Educating Hearts and Minds

The mission of Anansi Charter School is to develop the academic potential and emotional intelligence of each learner. We strive to promote the love of learning through student engagement, innovative educational practices and family and community partnerships.

Anansi Charter School Governance Council
Minutes - January 20, 2021, 5:30pm
Location - Anansi Charter School virtual meeting

I.   Call to Order of the Regular Open Governing Council Meeting

Attendance: "X" indicates present at meeting

Officers: _X_ President: Jake Caldwell [2018]; _X_ Vice President: Iris Thornton [2020]; _X_ Secretary: Angela Scarlata [2019]: _X_ Treasurer: Elaine Taylor [2018]
Members: _X_ Andy Jones [2016]; _X_ Aaron Livingston [2018]; __ Amy Trevino [2019]; X Leilani Weiermann Dean [2021]
Director: _X_ Michele Hunt
Business Manager: Jennifer Vigil
Public Attendance: Jose Espinoza (5:40); Alix Henry (5:45)
Student representatives: none
Leadership Team member: Kelly Farewell
CALL TO ORDER of the Regular Open Governing Council Meeting 5:34pm

II.   Approvals (Consent Agenda)

A.   Agenda, January 20, 2021 (action)

B.   Minutes, December 16, 2020 Regular Meeting (action)

MOTION: I, Aaron Livingston, move that the Anansi Charter School Governing Council approve the consent agenda for January 20, 2021 and the minutes from the December 16, 2020 regular meeting. Seconded by Jake Caldwell. _X_ All Approved {X indicates All Approved}

III.   Public Recognition and Comment(s)

IV.   Reports (Highlights, Questions, Comments)

A.   Leadership Team Report

Kelly Farewell - We returned to school really positively and are increasing engagement. The equanimity training was a good start to the beginning of the year. Teachers are using different tools to teach and engage with students. We are looking forward to purchasing new tools for in the classroom while teaching kids online and kids in groups on campus. We got the report cards out. We have been calling and engaging with parents. I didn't

hear back from Blue for the report on Kindergarten through second grade or from the third grade teacher.

[Presented the Leadership Team Report (see Addendum 1, pg. 13).] There was a math competition in eighth grade and we had four students qualify for the national competition. Last week 85% of the teachers were vaccinated and are scheduled for the booster shots. Thank you so much for all your hard work and time.

B.   Council Committee Reports

1.   Facility: Angela Scarlata/Michele Hunt

a)   Timeline for moving in to new addition space (will provide photos) (Alix Henry)

Michele Hunt - The contractor thought they would be done by January 22nd but are not quite there yet. We are predicting more like the middle of February we can expect to be done with the project and moving in.

Alix Henry - [Presented a powerpoint presentation with photos on the new addition.] The pick up and drop off area will be covered, with a nice tongue and groove ceiling to deter birds. We added a security entryway to the preschool. We are still waiting on all our doors. The contractor got the building inspector to allow the preschool to use that space without the door. We replaced the handicap accessible parking spot to the back of the campus. Michele has a new window to the west. In the vestibule the transaction window to the office is on the left upon entering. The office staff will be able to see who is coming into the school and buzz them in. There will also be a remote entry system in place through ipads where they can see the cameras to buzz someone in. There is a bright orange skylight. We wanted to incorporate bright colors. Here you can see a breakout room and closet door. The temporary wall will be removed. This shows the alignment of the hallway. We expanded Roberta's finance office and added a window so she can see outside through the entryway. Michele's office has one fuschia wall. Her old office is now a conference room. We are working on getting some furnishings with Creative Furnishings in Santa Fe. We need to upgrade some furnishings to make them more functional and modern, e.g. stand up desks. We can get this furniture at a deep discount. There will be a conference room with a big table and adult chairs, round features. Scandinavian coat hooks - functional but attractive and look good whether they have anything on them. We are also reusing all the old furniture interspersed with the new. There will be a records room and place for kids to be when sent to the office. Many of the rooms have carpets, darker blue, same as in the library. We are working with Pluma Construction but they hired 90 Degree Corners, a local company. We are using a lot of local suppliers and people.

The schedule has been hard and there have been delays. We are doing our best.

b)   Fence Update (will share photos) (Alix Henry)

Alix Henry - We are almost, almost done with the fence. It is very solid and very tidy. It has gone over schedule but it wasn't under their control. The north neighbor was angry but they are happy it will be done soon.

Jose Espinoza - They told me they would be done on Friday.

Alix Henry - The fence is a great height. It blocks out the bad views and preserves the good views. We found acoustical panels that are the same as in the Kindergarten classroom and have asked Jose to install them in the fifth grade to help with the acoustics in that room. Jose is also going to block out the bulletin boards at an angle so it will help with the sound absorption in that space.

c)   NMPED Award for Air Purifiers (Michele Hunt or Jose Espinoza)

Alix Henry - A lot of moving parts to get the HVAC up to par per the Public Education Department (PED). We are ordering HEPA filter freestanding units. In relation to that, we asked the engineer if we can put in MERV 13 units and we cannot at this time. Once you filter the air more there is acoustical impact. Relative to the addition the mechanical engineer did not charge Anansi for the bipolar ionization plan. We are waiting to get the numbers back from the contractor for the change orders. I am pleased that the HEPA filters filter all viruses. The Kindergarten, Ms. Margarita's room, and the Preschool need their HVAC to be upgraded beyond the baseboard heating. I requested for the engineer to do an analysis to comply with the PED covid requirement. It is not a simple retrofit. We need to do it very carefully and thoughtfully. Clean air is always a good objective, but we need to be careful on which path to take. There may be different alternative solutions. We just want to be careful, the HVAC is surprisingly complicated. [Presented the proposal from the engineer.]

Michele Hunt - I've had this idea in mind, with the thawing of the permafrost, there is the potential for more viruses. I think we should open this up to the board for questions or comments, then go to the proactive plan that Jose has been working on.

Jake Caldwell - I have no questions. I'm wondering if with the new president we will be able to get new funds to cover any of this.

Alix Henry - Anansi has great outdoor spaces. Shade structures might provide better air. Jose, what is the path forward with the HVAC systems.

Jose Espinoza - We got a letter from the PED to say we needed filters in the classrooms. The PED is recommending that we go with this air purifier [Presents a photo and information about the TRIO Plus UVC & HEPA Portable Air Purifier]. It covers everything they are asking for. The units are $650, it has a UVC lamp that comes with it but we are ordering an extra each so they come to $785each.

Michela Hunt - Funds are coming to the schools for air purifiers. Tonight we are going to present a BAR to get the purchase through the district. The labyrinth we have to go through to spend the $3,300 is crazy. We can't spend the money before it's been approved even though Anasi is going to be paying for most of them.

Jose Espinoza - One filter will last 6 months and the lamp will last a year. They will last us a good while.

Jennifer Vigil - We are waiting for the BAR from the district. Until the district creates one, we are at a standstill. I hope they will get it to us in the next couple weeks. Once the governance council approves, we can make the purchase.

Michele Hunt - I thought we needed to approve the BAR by January 29th? The district will approve it tonight, it's on their agenda.

Jake Caldwell - We will have to have a special meeting to approve the BAR. Thanks Jose for getting us the information so we can make the purchase before they run out.

Jose Espinoza - They were $900 but since we are a school they reduced it to $650.

2.   Program: Michele Hunt

a)   Structured Literacy Plan

Michele Hunt - I have been working on this for several weeks. The state gave us more information this week instead of their vague assurance. [Presented the Draft Structured Literacy Plan (see Addendum 2, pg. 15).]

Aaron Livingston - Are you planning on starting this for the next school year?

Michele Hunt - We use most of these tools already. We screened all the first graders for dyslexia this year.

b)   Introduce New Mexico SEL Framework & ACS Needs Assessment

Michele Hunt - The NM PED is launching the social emotional framework. This is an exciting piece that came out of the PED through CASEL, the largest social emotional learning (SEL) research and evidence based model. This is their framework which involves developing all the good models. [Presented the PED SEL Framework (see Addendum 3, pg, 25).]

Jake Caldwell - Anansi is the model for SEL. To get the instructional document from the state and we are alreading meeting those benchmarks with only making small adjustments is impressive. Is there a needs assessment?

 Michele Hunt - A grant is due this Friday so the needs assessment was for that. The grant is very competitive. We will see if they want to enhance well run programs with less money instead of giving big money for schools to get off the ground.

3.   Council Development: Jake Caldwell

Jake Caldwell - I have been negligent myself on my own training hours. We are about to hit February so it's time to bear down and get our training hours. Leilani you have 6 months to get the 10 hours. Let me know if you have any questions about when the trainings are offered.

Michele Hunt - Leilani if you could email Tracy and tell her you are a member of the governance council so we can get you an email address and have Jake get you on record with the state with your email. It would be great for you, Elaine, if you could start using your account. Jake, can I push you to get Amy to use her governance council email account also.

Jake Caldwell - Fair enough, yes. I will communicate with Amy.

Aaron Livingston - I was able to get in Ethics and Responsibilities today. Do I send you that info?

Jake Caldwell - I could fill in the spreadsheet if you send it to me.

Aaron Livingston - What is the training we don't have to do?

Andy Jones - Is it fiscal responsibility?

Angela Scarlata - I believe we were exempt from 2 fiscal training hours. We need one of the three hours.

Jake Caldwell - Yes that is correct, we only need one hour of fiscal training.

4. School Advocacy: Andy Jones/Michele Hunt

   a) Legislative Platform Information from Charter Leaders

   Andy Jones - Michele shared some info with me about stuff coming down the pike from the legislative session.

   Michele Hunt - I listened to the Secretary of Education and Matt Paul, we are looking good going into the session. What has been advised by both is that locally we talk to our district to be held harmless so that we can keep our funding that we currently have. We want to support getting the same amount of money. Now is the time to let Kristina and Bobby know we need the funding to recover from the trauma of the pandemic as we get kids going back to school.

   Andy Jones - Let me know how I can help.

   Aaron Livingston - I was just reading the newsletter from PED, do we qualify for the hold harmless grant?

   Michele Hunt - I believe we do. I need to look at that in more detail, I'm not quite sure.

   Jake Caldwell - Ironic Andy that you are our school advocacy and so closely connected to our new representative.

5. Parent Advisory (FAC): Michele Hunt

Michele Hunt - They had a fast meeting this morning. They are moving forward with developing their fundraising plan. Their budget is healthy right now.

C. Financial Report: Jennifer Vigil, The Vigil Group Budget Review

1. Budget Overview Summary Report

Jennifer Vigil - [Presented and provided the Financial Report.] The revenue report shows what we have budgeted to receive and what we have actually received as of December 31st 2020. This month we received our monthly SEG as well as our rent from the Anansi Day School. We also received our Q3 Medicaid Reimbursement.

The expenditure report now reflects what we have paid so far, what we are still planning to pay, and what's left of our budget. A majority of the school's funds and functions are positive.

We have Carryover coming in from the district that makes our IDEA-B positive, we also decreased encumbrances in our USDA Food Services fund 21000 so that is now positive as well and you will see that change in next month's reports.

We can see in our check register report all the deposits and withdrawals for the month of December. This month we had $187,529.48 in deposits and $216,576.73 in withdrawals.

Next, we have our outstanding POs report as of January 5th, 2021. There are no POs out of the norm. Lastly is our bank reconciliation. After all the deposits and withdrawals, the ending balance is $323,427.63 which ties to the balance sheet.

Michele Hunt - We have not received our lease assistance reimbursements. We have quite a bit of money coming in.

Jennifer Vigil - One of our schools got theirs last week, so hopefully we will get ours in the next week.

2.   BARs: Budget Adjustment Requests (action)

We discussed BAR #076-006-2021-0014-I – this BAR is to adjust the budget due to district dispersing IDEA-B Carryover from FY20. It is an increase BAR in the amount of $21,544. Our Idea B is in deficit so with this we will be up $16,000.

MOTION: I, Jake Caldwell, move that the Anansi Charter School Governance Council approve BAR #14. Elaine Taylor seconded. X All Approved {X indicates All Approved}

3.   Audit Committee

Michele Hunt - We have not heard from our auditor. That usually happens in February. Once it is public we can discuss it in a public meeting.

D.   Director's Report: Michele Hunt

Charter School Grant Award: Unofficially, the Anansi Charter School was awarded the Charter School Re-Entry Grant for a total of just under $30,000. The purpose of the grant is to support the needs to initiate the reentry process for school. The grant requests the ability to purchase nine large screen smart TV's so that teachers can monitor distance learning students and in-person cohorts simultaneously. The teacher will project instructional images and lessons so in class students are able to see the work and when providing guided support teachers will be able to view all students in the google meet platform. In addition, we are seeking additional instructional support so that we can run the students in small cohort groups to increase the effectiveness of instruction with K-3 students particularly in literacy instruction. The funds need to be expended prior to June 30, 2021.

Teacher Vaccine: Teachers became eligible and began receiving their first dose of the Pfizer vaccine on January 13 at the Taos Middle School gym. They will

complete their second dose in the first week of February. Eighty-five percent of the faculty and staff have elected to get the vaccine.

Cohort Groups on Campus: The special education teachers, regular education teachers, and director have met to plan for bringing back four small cohort groups. Preparation to bring small cohorts of IEP students, and high risk/need students back to campus. The group sizes are 3 students to 1 educational aide. The aide will assist in ensuring that these students attend their daily instructional meets and will assist them with work completion.

Anansi COVID Cases to Date: Over the winter break two cases of COVID were confirmed in the Anansi community. Both cases are past the quarantine period and both recovered from the virus.

Iris Thornton - How will the kids be managed when they come back on campus? It sounds like aides will be taking a bigger role.

Michele Hunt - The special ed teachers will be doing their work online. We are staying in small cohorts and bringing on campus only the highest risk students.

Jake Caldwell - Is there discussion about hybrid learning after spring break?

Michele Hunt - We will probably be goning with the 25% model. Caveat being, if the new mutated strains of covid hit and they impacted children, that may stop it. We are getting the HEPA filters. We are hoping for a cohort hybrid model. The PED wants kids on campus this year.

Iris Thornton - How do the teachers feel about that?

Michele Hunt - Thats why the two pieces are there. They feel significantly more comfortable and we are going to practice with the smart tvs. and some have already been doing this when assisting the special ed students. Teachers are not really opposed to it after getting the vaccine. It reduced their stress level. They are looking forward to the vaccine having a positive impact on the community.

Jake Caldwell - It's nice to hear there is a feeling of security. Thanks again for your report.

V.   New Business

A.   Lottery Timeline & Promotion Plan (Discussion and possible action)

Michele Hunt - [Presented Lottery Timeline & Promotion Plan (see Addendum 4, pg 32).] I shared it with Iris, who responded with good ideas. We are looking at preparing social media approaches to promotion and are changing the language to be more appealing to people. We are going to be prepping everything this week so we can get an ad out in the paper. So I'll need help promoting the lottery, to get kids to apply and into Anansi.

Jake Caldwell - I think that we can all agree to help post on social media. It may be worth paying to boost our posts by zip codes. You get a lot of bang for the buck.

Iris Thornton - Is there an Anansi Facebook page?

Michele Hunt - Aly Lerner [Hyder] made one but I think it is inactive. We need to either delete it and start over or revamp it.

Iris Thornton - It looks like we have a page but it hasn't been used since 2018.

Michele Hunt - I don't know who the administrator is but it's not me. I may ask Liza to help me get out photos.

Andy Jones - If you put out the language we can put out a radio ad on KNCE.

Michele Hunt - I probably won't be ready for the launch date but after I get a few things off my desk I can focus on the lottery.

Iris Thornton - Is the goal to put out the language with Liza's help or do you think we need to get into the Facebook page to get it out?

Michele Hunt - People do look at our website so maybe we need to make it more prominent. We need to work on the whole website. We need to be circulating it, posting it, waking up the Anansi Facebook page, the radio ads are helpful, and putting ads in the newspaper. Maybe make our fliers more visible that go out to the preschools.

Jake Caldwell - The resurrection of the Facebook page is probably an easy transaction. But then it needs to be maintained.

Iris Thornton - It's not an active page so it might not look good to have the last post be from 2018.

Jake Caldwell - It would be great if someone updates the page and keeps it active. It might be a useful tool.

Michele Hunt - I think it's something we want to roll into our website. I think that if we can get some money put aside for that, a media presence is a good idea right now. School options are not a forefront in people's minds right now.

Leilani Weiermann Dean - One of my ideas is through word of mouth. If we could get the support of Kindergarten parents to talk about their thoughts on going online during the covid time. Have parents share about how well it's going during this time. I dispel a lot of myths to people about how it's going. The Kindergarten parents can be a huge possible asset for this.

Iris Thornton - Great idea. How can we create a forum for parents to connect with other parents?

Michele Hunt - We could have an Anansi YouTube with parents talking about their experiences. Kids have gotten really used to Flipgrid. We have a ton of information about what the older kids like. We could put together a video of parents who don't mind being

on camera. This is something the governance council could really help with in the classrooms. We already have videos of the fourth grade on up. We just need footage of the little guys.

Jake Caldwell - And the parents. Good idea Lelaini.

Leilani Weiermann Dean - We need to be encouraging people to reach out. Make it a community-wide effort to promote the school.

Jake Caldwell - Thanks for all the comments and suggestions.

B.   Additional Funds from SB9 Funds for Change Orders on the Construction Contract (Discussion and possible action)

Michele Hunt - The contractor has yet to give us the paperwork on the change orders. This can be tabled until February.

C.   Participation in Success Partnership (Discussion and possible action)

Michele Hunt - The whole state of New Mexico has learned that getting good wifi for kids to be in school online is not easy. The Las Cruces [??] is asking schools to support their Connect New Mexico initiative in trying to get broadband access across the state.

MOTION: I, Jake Caldwell, move that the Anansi Charter School Governance Council authorize a letter be written by the president of the governance council or the director in support of this partnership. Aaron Livingston seconded. X All Approved {X indicates All Approved}

VI.   Old Business

A.   Background check requirements

Michele Hunt - Tracy has all the paperwork ready

Angela Scarlata - Jake and Michele, I'm not sure if you saw my email right before Christmas that the background checks were an *example* of board requirement, not an actual requirement. It is something we can require, but it is up to us to decide if we want to require it. I apologize for the confusion.

Michele Hunt - Okay then, let's not do that at this time.

B.   Board Development

VII.   Executive Session - [Limited to personnel matters, student discipline-Director]*

(Director's PDP, none): None

VIII. Items for February 17, 2021 agenda

IX.   Roles and Responsibilities

    A.   Jake Caldwell

        1. Create an agenda for the February meeting.
        2. Write to Amy about setting up her email address.

    B.   Andy Jones

        1. Be available to help out with advocacy stuff for the legislative session.

    C.   Aaron Livingston

        1. Be in contact with Elaine about the treasurer stuff.

    D.   Angela Scarlata

        1. Work on these meeting minutes.
        2. Continue with trainings.
        3. Help promote the lottery.
        4. Help with the legislative session.

    E.   Elaine Taylor

        1. Meet with Jennifer Vigil before meetings.

    F.   Iris Thornton

        1. Be available if Leilani needs assistance with the trainings.
        2. Help with the social media campaign for the lottery.

    G.   Amy Trevino (not present)

    H.   Leilani Weiermann Dean

        1. Work on my training.
        2. Get a governance council email.
        3. Getting set up.
        4. Help with the outreach on the lottery.

    I.   Michele Hunt

        1. Work on launching the lottery.
        2. Get the SEL grant in.
        3. Work on the structured literacy plan.
        4. Write a letter for Connect New Mexico.
        5. Enlist help for social media planning.
        6. Getting parent involvement in the lottery.
        7. Legislative session information.
        8. Track the money from the feds, unless the district has decided to keep us out.

X.   Final Comments and Announcements

XI.   Adjournment (action)

MOTION: I, Andy Jones, move to adjourn the Anansi Charter School Governance Council meeting. Seconded by Angela Scarlata. X All Approved {X indicates All Approved} Adjourned at 8:08pm.

President: _____ Date: 2/17/2021

<u>Leadership Briefing to Governing Council, January 20, 2021</u>

TEAM	UPDATE
K-2 Blue MacHardy (leader)	Kindergarten 1st 2nd
3-5 Kelly Farewell (leader)	<u>3rd grade</u> <u>4th grade</u>**:** Students are working hard to fine tune their skills for reading and comprehending non-fiction. At the end of January, a biography book project will be launched which will teach the craft of writing a realistic fiction. They will publish a short story "graphic novel" which will combine true biographical facts with fiction. <u>5th grade</u> - Students are working on a science unit about "Matter and its Interactions," which has several hands-on home activities including separating a mixture and making oobleck. Students are also reading the novel, *Peace Maker,* by Joseph Bruchac, a novel about the origins of the Haudenosaunee or Iroquois Confederacy.
6-8 Elsbeth Atencio (leader)	6th grade -- About to wrap up space studies with a planetary lander/rover design project ---Lots of engagement and discussion about events in Washington! --Continuing our ELA/SS focus on the Civil Rights Movement 7th SS: Studying early human migration to NM, including Clovis people. 7th ELA: Novel study 'Wink' by Rob Harrell with CCSS aligned questions. 8th SS: Studying slavery in America leading up to the Civil War 8th ELA: Novel Study 'Dreamland Burning' about the Tulsa Race Massacre with CCSS-aligned questions. [] We had four students qualify for the second round of Scholastic "Hardest Math Problem" for a chance to win a laptop and a 5,000 scholarship
Special Education Lisa Woolery (leader)	<u>Special education</u>: Lisa and NAncy are prepping for approx 11 special education students to return on campus starting Jan. 25th. This is important as these students need the support of having someone directly working with them. We will have small pods with strict protocols, so everyone stays safe. We are looking forward to seeing the students and reducing their anxiety levels through the additional support they will be receiving. <u>Enhancement students:</u>The enhancement program is currently focusing on screening all Anansi students that scored above the 90th percentile in our mid-year I-Ready assessment.

	Meanwhile, the 7th and 8th grade students are currently working on a 3d design challenge to design and build an architectural structure based on biomimicry that also serves as a support against our climate crisis. 6th graders are learning about aerospace engineering and designing the airfoil wings for a 3d printed airplane. 5th graders have picked an element from the Periodic Table and are completing a research project based on that element, along with creating a 3d design of the molecular structure of that element. 3rd graders have used line segments and angles to create a geometry star, which they are now transfering into a 3d design. 2nd graders are learning about a group of students that designed a drone to help sanitize classrooms, and are imagining their own inventions to help schools during the COVID-19 pandemic.

Addendum 2
Structured Literacy Plan District Template

District/Charter School: **Anansi Charter School**

School year: 2020-2021

Charter School's Literacy Vision: Anansi Charter School believes literacy is fundamental to student success. Literacy is not only fundamental to our personal and social development; it is also fundamental to our ability to communicate, understand, evaluate, analyze, and disseminate knowledge and, consequently, to our ability to function effectively in society.

At Anansi, we believe our students should be given every opportunity possible to develop their reading, writing and speaking and listening skills that they may cultivate the tools necessary for a happy and successful life.

We are committed to ensuring that our students: ⟩

- have the necessary tools to access the curriculum;

- are able to transfer knowledge, ideas and skills between subject areas;

- recognize the importance of and enjoy reading for pleasure;

- recognize the value of writing and communicating effectively;

- are able to continue their literacy development throughout their secondary school career.

These fundamental, life-enhancing skills are delivered through an extensive program of structured literacy and the science of reading which includes:

Multi-Layered System of Supports (MLSS)
MLSS is a coordinated and comprehensive framework to support student learning that includes effective core instruction for all students and interventions at all layers, if needed, to attain desirable levels of achievement. For more information on MLSS, please consult the MLSS guidance document:
https://webnew.ped.state.nm.us/wp-content/uploads/2020/10/MLSS_Manual_2020.pdf

Structured Literacy within an MLSS Framework
Structured Literacy is the core pedagogical approach used for early literacy. Layered supports will be provided for students who need additional support based on student data.

Structured Literacy Plan Assessment Cycle for 2020/2021 SY:
Local planning with PED technical assistance available (Submit through Jan. 29th)-->State feedback (first quarter, spring)-->State/Local Dialogue (second quarter, spring)-->Local planning

MLSS/Structured Literacy Component Guidance	Literacy Goals Include literacy goals for the district for each MLSS/SL component. Goals should be SMART (Specific, Measurable, Achievable, Relevant and Time-based)	Action Steps Include timeline for completion of each action step and person(s) responsible for each action step	Resources Include the resources you will use or need to accomplish the goal.	Challenges Include any potential challenges to accomplish the goal.
Screening Include plan to screen all first grade students in the first 40 days of school	1. All elementary and middle school students will be screened within 40 days of school entry using Istation (K-2) as a universal screener in English, and for ELs and DLLs, ISIP as the universal screener in Spanish. 2. All 3rd, 4th, & 5th grade students who do not meet fluency & accuracy benchmarks a the end of the prior year will be screened with the DIBELS DORF. 3. All 2nd-8th grade students will take the IReady reading assessment within the first 40 days of school.	1. All classroom teachers will be trained to administer the universal screener(s). 2. School leadership will provide substitutes or support staff coverage so classroom teachers can screen all students, as needed. 3. All classroom teachers will screen all elementary students within 40 days of school entry.	1. Istation and ISIP universal screener, DIBELS DORF, and IReady Reading 2. Classroom teachers 3. As needed, substitute teachers or support staff to cover classes while teachers screen students	1. Substitute teacher or support staff availability since all classes will be screening in the same window of time 2. Access to IT support for assessments when needed, as our IT team supports many other charter schools and the local district during the same time frame

Dyslexia Screener(s) Include:	1. All first grade teachers will be trained to administer the dyslexia screener and analyze the data. 2. All first grade students will be screened for dyslexia within 40 days of school entry using the "Teach Me to Read" Screener. 3. All first grade ELs and those in DLL programs will also be screened for dyslexia within 40 days of school entry using the ISIP screener. 4. Screener data will be shared (electronically or in paper form) with parents/caregivers.	1. All first grade teachers will be trained to administer the "Teach Me to Read" and ISIP dyslexia screeners. 2. School leadership will provide substitutes or support staff coverage so classroom teachers can screen all students for dyslexia, as needed. 3. All first grade teachers will screen students within 40 days of school entry.	1. "Teach Me to Read: and ISIP dyslexia screener 2. Classroom teachers 3. As needed, substitute teacher or support staff to cover classes while teachers screen students for dyslexia	1. Substitute teacher or support staff funding and availability since all first grade classes will be screening in the same window of time
● tool for screening students and process for training in application and data analysis. ● plan for communicating screener requirements and results to caregivers ● plan for using data to make instructional decisions for each student *Please see Additional Screener Guidance for Districts document for instructions for accessing screeners and how-to videos/guidebooks.*				
Data Analysis Include plan to analyze the screener data to make instructional choices	1. Classroom teachers will analyze screener data individually then meet with the literacy coach to make instructional decisions at the individual, group, and class level for layered supports in accordance with MLSS. 2. For DLLs, classroom teachers will analyze screener data by language and make instructional decisions at the individual, group, and class level for layered supports in accordance with MLSS and the DL program. 3. All MLSS grouping decisions will be shared with	1. Classroom teachers will analyze screener data and make grouping and instructional decisions in accordance with MLSS within 40 days of school entry. 2. Grade level teacher and literacy coach will collaborate to analyze and discuss screener data and make grouping and instructional decisions in accordance with MLSS within 40 days of school entry. 3. School leadership will review and approve instructional grouping and MLSS layered supports.	1. Allocation of time for grade level teachers and literacy coach to meet to review data and make decisions at the individual, group, class level, and language of instruction level in accordance with MLSS and layered supports. 2. Grade band teams 3. School leadership	1. Access to director for data analysis support

	school director for review and approval.		
Structured Literacy core instruction Include plan to ensure structured literacy will be provided to all students	1. All K-8 teachers will be trained in Structured Literacy (SL) and the science of reading (SoR) through Structured Literacy and Dyslexia 101 and LETRS training to provide high quality, aligned instruction to all students. 2. Communities of practice will be created by grade band to support implementation of literacy practices school- wide. 3. School leadership will be trained in SL to provide guidance and support to teachers and to recognize SL instruction during classroom observations. 4. Evident in instruction across all grade levels will be: consistent, sequential, explicit instruction in all areas of early and advanced literacy.	1. All first grade teachers and school leadership will be trained in year 1, in LETRS and all K-8 staff engaged in literacy instruction will be trained in Literacy & Dyslexia 101 in year 1. . 2. Additional grade level teams and support staff will be trained in subsequent years or as funding allows. 3. Eliminate all core instructional strategies and curricula that is not aligned with the core principles of SL. 4. Provide follow-up supports and implementation observations to ensure that SL is being used as the core instruction daily.	1. Core curricula that supports SL and SoR and uses an explicit instructional approach. 2. School leadership time to provide follow-up support and conduct implementation observations to ensure SL is used consistently and with fidelity.	1. Continued state funding for high-quality professional development and job-embedded professional development and support. 2. Adequate state funding for curricula and supplementary materials that are aligned with SL.

Structured Literacy layered intervention				
Structured Literacy layered intervention Include**:** ● outline of layered support, for students who need support based on data, using systematic, cumulative, explicit, diagnostic, and multi-sensory interventions ● identify and define layered interventions for phonology, orthography, syntax, morphology, semantics, and organization ● outline how teachers receive training and feedback on implementing interventions ● plan for school administrators to monitor interventions systematically ● process for referring a student for a full diagnostic evaluation	1. All students will receive Layer 1 – SL aligned universal interventions using culturally and linguistically responsive instruction. 2. All students whose data indicates need Layer 2 interventions will receive Layer 2 targeted interventions aligned with SL in addition to their Layer 1 instruction and interventions. Layer 2 interventions to be used include_____ _____. 3. All students whose data indicates need Layer 3 interventions will receive Layer 3 intensive interventions aligned with SL in addition to their Layer 1 and 2 instruction and interventions. Layer 3 interventions to be used include_____ _____. 4. School leadership will provide guidance and support to teachers providing SL-aligned Layer 2 and 3 interventions. 5. Evident in instruction and interventions across all grade levels will be: consistent, sequential, explicit instruction in all areas of early and advanced literacy. 6. Layered intervention grouping sizes will not exceed	1. Classroom teachers and school leadership will Identify interventions to be used for Layer 1 intervention that will support core curriculum and instruction 2. Classroom teachers and school leadership will identify interventions to be used for Layer 2 and Layer 3 intervention and determine their alignment to SL and SoR. 3. Train all staff providing layered intervention in the selected intervention curricula. 4. School leadership will ensure that SL and SoR evidence-based practices are being used for instructional delivery in all layers of intervention. 5. School leadership will ensure that culturally and linguistically responsive practices are being used in all layers of intervention. 6. School leadership will provide regularly and ongoing corrective and affirming feedback on implementing interventions.	1. Classroom teachers 2. Intervention support staff 3. Adequate time to plan interventions and adjust instruction and groups 4. Layers 1-3 interventions that support SL and SoR and uses an explicit instructional approach. 5. School leadership time to conduct implementation observations to ensure SL is used consistently and with fidelity and to provide feedback to teachers.	1. Lack of time to provide the recurring level of observations and feedback needed to impact instructional practice. 2. Adequate support staff to Provide the frequency of Interventions needed for level 2 and 3 layers of support in all grade levels

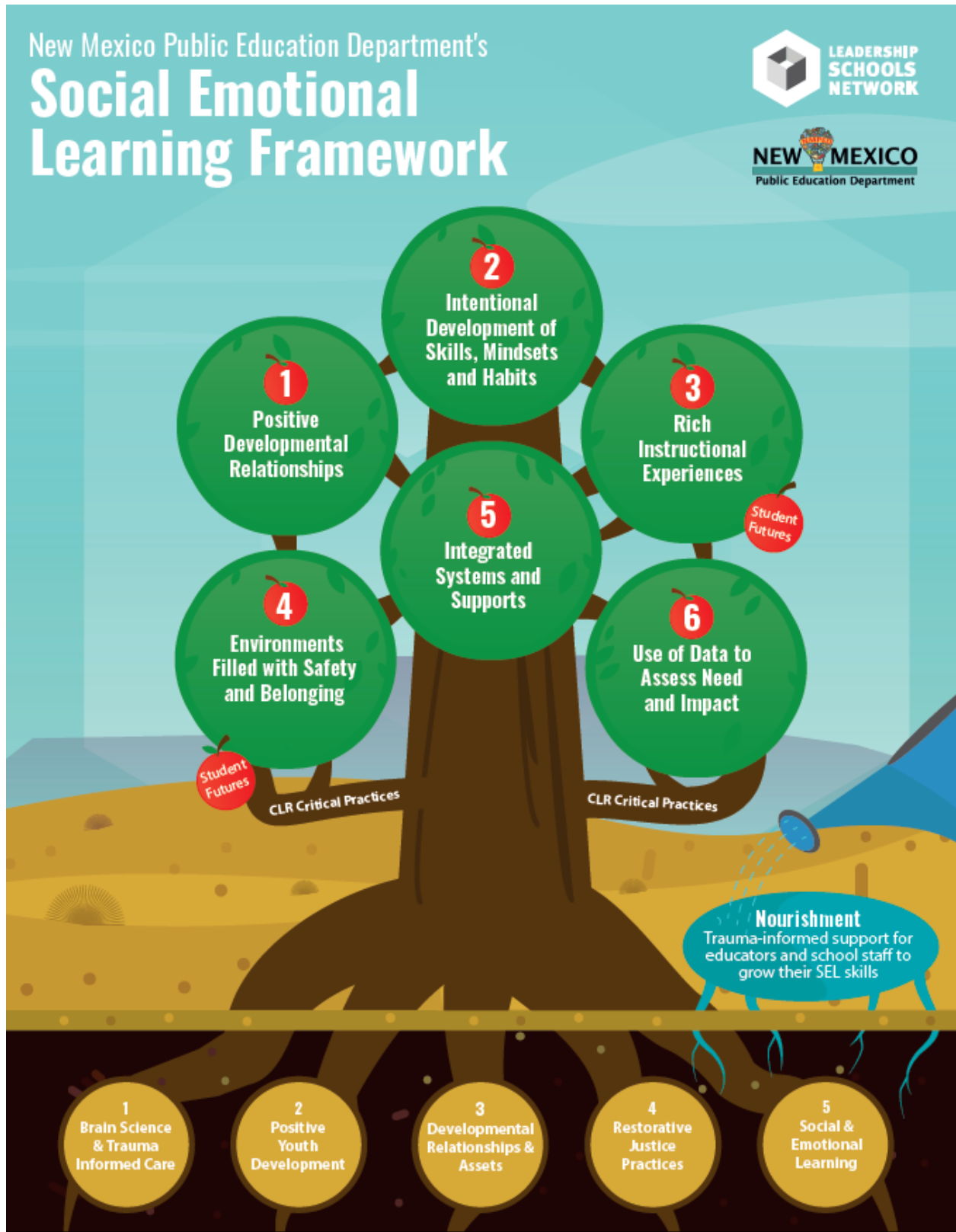|				
	6 students identified with similar literacy instructional interventions and language needs.			
Progress Monitoring Plan Include: ● formative assessment progress monitoring tool to be used ● plan for re-evaluating instructional choices for each student throughout the year in consideration of progress monitoring data ● process and timeline for district evaluating and reflection of progress monitoring goals	1. All students' literacy progress will be monitored monthly in grades K-2 with the IStation monitoring tool. All identified students in grades 3-8 will be monitored monthly with IREady Progress Monitor tool or DIBELS DORF in accordance with suggested MLSS layers of instruction. 2. All teachers will be trained on selected progress monitoring tools and frequency of use in accordance with MLSS layers of instruction. 3. Literacy progress monitoring data will be analyzed in conjunction with other formative assessments, language proficiency data, and classroom observation data for individual students to make instructional decisions about instruction and interventions in accordance with MLSS. 4. Progress monitoring goals will be revised for individual students based upon their response to the intervention and growth toward their goal.	1. Classroom teachers will monitor student progress weekly, biweekly, or monthly using approved progress monitoring tools (e.g., Istation, ISIP, IDEL DIBELS, IReady) depending on the need and layer of support (MLSS). 2. Grade level teacher and literacy coach will collaborate to analyze and discuss progress monitoring data and make grouping and instructional decisions in accordance with MLSS. 3. School leadership will review and approve instructional grouping based on progress monitoring data in accordance with MLSS layered supports.	1. Allocation of time for grade level teachers to meet with literacy coach to review progress monitoring data and make decisions at the individual, group, class level, and language of instruction level in accordance with MLSS and layered supports. 2. School leadership	1. Identification and use of valid and reliable progress monitoring instruments aligned to the intervention and goal to guide instruction and ongoing support for teachers in using the data to make instructional decisions. .

	5. Student intervention groups will be flexible based on individual student needs first and group needs as well as language needs.			
Professional Learning Plan Include: • when and how all elementary teachers, special education teachers, and administrative staff will receive training in Structured Literacy, the science of reading, from an accredited professional development provider in this field • professional development programs to be used • plans to provide ongoing literacy support for schools, including how literacy coaching/mentorship will be consistently provided to teachers	1. Develop learning opportunities, web based resources, and coordinated support services to enhance literacy learning based on SL and SoR for educators. 2. Train all staff on SL and Dyslexia 101 on Mr. Owl. 3. Train first grade teacher, special ed teacher, and literacy coach in LETRS. 4. Include additional grade levels of kindergarten and second grade in LETRS training if funding allows. 5. Promote the use of SL and SoR school-wide. 6. Determine appropriateness of professional learning providers to ensure they align to SL and SoR. 7. Develop an iterative plan to train literacy coach and interventionist to support SL and provide ongoing support to classroom teachers. 8. Create a Community of practice/Professional Learning Community for SL to support peer-to-peer exchanges and high	1. Community of practice/Professional Learning Community so teachers, literacy coach, and director work together on improving literacy instruction based on data and best practices in SL instruction. 2. Provide literacy coach with expertise in SL 3. Determine professional learning options: professional State or Regional Institutes; web-based learning; school-based professional development 4. Promote grade-band SL teams or staff meetings 5. Conduct SL classroom observation and provide feedback 6. Provide individual teacher coaching and consulting on SL	1. Release time for teachers to receive ongoing professional learning 2. Substitute teachers or support staff to cover classes while teachers engage in professional learning, as needed 3. Schedule for ongoing coaching and mentorship for all teachers to support SL implementation 4. Funding for all SL professional learning for teachers	1. Sustained adequate funding source for coaches and mentors from year to year 2. Deconstructing instructional practices and frameworks that have not produced expected outcomes but are familiar and easy to fall back on and time and research to improve upon them. 3. Identifying effective mentors for SL 4. Investing time to ensure full and sustainable implementation of SL 5. Vetting professional learning providers to ensure they remain aligned to SL and do not offer competing practices that deviate for SL principles.

	level guidance that addresses problems of practice and provides a forum for discussion of SL. 9. Use evidence-based best practices including ongoing, job-embedded professional learning (when possible), coaches/mentors, differentiated to accommodate needs of both novice and veteran educators. (For school professional implementation checklist refer to the New Mexico Statewide Literacy Framework page 58)			
Curriculum Include how curriculum is aligned and/or utilized in accordance with Structured Literacy or the Science of Reading	1. Select core curricula that supports SL and SoR and uses an explicit instructional approach. 2. Provide evidence and research base that supports curricula having a SL and SoR explicit instructional approach. 3. School leadership will review all instructional materials and curricula selected by every teacher to ensure it meets the SL and SoR criteria for selection. 4. observations to ensure SL is used consistently and with fidelity.	1. School-wide selection and agreement with curricula aligned with SL and SoR and that uses an explicit instructional approach. 2. Assurances from all staff that they will use the selected curricula and limit use of other supplementary materials unless they are approved by school/district/state. 3. School leadership regularly (weekly) reviews that selected curricula is being used with fidelity and that curricula that has not been pre-approved as SL/SoR is not being used	1. Core curricula that supports SL and SoR and uses an explicit instructional approach for grades K-8. 2. School leadership time to provide follow-up support and conduct implementation observations to ensure SL is used consistently and with fidelity.	1. Fidelity of implementation for SL and SoR curricula use 2. Ensuring adherence to SL/SoR curricula use 3. Vetting and approved supplemental materials/curricula to be used 4. Agreement on adequacy of resources to be used

School Literacy Leadership				
School Literacy Leadership Include: ● the roles of the members of the District Literacy Leadership team ● plan for professional development for leadership in science of reading, including how to support teachers with data analysis ● plan for observation and feedback cycles to monitor and support teachers in identifying and using the most effective evidence-based interventions ● system to monitor implementation of strategies obtained in professional learning sessions	1. Create school SL leadership team with the capacity for organizing, implementing, and designing an innovative, strategic, and rigorous SL program for all students (for strategic leadership actions refer to the New Mexico Statewide Literacy Framework pages 20-25). 2. State SL leadership team will work closely with the school SL team to ensure the SL Plan is implemented at all sites. 3. Train staff in SL and SoR and on how to support teachers. 4. Create a system to monitor implementation of SL and its related evidence-based practices in accordance with MLSS. 5. Create learning opportunities, technical assistance and resources that are culturally respectful, linguistically appropriate and inclusive of the many diverse populations of the district for parents, families and communities that will support student learning in the home and community (for school and family engagement implementation checklist refer to the New Mexico	1. Identify key staff to serve on the school SL leadership team. 2. Determine if selected staff is knowledgeable and consistently promoting the SL principles. 3. School SL leadership team calendar for Community of practice/Professional Learning Community to promote effective SL implementation, guidance, and ongoing support which will meet monthly. 4. Create a system for supervision, monitoring, and guidance for optimal SL instruction implementation 5. Ensure a protected block of time for daily SL instruction K-3: 90 minutes of core instruction on the five essential elements of beginning reading and language development.	1. Time for district leaders to receive ongoing professional learning 2. Funding for all SL professional learning for district leadership 3. Schedule for ongoing coaching and mentorship for all teachers to support SL implementation 4. Time for monitoring teachers' implementation of SL and its related evidence-based practices in accordance with MLSS.	1. Ensuring that professional development includes: ● How to conduct walkthroughs and individual teacher feedback sessions ● How to analyze data and set in place action plans to ensure struggling students receive needed interventions. ● How to properly use PLC to improve instruction and plan intervention, and ● How to conduct root analysis discussion to find the issue if students' reading skills are not progressing towards goals. 2. Sufficient time to monitor implementation of SL practices and provide feedback to teachers. 3. Competing work responsibilities for district staff

	Statewide Literacy Framework page 62).			

New Mexico's Social and Emotional Learning Framework for Schools

1. <u>Positive Developmental Relationships</u>: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.
    a. Teacher-student relationships are a priority for all adults in the building
    b. Culture and identity are valued and explored
    c. Classroom routines and procedures exist
    d. Community building is intentional and encouraged

2. <u>Intentional Development of Skills, Mindsets and Habits</u> - students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive.
    a. The 5 SEL competencies are taught, modeled and practiced
    b. Explicit SEL instruction is provided consistently
    c. All students are exposed to an age appropriate, evidence based SEL curriculum
    d. Student voice is present and encouraged

3. <u>Rich Instructional Experiences</u> - SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.
    a. Academic and growth mindsets are fostered
    b. SEL and academic objectives are aligned
    c. SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter
    d. Grading policies should reflect a competency based approach to education that is grounded in empowering students to make important decisions about their learning, how they will create and apply knowledge and how they will demonstrate learning.

4. <u>Environments Filled with Safety and Belonging</u> - conditions for belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming all students' full identities, and establishing structures that create predictability and consistency.
    a. Environments are filled with safety and belonging
    b. School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably reinforced
    c. Staff and student relationships are evident and valued.
    d. Staff relationships are supportive, respectful and collaboration exists
    e. Student relationships are respectful, friendly and inclusive

5. <u>Integrated Systems and Supports</u> - SEL is seamlessly integrated into a continuum of academic and behavioral supports which are available to all students and ensure that all student needs are met.
    a. Identify and communicate how SEL align with existing systems; MLSS, SAT, and/or PBIS-positive behavior interventions and supports
    b. Align SEL to universal strategies, such as, school mental health, restorative practices and/or trauma informed practices
    c. SEL is evident in out of school time programming

d. SEL is integrated into family and community communications, activities and programming

6. <u>Use of Data to Assess Need and Impact</u> - Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL related systems, practices, and policies with a focus on equity.

   a. Identify, Collect and Review data: Consider your purpose for collecting data
   b. Use of Framework rubric to assess implementation
   c. Use of individual reflection tools (student, staff, families) for practice development and continuous improvement.

New Mexico Social and Emotional Learning Framework
School Self-Assessment

1. Positive Developmental Relationships: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.				
	Fully Implemented	**Partially Implemented**	**Not Implemented**	**Resources**
a. Teacher-student relationships are a priority for all adults b. Culture and identity are valued and explored c. Classroom routines and procedures exist d. Community building is intentional and encouraged	Teachers use inclusive, relationship centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students. Shared agreements are collaboratively developed, consistently modeled by adults and students, and woven into daily routines and practices	Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Classroom shared agreements have been collaboratively developed in some classrooms.	Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.	Supportive environment – belonging and emotional safety creating opportunities through relationships learner-autobiography-lesson-plan/ Identity safe classrooms Teaching tolerance questions for reflective practices Classroom shared agreements lesson plan classroom community building Partner clocks Creating shared class goals Turn to you partner Three signature SEL classroom practices

2.	Intentional Development of Skills, Mindsets and Habits- students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive.			
	Fully Implemented	**Partially Implemented**	**Not implemented**	**Resources**
a. The 5 SEL competencies are taught, modeled and practiced b. Explicit SEL instruction is provided consistently	All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day.	All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals	The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.	SEL in the classroom self-assessment SEL integrated lesson or activity planning checklist SEL integrated lesson or activity planning checklist SEL integrated sample lesson plans Modeling SEL for students Modeling SEL for young people Explicit SEL instruction
c. All students are exposed to an age appropriate, evidence based SEL curriculum	The school is implementing with fidelity an evidence-based SEL program and practices across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally- and linguistically-responsive to students. The SEL team regularly uses data on fidelity of implementation to inform planning	The school is beginning to provide professional learning around evidence-based SEL program and practices aligned to the school's SEL vision and goals, and cultural and linguistic strengths.	The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the school's vision and goals, and cultural and linguistic strength	Selecting an Evidenced-based program Adopting an evidenced based program for SEL

| d. Student voice is present and encouraged | Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community | Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community. | Students do not yet have opportunities to take on leadership and decision-making roles. | Elevate Student Voice |

3.	Rich Instructional experiences- SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.			
	Fully Implemented	**Partially Implemented**	**Not Implemented**	**Resources**
a. Academic and growth mindsets are fostered b. SEL and academic objectives are aligned c. SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter	SEL standards/goals are clearly embedded in academic learning, and students regularly share their perspectives on how social and emotional competencies connect to what they are learning. Teachers actively engage students in co-constructing knowledge and making meaning of content through classroom discussions and collaborative structures. Teachers use intentional strategies to foster student ownership over their learning, including connecting their perspectives and experiences to instruction. SEL	SEL standards/goals are embedded in academic learning in some classrooms. Some teachers use classroom discussion and collaborative structures to engage students, and encourage students to connect their perspectives and experiences to instruction.	Teachers have not yet prioritized the integration of SEL into instruction	Using interactive pedagogy Fostering academic mindsets Aligning SEL and academic objectives Integration of SEL and instruction

	Fully Implemented	Partially Implemented	Not Implemented	Resources
d. **Grading policies** should reflect a competency based approach to education that is grounded in empowering students to make important decisions about their learning, how they will create and apply knowledge and how they will demonstrate learning.	The school or district uses rigorous, common expectations for learning (knowledge, skills, and dispositions) that are explicit, transparent, measurable, and transferable. Students' are met where they are at and their progress is based on evidence of mastery. Assessment is meaningful, positive and an empowering learning experience that yields timely, relevant and actionable evidence. Students are actively learning using different pathways and varied pacing.	Some of the school's or district uses and/or are exploring the use of rigorous, common expectations for learning (knowledge, skills, and dispositions) that are explicit, transparent, measurable, and transferable. Students' are met where they are and their progress is based on evidence of mastery. Assessment is meaningful, positive and an empowering learning experience that yields timely, relevant and actionable evidence. Students are actively learning using different pathways and varied pacing.	The school/district is using traditional grading policies not reflected in competency based grading.	aurora-institute.org

4. Environments filled with safety and belonging- conditions for belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming all students' full identities, and establishing structures that create predictability and consistency.				
	Fully Implemented	**Partially Implemented**	**Not Implemented**	**Resources**
a. **Environments are filled with safety and belonging**	Leadership and staff are deeply knowledgeable about students' lived experiences, cultural backgrounds, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for students to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments	Leadership and staff are familiar with most students' cultural backgrounds, life circumstances, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for some students to learn about cultural difference	Leadership and staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context.	Anti-Defamation League (ADL) Anti-Bias tools and strategies National Center on Safe Supportive Learning Environments: Creating safe and Respectful environments in our nations classrooms A supportive classroom environment Belonging and Emotional Safety
b. **School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably enforced**	Discipline policies and practices promote SEL, including providing opportunities for students to reflect, problem solve, and build positive relationships. These policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences. Data demonstrates that these practices are used consistently and equitably in the classroom and throughout the school.	The school is reviewing or has identified discipline policies and practices that support SEL and are restorative, instructive, and developmentally appropriate. Data are reviewed frequently to determine if policies and practices have been applied equitably	Discipline policies and practices have not yet been reviewed to determine how well they align with SEL	Trauma Learning Policy Initiative Establish Discipline Polices that Promote SEL Student-centered discipline SEL alignment to schoolwide systems, polices, programs and practice

		Fully Implemented	Partially Implemented	Not implemented	Resources
c.	Staff and student relationships are evident and valued	All staff and students examine their own social and emotional competence, collaborate with peers to practice new SEL strategies, and develop skills for cultivating supportive, equitable learning environments. All staff engage in ongoing, high quality professional development and integrate SEL into staff meetings and PLC's.	Some staff and students examine their own social and emotional competence, collaborate with peers to practice new SEL strategies, and develop skills for cultivating supportive, equitable learning environments. Some staff engage in ongoing , high quality professional development and are planning to integrate SEL into staff meetings and PLC's	Staff and students do not examine their own social and emotional competence, are not engaged in ongoing SEL professional development and have not integrated SEL into staff meetings and PLC's	Creating Opportunities through relationships adult PD modules Foster a supportive school climate Self-Care and Re-Energizing
d.	Staff relationships are supportive, respectful and collaboration exits				
e.	Student relationships are respectful, friendly and inclusive				

5. Integrated Systems of Supports- SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

		Fully Implemented	Partially Implemented	Not implemented	Resources
a.	Identify and communicate how SEL aligns with existing systems; i.e., MLSS, SAT, PBIS	The school provides a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students. The SEL team has created common language and aligned all student supports and related programs and initiatives with schoolwide SEL goals and priorities. Each year, the SEL team takes stock of all supports and is strategic about how to improve integration in the coming year.	The school provides a partial continuum of supports to meet the academic, social, emotional, and behavioral needs of all students. The SEL team is taking steps to create common language and align all student supports and related programs and initiatives with schoolwide SEL goals and priorities.	A continuum of supports is partially in place. The SEL team is considering ways to create common language and align student supports with schoolwide SEL goals and priorities	Integrate Student Supports with School wide SEL SEL and PBIS Integration
b.	Align SEL to universal strategies, such as school mental health, restorative practices and/or				
	trauma informed practices				
c.	SEL is evident in Out of School programming	School staff and community partners in out of school time programming are aligned around SEL common language, strategies, and communication	School staff and community partners in out of school time programming are in the process of aligning around SEL common language, strategies, and communication	School staff and community partners in out of school time programming have not aligned around SEL common language, strategies, and communication	Strategies for Establishing School-OST-Family Partnerships in support of SEL Collaboration Tools for Building SEL Across the School Day and Out of School Time https://schoolguide.casel.org/resource/collaboration-tools-for-building-sel-across-the-school-day-and-out-of-school-time/
d.	SEL is integrated into family and community communications, activities and programming	School leaders and school staff have multiple avenues for ongoing two-way communication with families and community inviting both to understand, experience, inform, and support the social and emotional development of their students in partnership with the school. This partnership includes family and community participation on the SEL team and meaningful opportunities to learn more about and contribute to SEL in the school.	School leaders and staff regularly communicates with families and community and invite feedback from both about the school's efforts to promote students' SEL.	School leaders and staff do not yet communicate with families and community about SEL. School	Community Partnerships https://schoolguide.casel.org/focus-area-3/family-partnerships/

6.	Use of Data to Assess Need and Impact- Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity.			
	Fully Implemented	**Partially Implemented**	**Not Implemented**	**Resources**
a. Identify, collect and review data, considering your purpose for collecting data	The school uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level.	The school is in the early stages of identifying a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions	The school has not yet identified a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions	Indicators of schoolwide SEL

Continuously improve schoolwide SEL implementation

SEL Data Reflection Protocol |
| b. Use of NM SEL Framework wo assess implementation | A team of school staff, including an administrator have used the NM SEL Framework to assess comprehensive SEL implementation | A team of school staff, including an administrator are planning to use the NM SEL Framework to assess comprehensive SEL implementation | The school has not planned to use the NM SEL Framework to assess comprehensive SEL implementation | |
| c. Use of individual reflection tools for all, (students, staff, administration, families) for practice development and continuous improvement | School leaders and staff use reflection tools with students, families/community, staff and administration to practice continuous improvement | Some staff use reflection tools with students, families/community, staff and administration to practice continuous improvement | School leaders and staff do not use reflection tools. | Indicators of Schoolwide SEL: Strengths and Needs Reflection

SEL Data Reflection Protocol |

Addendum 4

Anansi Charter School Lottery Timeline for Enrollment 2021-22 School Year

Month of January tasks:
- Send letter to returning families to confirm siblings & dis-enrolling for next year
- Prepare lottery application
- Prepare a flyer announcing the enrollment
- Prepare announcement for hometown news, submit a weekly announcement each Monday, weekly
- Annuncio in newspaper each week in the paper starting January 28th, must be submitted by Monday, January 25, 2021
- Contact the locations for picking up applications
- Place application on the website
- Prepare an announcement for website, Facebook
- Schedule the Zoom Meet for the drawing at 10am on April 23, 2021
- Be prepared for: February 1st opening day for lottery, have lottery packets available at Anansi Charter School Office and on the Anansi Charter School website.

February/March/April:
- Maintain a social media presence of lottery
- collaborate with local preschool programs to provide applications electronically in February.
- Assure an Annuncio advertisement is in each week's Taos News for entire month

Details:
- Final Postmark Date for Submittal: April 16, 2021
- Send Zoom Meet information to all applicants
- Lottery Drawing: Friday, April 23, 2021 at 10am on Zoom, will be recorded and posted
- April 30, 2021: Virtual Q & A for families who were selected in the lottery. Open house for new families to visit the school with children, if selected through the lottery, 9-10:30am.
- Acceptance of enrollment and paperwork due: Wednesday, May 5, 2021, 4pm
- Enrollment meetings will be scheduled for the second and third week of May, 2021.