing Finance or Audit, will interact with the school's administration in a manner that preserves and is deferential to the broader Governing Board prerogative. Specifically, the said committees will work closely and collaboratively with the school's administration to meet their responsibilities. These committees will not unilaterally take action or otherwise engage in decision-making that is typically reserved for the Governing Board. The committees will look to facilitate and enhance decision making by sharing their expertise and providing oversight over their respective subject matter competencies for the Governing Board to then leverage. Ultimately, the Executive Director will report to the Governing Board, not individual committees, but the committees may otherwise be allowed to request information from the Executive Director otherwise relevant to carrying out its respective areas of oversight.

#### **THRIVE Governing Board Finance Committee**

THRIVE Community School will form a standing Finance Committee to be composed of Governing Board members with relevant financial management and charter school finance experience and expertise. This committee will meet monthly to review the finances of the school as evidenced by its financial statements and other financial analysis produced by the school's business manager. As necessary, this Finance Committee will request any supplemental information, either or both from the school's business manager or school administration to otherwise facilitate its analysis and decision-making. The Finance Committee will also be responsible for assessing the continued adequacy and appropriateness of its standing financial policies and procedures, making financial recommendations to the Board, and developing and recommending the annual budget for approval each year. The Governing Board will make all formal decisions, including but not limited to formal annual budget adoption and contract approvals.

The Finance Committee will ensure that THRIVE Community School is meeting compliance with financial requirements associated with funding sources through its work with the school's business manager and school administration. Lastly, the Finance Committee will ensure that the Governing Board takes action that is free from conflict of interest or that said conflicts are adequately and appropriately disclosed.

#### **THRIVE Governing Board Audit Committee**

THRIVE Community School will annually form an Audit Committee with the expressed purpose of facilitating and overseeing the audit process. The Audit Committee will be comprised of a subset of Board members (at least two (2)) with relevant audit expertise and experience, with a majority of the Audit Committee members not otherwise on the standing Finance Committee to avoid any conflicts of interest. The Audit Committee will also include, in alignment with state statute requirements, one volunteer member who also has experience in accounting or financial matters, and one volunteer member who is a parent of a student of THRIVE Community School.

To the extent necessary, the Audit Committee will look outside of its Board to utilize volunteers and advisors to provide requisite expertise and need in the absence of Board members with the required expertise. The projected budget for THRIVE Community School will allocate money to contract with the state-selected audit firm, beginning in its second year of operation. The Audit Committee will meet with the audit firm prior to the start of the audit (entrance conference) to get an overview of the audit process, as well as the respective roles and responsibilities of all involved parties. From there, the Audit Committee will report back to the Governing Board what to expect on an as needed basis.

When the audit process commences, the school administration and school business manager will ensure the audit firm has all necessary financial information and records as well as non-financial records and documents maintained by the school in advance of actual audit field work. During the audit field work, any documents requested will be provided in a timely manner. The Audit Committee will oversee that the audit firm has the information it needs and is otherwise receiving materials in a timely manner.

Once the audit is complete, the Audit Committee, along with the Executive Director and business manager, will review the audit report and management letter. If the audit report or management letter includes any findings, including but not limited to material weakness or significant deficiencies, the Audit Committee will oversee the process of developing a formal plan, with the school's administration, to address those findings in future audits and to avoid repeat findings.

#### Collaborative Relationship of Audit and Finance Committee

To the extent that it requires additional input, the Audit Committee will work with the Finance Committee to implement any policy or procedural changes or corrective action under the Finance Committee's jurisdiction. In addition, the Audit firm will be asked to present the findings to the Board, and the Audit Committee will share its recommendations in a manner that is transparent and free from conflict of interest. Copies of the final audit report will be sent to the state and authorizer, as well as any other required agencies. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required of public charter schools in New Mexico, as well as in addition to any other conditions or criteria required of the authorizer.

**\*\*Note:** THRIVE Community School will retain the same audit firm for any other required reporting, including but not limited to the filing of its annual 990 return with IRS, and other tax matters.

| Rating                                 | Expectations  |
|--|---|
| <input type="checkbox"/> Meets         | <p>A complete response must</p> <ul style="list-style-type: none"> <li>Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> <li>Function generally</li> <li>Ensure proper legal oversight</li> <li>Ensure proper financial oversight;</li> </ul> </li> <li>Describe how the proposed school's audit and finance committees will interact with the school's management; and</li> <li>Describe how the audit and finance committees will interact with the full Governing Body.</li> </ul> |
| <input type="checkbox"/> Approaches    |   |
| <input type="checkbox"/> Does Not Meet |   |

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]

## IV. Evidence of Support

### A. Outreach Activities.

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

ENTER APPLICANT RESPONSE HERE:

#### **THRIVE's Outreach Program**

THRIVE Community School's mission states that we are a diverse and affirming K-8 learning community that embraces social and emotional learning practices and utilizes evidence-based teaching to advance educational equity. We use innovative approaches to drive academic achievement, eliminate disparities in student outcomes, and reinforce a positive self-concept so that all students are positioned to follow paths of their choice.

THRIVE Community School's Founding Team began its outreach efforts knowing that community input would be instrumental in our school design process. Our outreach activities have been plentiful and diverse, which has helped to ensure that our proposed model and the way in which we are approaching innovation, has been based on specific suggestions and feedback from community stakeholders. THRIVE's outreach program began by establishing the following objectives for our outreach work:

1. Determine what different community stakeholders believe is working for kids and families and what is not working when it comes to public schools. (Collect input)
2. Determine what different community stakeholders would want to see in a new public school option in Santa Fe. (Develop School Model)
3. Determine what aspects of our proposed model resonate with community stakeholders, particularly parents and families. (Refine our Proposed Model)

To achieve these objectives, THRIVE's Founding Team developed the following components of our outreach program:

- One-on-One Meetings with Community Stakeholders;
- Small and Large Group Meetings with Organizations and Families;
- Focus Groups on Proposed Model, Facilities;
- School Input Survey Participation (Prioritizing Parent and Family Participation);
- Web-based Presence

#### **Outreach Activities Implemented**

THRIVE's Founding Team implemented a variety of One-on-One Meetings, Focus Group Meetings, Survey Administration, and created a Web-Based Presence as part of our community outreach program. The vast majority of our outreach activity consisted of one-on-one meetings with different community stakeholders. Because of Public Health Orders, the majority of these meetings occurred through video conferencing. These meetings were led by one of THRIVE's co-Founding Team, and allowed for meeting participants to introduce themselves, share thoughts related to what they would like to see in a new public school option, including programming and qualities. The THRIVE team member then shared information about the school's proposed programming, and the community

stakeholder(s) were able to provide affirming or adjusting feedback. All meeting participants were also asked if they would be willing to participate in future focus groups. These meetings allowed THRIVE's lead-cofounder, and proposed Executive Director, to collect input to inform our proposed model which has allowed us to develop a vision for a new public school option that is a direct reflection of what parents, families, and community stakeholders want to see in a new school option. These meetings also provided early opportunities to build a Founding Board that is reflective of our community and will be prepared to transition to a Governing Board, pending authorization. **Figures 100 - 103** provides information regarding the various one-on-one meetings that have been held since June 2020. This list serves as documentation of our outreach efforts, however, this is not meant to indicate an endorsement of THRIVE. For more information regarding our community partnerships see Section IV. During these outreach meetings, depending on the category of stakeholder, the following additional questions were asked:

- **Community Organizations:** Considering the work that your organization does to support the success of students in schools, what do you see as the greatest strengths and the most significant barriers that exist within and across current public school options?
- **Parents and Families:** What public school programs, and qualities have served you and your child well? What other programs and qualities would you want to see in a new public school option?
- **Potential Founding Board Members:** Do you believe our city would benefit from having more high quality public school options that are truly accessible at the K-8 level? Would you be willing to lend your personal and professional expertise to making THRIVE a reality?
- **Early Childhood Education Providers:** What feedback do you hear from former families regarding their experiences in public K-8 settings? How could a new public school option at the K-8 level support, or extend the mission of your program?
- **Educators:** What do you see as the greatest strengths and the most significant barriers that exist within and across current public school options? How could a new public school option meet unmet needs of students' families? How could this option better support the development, satisfaction, and effectiveness of educators?

**Figure 100: One-on-One Meetings with Community Organizations and Business**

| Date     | Organization              | Person                           | Title                          |
|----------|---------------------------|----------------------------------|--------------------------------|
| 7/15/20  | New Mexico Kids Can       | Amanda Aragon                    | Executive Director             |
| 7/24/20  | New Mexico Oil and Gas    | Gloria Ruiz                      | Director, Community Engagement |
| 10/21/20 | Albuquerque Collegiate    | Jade Rivera                      | Executive Director, Founder    |
| 10/27/20 | Anna, Age Eight           | Dr. Katherine Ortega<br>Courtney | Co-Director                    |
| 10/27/20 | Santa Fe Dreamers Project | Michael Santillanes              | Interim Executive Director     |
| 10/30/20 | Girl Scouts               | Grace Wiele                      | Regional Manager               |

|          |                                |                      |  |
|----------|--------------------------------|----------------------|--|
| 11/2/20  | Girls Inc. of Santa Fe         | Madonna Hernandez*   | Director of Programs                                 |
| 11/2/20  | Girls Inc. of Santa Fe         | Rebecca Calhoun      | Program Manager                                      |
| 11/3/20  | YouthWorks                     | Melynn Shuyler       | Executive Director                                   |
| 11/3/20  | YouthWorks                     | Jay Henniecke        | Director of Operations                               |
| 11/12/20 | Reel Fathers                   | Deborah Bolt         | Executive Director                                   |
| 11/5/20  | Many Mothers                   | Antoinette Villamil* | Executive Director                                   |
| 11/10/20 | May Center                     | Amy Miller           | Executive Director                                   |
| 11/18/20 | LANL Foundation                | Jenny Parks          | President & CEO                                      |
| 11/18/20 | Fathers NM                     | Hector Aveladano*    | Santa Fe Case Manager                                |
| 12/1/20  | Homewise                       | Mike Loftin          | CEO  |
| 12/1/20  | Gerard's House                 | Katrina Koehler      | Co-Executive Director                                |
| 12/2/20  | Somos Un Pueblo Unido          | Marina Pina*         | Organizer  |
| 12/3/20  | Santa Fe Community Foundation  | Gabriela Gomez       | Vice President of Advancement                        |
| 12/10/20 | Retired Educator               | Tony Gerlicz         | N/A  |
| 12/11/20 | Girls Inc. of Santa Fe         | Sandra Chavez*       | Outreach Coordinator                                 |
| 12/11/20 | Girls Inc. of Santa Fe         | Natalie Benally*     | Indigenous Programs Coordinator                      |
| 12/15/20 | Voz Collegiate                 | Isaac Rivas-Savell   | Head of School                                       |
| 12/16/20 | Altura Prep                    | Meaghan Hindman      | Co-Director  |
| 12/16/20 | Altura Prep                    | Lissa Hines          | Co-Director  |
| 12/17/20 | Earth Care                     | Miguel Acosta        | Co-Director  |
| 12/18/20 | New Mexico School for the Arts | Cindy Montoya        | Principal  |
| 12/21/20 | Turquoise Trail Charter School | Chris Eide           | Head Administrator                                   |
| 12/22/20 | Santa Fe Community Foundation  | Sarah Amador Guzman* | Program Director, Education and Opportunity Santa Fe |

|          |  |                       |   |
|----------|--|-----------------------|---|
| 12/15/20 | Hope Unlimited Church                      | Jacob Kabela*         | Youth Minister  |
| 1/5/21   | First Baptist Santa Fe                     | Chris Castorena*      | Associate Pastor of Family Ministry and Education                 |
| 1/6/21   | Wise Fool NM                               | Oriana Lee            | Co-Executive Director of Education, Outreach & Employee Relations |
| 1/18/21  | Math Amigos/ Santa Fe Alliance for Science | Judy Reinhartz        | Group Member  |
| 1/21/21  | STEM Santa Fe                              | Lina Germann          | STEM Leader   |
| 1/22/21  | National Dance Institute                   | Brian Jensen*         | Chief of Staff  |
| 1/22/21  | National Dance Institute                   | Emily Garcia          | Santa Fe Outreach Artistic Director                               |
| 1/26/21  | Esperanza Shelter Inc.                     | Molly Conway          | Community Outreach and Education Coordinator                      |
| 1/26/21  | Esperanza Shelter Inc.                     | Camille Tercero       | Child Life Skills Coordinator                                     |
| 1/27/21  | Wild Friends                               | Susan George          | Program Director  |
| 2/7/21   | ACLU                                       | Julie Bernard*        | Director of Philanthropy  |
| 2/12/21  | AT&T                                       | Terri Nikole Baca*    | VP Legislative Affair   |
| 2/12/21  | Wings of America                           | Dustin Quinn Martin   | Executive Director  |
| 2/16/21  | Solare Collegiate                          | Rachael Sowards       | Head of School  |
| 2/19/21  | Interfaith Community Shelter               | Joe Jordan-Berenis    | Executive Director  |
| 2/19/21  | Interfaith Community Shelter               | Beverly Kellam        | Finance Director  |
| 2/19/21  | Community Learning Network                 | Jennifer Case Nevarez | Director and Lead Educator  |
| 2/22/21  | Los Alamos National Lab STEAM Hub          | Anejli Doty           | Research Assistant  |
| 2/22/21  | Los Alamos National Lab STEAM Hub          | Janelle Vigil Maestas | Education Specialist  |
| 3/22/21  | Santa Fe Institute                         | Carrie Cowan          | Director of Education   |

|                      |  |                    |   |
|----------------------|--|--------------------|---|
| 3/23/21              | Cooking with Kids                                      | Anna Farrier       | Executive Director                          |
| 3/23/21              | Cooking with Kids                                      | Bethany Muller     | Program Director                            |
| 4/7/21               | Mountain Kids  | Katie Macaulay     | Executive Director                          |
| 4/12/21              | Sky Center   | Erin Doerwald      | Project Director and Clinical Supervisor    |
| 4/15/21              | Communities in Schools                                 | Julia Bergen       | Executive Director                          |
| 4/15/21              | Communities in Schools                                 | Ivan Cornejo       | Field Operations Director                   |
| 4/13/21              | Tumbleweeds  | Claudette Sutton   | Executive Director                          |
| 4/19/21              | Reading Quest  | Rayna Dineen       | Executive Director                          |
| 4/19/21              | Environmental Education of New Mexico                  | Eileen Everett     | Director                                    |
| 4/21/21              | Resolve  | Alena Shaim*       | Executive Director                          |
| 4/21/21              | Solace Crisis Treatment Center                         | Jess Clark*        | Education and Prevention Department Manager |
| 5/3/21               | Mentoring Kids Works NM                                | Louise Yakey       | Executive Director                          |
| 5/10/21              | New Mexico Innovation Triangle                         | John Rizzo         | Entrepreneur                                |
| 5/10/21              | Santa Fe Center for Transformational School Leadership | Linda Henke        | Executive Director                          |
| 5/12/21              | Santa Fe Rotary Club                                   | Germain Mitchell   | Board Chair                                 |
| 5/18/21              | Santa Fe Boys and Girls Club                           | Roman Abeyta       | Chief Professional Officer                  |
| 5/18/21              | Santa Fe Boys and Girls Club                           | Sarah Gettler      | Assistant Executive Director                |
| 5/20/21              | Santa Fe Housing Action                                | Michael Barrio     | Executive Director                          |
| 5/21/21              | Santa Fe Chamber Music Festival                        | Leanne Devane      | Director of Educational Outreach            |
| 5/28/21              | Chamiza Foundation                                     | Dr. Amanda Montoya | Executive Director                          |
| Scheduled for 6/1/21 | Santa Fe Art Institute                                 | Jamie Blosser      | Executive Director                          |



|                       |                                  |                      |  |
|-----------------------|----------------------------------|----------------------|--|
| Scheduled for 6/1/21  | SITE Santa Fe                    | Louis Abbene-Meagley | Education Coordinator                    |
| Scheduled for 6/2/21  | Santa Fe Indigenous Center       | Caren Gala           | Director                                 |
| Scheduled for 6/2/21  | Santa Fe Indigenous Center       | Ticoh Japp           | Administrative Assistant                 |
| Scheduled for 6/4/21  | St. Elizabeth's Shelter          | Calvin Fields        | Event Fundraising & Community Outreach   |
| Scheduled for 6/4/21  | ARTSmart                         | Sarah Mandala        | Executive Director                       |
| Scheduled for 6/18/21 | Museum of International Folk Art | Patricia Sigala      | Educator/Community Outreach & Engagement |
| Scheduled for 6/18/21 | Museum of International Folk Art | Leslie Fagre         | Director of Education                    |

\*Indicates meeting participant identified as a parent of a child age (0-18)

**Figure 101: One-on-One Meetings with Early Childhood Providers**

| Date     | Organization                          | Person          | Title   |
|----------|---------------------------------------|-----------------|---|
| 10/22/20 | Presbyterian Medical Services         | Zita Mercure    | Children's Services Administrator   |
| 10/29/20 | Presbyterian Medical Services         | Theresa Liebert | Children's Services Manager   |
| 10/30/20 | Kids Campus at SFCC                   | Michelle Rosen  | Director  |
| 11/13/20 | La Casita Preschool                   | Helen McDonald  | Director and Teacher  |
| 12/22/20 | Santa Fe Community Foundation         | Rachel Kutcher  | Project Director, Expanding Opportunity for Young Families and Santa Fe Baby Fund |
| 2/12/21  | Growing Up New Mexico                 | Abby Bordner    | Vice President of Development   |
| 2/25/21  | Presbyterian Child Development Center | Anne Liley      | Director  |

\*Indicates meeting participant identified as a parent of a child age (0-18)

**Figure 102: One-on-One Meetings with Potential Board Members, Business Management Services**

| Date       | Organization                               | Person                  | Title                                 |
|------------|--|-------------------------|---------------------------------------|
| 6/30/2020  | Sharpe Dental                              | Virginia Sharpe*        | Dentist                               |
| 7/27/2020  | N/A  | Christina Price*        | Doctor                                |
| 10/2/2020  | First Step Fitness                         | Angelique Angel de Nava | Owner                                 |
| 10/21/2020 | Santa Fe Public Schools                    | Pam Fennel              | Educational Assistant/<br>Health Aide |
| 10/23/2020 | Academy for Technology<br>and the Classics | Shannon Hale*           | Counselor                             |
| 10/25/20   | Santa Fe Public Schools                    | Amy Chacon              | Special Educator                      |
| 11/2/21    | School Architects                          | Jenai Emmel             | Chief Learning Officer                |
| 11/5/21    | Self-Employed                              | Stephanie Ownes         | Researcher & Consultant               |
| 11/7/21    | ATC  | Delara Sharma           | Dean                                  |
| 11/13/2020 | University of New Mexico                   | Barbara Damron          | Associate Professor                   |
| 12/9/20    | Self-Employed                              | Julia Barnes            | Lawyer                                |
| 12/9/20    | Santa Fe Public Schools                    | Mary Louise Romero      | Restorative Justice<br>Coordinator    |
| 12/10/20   | Self-Employed                              | Dr. Linda Hill          | Psychologist                          |
| 12/10/20   | Self-Employed                              | Brian Watson            | Realtor                               |
| 12/10/20   | Self-Employed                              | Lisa Watson             | Realtor                               |
| 12/11/20   | The Dots Between                           | Tamara Bates            | Founder                               |
| 12/13/20   | Retired                                    | Mary Rose C de Baca     | Education Administrator               |
| 12/14/20   | EdTech                                     | Katie Rarick            | School Business Manager               |
| 12/14/20   | K-12 Accounting                            | Rebekah Runyan          | School Business Manager               |
| 12/14/20   | K-12 Accounting                            | & Bryan Runyan          | School Business Manager               |
| 12/14/20   | The Vigil Group                            | Michael Vigil           | School Business Manager               |
| 12/14/20   | The Vigil Group                            | Michael Vigil II        | School Business Manager               |

|          |                                 |                 |                            |
|----------|---------------------------------|-----------------|----------------------------|
| 12/15/20 | Communities in Schools          | Yesenia Bermejo | Site Coordinator           |
| 12/19/20 | Self-Employed                   | Nora Geiss      | Consultant                 |
| 1/20/21  | Montgomery & Andrews            | Randi Valverde  | Attorney                   |
| 1/29/21  | Thornburg Investment Management | Brian Crider    | Income Analyst             |
| 2/25/21  | Santa Fe Community College      | SJ Miller       | Educator, Author, Activist |
| 3/24/21  | Walcott, Henry & Winston P.C.   | Donald Walcott  | Attorney*                  |
| 5/23/21  | Santa Fe Public Schools         | Jose Lopez      | Special Educator           |

\*Indicates meeting participant identified as a parent of a child age (0-18)

**Figure 103: One-on-One Meetings with Educators and Community Stakeholders (Not an official representative of their organization)**

| Date       | Stakeholder Category | Person                  |
|------------|----------------------|-------------------------|
| 6/30/20    | Community Member     | Jody Durham             |
| 7/27/20    | Community Member     | Connor Browne*          |
| 8/26/20    | Community Member     | Tom Nikoloff            |
| 9/15/20    | Education Leader     | Nathan Morrison*        |
| 9/20/2020  | Education Leader     | Marit Andrews           |
| 9/27/2020  | Community Member     | Sunny Liu               |
| 10/15/20   | Community Member     | Cristina Macias Amador* |
| 10/15/20   | Community Member     | Joaquin Amador*         |
| 10/15/20   | Community Member     | Meribeth Densmore*      |
| 10/25/20   | Educator             | Cynthia Sanchez Lee*    |
| 10/25/2020 | Community Member     | John Blair              |
| 11/2/21    | Educator             | Janet Graham            |
| 11/5/20    | Community Member     | Lucinda Ciddio*         |
| 11/17/20   | Community Member     | Kelly Garcia*           |

|            |                  |                      |
|------------|------------------|----------------------|
| 11/18/2020 | Educator         | Robert Merker        |
| 11/19/20   | Educator         | Amy Duffy Oler*      |
| 1/18/21    | Community Member | Judy Reinhartz       |
| 1/15/21    | Educator         | Jeff Pinkerton       |
| 1/17/21    | Educator         | EJ Volkman*          |
| 1/17/21    | Community Member | Lynda Volkman*       |
| 11/2/20    | Educator         | Michael Weinberg*    |
| 11/5/20    | Community Member | Erin McSherry        |
| 11/19/20   | Educator         | Michael Dabrieo*     |
| 11/20/20   | Community Member | Kayla Garcia*        |
| 11/23/20   | Community Member | Shay Lara            |
| 11/23/20   | Community Member | Joseph Sweeney       |
| 12/1/20    | Community Member | Allyn Kennedy*       |
| 12/1/20    | Community Member | Brian Kennedy*       |
| 12/3/20    | Community Member | Cozette Hanson*      |
| 12/4/20    | Educator         | Dr. Amy Franklin     |
| 12/4/20    | Educator         | Jocelin Tilton       |
| 12/11/20   | Educator         | Alex Mazares*        |
| 12/11/20   | Community Member | Sandra Wechsler*     |
| 12/11/20   | Community Member | Christopher Luckham* |
| 12/11/20   | Community Member | Rebecca Luckhan*     |
| 12/11/20   | Community Member | Natalie Benally*     |
| 12/11/20   | Community Member | Sandra Chavez*       |
| 12/14/20   | Education Leader | Kersti Tyson         |
| 12/16/20   | Community Member | Dillon Williams*     |
| 12/16/20   | Community Member | Sarah Williams*      |

|          |                  |                               |
|----------|------------------|-------------------------------|
| 12/16/20 | Community Member | Allegra Love                  |
| 12/21/20 | Community Member | Sascha Anderson*              |
| 12/22/20 | Educator         | Shirlee Denmead*              |
| 12/23/20 | Educator         | Andrea Romero                 |
| 12/27/20 | Community Member | Kathleen Downey*              |
| 1/7/21   | Community Member | Lisa Lucs                     |
| 1/7/21   | Community Member | Jenny Crysler                 |
| 1/21/21  | Educator         | Laura Ingram*                 |
| 1/26/21  | Educator         | Megan Harbaugh*               |
| 1/26/21  | Community Member | Sam Ritter                    |
| 1/29/21  | Educator         | Doris Rivera                  |
| 2/5/21   | Community Member | Dan Werwath*                  |
| 2/22/21  | Educator         | Kaitlyn Gustafson             |
| 3/31/21  | Educator         | Christy Krenek*               |
| 4/1/21   | Educator         | Jeanine West Paul             |
| 4/7/21   | Educator         | Karen Weigle*                 |
| 4/15/21  | Educator         | Chris Slakey*                 |
| 4/28/21  | Educator         | Jessica Garcia                |
| 5/4/21   | Community Member | Amy Velarde*                  |
| 5/4/21   | Educator         | Puja Goel                     |
| 5/5/21   | Educator         | Marina Bertelli               |
| 5/6/21   | Educator         | Flora Maria Nieto Linares     |
| 5/6/21   | Educator         | Francisco Javier Berges Perez |
| 5/7/21   | Educator         | Gerardine Rodriguez*          |
| 5/8/21   | Educator         | Toby Wright                   |
| 5/8/21   | Community Member | Jennifer B. Warren*           |

|         |                  |                    |
|---------|------------------|--------------------|
| 5/10/21 | Educator         | James Cantu*       |
| 5/10/21 | Educator         | Holly Call         |
| 5/10/21 | Community Member | Jennifer Anderson* |
| 5/10/21 | Educator         | David Call         |
| 5/11/21 | Educator         | Paul Bourdon       |
| 5/12/21 | Community member | Stephanie Hubley*  |
| 5/12/21 | Community Member | Jen Vrooman*       |
| 5/14/21 | Educator         | Jack Lain          |
| 5/15/21 | Educator         | Patricia Gay-Webb  |
| 5/20/21 | Educator         | Caren Garcia*      |

\*Indicates meeting participant identified as a parent of a child age (0-18)

### Focus Group Meetings

In March 2021, after engaging in over 150+ community meetings, THRIVE's Founding Team conducted four focus groups to get feedback on specific components of our proposed model, including our Innovative Approaches, Unique Features, and aspects of our Facilities Master Plan. The objective for each Focus Group is listed below:

- Focus Group #1:
  - Collect input and feedback on THRIVE's innovative approaches and unique features
  - Collect input and feedback on the structure of our focus groups
- Focus Group #2:
  - Collect input and feedback on one of THRIVE's proposed unique features: Social and Emotional Learning
- Focus Group #3:
  - Collect input and feedback on one of THRIVE's proposed unique features: Equitable Academic Instruction
- Focus Group #4:
  - Collect input and feedback on one of THRIVE's proposed unique features: Intentional Diversity
  - Collect input and feedback on THRIVE's Facilities Master Plan (draft)

During each focus group, participants were provided an opportunity to introduce themselves and their role within our community (parent, educator, non-profit employee, business employee, etc.). THRIVE's co-Founding Team had the opportunity to introduce themselves to the group, as did any proposed board members who were present, and then all participants entered breakout rooms where they learned about one unique feature and the three key components that support that feature. Participants were asked to record questions, affirmations, and concerns. Each group then had the opportunity to share the notes recorded during their breakout in the whole group session. THRIVE's Founding Team recorded the affirming and adjusting feedback that was provided and used it to make

appropriate modifications to our proposed model. Attendees for each of the four focus groups are listed below in **Figures 104-107**.

**Figure 104: Attendees Focus Group #1**

| Focus Group Topic: Proposed Innovative Approaches and Unique Features<br>February 25th, 2021 6pm |                                      |
|--|--------------------------------------|
| Name   | Stakeholder Category(s)              |
| Jocelin Tilton   | Community Member                     |
| Kasey Johnson  | Community Member*                    |
| Toby Wright  | Community Member                     |
| EJ Volkman   | Community Member*                    |
| Lynda Volkman  | Community Member*                    |
| Pam Fennel   | Community Member                     |
| Sean Duncan  | THRIVE Co-Founder*                   |
| Julie Lucero   | THRIVE Co-Founder                    |
| Amy Chacon   | THRIVE Co-Founder*                   |
| Angelia Moore  | THRIVE Co-Founder                    |
| Mary Louise Romero   | THRIVE Founding Board Member         |
| Yessenia Bermejo   | THRIVE Founding Board Member         |
| Veronica Toledo  | United Parents and Students          |
| Jim Wright   | Community Member                     |
| Susan Lumley   | Public Charter Schools of New Mexico |

\*Indicates meeting participant identified as a parent of a child age (0-18)

**Figure 105: Focus Group #2**

| Focus Group Topic: Unique Feature #1 - Social and Emotional Learning<br>March 23rd, 2021 6pm |                         |
|--|-------------------------|
| Name   | Stakeholder Category(s) |
| Steve Ulibarri   | Community Member*       |
| Judy Reinhartz   | Community Member        |



|                  |                              |
|------------------|------------------------------|
| Sarah Griffin    | Community Member             |
| Ken Brown        | Community Member             |
| Kayla Garcia     | Community Member*            |
| Amy Chacon       | Community Member*            |
| Camile Tercero   | Community Member             |
| Chrissy Romero   | Community Member             |
| Sandra Chavez    | Community Member*            |
| Laura Ingram     | Community Member*            |
| Julie Lucero     | THRIVE Co-Founder            |
| Veronica Toledo  | United Parents and Students  |
| Sean Duncan      | THRIVE Co-Founder*           |
| Angelia Moore    | THRIVE Co-Founder            |
| Yessenia Bermejo | THRIVE Founding Board Member |
| Brian Crider     | THRIVE Founding Board Member |
| Andrea Romero    | Community Member             |
| Kasey Johnson    | Community Member*            |
| Megan Harbaugh   | Community Member*            |
| Kathleen Downey  | Community Member*            |
| Jessica Castillo | Community Member*            |

\*Indicates meeting participant identified as a parent of a child age (0-18)

**Figure 106: Focus Group #3**

| Focus Group Topic: Unique Feature #2 - Equitable Academics<br>March 24th, 2021 6pm |                         |
|--|-------------------------|
| Name   | Stakeholder Category(s) |
| Sean Duncan  | THRIVE Co-Founder       |
| Amy Chacon   | THRIVE Co-Founder       |
| Angelia Moore  | THRIVE Co-Founder       |

|                 |                             |
|-----------------|-----------------------------|
| Shirlee Denmead | Community Member*           |
| Rose Wagner     | Community Member            |
| Megan Harbaugh  | Community Member*           |
| Kathleen Downey | Community Member*           |
| Juan Acevdeo    | Community Member*           |
| Sandra Chavez   | Community Member*           |
| Patricia Garcia | Community Member*           |
| Veronica Toledo | United Parents and Students |
| Candice Flint   | Community Member            |
| Steve Ulibarri  | Community Member*           |
| Chrissy Romero  | Community Member            |
| Marina Pina     | Community Member*           |
| Kasey Johnson   | Community Member*           |

\*Indicates meeting participant identified as a parent of a child age (0-18)

**Figure 107: Focus Group #4**

| Focus Group Topic: Unique Feature #3 - Intentional Diversity & Facilities<br>March 25th, 2021 6pm |                              |
|---|------------------------------|
| Name  | Stakeholder Category(s)      |
| Amy Chacon  | THRIVE Co-Founder            |
| Sean Duncan   | THRIVE Co-Founder            |
| Angelia Moore   | THRIVE Co-Founder            |
| Kasey Johnson   | Community Member             |
| Maria Sanchez   | Community Member*            |
| Stefan Chacon   | Community Member*            |
| Brian Crider  | THRIVE Founding Board Member |
| Andrea Romero   | Community Member             |
| Bianca Barela   | Community Member*            |

|                 |                   |
|-----------------|-------------------|
| Amy Oler        | Community Member* |
| Gary Bass       | Community Member  |
| Veronica Toledo | Community Member  |
| Megan Harbaugh  | Community Member* |
| Niza Estrada    | Community Member* |

\*Indicates meeting participant identified as a parent of a child age (0-18)

### School Input Survey and Professional Survey

In an effort to more thoroughly understand the needs of our community and to solicit feedback on our proposed model from a wider audience, THRIVE's Founding Team created a google survey to collect information and feedback. The google survey was developed throughout November 2020, and began circulating on December 3rd, 2020. A copy of the survey, which was available in Spanish and English, can be found in **Attachment S**, including the summarized results. The survey was available for anyone to complete and was included in follow up communication with any individual or organization that THRIVE's founders met with. Results from this survey are outlined in **Section IV. B**. Several organizations including Girls Inc., Many Mothers, and Kids Campus supported THRIVE by sharing the survey with parents, families, and community members connected to their organization.

THRIVE's Founding Team recognized the limitations and bias associated with an internally developed survey so a professional survey was commissioned through Research and Polling, Inc.<sup>182</sup> to measure the attitudes and opinions of residents in the city of Santa Fe as they relate to public charter schools. Research and Polling was selected because of their expertise in qualitative and quantitative research across various industries in New Mexico. Some of Research and Polling, Inc.'s major clients include Presbyterian Healthcare Services, NMSU, UNM, Los Alamo National Laboratory, Thornburg Foundation, Albuquerque Public Schools, and the Albuquerque Journal. At the time of submission, the results of the survey were still in draft form. We anticipate that the final results will be disseminated by July 1<sup>st</sup>, 2022.

The polling sample included 501 adults living in the Santa Fe Public School District and was conducted by telephone and included an oversample of 100 parents/guardians to give the benefit of reviewing this important subgroup with a higher degree of accuracy. The survey was conducted throughout April 2021 and 70% of surveys were completed using cell phone numbers. The telephone interviewers are professionals who underwent training to ensure they had a complete and consistent understanding of the survey instrument. The margin of error for this survey was 4.6%, meaning that the results would differ by no more than 4.6 percentage points in either direction from what would have been obtained by interviewing all adult residents in the Santa Fe Public School District. The survey results, which are outlined in **Section IV. B**, measured the level of support amongst community stakeholders for opening a new K-8 free public charter school that focuses on science, technology, engineering, arts, and math (STEAM).

### Web-Based Presence

THRIVE Community School has also established social media accounts, co-founder professional email addresses, and a website for the school. This online presence has allowed for expanded community

<sup>182</sup> <https://www.rpinc.com/>

access to information about THRIVE's proposed model, its Founding Team, and our community outreach work. Direct contact information is also provided through each of these platforms, which resulted in several inquiries for meetings to learn more about THRIVE. We believe that having a strong online presence will increase access to information and allow us to continue to connect with our community. These platforms allowed our team to share relevant updates related to our community outreach, charter application status, location, lottery, and enrollment, if authorized. If authorized, these platforms will also allow us to build interest in our model and share news about community partnerships as they become official, particularly with younger families with children who could potentially seek enrollment at THRIVE. Links to each web-based presence are listed below.

- Facebook: <https://www.facebook.com/thrivescommunityschool>
- Instagram: <https://www.instagram.com/thrivecommunityschool>
- Twitter: <https://twitter.com/thrivecommunityschool>
- Website: [www.thriveschoolsf.org](http://www.thriveschoolsf.org)

### Audience Reached

In order to reach a broad audience, the Founding Team of THRIVE Community School executed a thoughtful and strategic approach to community outreach. We engaged in a variety of community outreach meetings, conducted focus group meetings, surveyed stakeholder groups, commissioned polling, and created an online presence through social media accounts and a website. These methods ensured that our reach was broad so that we could better understand the needs and goals of different community stakeholders so that we could embed that perspective into our proposed school model. Our outreach methods allowed us to connect with educators, Santa Fe Public Schools Alumni, non-profit/community organization leaders, business owners, government officials, and most importantly, parents and families. The chart, **Figure 109**, below provides a snapshot of the audiences reached across all outreach methods.

**Figure 109: Outreach Activities and Audience Reached**

| Outreach Activity   | Audience Reached   |
|---|--|
| One-on-One Meetings: Community Organizations and Businesses               | Representatives from 70 Organizations  |
| One-on-One Meetings: Early Childhood Education Providers                  | Leaders from 7 Early Childhood Care Providers                                |
| One-on-One Meetings: Potential Board Members and School Business Managers | 29 Different Potential Board Members or Business Management Services         |
| One-on-One Meetings: Educators and Other Community Stakeholders           | 76 Educators and Community Members   |
| Focus Groups  | 18 Community Members who has not already participated in an outreach meeting |
| School Input Survey   | 145 Individual Responses   |
| Polling   | 501 Santa Residents  |

Web-Based Presence

401 Facebook “Likes”

**Community Needs**

THRIVE’s outreach program activities have allowed us to better understand the varying needs of our community which has directly influenced the development of our mission, vision, and proposed model. Our innovative approaches and unique features were shaped by the input and feedback collected during our various community outreach activities. Across stakeholder categories four common themes emerged from conversations and surveys:

- More high quality, innovative, and accessible public schools options are needed;
- New options should prioritize social and emotional needs;
- The persisting trends of school segregation must be challenged; and
- New norms for dramatically improved academic outcomes must be created

While these were the four most common themes of feedback across conversations with community members, other specific points of feedback have influenced our innovative approaches and unique features. For example, current and former administrators, as well as local educators, underscored the importance for a deeper investment in staff professional development and instructional coaching. This same stakeholder category also emphasized the need for more efficient and effective hiring and talent practices to attract and retain qualified and talented educators. Other points raised by educators include a need for more robust conversations about college and career pathways with students and families sooner to ensure adequate planning goes into developing aspirations and decision making. Conversations with nonprofits emphasized the need for schools to do more to prepare students for careers of tomorrow. Specific points related to this topic include building capacity to better understand and appreciate different identities and cultures and to be able to form relationships across difference, and nurturing passions related to STEM fields, particularly for female students and students of color, who are currently significantly underrepresented in these high paying fields. Parents and families elevated a variety of additional needs including wanting a longer school day with more enrichment opportunities, a request for transportation to make school choice more accessible, and desire to see more small group learning opportunities to support academic, social, and emotional development.

| Rating  | Expectations   |
|---|--|
| <input type="checkbox"/> Meets                  | A complete response must <ul style="list-style-type: none"> <li>• Describe an outreach program to develop community support for the proposed school that has been implemented during the application process;</li> <li>• Describe specific activities that have been implemented, include evidence of implementation;</li> <li>• Include evidence that demonstrates the activities reached a broad audience that is representative of the community in which the proposed school will be located; and</li> <li>• Describe how this outreach has enabled the applicant team to understand the needs of the community in which the proposed school intends to locate.</li> </ul> |
| <input type="checkbox"/> Approaches             |  |
| <input type="checkbox"/> Does Not Meet          |  |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |  |

**B. Community Support.**

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School's is committed to being a community driven organization that values input and feedback from our stakeholders. Our community outreach program activities have allowed our team to interact with hundreds of members of our community. We have sought input from individuals and organizations across our city, with a particular focus on the 87507, 87505, and 87508 zip codes, our target zip codes. When appropriate, we have also sought input from regional and state-wide organizations. Our outreach activities have shown us that there is a strong desire to see a diverse K-8 public option that focuses on social and emotional learning, STEAM education, and experiential learning. Our outreach program is explained in detail in **Section IV. A. (1)**, and consisted of a variety of one-on-one meetings, focus group meetings, school input survey completion, creating a web-based presence, and professional polling. These activities have allowed us to develop a broad base of support for THRIVE. The sections below outline the evidence of support we have collected from each activity, both qualitatively and quantitatively.

#### School Input Survey

THRIVE Community School has had 145 individuals complete the school input survey through google forms. The survey asks respondents to provide an email address, and to optionally provide their name and phone number. Respondents are asked to identify the zip code in which they reside and if they identify as a parent of a school aged child. Respondents were asked to respond to two qualitative questions where longer responses could be provided regarding their level of satisfaction with current public school options in Santa Fe as well as what major challenges exist that impede student success. The survey then asks respondents to select aspects of THRIVE's proposed model they felt were needed in a new school option. Using a Likert scale with five options (1-5), members were then asked to rate their level of support for THRIVE opening for the 2022-23 school year. Finally, respondents were asked if they would be willing to participate in focus groups to provide additional feedback. A copy of the School Input Survey is provided in **Attachment S**.

Across the 145 survey respondents, 40.7% reside in 87507, 22.1% reside in 87505, 14.5% reside in 87501, and 9% reside in 87505. The remaining 13.9% of respondents reside in a variety of zip codes surrounding Santa Fe. 73.1% of respondents identified as the parents of school aged children, however, a number of respondents whose children are aged 0-5 did not select this option because of the wording of the question. On the Likert rating scale regarding the level of support for THRIVE opening with grades K, 1, 2, and 6 for the 2022-23 school year, 85.5% of respondents were either "Very Supportive (5)" or "Supportive (4)", with 68.3% selecting "Very Supportive (5)". Ten respondents, or 6.9% responded "Neutral (3)", 0.7% responded "Unsupportive (2)", and 6.9% responded "Very Unsupportive (3)". To the questions, "Would you be willing to participate in a focus group to learn more about THRIVE and provide additional feedback", 78.1% of respondents chose "Yes" and 21.9% chose "No". **Figure 110**

shows the aspects of THRIVE's proposed model that respondents liked the most about THRIVE that is unique about our model compared to other local public K-8 options.

**Figure 110: Preferred Aspects of THRIVE's Proposed Model**

| Aspect of Proposed Model                       | Number of Respondents |
|--|-----------------------|
| Small Group Learning                           | 121                   |
| Social and Emotional Learning                  | 116                   |
| STEAM Education                                | 99                    |
| Rigorous Instruction                           | 98                    |
| Mastery Learning                               | 96                    |
| Intentional Diversity                          | 90                    |
| Before & After School Programming/Extended Day | 80                    |
| Transportation                                 | 69                    |

Overall, quantitative results from the School Input Survey showed that there is a high level of support for THRIVE, and board interest in our proposed model. School Input Survey results can be found in **Attachment S**. The overwhelming majority of survey respondents were parents and families of school-aged children, which shows that there is a high level of support from the stakeholders who are most directly impacted by the quality and accessibility of public schools. THRIVE seeks to serve students and families from across the city, and plans to make transportation options available to ensure our school is accessible (see **Appendix G Five Year Budget, Function 2700, Object 55112**), however, we are seeking to locate in the 87505, 87507, or 87508 zip codes, which accounted for 71.8% of survey responses, indicating a high level of interest from respondents who would live in close proximity to our proposed location.

THRIVE's School Input Survey allowed for respondents to submit qualitative responses to the question, *"Are you satisfied with the education options for children in Santa Fe? Why/why not?"* Examples of responses that offer support to THRIVE's mission and proposed model are bulleted below without identifying information.

- "No - I strongly feel like the needs of all students in Santa Fe are not being met depending on location of school, income level of household, community of school."
- "No - - I believe there should be more options for early education. Private schools here are extremely expensive. Public schools are limited in resources and the ability to cater to individual learning differences."
- "Not really. Our students do not seem fully prepared for each subsequent level of schooling as they progress from elementary to middle to high to secondary education. I don't blame the public schools per se, because I see similar issues with our private and charter schools. We need schools to involve the community and parents more to create a cohesive learning environment for our kids to succeed."



- “No, I am not currently satisfied. Working across many schools, my concerns are based on lack of evidence based practices in schools, the inequitable outcomes for students based on zip code, and the lack of teacher preparation, to name a few.”
- “We are happy with our neighborhood school but would appreciate another option.”
- “No, I think that the teachers in many schools/districts need better Professional Development to support them in teaching our children to read.”
- “No-I believe our students deserve more of a hands-on learning environment. A focus on building healthier relationships with students, parents, community and local businesses.”
- “I would like to see more charter schools.”
- “No. Every child learns differently and the school environment does not allow room for growth or provide different ways of learning.”
- “No. The quality of the education is inconsistent between schools and within schools.”
- “I think there is room for improvement. Such as having smaller class rooms and more personalized attention to kids. Better wages for school teachers. More access to early childhood education for all communities.”
- “Yes and no. I feel we need more focus on social emotional development at the younger ages, which will help them through life.”
- “No- There are resources and programs that can't be adequately delivered to students because of the limitations of a large district and individual school autonomy.”
- “No, I am not. There are not enough options for alternative learners, there are no options for students with extreme behavioral issues, there are no options for exceptionally gifted students, and overall the class sizes are too large. Experienced teachers are not being hired. Retained and productive teachers are not being paid enough.”
- “We need more equilibrated classroom, linguistic, socio-economic and race diversity. We also need curriculum that engages in real life questions and skills.”
- “Mostly. There are difficulties for parents getting their children into charter schools because of too many people wanting those options hence a lottery.”
- “I believe the educational options in Santa Fe are very one-size fits all. Students on either end of the bell curve get left behind. Students who are not yet at grade level miss out on understanding grade level standards at mastery. Students who are above grade level are mostly ignored because they are at a low risk. All students should be engaged in productive struggle in all academic areas.”
- “Estoy satisfecha en algunos aspectos, mas sin embargo creo que debería existir más apoyo para niños que están aprendiendo otro idioma.”
- “My toddler is currently 2 years and 6 months. She will be 3 years old in time for the new school year (fall 2021). I am starting to think of head start options. But options seem limited to United Way and Presbyterian and admissions are complicated. From other parents I have heard much anxiety about the process and almost have to get lucky for a kid to get a seat. Paid alternatives are not an option.”
- “If I had my own children, I don't know that I would be totally satisfied with the educational options for children in Santa Fe. I feel like so many of the schools in Santa Fe follow a very traditional educational model which was great when we were preparing workers for a factory setting, but today's workplace has different demands which require a completely different approach to education that doesn't seem to be offered in Santa Fe currently.”
- “I am not satisfied completely. I would like for our students in the south side to have the same options as the students in the north side.”
- I think a STEM school is needed at the elementary level. We need to have more people of color and women pursuing STEM careers. Only 27% of the STEM workforce are women and only 31%

are POC. If we can get young students excited about STEM in elementary school, it could have a real impact in bringing more diversity to the STEM fields.”

- “No, I am not. It’s time to transform schools into spaces where deeper learning and effective teamwork take place. It will take building trust and community among all the stakeholders--educators, students, parents, and community volunteers. They need to work together to develop a curriculum/program that ignites creativity, nurtures curiosity, and promotes problem solving, resilience, and confidence. In working together to “remake learning,” the surrounding school community is viewed with opportunities that lead to actionable ideas that make learning a practice of curiosity and creativity so that students turn abstract knowledge into tangible and engaging projects. Having students grounded in STEM (“E” standing for English literacy and language), learners ask questions to find answers through research. They in turn take ownership of their own learning to accomplish more.”
- “Tengo hijos en diferentes niveles académicos y en ocasiones siento que no reciben lo que realmente necesitan para avanzar. No todos reciben lo que realmente necesitan para avanzar en sus exámenes estatales.”
- “No-There are some schools with positions filled by substitutes. I would like my children (when they are in elementary school and beyond) to have rich school experiences that are beyond textbooks. More hands on, project learning experiences that include the outdoors.”
- “Somewhat. I believe that administrative efforts are being made to diversify school populations no matter where schools are located. I am however concerned that there continues to be limited access for children to attend certain schools based on their living locations, socioeconomic 'status', cultural background and language.”
- “No, I feel that the schools are overcrowded and the students don't receive the care they need. Also, the way the school system is built only caters to a very small portion of children due to a variety of learning styles. Finally, there need to be more social workers in schools to support teachers to care for the student as a whole in order to see them get the most out of their learning experience.”
- “Not really; Our son needs special education, applied behavior instruction, and 1 on 1 services. We are not certain Santa Fe currently has the best resources to serve him when he reaches school age.”
- “No - we have an equity and exclusivity problem in Santa Fe (in the world?) that impacts all aspects of childrens' growth.”
- “No, as my son needs more hands-on experiential type projects instead of sitting and doing worksheets.”

### Professional Surveying

THRIVE Community School commissioned Research and Polling, Inc. to measure attitudes and opinions of residents of Santa Fe as they relate to public charter schools. The survey, which is described in **Section IV. A. (1)**, was conducted to verify the level of support that was evident through our internally developed and administered survey. The results of the professionally administered survey showed residents in the Santa Fe Public School District show there is strong public support for opening a new K-8 free public charter school that focuses on science, technology, engineering, math, and the arts. Four-in-five residents say they either strongly support (56%) or somewhat support (24%) opening the proposed K-8 public charter school, compared to just 12% of residents who are opposed to the idea.

The survey also asked participants if parents need more free public school choices where they can send their kids to school in Santa Fe. To this question, 74% agreed, with 51% of participants choosing “strongly agree” compared to 10 % who disagreed, with 4% choosing “strongly disagree”.

Not only are the vast majority of residents supportive of opening a new public charter school, parents/guardians of children age 13 and younger express a high level of interest in having their child/children attend the school when it opens. Nearly half (48%) of the parents/guardians of children age 13 and younger say they would be very interested in having their child/children attend the new school and another 25% say they would be somewhat interested. Just 14% would not be interested in having their children attend the new school, while 12% say it depends.

The strong public support for the model offered by THRIVE is further illustrated by the fact that the vast majority (86%) of residents either strongly agree (62%) or somewhat agree (24%) that Santa Fe needs more public schools that focus on science, technology, engineering, math, and the arts, compared to just 7% of Santa Fe residents who disagree.

Further, nearly three-in-four (74%) Santa Fe residents either strongly agree (51%) or somewhat agree (23%) parents need more free public school choices where they can send their kids to school in Santa Fe, compared to just 10% who disagree. More than four-fifths (82%) of parents/guardians with children age 13 or younger either strongly agree (60%) or somewhat agree (22%) that parents in Santa Fe need more free public school choices. The survey results also show parents and guardians appear to desire more options that best suit their children's needs and there is clearly a perceived need for more STEAM focused public schools in Santa Fe.

To the same questions, similar trends in responding were noted across income levels, education attainment, and neighborhood/area of the city. Slightly higher support was observed from individuals who identified as Hispanic or Latino (90% either "strongly agreed" or "somewhat agreed") than individuals who identified as "Anglo" or "White", (84% either "strongly agreed" or "somewhat agreed"). Parents or guardians of students age 13 or younger also showed similar levels of support with 68% choosing "strongly support" and 17% choosing "somewhat support".

Similar trends in responding were observed across survey participant's income levels, education attainment, and neighborhood/area of the city when asked *"As you may know, in New Mexico, charter schools are free, public schools that are open to all students. The opening of a new public charter school must be approved by the state or a local school district; however, charter schools operate independently from the traditional public school system. Do you support or oppose opening a Kindergarten through eighth grade (K-8) public charter school in Santa Fe that focuses on science, technology, engineering, math and the arts?"*. Across all participants, 80% either chose "strongly support" or "somewhat support".

Several other takeaways from the survey offered clear support for THRIVE's proposed model:

- 73% of participants with children 13 or younger indicated they were "Very Interested" or "Somewhat Interested" in having their children attend a school with a STEAM focus, like THRIVE.
- Similar levels of interest were noted from residents in the Southwest and Southeast portions of the city, which is where THRIVE intends to locate.
- Slightly higher levels of interest in having their child/children attend a STEAM focused school were noted from survey participants with lower income levels and lower levels of educational attainment.

- For survey participants with children 14 to 18, similar levels of interest (77%) were expressed if there had been a STEAM focused public charter option at the K-8 level when their child was enrolled in those grades.

These professionally collected survey results, combined with our School Input Survey indicate a broad base of support for THRIVE's proposed model from a variety of stakeholders. These quantitative results demonstrate that parents and families need more access to free public school choices. Further, they demonstrate a strong desire to see more options that focus on Science, Technology, Engineering, Arts, and Math, which is a key component of THRIVE's approach to equitable academic instruction.

#### Additional Evidence of Support

In addition to feedback provided during one-on-one meetings and support expressed through the School Input Survey and Professional Survey, additional support was observed through focus group participation, letters of support, and response to our social media presence. For our focus groups, across three nights, 53 individuals participated in virtual opportunities to learn more about our proposed model and offer feedback on specific aspects of our unique features, and facility needs. To date, 58 letters of support have been submitted from community members, parents and families with school aged children, current and former Santa Fe Public Schools administrators, and organizational leaders including elected officials. These letters of support are located in **Attachment Q**. THRIVE's website and social media presence have also generated a response from our community. Currently there are over 401 "Likes" on our Facebook page, and several direct inquiries have been made through our website from families interested in learning more about our model and enrollment procedures, as well as inquiries from educators who are interested in pursuing future employment at THRIVE.

THRIVE's outreach program has allowed us to build meaningful relationships with a broad audience of families, community members, educators, and organization leaders. Our outreach program, particularly our one-on-one meetings, School Input Survey, Professional Surveying and focus groups have enabled us to build support for THRIVE that is evidenced both quantitatively and qualitatively. As noted above, through letters of support, surveys, and meetings, the majority of our support has come from organizations serving our target zip codes of 87505, 87507, and 87508, and as well parents and families who reside in those same areas, particularly the 87505, and 87507 zip codes. We believe the evidence detailed throughout this section demonstrates the school will be embraced and supported as the community's school and that there is abundant support for THRIVE from a variety of stakeholders across Santa Fe, particularly parents and families from different socioeconomic, cultural, linguistic, and racial backgrounds. We are eager to continue our community outreach work throughout the summer and during our implementation year if authorized. We know that in order to achieve our mission and truly be a community school, THRIVE will need to grow and evolve its outreach programming to ensure that community voice is not just represented in the charter application and the founding, but also in the direction of the school once we are established.

| Rating                         | Expectations  |
|--------------------------------|---|
| <input type="checkbox"/> Meets | <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include quantitative data that demonstrates community support from a broad audience for this proposed school;</li> </ul> |

☐ Approaches☐ Does Not Meet

- Include qualitative data that demonstrates community support from a broad audience for this proposed school;
- Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and
- Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ]

**C. Community Relationships**

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

ENTER APPLICANT RESPONSE HERE:

THRIVE Community School is committed to achieving our mission and living up to the community designation within our name. We have dedicated considerable efforts to develop meaningful and strategic relationships with a variety of non-profit organizations, community-based groups, and individuals whose goals' and missions' are aligned to THRIVE's. If authorized, this process of networking and relationship building will continue as THRIVE's student body grows and specific needs and opportunities become clearer. Our team has been humbled by the positive reception that has emerged from our community outreach activities particularly within the 87505, 87507, 87507 zip codes, which is where THRIVE intends to locate. Given Santa Fe's smaller geographical footprint, we are fortunate to have such a large number of community serving organizations who share common goals and are excited to work with THRIVE to bring aspects of our proposed programming to life, including social and emotional learning, experiential and place-based learning, and STEAM Education, in addition to various types of wrap around services, operational support, and leadership development.

- **Association of Charter School Services of New Mexico.** The Association for Charter School Educational Services, or ACES, is a public entity approved by the New Mexico Department of Finance and Administration, to provide services and support to New Mexico charter schools. THRIVE Community School will work with ACES to find the most cost effective ways to execute operation responsibilities, such as bussing and hiring various contracted service providers. By working with ACES and joining together with other charter schools, THRIVE can lower our operating costs and put those savings back into our classrooms.
- **Boys and Girls Club of Santa Fe/Del Norte.** The Boys and Girls Club of Santa Fe/Del Norte works to save and change the lives of children and teens, especially those who demonstrate high levels of need. This organization provides them with a safe, positive and engaging environment and programs that prepare and inspire them to achieve Great Futures. THRIVE and the Boys and Girls Club of Santa Fe/Del Norte, plan to partner together once authorized to ensure our students have access to additional support and community building opportunities, particularly our students who demonstrate the highest level of need.
- **Roman Tiger Abeyta, City Council Member.** Santa Fe City Council Member Roman "Tiger" Abeyta is a fierce advocate for his community on the Southside of Santa Fe. He recognizes that the growth that has occurred and is continuing to occur in the part of town he represents will require more high quality public school options to reduce school crowding while ensuring students have access to social and emotional learning opportunities and equitable academic instruction.
- **Community Works Institute.** CWI believes that all students should have learning opportunities—centered on the local community—that inform and empower them as inquisitive, empathetic, and well informed citizens prepared to lead rewarding and successful lives as active contributing members of their community. As an organization, they boast faculty members from around the country who build educators' capacity to design and guide experiential learning projects that provide students with opportunities to use knowledge and essential skills to become involved with, understand, and contribute to the people and needs of their community. CWI is excited to partner with THRIVE to engage in training and

development as we further define our place-based, experiential learning model. Additionally, they will support the advancement of our art programming and help us to look for grant opportunities that enhance community art collaborative projects in Santa Fe.

- **Cooking with Kids.** Cooking with Kids works in school classrooms and cafeterias, providing free-of-cost nutrition education to over 5,000 children in Northern New Mexico. Cooking with Kids has engaged with THRIVE's Founding Team during our outreach process and if authorized, is interested in partnering with us to support various aspects of our proposed model, including social and emotional learning, STEAM education, and experiential learning.
- **Diverse Charter Schools Coalition.** The Diverse Charter Schools Coalition aspires to see American public schools embodying the diversity of our nation's people - across race, socioeconomic status, language, and abilities. DCSC connects members with each other and with resources to help improve their practices. DCSC has provided THRIVE's Founding Team with networking support and professional development during our school design process, particularly in the area of diversity, equity, inclusion, and anti-racism. THRIVE will seek inclusion as a member of the coalition if authorized to continue to have access to networking and professional development opportunities to support our work as an intentionally diverse school.
- **Dr. Linda Hill, Clinical Psychologist.** Dr. Hill is a clinical psychologist whose work has focused on supporting adolescents in Santa Fe, as well as other parts of the country and world. Dr. Hill recognizes that THRIVE is prepared to support the social and emotional needs of students through universal programming and targeted and intensive support for students with demonstrated needs. Dr. Hill is willing to offer guidance and support as we prepare to further develop our internal mental health supports and community partnerships to ensure we deliver on the promise of supporting the development of a positive self-concept in our students.
- **Environmental Education New Mexico.** Environmental Education of New Mexico (EENM), formerly Environmental Association of New Mexico, supports outdoor and environmental education by providing New Mexicans opportunities for collaboration, communication, and professional development. EENM has offered input and feedback on our proposed model during our outreach process and recognizes that THRIVE's outreach work and proposed model is in alignment with their community-centered approach to informing decisions. EENM looks forward to supporting THRIVE as we further define our experiential learning model and look for ways to incorporate outdoor learning into everyday instruction.
- **Esperanza Shelter.** Esperanza Shelter is a domestic abuse agency that offers safe, confidential housing, counseling, food, clothing and supplies. They recognize that domestic abuse can have reverberating impacts on a child's school success and understand the need for schools to be responsive to the needs of students and families who have experienced domestic abuse. Esperanza's leaders are supportive of THRIVE's commitment to social and emotional learning and eager to utilize THRIVE as a school placement option for children and families they serve. If authorized, and depending on enrollment capacity and following all state requirements for the enrollment and lottery process, THRIVE is committed to supporting Esperanza by providing a safe and responsive school environment to families they support.
- **Excellent Schools New Mexico.** Excellent Schools New Mexico is a nonprofit organization devoted to ensuring that all New Mexico children have the opportunity to fulfill their potential and lead healthy, meaningful lives. Excellent Schools New Mexico has helped THRIVE's Founding Team through networking with other education leaders across the state and in Santa Fe.
- **Girls Inc. of Santa Fe.** Girls Inc. of Santa Fe takes a holistic approach to working with children through research-based programming that focuses on the development of the whole child,



supporting, mentoring, and guiding them in an affirming, pro-girl environment. Girls Inc. of Santa Fe has supported THRIVE by providing feedback from staff members and parents, and is interested in partnering with us once authorized because of our commitment to ensuring our students, especially our girls, develop a positive self-concept.

- **Homewise.** Since 1986, Homewise has been helping people achieve their homeownership goals. The Homewise mission is to help create successful homeowners and strengthen neighborhoods so that individuals and families can improve their long-term financial wellbeing and quality of life. Homewise has participated in our outreach process through one-on-one meetings and focus groups, and is supporting us in our search for a permanent, high quality school facility.
- **La Casita Preschool.** La Casita is a community-oriented non-profit parent co-op preschool that believes all children have the potential to learn. They help each child acquire socialization skills, become independent critical thinking and develop respect for themselves and others. La Casita has engaged with THRIVE's Founding Team during the outreach process and has also supported by sharing our School Input Survey. If authorized, La Casita has offered to support us with student recruitment by sharing our lottery and enrollment information with families of students who will be entering kindergarten.
- **Mentoring Kids Works NM.** Mentoring Kids Works NM places mentors in after school programming with students who read below proficiency. They use well-trained, dedicated high school and college mentors throughout Santa Fe, Taos, Albuquerque, Socorro, and Espanola. Mentoring Kids Works NM has participated in THRIVE's outreach process and is eager to work with us because of the innovative ways in which we are approaching the learning process. They also recognize that their mentors are future potential teachers in our city, and believe that their mentors will benefit from working in a school that prioritizes culturally responsive teaching practices. THRIVE is excited to work with Mentoring Kids Works NM to provide our students with extended options for learning and personal growth through mentorship.
- **Many Mothers.** Many Mothers contributes the health and wellbeing of communities by providing physical, emotional, and practical support to any family following the birth or adoption of a new baby. Many Mothers has participated in THRIVE's community outreach process through a one-on-one meeting, School Input Survey completion, and has also shared our School Input Survey with community members they serve. Many Mothers have also offered to share THRIVE's lottery and enrollment information with families they serve if we are authorized.
- **NewMexicoKidsCan.** NewMexicoKidsCAN serves as a catalyst and conduit to advocate for community-informed, student-centered and research-backed education policies that work best for the children of New Mexico. By connecting policy, instructional practice and politics, they reimagine what is possible in New Mexico's public education system. NewMexicoKidsCan supports THRIVE Community School because of our commitment to research-backed practices and community driven approach to school design.
- **National Dance Institute New Mexico.** NDI New Mexico was founded with the knowledge that the arts have a unique power to engage and motivate children. The purpose of their programming is to help children develop discipline, a standard of excellence, and a belief in themselves that will carry over into all aspects of their lives. NDI has engaged with THRIVE's Founding Team during our outreach process. NDI was excited to learn about THRIVE's focus on the arts within our STEAM model, as well as our comprehensive approach to social and emotional learning. THRIVE is eager to partner with NDI, if authorized, to ensure our students have access to expanded high quality arts instruction from a mission-aligned organization that is committed to diversity, equity, and inclusion.

- **Northern New Mexico STEAM Coalition.** The Northern New Mexico STEAM Coalition leaders have engaged with THRIVE's Founding Team during our outreach activities and because of our STEAM focus, have extended an offer for us to participate in the coalition meetings and activities for networking and development purposes. If authorized, THRIVE will be able to benefit from and contribute to the development of partnerships and resource sharing with other schools and organizations that are committed to ensuring students in Northern NM have access to high quality STEAM learning.
- **First Presbyterian Child Development Center.** First Presbyterian Child Development Center is a community outreach program that provides a learning environment that fosters a child's self-confidence and is sensitive to the child's social and intellectual needs. The school is committed to meeting the needs of children in the greater Santa Fe area from economically diverse backgrounds, much like THRIVE. If authorized, First Presbyterian Child Development Center has offered to support us with student recruitment by sharing our lottery and enrollment information with families of students who will be entering kindergarten.
- **Pulitzer Center Education Programming.** THRIVE Community School will work with Pulitzer Center's Education Network to develop standards-based units that authentically engage students with media literacy skills and underreported historical narratives that are connected to local, national, and global social dynamics. The Pulitzer Center selected THRIVE's team to engage in this development because of our commitment to place-based, experiential learning, and our commitment to Anti-Bias, Anti-Racist Education.
- **Temple Beth Shalom.** Temple Beth Shalom Preschool is committed to providing children and their families with a caring, creative, enriched environment that supports the child's innate joy of learning, and allows children to reach their full potential. The preschool director, Paula Gorman, is a former Santa Fe Public Schools teacher, and has engaged with our Founding Team during the outreach process through a one-on-one meeting and by sharing our School Input Survey. If THRIVE is authorized, similar to other early childhood centers, she is prepared to help us share information regarding our lottery and enrollment with families at Temple Beth Shalom Preschool.
- **The Vigil Group.** THRIVE's Founding Team have been working with the Vigil Group to develop our 5-year budget in a way that will allow us to offer the staffing and programming that ensures we can deliver on the promises of our proposed model in a fiscally responsible manner. The Vigil group has worked with public schools across the state to develop financial oversight plans with a strong track record of success. If authorized, The Vigil Group intends to provide THRIVE with contracted school business management services and financial oversight support.
- **Turquoise Trail Charter School.** Turquoise Trail Charter School (TTCS) is New Mexico's oldest charter school and serves students and families of Santa Fe and surrounding areas. For a number of years, TTCS has been one of the highest performing K-8 schools in our region. TTCS's Head Administrator, Chris Eide, has actively engaged with THRIVE's Founding Team to discuss ways in which TTCS and THRIVE could collaborate to ensure students and families in Santa Fe have increased access to high quality public school options. THRIVE and TTCS will explore opportunities to engage in collaborative professional development when appropriate and will also consider ways in which contracted service can be shared across schools to lower costs and increase efficiency.
- **United Parents and Students.** United Parents and Students (UPAS) is a non-profit organization committed to empowering communities to become powerful self-advocates for quality schools and sustainable neighborhood revitalization. UPAS partners with local public schools and community-based organizations to create training centers that teach families the formal skills of community organizing and authentic civic engagement. UPAS has supported THRIVE with

our community outreach program activities during the school design process. THRIVE's Founding Team plans to continue working with UPAS to further develop our family and community outreach efforts during the implementation and beyond to ensure that THRIVE builds internal capacity to remain a community driven school.

- **YouthWorks.** YouthWorks was established in 2001 to fill the gap in services specifically to meet the cultural and developmental needs of marginalized youth in Santa Fe, NM. Youthworks has positively impacted thousands of youth by delivering alternative education pathways and job skills training. YouthWorks supports THRIVE and recognizes that our school will increase access to equitable educational experiences that can reduce the number of youth who experience personal and academic damage that is often irreparable. THRIVE looks forward to collaborating with YouthWorks, to continue to gain perspective and input about how we can improve or expand our programming to better prepare our students to ensure they are set up for long-term success as they enter their teenage years and young adulthood.

THRIVE has been humbled by the support we have received from individuals and like-minded organizations that are serving students and families in Santa Fe and surrounding areas. Our community outreach process has allowed for a transparent opportunity to build meaning and strategic relationships that will allow us to more completely fulfill our mission and deliver on the promises made to students, families, and our community. Most of the above mentioned organizations have submitted formal letters of support which are included in **Attachment Q**. During our implementation, if authorized, and once established we look forward to growing our community partnerships to ensure that our model remains responsive to the needs of our students, families, and community.

| Rating  | Expectations  |
|---|---|
| <input type="checkbox"/> Meets                  | <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships;</li> <li>• Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; and</li> <li>• Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.</li> </ul> |
| <input type="checkbox"/> Approaches             |   |
| <input type="checkbox"/> Does Not Meet          |   |
| [ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE: ] |   |

## V. Applicant Remarks

### Additional Remarks

ENTER APPLICANT RESPONSE HERE:

THRIVE's Founders would like to express our appreciation for all of the parents and families, committed educators, and passionate community members who contributed to the development of the mission and vision of THRIVE Community School. The community outreach work that took place to develop our foundational elements, particularly our missions and model, was humbling and rewarding. In the midst of a global pandemic, our team was floored by the level of interest expressed by our community in meeting in creative ways to offer feedback and input. This was especially true for residents of the 87507 and 87505 zip codes.

Educators across our city and state are all aware that the pandemic has exacerbated inequities that were already crippling for many parts of our community. The pain associated with these inequities was palpable throughout our community outreach process and at the same time there was a clear sense of hope and optimism that was born out of conversations focused on new possibilities and solutions. Those hopes and feelings of optimism serve as the foundation of the vision for THRIVE Community School. Because of the overwhelmingly positive response we have received from community members across Santa Fe, we feel confident that the innovative approaches and unique features we have developed in collaboration with our community will create an effective and exciting K-8 public school option for parents and families in Santa Fe.

We would also like to thank the Charter Schools Division for their support in better understanding the application process through monthly trainings and technical support. Finally, we want to recognize how rigorous the application process has been thus far and express appreciation for the high bar that the Public Education Commission and Public Education Department has set for applicants. These high expectations have pushed us every step of the way to do accurate and thorough work. Opening a new public school is an enormous responsibility and we are thankful that we are educators and leaders in a state that maintains high expectations for charter school applicants.

Thank you for your consideration.

**The applicant team is invited to provide additional remarks, not to exceed 500 words. This section will not be rated by the Peer Review Team.**

## **Appendices and Attachments**

| Appendix Number | Appendix Description  | File Naming Convention        | Attached<br>(Check if Yes)          |
|-----------------|---|-------------------------------|-------------------------------------|
| A               | II-A1_Governing Body Bylaws   | A_SchoolName_Bylaws           | <input checked="" type="checkbox"/> |
| B               | II-C3_Head Administrator Job Description  | B_SchoolName_HeadAdmin        | <input checked="" type="checkbox"/> |
| C               | II-D2_Job Descriptions for Certified, Licensed, and Other Key Staff   | C_SchoolName_Job Desc         | <input checked="" type="checkbox"/> |
| D               | II-I2_Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*) | D_SchoolName_MOUs             | <input type="checkbox"/>            |
| E               | II-L1_PSFA-Approved Projected Facility Plan Documentation   | E_SchoolName_FacilityPlan     | <input checked="" type="checkbox"/> |
| F               | III-B1_Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets                           | F_SchoolName_910B5            | <input checked="" type="checkbox"/> |
| G               | III-B2_Five-year Budget Plan  | G_SchoolName_BudgetPlan       | <input checked="" type="checkbox"/> |
| H               | III-C1_Internal Control Procedures  | H_SchoolName_InternalControls | <input checked="" type="checkbox"/> |