

New Mexico Public Education Commission



2024 New Charter School Application Kit

Part B

Executive Summary

Charter Schools Division
Public Education Department
300 Don Gaspar Ave.
Santa Fe, NM 87501
(505) 827-6909
charter.schools@ped.nm.gov

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Instructions

The executive summary should be no more than two to three pages long and should address, in a narrative form, the following points:

- The proposed school’s name and a description of the charter school's projected students, including key demographic data (academic performance, home languages, special populations), based on the local community or the school district in whose geographic boundaries where the charter school applies to operate
- Where the charter school's projected students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs
- Evidence that there is a community need for the proposed charter school a school of this nature in the area local community or the school district in whose geographic boundaries the charter school applies to operate. Note: NMSA 1978 § 22-8B-6(L)(5) provides, “[a] chartering authority may approve, approve with conditions, or deny an application. A chartering authority may deny an application if...the application is otherwise contrary to the best interests of the charter school’s projected students, the local community, or the school district in whose geographic boundaries the charter school applies to operate.” Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
- The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, curriculum and assessment, etc.)
- How the proposed school will improve student achievement and exceed the academic performance of the existing public schools in the local community or the school district in whose geographic boundaries the charter school applies to operate. Provide a brief summary of any data that supports this assumption.
- The founders or applicant team of the proposed school, their background, expertise, and what drives them to engage in this endeavor.
- If different from the list provided above, the proposed governing board and their vision of charter school governance, and how the proposed school will benefit the community.

Applicant Response

Name of Proposed Charter School
<p>The Multilingual International School</p> <p>The Multilingual International School (TMIS) will be located in Bernalillo and serve a total enrollment of 300-306 students from Sandoval County, the Town of Bernalillo, Zia Pueblo, Santa Felipe Pueblo, Santo Domingo Pueblo, Santa Ana Pueblo, Cochiti Pueblo, and other New Mexico tribal communities.</p>

New Charter Application Executive Summary

The mission of The Multilingual International School (TMIS) is to achieve multicultural inclusion and equitable, culturally relevant learning for all students who attend the school or participate in the language programs. TMIS facilitates students' excellent education within the International Baccalaureate (IB) Curriculum framework aligned with New Mexico Academic Content Standards. TMIS focuses on holistic education and prioritizing students' academic performance based on the International Baccalaureate sense of community knowledge, sharing goals, and collaboration.

TMIS- IB program is meticulously designed to cater to the unique needs of our students, ensuring that their educational experience is exceptional. The IB Certification and degree programs are offered by highly respected universities worldwide, motivating students to continue their inquiry and lifelong learning beyond school. We see our teachers as essential to the school's success and as part of a professional learning community. The faculty receive extensive professional development (PD), including face-to-face workshops, in-school and other states, online workshops, and blended learning through ibo.org to support them (ibo.org).

IB schools improve performance for students in New Mexico; for example, Corrales International School students hold an average of 40% reading proficiency, 30% math proficiency, and 37% science proficiency. At New Mexico International School, students hold an average of 52% reading proficiency, 62% math proficiency, and 71% science proficiency. There are several successful International Baccalaureate programs in New Mexico; however, as of May 2024, over 8,000 programs were being offered worldwide across over 5,800 schools in over 160 countries. Approximately 2,000 schools in The United States of America have IB programs (ibo.org). In California Anahuacalmecac International provides indigenous students an IB education and could serve as a potential partner school to learn with (<https://www.anawakalmekak.org/>).

The families in the Bernalillo area need more access to adequate educational programs. The majority of families do not have the means to send their students out of the district area, and as a result, they would like to have a broader variety of schooling options to choose from. Bernalillo and its neighboring communities are in need of a charter school with an IB curriculum to support students' academic success. It is important to highlight that IB is a prestigious organization in The United States of America. Researchers like Mayer, A.P. (2008) state IB students expand their opportunities for high academic achievement in these programs. With its innovative approach and rigorous curriculum, this proposed school has the potential to transform the educational landscape in our community. IB instructional practices are crucial to helping our students achieve the best results. The district's data clearly demonstrates the community's urgent need for academic rigor and support, with only 9% proficiency in mathematics and 26% in reading, placing a heavy burden on students, families, and the community.

Research suggests that IB programs go beyond traditional curricula. IB programs foster inquiring, knowledgeable, and compassionate young individuals who are driven to excel. The IB framework equips students with unique advantages by honing their critical thinking abilities, nurturing their curiosity, and enhancing their capacity to tackle intricate challenges. TMIS' faculty receive high-quality professional development that encourages critical thinking, self-reflection, and dedication to lifelong learning and continuous improvement. An aspect that must be taken into consideration is the importance of the policymakers' support. For example, Thier M. (2020) presents a compelling case for the significance of International Baccalaureate (IB) programs in fostering international mindedness, particularly in low-income communities near cities. His research underscores the impact of poverty, minority concentration, and geographic proximity to urban centers on the availability of IB

opportunities for lower-income communities. Thier M. and his team offer actionable recommendations for policymakers seeking to allocate resources for educational programs in these underserved areas.

TMIS' founders aim to align all stakeholders' objectives and support smooth implementation of the IB philosophy, leading to enhanced educational outcomes. The active involvement of all stakeholders is critically important to the success of our students. TMIS aims to provide a challenging and ample IB education to enable future adults to create a better world around cross-cultural communication, understanding, and respect. Again, a school like TMIS in Bernalillo is vital because Bernalillo is currently facing academic challenges (NMvistas); parents are deeply concerned about their children's education and consider other schools outside the city, both traditional and charter schools. Students in Bernalillo deserve high-quality education that embraces their community as we move into a more global community.

We have collaborated with two tribal departments of education so far to present our ambitious vision for the school. The response has been overwhelmingly positive, with all expressing their support and keen interest in an International Baccalaureate curriculum. Furthermore, we have connected with numerous families in Bernalillo who are unsatisfied with their current educational options. They are eager to see our school become a preferred choice, eliminating the need to send their students to schools in Rio Rancho, Albuquerque, or Santa Fe.

In the upcoming months, the TMIS team is committed to engaging with more community members from the Bernalillo and Pueblo communities, as well as exploring potential partnerships with esteemed organizations such as WK Kellogg Foundation, all of which share our vision of supporting children's education, equitable communities, and Excellent Schools New Mexico supporting quality public school education.

The TMIS team plans to use the PED's Culturally and Linguistically Responsive Framework and Schooling By Design tool with specific attention to Stage 0, following the submission of this application and during the planning year to collect information that will inform how to best serve future TMIS students, family, staff and community members.

Beyond Bernalillo, TMIS will focus on multilingualism for all students by providing dual language, maintenance, heritage, transitional, and enrichment models of Bilingual Multicultural Education Programs under the New Mexico Bilingual Multicultural Education Act and English Learner Programs as required in the Every Student Succeeds Act and 6.29.5 New Mexico Administrative Code, and the State Seal of Bilingualism and Biliteracy on the diploma of excellence authorized under 22-1-9.1 NMSA. These services and programs will be offered statewide to students in districts and charter schools that are currently unable to provide them with established agreements between TMIS and the district/charter school. The teachers will be TMIS staff and push into districts or charter schools in-person or virtually as is age-appropriate for the students.