

Rec. Sept. 2018

# TIS

## TAOS INTERNATIONAL SCHOOL

(Proposed Charter School for Taos, NM)

# Facilities Master Plan

SUBMITTED TO BILL SPRICK, PSFA

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BY:

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## **CHARTER SCHOOL OVERVIEW**

The name of the proposed school to open its doors during the 2013-2014 school year, if approved by the Charter School Division, is Taos International School.

Year of application: July 2, 2012

As lead organizer of Taos International School, I have reviewed and used the Adequacy Planning Guide and Charter-Alternative School Statewide Adequacy Standard Variance in assisting me to prepare the Facilities Master Plan designed to meet the schools' mission and vision which will lead to student achievement and success.

### **1.1 GOALS**

Taos International School (TIS) a new proposed charter school for the Taos area will partner with parents and community and will provide K-8 students an opportunity to reach their maximum potential through a standard based, multicultural Dual Language and International Baccalaureate Program.

#### **1.1.1 MISSION**

Taos International School will provide K-8 students an educational program focused on inquiry-based teaching and learning, the acquisition of languages, and the development of social, emotional, and rigorous academic skills necessary to function in our local, national, and international community.

TIS's curriculum materials and instructional strategies will focus on carrying out educational goals identified in our mission and vision statement. TIS will immediately seek International Baccalaureate (IB) designation as a world school. IB designation will allow TIS to offer the Primary and Middle Years Program (PYP, MYP) which has been proven to assist students in the acquisition of rigorous academic skills while embracing world cultures and languages.

The study of a second and third language will be a required component of the TIS educational program. Students at TIS will be expected to be proficient by the end of eighth grade in both English and Spanish and to begin studying a third language, Mandarin Chinese, at the beginning of fourth grade. Spanish proficiency will be measured not only by the student's ability to speak the language, but also by the student's ability to engage with native-like fluency in writing and reading activities. TIS will use a one-way immersion approach to teach languages.

### **VISION**

Students at Taos International School will learn respect for themselves, their community, and the larger diverse world in which they live while developing a moral consciousness that will help them build integrity into their lives.

Taos International School

### **1.1.2 EDUCATIONAL PHILOSOPHY**

Taos International School's philosophy and instructional approach is research-based and incorporates best-practices in all aspects of instruction.

Taos International School's curriculum framework consists of three components that are aligned with the school's mission statement. The first component is the written curriculum. This component explains in great detail the school's instructional philosophy and approach. It addresses the question, "What will students learn?"

The second component of TIS' framework is the taught curriculum. In this section, the question, "How will students learn?" is addressed. The International Baccalaureate planning documents provide some guidance in this area. However, the primary instructional strategies will derive from inquiry-based research and best practices. This component will also explain the one-way immersion approach to second and third language learning.

The third and final component of TIS' framework is the assessed curriculum. This component describes and explains all the formative and summative assessment that will be administered to monitor student progress and to generate quantitative and qualitative data to analyze. It will also provide important information on the alignment of the written, taught, and assessed curriculum. Most of the assessment information is provided in Section II J. (3) of this charter application.

The Written Curriculum: International Baccalaureate Primary Years Program (PYP)

New Mexico Common Core Standards and the International Baccalaureate Organization (IBO) curriculum documents provide the guidance in determining the written curriculum. NM Common Core Standards and IBO documents have been reviewed and topically aligned to ensure that the written curriculum is taught and assessed effectively.

### **1.1.3 SERVING THE COMMUNITY**

Taos International School will serve students that come from many different backgrounds and that are at many different ability levels. Offering the programs that TIS is going to offer will assist in activating the learning process. Integrated instruction with Dual Language and International Baccalaureate Programs is an approach that will address the common classroom problems of: lack of student interest and motivation, the diversity of student ability levels, students' multiple intelligences and learning styles, meaningful content, and student choice. An integrated curriculum will provide a framework and methodology to address these problems, and accomplish classroom learning goals.

Taos County is a rural area and its schools demographic data currently consists of 78% Hispanic, 13.7% Caucasian, 6.6% Native Americans, 0.6% African American and 1.0% Asian. Taos has an English Language Learners (ELL) Population of 15.7% and 0.2% special education students. 100% Taos International School

of all these students are designated economically disadvantage. The target population of the proposed school will reflect the demographics of the community schools, none of which met AYP requirements. Out of the seven schools in the district, two are listed under schools in improvement, one under schools in corrective action, and four under schools in restructuring.

Currently, not all students requesting the dual language program that is offered in only one of the three public elementary schools have the opportunity to participate because of limited space. A continuation of this dual language program is no longer offered for sixth grade students at the middle school level resulting in limited choices to a mono-lingual, mono-cultural schooling system. Therefore, this substantiates the need to provide these essential educational services for students within the Taos community.

TIS will provide a greater focus on a multilingual curriculum and will address the international education and foreign language needs of New Mexico students by offering the International Baccalaureate's Primary Years Programme for students aged 3-12 which focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. Middle Years Programme for students aged 11-16 which provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers will also be offered at TIS.

One of the Middle Years Programme areas of interaction is community service. Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live. Giving importance to the sense of community throughout the programme encourages responsible citizenship as it seeks to deepen the adolescent's knowledge and understanding of the world around them. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

Students are encouraged to make connections between their intellectual and social growth, thereby refining their affective, creative and ethical as well as cognitive development. This is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom.

International Baccalaureate programs are not offered within the Taos Municipal Schools. The study of foreign languages in a one-way language immersion educational environment enhancing student's long-term achievement and performance will also be offered at TIS.

Enhanced learning and best practice strategies will be implemented to meet and exceed the state Common Core Standards. Tis will also provide students with skills necessary to compete in the global economy and workforce by entering a K-8 educational program that is rigorous, standards-based, and focused on addressing the academic and linguistic needs of students. This will reduce the identified academic achievement gap as reflected in the 2009-2010 New Mexico

Public Education Department (Taos) School District Report Card. One of the schools required components will be that students be proficient in two languages by the end of eighth grade. By the beginning of fourth grade students will begin studying a third language: Mandarin Chinese.

1.2

## PROCESS

### Process for Data Gathering and Analysis

The process for gathering data and analysis was conducted through a series of interviews involving the founders of Taos International School. Promising facilities and their owners were interviewed to acquire data and analysis.

#### 1.2.2 AUTHORITY AND FACILITIES DECISION MAKING

Nadine M. Vigil is the individual representing the school authorized as contact on issues and questions related to this submission. The process for capital planning and decision making will be with founders of Taos International School and Governing Council Members. Community input will also be considered by holding public forums where the community will be able to voice their opinions. Following is a list of members that have attended planning meetings and their affiliation:

Nadine M. Vigil, MA, Lead Organizer and Governing Council Member  
Retired Principal

Adjunct Professor, University of New Mexico-Taos

Adjunct Professor, Northern New Mexico College-Taos

Ms. Vigil has served in various administrative and teaching roles for over thirty-seven years including elementary teacher assistant, teacher, and assistant principal, principal and adjunct professor. Ms. Vigil is bilingual (English/Spanish) and holds a New Mexico administrative credential with Bilingual and TESOL endorsements.

Dr. Carlos Pagan, Governing Council Member  
Assistant Professor, University of New Mexico

Dr. Pagan is the lead founder of Corrales International School and New Mexico International School. He has served in various administrative and teaching roles for over twenty-six years including elementary and high school teacher, middle school assistant principal, and charter elementary principal. Dr. Pagan is bilingual (English/Spanish) and holds a New Mexico administrative credential.

Ms. Amie Chavez-Aguilar, MA, Governing Council Member  
Taos Student Success Director-University of New Mexico-Taos

Ms. Chavez-Aguilar has served in various administrative and teaching roles for over sixteen years including assistant professor. She is bilingual (English/Spanish) and holds a New Mexico administrative credential.

Mr. Larry Torres, MA, Governing Council Member  
Associate Professor of Foreign Languages and Cultures

Mr. Torres has served in various administrative and teaching roles for over thirty-seven years. He has been a high school teacher and college professor of Spanish, Russian, French, English, Latin, Southwest Studies, Linguistics and Bilingual Education. He has been internationally recognized as a speaker and presenter in the field of Global Education in Foreign Language teaching. New Mexico author of several Hispanic Cultural books. Mr. Torres has received many awards: National Walt Disney Outstanding Foreign Language Teacher of the Year, Recipient of Milken Family Foundation National Educator of the Year, Golden Apple, Excellence in Teaching, and many other local, regional, and state honors. Mr. Torres is fluent in ten languages and holds a Master of Arts degree in French.

Mr. Kenleigh Winters, Governing Council Member  
Property Management/Renovations/Construction Consultant

Mr. Winters is a speculation home builder/entrepreneur. He designs, funds, sub-contracts, builds and sells homes. He holds specialized training and certificates in geothermal installation, geothermal maintenance, polyethylene fusion and repair.

Ms. Marsha Winters, Governing Council Member

Ms. Winters has served in various roles; Salon Coordinator, Retail and Bookkeeper, Assistant Manager and Ski Technician. She holds an Electrical Engineering degree.

Ms. Regina Vigil, MA, Governing Council Member  
Retired Educator

Adjunct Professor, University of New Mexico-Taos

Ms. Vigil has served in various roles in education for over forty years including secretary, educational assistant, teacher and professor. Ms. Vigil is bilingual (English/Spanish) and holds a Master of Arts in Curriculum and Instruction with Reading, Bilingual, and TESOL endorsements from the state of New Mexico.

If approved, a steering committee will be developed and will include Director, staff, parents and community members. Members of steering committee will be identified at a later date.

## 2. PROJECTED CONDITIONS

### 2.1 PROGRAMS AND DELIVERY METHODS

Taos International School will adopt the following state approved textbooks/resources to assist teachers in implementing the written curriculum in the four core content areas in either English and/or Spanish.

CONTENT	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
Language Arts:	X	X	X	X	X	X	X	X	X

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Houghton Mifflin (English and/or Spanish)									
Mathematics: Everyday Math (English and/or Spanish)	X	X	X	X	X	X	X	X	X
Science: Center for Hands on Learning	X	X	X	X	X	X	X	X	X
Social Studies: Scott Foresman (Spanish)	X	X	X	X	X	X	X	X	X

Additional materials such as dictionaries, maps, readers, phonic (English and Spanish) programs, manipulative, visuals, and computers will be purchased to assist teaching staff in delivering the written curriculum.

The Taos International School Curriculum has been selected/developed. The International Baccalaureate Primary Years Program (IB PYP) and Middle Years Program (MYP) curriculum documents and the New Mexico Common Core Standards and Anchor Standards are the foundation documents for the school. The IB PYP scope and sequence for all content areas and supporting documents are available in English and Spanish. Although not as extensive, documents are also available in Mandarin Chinese.

New Mexico Common Core Standards will be addressed by aligning the IB PYP and MYP documents with standards in all core content areas.

The IB PYP and IB MYP scope and sequence for all content areas and supporting documents are available in English and Spanish. Although not as extensive, documents are also available in Mandarin Chinese.

New Mexico Common Core Standards will be addressed by aligning the IB PYP/ MYP and documents with standards in all core content areas.

## The Written Curriculum: One-way Language Immersion (Spanish and Mandarin Chinese Instruction)

The second part of Taos International School's curriculum framework and written curriculum is the study of languages in a one-way immersion classroom environment. TIS will adopt and revise if necessary the Spanish language arts standards, "Estándares de Artes del Lenguaje en Español", available on the New Mexico Public Education Department Bilingual and Multicultural Education web site. Exhibit 4.0 provides a first grade sample of this important curriculum document. The standards cover grades K-8.

### Exhibit 4.0

#### Sample Spanish Language Arts Standards K-8 (Estándares de Artes del Lenguaje en Español)

#### First Grade

#### Primer Grado

**Énfasis:** La comprensión de la lectura y la comprensión auditiva

**Estándar 1:** Los estudiantes aplicarán las estrategias y destrezas para comprender información leída, oída y observada.

**Cota A:** Escuchar, leer, reaccionar y recontar información

#### Actividades

1. Escuchar y recontar cuentos cortos.
2. Reconocer la repetición y predecir expresiones repetidas.
3. Responder y elaborar a las preguntas (¿quién?, ¿qué?, ¿cuándo?, ¿dónde? y ¿cómo?).
4. Discutir y explicar las respuestas a preguntas relacionadas a textos narrativos y expositivos.
5. Hacerse preguntas, recontar y resumir para evaluar su propia comprensión.
6. Seguir instrucciones sencillas tanto escritas como orales.
7. Aumentar el vocabulario al leer y escuchar, y por medio de la interacción personal.

**Cota B:** Localizar y usar una variedad de recursos para adquirir información.

#### Actividades

Taos International School



1. Demostrar familiaridad con una variedad de recursos (p. ej., cuentos, poemas, periódicos, discos compactos, "software", guías telefónicas, piezas teatrales cortas).

**Cota C:** Demostrar destrezas analíticas para comprender la información oral, observada y escrita.

### **Actividades**

1. Asociar palabras claves con conocimiento anterior y explorar el uso de vocabulario del autor.

2. Predecir y explicar lo que pasará próximamente en un cuento.

3. Demostrar familiaridad con una variedad de textos (p. ej., cuentos, poemas, periódicos, etc.).

4. Describir las diferencias y semejanzas entre cuentos distintos (p. ej., personajes, argumento, lugar).

**Cota D:** Adquirir destrezas de lectura y demostrar competencias en las destrezas y estrategias del proceso de la lectura.

### **Actividades**

1. Desarrollar el conocimiento fonético.

2. Demostrar estrategias y destrezas para reconocer palabras.

3. Leer a voz alta con fluidez y comprensión textos del primer grado.

4. Utilizar el significado de las oraciones, el cuento mismo y la sintaxis para asegurar la comprensión.

5. Aumentar el vocabulario al leer y escuchar, y por medio de la interacción personal.

**Énfasis:** La expresión oral y escrita.

**Estándar 2:** Los estudiantes comunicarán efectivamente por medio del habla y la escritura.

**Cota A:** Demostrar competencia oral para comunicar información.

### **Actividades**

1. Leer a voz alta con fluidez y comprensión textos del primer grado.

2. Participar en discusiones que resultan en algo escrito.

3. Escoger y usar vocabulario y estructuras lingüísticas nuevas (p. ej., recontar, usar exclamaciones para responder emotivamente a acontecimientos o ideas).

**Cota B:** Implementar convenciones gramaticales y lingüísticas para comunicar.

## Actividades

1. Confirmar predicciones sobre lo que pasará en el texto al identificar vocabulario clave.
2. Usar el contexto para resolver dilemas.
3. Relacionar el conocimiento anterior a la información en el texto.
4. Practicar las letras mayúsculas y minúsculas para asegurar su formación
5. Usar oraciones completas para escribir un texto sencillo.
6. Usar las mayúsculas y la puntuación para
  - la primera palabra de una oración;
  - los nombres propios;
  - el uso del punto al final de oraciones declarativas;
  - el uso apropiado de los puntos de interrogación,
7. Evaluar su propia composición al leerla otra vez y/o consultar con los compañeros.

**Cota C:** Demostrar competencia en las destrezas y estrategias del proceso de la escritura.

## Actividades

1. Escribir siguiendo el estilo de algún autor.
2. Crear una variedad de textos (p. ej., cuentitos, cartas, poemas sencillos, diarios, etc.).
3. Escribir descripciones de personas, lugares u objetos conocidos.
4. Escribir usando borradores para realizar un texto legible y lógico.
5. Empezar a usar ortografía precisa.

**Énfasis:** La literatura y los medios de comunicación

**Estándar 3:** Los estudiantes usarán la literatura y los medios de comunicación para desarrollar una mayor comprensión de la sociedad en general, de la comunidad y de sí mismos.

**Cota A:** Utilizar el idioma, la literatura y los medios de comunicación para llegar a un mayor aprecio de las diferentes culturas que le rodean.

## Actividades

1. Aumentar el vocabulario y comprender las expresiones que se encuentran en obras literarias apropiadas.
2. Identificar las personas y los argumentos sencillos de mitos y cuentos de otras partes del mundo.
3. Describir acontecimientos relacionados a otras naciones y/o culturas (p. ej., drama, dibujos, construcciones, etc.).

**Cota B:** Identificar y utilizar los géneros literarios según su propósito.

## Actividades

1. Identificar los elementos de argumento y lugar en un cuento.
2. Demostrar la comprensión de la secuencia y la caracterización en el cuento por medio de la actuación, el dibujo, la declamación y/o la redacción.

In addition to the Spanish Language Arts Standards recommended by the Bilingual and Multicultural Education Division, TIS will review the Las Vegas City School's Spanish language arts curriculum document. This document is also available on the New Mexico Public Education Department web site.

### Mandarin Chinese Language Curriculum

The written curriculum for classical Mandarin Chinese instruction will originate from a variety of sources. The International Baccalaureate Organization's Online Curriculum Center provides a variety of reference material for the study of the language.

Another important resource is the Center for Applied Linguistics. Their resource database produced hundreds of materials in Mandarin Chinese. The site listed dictionary, texts, literature books, readers or anthologies, references materials as well as general guidance on how to teach the language. The University of New Mexico's foreign languages division will also be source of information and possibly teachers to assist TIS in implementing a Mandarin Chinese language program for fourth through eighth grade students.

Mandarin Chinese Language Curriculum development will begin during the first year along with the development of "Program of Inquiry." Although students will not be enrolled in Mandarin Chinese classes until the 4th grade, Mandarin Chinese teachers will be hired on a very limited basis to develop the curriculum, secure instructional materials, and explain the Mandarin Chinese language program to staff members and families.

## Textbooks and Other Instructional Materials

Taos International School will adopt the following state approved textbooks/resources to assist teachers in implementing the written curriculum in the four core content areas in either English and/or Spanish:

CONTENT	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
Language Arts: Houghton Mifflin (English and/or Spanish)	X	X	X	X	X	X	X	X	X

Mathematics: Everyday Math (English and/or Spanish)	X	X	X	X	X	X	X	X	X
Science: Center for Hands on Learning	X	X	X	X	X	X	X	X	X
Social Studies: Scott Foresman (Spanish)	X	X	X	X	X	X	X	X	X

Additional materials such as dictionaries, maps, readers, phonic (English and Spanish) programs, manipulative, visuals, and computers will be purchased to assist teaching staff in delivering the written curriculum.

The Taos International School Curriculum has been selected/developed. As described above, the International Baccalaureate Primary Years Program (IB PYP) and Middle Years Program (MYP) curriculum documents and the New Mexico Common Core Standards are the foundation documents for the school. The IB PYP scope and sequence for all content areas and supporting documents are available in English and Spanish. Although not as extensive, documents are also available in Mandarin Chinese.

New Mexico Common Core Standards will be addressed by aligning the IB PYP and MYP documents with standards in all core content areas.

#### Proposed Instructional Time in Each Language

Grade	Percent Spanish	Percent English	Percent Mandarin Chinese
K	90%	10%	NA
1st	80%	20%	NA
2nd	70%	30%	NA

3rd	60%	40%	NA
4th	40%	50-55%	5-10%
5th,6th,7th,8th	40%	50-55%	5-10%

According to second language research, the most effective approach to learning a language is through complete immersion. (Lambert and Tucker 1972; Swain 1982) Therefore, students beginning in Kindergarten at TIS will engage in classroom instruction that is delivered 90 percent of the time in Spanish. Since Spanish is the target language for native English speakers, the instructional day must maximize time in target language. As students acquire Spanish language skills more time will be allocated to English. By the end of 8th grade, 50-55 percent of instruction will be in English.

The formal study of the third language, Mandarin Chinese, will not begin until 4th grade. By this time, students will have reached sufficient command of English and Spanish skills to allow for the introduction of Mandarin Chinese. It is anticipated that no more than 5-10 percent of the regular school day will be allocated to the acquisition of Mandarin Chinese language skills. Student outcomes for Mandarin Chinese will be at the beginning to intermediate level. The goal is for conversational skills that emphasize pronunciation and vocabulary.

### 2.1.1 PROGRAMS OVERVIEW

Below is a proposed staff plan for TIS. The maximum number of students is 20 or a 20:1 ratio per class.

Year One: 2013-2014	Year Two: 2014-2015	Year Three: 2015-2016	Year Four: 2016-2017	Year Five: 2017-2018
6 Teacher FTEs (K, 1, 6)	10 Teacher FTE (K, 1,2, 6,7)	14 Teacher FTEs (K, 1,2,3,6,7,8)	16 Teacher FTEs (K,1,2,3,4, 6,7,8)	18 Teacher FTEs (K,1,2,3,4,5,6,7,8)
1 Special education FTE (Director)	1 Special education (Director) FTE	2 Special education (Director) FTE	2 Special education (Director) FTE	2 Special education (Director) FTE
.5 Art teacher FTE	.5 Art teacher	1 Art teacher	1 Art teacher	1 Art teacher FTE

Year One: 2013-2014	Year Two: 2014-2015	Year Three: 2015-2016	Year Four: 2016-2017	Year Five: 2017- 2018
	FTE	FTE	FTE	
.5 Music teacher FTE	.5 Music teacher FTE	1 Music teacher FTE	1 Music teacher FTE	1 Music teacher FTE
			.5 Mandarin Chinese Teacher FTE	.5 Mandarin Chinese Teacher FTE
.25 Head Administrator	.25 Head Administrator	.25 Head Administrator	.25 Head Administrator	.25 Head Administrator
1 School Director	1 School Director	1 School Director	1 School Director	1 School Director
1 Bilingual Director	1 Bilingual Director	1 Bilingual Director	1 Bilingual Director	1 Bilingual Director
1 Business Manager	1 Business Manager	1 Business Manager	1 Business Manager	1 Business Manager
1 Office Manager/Bookkeeper (clerical)	1 Office Manager (clerical)	1 Office Manager (clerical)	1 Office Manager (clerical)	1 Office Manager (clerical)
2 Educational Assistants	4 Educational Assistants	4 Educational Assistants	4 Educational Assistant	4 Educational Assistants
	1 Bookkeeper	1 Bookkeeper	1 Bookkeeper	1 Bookkeeper

Year One: 2013-2014	Year Two: 2014-2015	Year Three: 2015-2016	Year Four: 2016-2017	Year Five: 2017- 2018
	(clerical)	(clerical)	(clerical)	(clerical)

## 2.2 PROPOSED ENROLLMENT

Taos International School, if approved, plans to open doors during the 2013-2014 school year. During the first year, 120 students will be enrolled- 80 in K-1 and 40 in 6th grade. The school will continue to add a grade level to its elementary program and middle school until reaching full capacity of 360 students at the beginning of its fifth year.

### 2.2.1 PROPOSED ENROLLMENT CAP

Taos International School's five year projection for enrollment is outlined in the chart below. It illustrates a scheme to phase in enrollment with middle school grade levels.

### 2.2.2 PLANS FOR PHASED ENROLLMENT

The rationale for this phase-in program is that Taos International School believes a smaller enrollment will be more manageable for the start-up project. As the school grows; as more classroom space is acquired, TIS will be able to absorb more students. The total projected student enrollment is 360 for a K-8<sup>th</sup> grade curriculum. This would be 20 students per 9 grades.

Taos International School classes and teachers are organized by grade level. If approved, the school's first year of operation will begin with two Kindergarten classes, two first grade classes and two sixth grade classes. In the future, the school will be expanding through to K-8<sup>th</sup>. Each grade currently has one teacher; as is planned for future expansions. Taos International School will require an average of twenty students per class. Their class room loads, will typically remain the same with the need for more classrooms in the future.

## GRAPH OF PROJECTED ENROLLMENT CAP IDENTIFIED BY GRADE LEVEL

### 2.2.4 CLASSROOM LOADING POLICY

Taos International School will require an average of 20 students per class. Their class room loads will typically remain the same with the need for more classrooms in the future. Square footage per student will be the same as the required square footage per the Facilities Planning Guide.

**FIVE YEAR PROJECTION**

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1 2013-14	120	K-1 & 6th	20/1
Year 2 2014-15	200	K-2 & 6 <sup>th</sup> , 7th	20/1
Year 3 2015-16	280	K-3, 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	20/1
Year 4 2016-17	320	K-4, 6 <sup>th</sup> , 7 <sup>th</sup> , 8th	20/1
Year 5 2017-18	360	K-8th	20/1
At Capacity (Enrollment Cap)	360	K-8	20/1

**2.2.5 CLASSROOM NEEDS**

If Taos International School is approved, the following chart illustrates the anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. The square footage breakdown is as follows:

**Classrooms:** \_\_\_\_\_

Classrooms will allow for closet/storage space

Year	Grades	Square Footage	Total of Students
2013-2014	2 Kindergarten	650 sf (20 students per classroom)	40
	2 First Grade	650 sf (20 students per classroom)	40
	2 Sixth Grade	650 sf (20 students per classroom)	<u>40</u>
		*classroom 650 sq. ft. x 8= 5,200 sq. ft.	120
2014-2015	2 Kindergarten	650 sf (20 students per classroom)	40
	2 First Grade	650 sf (20 students per classroom)	40
	2 Second Grade	650 sf (20 students per classroom)	40
	2 Sixth Grade	650 sf (20 students per classroom)	40
	2 Seventh Grade	650 sf (20 students per classroom)	<u>40</u>
		*classroom 650 sq. ft. x 10=6,500 sq. ft.	200
2015-	2 Kindergarten	650 sf (20 students per classroom)	40



2016	2 First Grade	650 sf (20 students per classroom)	40
	2 Second Grade	650 sf (20 students per classroom)	40
	2 Third Grade	650 sf (20 students per classroom)	40
	2 Sixth Grade	650 sf (20 students per classroom)	40
	2 Seventh Grade	650 sf (20 students per classroom)	40
	2 Eighth Grade	650 sf (20 students per classroom)	<u>40</u>
		*classroom 650 sq. ft. x 14 x = 9,100 sq. ft.	280
2016- 2017	2 Kindergarten	650 sf (20 students per classroom)	40
	2 First Grade	650 sf (20 students per classroom)	40
	2 Second Grade	650 sf (20 students per classroom)	40
	2 Third Grade	650 sf (20 students per classroom)	40
	2 Fourth Grade	650 sf (20 students per classroom)	40
	2 Sixth Grade	650 sf (20 students per classroom)	40
	2 Seventh Grade	650 sf (20 students per classroom)	40
	2 Eighth Grade	650 sf (20 students per classroom)	<u>40</u>
	*classroom 650 sq. ft x 16 = 10,400 sq. ft.	320	
2017- 2018	2 Kindergarten	650 sf (20 students per classroom)	40
	2 First Grade	650 sf (20 students per classroom)	40
	2 Second Grade	650 sf (20 students per classroom)	40
	2 Third Grade	650 sf (20 students per classroom)	40
	2 Fourth Grade	650 sf (20 students per classroom)	40
	2 Fifth Grade	650 sf (20 students per classroom)	40
	2 Sixth Grade	650 sf (20 students per classroom)	40
	2 Seventh Grade	650 sf (20 students per classroom)	40
	2 Eighth Grade	650 sf (20 students per classroom)	<u>40</u>
	*classroom 650 sq. ft. x 18 = 11,700 sq. ft.	360	

### COMMON AREAS: \_\_\_\_\_

1. Classroom 650 square feet each x 18 = 11,700 sq. ft.

The general classroom space aesthetics at TIS should not be different from other schools. Colors should not be too bright or overbearing.

2. Multipurpose Room 1500 square feet x 1 = 1,500 sq. ft.

Multipurpose room should be sized to accommodate 60-90 students, respectively, at any given time. Multipurpose Room will be utilized during inclement weather and also an eating area for students bringing their own lunch. TIS will not provide food services.

3. Computer Lab 300 square feet x 1 = 300 sq.ft

4. Art/Music/PE/Library-Tech Center 1,000 square feet x 4 = 4,000 sq. ft.

The music room should be constructed with good acoustics and with little to no sound leakage to adjacent rooms. Also, there should be enough storage space for music instruments and chairs, either in built in casework or closet space. The Art/Music/PE/Library-Tech center should be sized to accommodate one full grade, per the square footage chart.

### **ADMINISTRATION:**

1. Office Space 100 square feet (School Director, Administrative Assistant, Attendance clerk, Directors, Specialists including PT, OT and Resources) x 10 = 1,000 sq. ft.  
Administrative spaces should be equipped with storage space as well. The administrative offices should have clear site lines to the main campus entry and be provided with storage space as well as a print copy room.
2. Storage, Bathrooms, Hallways approximately 4,000 square feet.

**Grand Total: 22,500 sq. ft. needed by 5<sup>th</sup> year.**

## **2.3 SITE AND FACILITIES**

If approved, Taos International School will secure leased-property, or any other property suitable for the implementation of the school's educational program. Taos International School will secure a facility large enough to accommodate a student body of 360 students. The Governing Council established will participate in the decision-making process of the proposed potential school facility.

### **2.3.1 LOCATION/SITE**

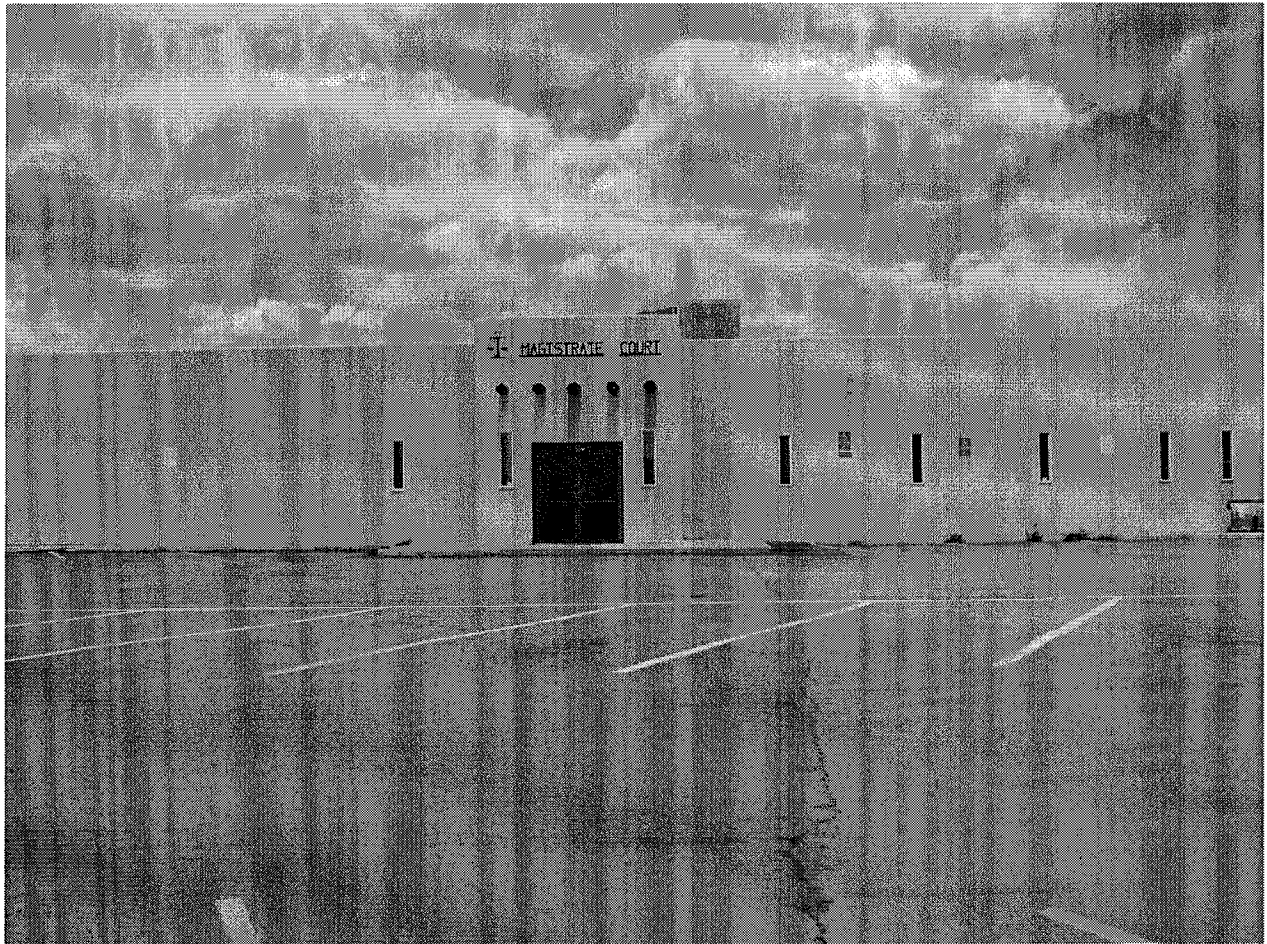
Below are photographs of a potential proposed facility located on 920 Salazar Road, #B, Taos, NM 87571. The building has ADA parking spaces and meets all required safety standards. It has paved circulation, and each building entrance is also paved.

### **IMPORTANT ASSUMPTIONS:**

- TIS will share common area for soccer and other physical education programs by utilizing the town of Taos Eco Park that is located within walking distance from the potential proposed building (photograph # 1)
- TIS will also have access to Felimon Sanchez Park that is located within walking distance from the potential proposed building to utilize for extracurricular activities.
- TIS will not need 59,400 sq. ft. during the first, second, third or fourth year. Square footage will be added as more students enroll.

### **PLAYGROUND AND PHYSICAL EDUCATION NEEDS:**

Photograph #1- Front view of the potential proposed building. It has sufficient space on the left hand side for installation of playground equipment.



Photograph # 2 – Front view of attached structure of proposed potential building which allows for student growth.



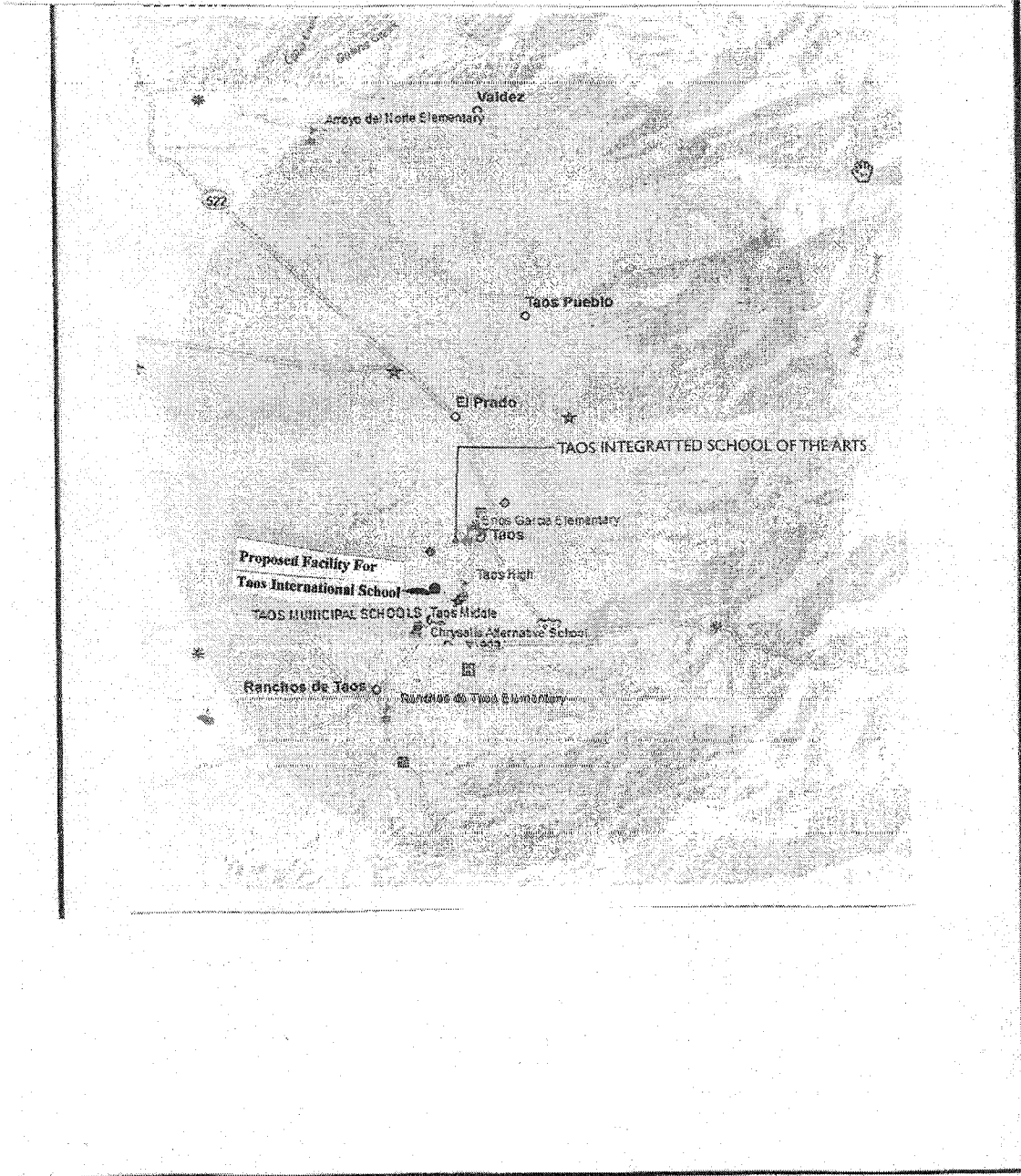
Photograph # 3- Town of Taos Eco Park is located within walking distance from the potential proposed building that will be utilized for Physical Education Needs.



Photograph # 4- Felimon Sanchez Park is located within walking distance from the potential proposed building that can also be utilized to meet Physical Education Needs.



Map of Taos Municipal Schools surrounding area where proposed potential facility to house Taos International School if approved would be located.



Taos International School



## **2.3.4 FACILITY EVALUATION**

Not Applicable

PSFA has not evaluated proposed facility since Charter/Application is in the process of being submitted and has not yet being approved

## **3. PROPOSED FACILITY REQUIREMENTS (ED Spec)**

### **3.1 Facility Goals and Concepts**

#### **3.1.1**

In complying with HB283 Public School Facilities, Lead Organizer's plan is to work closely with Taos Municipal Schools District in acquiring a building if available from them to house proposed school if approved in order to meet the 2015 requirements. Lead Organizer will also research other buildings in the Taos area that meet HB283 requirements.

#### **3.1.2 CONCEPTS**

Taos International School's philosophy and instructional approach is research-based and incorporates best-practices in all aspects of instruction. TIS' philosophy that students learn through powers of observation and creativity outlines a need for flexible teaching spaces that are easily rearranged and spacious. The aesthetic of the spaces at TIS will be energetic, with copious day lighting and open plans. Outdoor education also plays a strong role. The outdoor learning environment should be equally flexible and handicapped accessible.

Spatial relationships, classroom clustering, and supplementary spaces also play a critical role in the success of TIS's curriculum. Kindergarten-2<sup>nd</sup> grade classrooms, 3<sup>rd</sup> -5<sup>th</sup> grade classrooms as well as 6<sup>th</sup> – 8<sup>th</sup> grades should be clustered. Special Education should be clustered with respective ancillary spaces; the nurse, counselor, and administration.

### **SAFETY**

TIS' goal for their campus is to completely renovate the proposed buildings and their site so that it is more suitable and safe for the students as a learning environment.

### **SECURITY**

As part of TIS' plan to renovate the proposed campus, a secure perimeter and surveillance cameras will be utilized to provide better security for the students. The plan will also include keeping out unwanted visitors as well as making the site more easily monitored.

### **SUSTAINABILITY**

TIS is interested in the sustainability of its campus both as a duty and as a means to educate.

### **SPACE FLEXIBILITY**

TIS' curriculum requires that each class be spacious and flexible enough to support numerous teaching atmospheres within classroom. Some of the teaching spaces that need to be incorporated in the classroom space are quiet reading areas including space for book shelves,

standard teaching space with a whiteboard and projector, a smaller circular teaching area, casework for supply storage. The campus should also be made flexible for recess events and outdoor teaching.

**COMMUNITY USE**

TIS does not currently have any plans to make the campus available for community use.

**3.2 SPACE REQUIREMENTS**

**3.2.1 SPACE SUMMARY**

The proposed facility is 10,000 square feet and would house with renovations the first year of TIS operation if approved. The attached building with an additional 8,000 sq. ft. would allow for growth.

**Classrooms:**

2 Kindergarten	650 sq. ft.	(20 students @ 32.5 sf/student)
2 First Grade	650 sq. ft.	“ “
2 Second Grade	650 sq. ft.	“ “
2 Third Grade	650 sq. ft.	“ “
2 Fourth Grade	650 sq. ft.	“ “
2 Fifth Grade	650 sq. ft.	“ “
2 Sixth Grade	650 sq. ft.	“ “
2 Seventh Grade	650 sq. ft.	“ “
2 Eighth Grade	650 sq. ft.	“ “

**Storage per classroom** 30 sq.ft.

**COMMON AREAS**

Multipurpose Room	1500 sq. ft	(90 students @ 17 sf/student)
Computer Lab	300 sq. ft	(20 students @ 15 sf/student)

Multipurpose room should be sized to accommodate 60-90 students, respectively, at any given time. Multipurpose room will be utilized as an indoor area for inclement weather and also for a lunch area. TIS will not provide food services. Students will be responsible in bringing their own lunch.

Art/Music/PE/Library-Tech Center 1,000 square feet x 4 = 4,000 sq. ft.

The music room should be constructed with good acoustics and with little to no sound leakage to adjacent rooms. Also, there should be enough storage space for music instruments and chairs, either in built in casework or closet space. The Art/Music/PE/Library-Tech center should be sized to accommodate one full grade, per the square footage chart.

**ADMINISTRATION:**

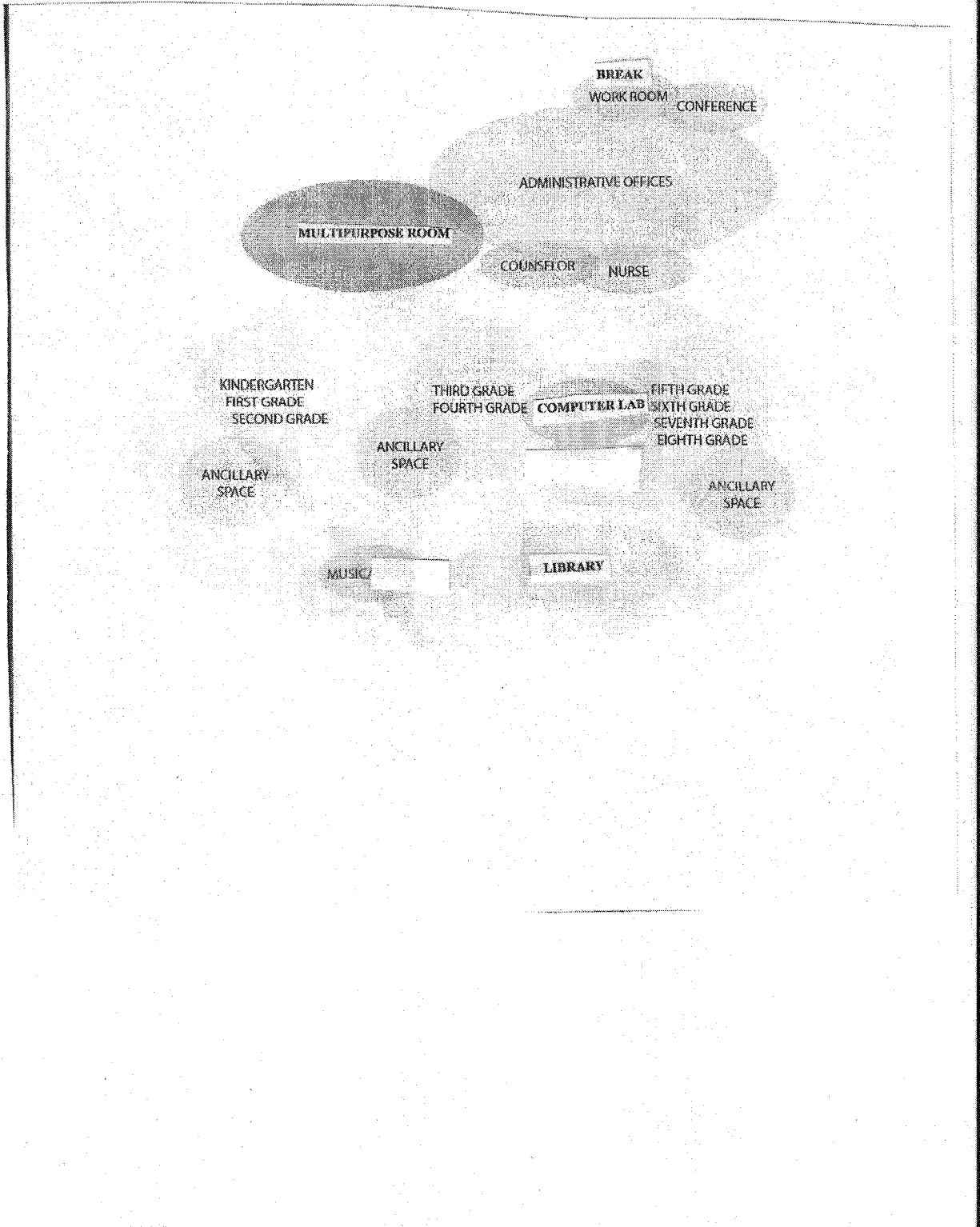
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School Director	100 sq. ft.
Administrative Assistant	100 sq. ft.
Attendance Clerk	100 sq. ft.
Counselor	100 sq. ft.
Nurse	100 sq. ft.
Conference Room	100 sq. ft.
Work/Break Room	100 sq. ft.
Ancillary	100 sq. ft.
Ancillary	100 sq. ft.
Ancillary	100 sq. ft.

Administrative spaces should be equipped with storage space as well. The administrative offices should have clear site lines to the main campus entry and be provided with storage space as well as a print copy room.

Storage, Bathrooms, Hallways approximately 4,000 square feet.

**GRAPHIC DIAGRAM ILLUSTRATING  
RELATIONSHIP BETWEEN THE PROGRAM  
AREAS**



**4. CAPITAL PLAN:** Taos International School will look into grants, federal funds, and state funds available to charter schools. TIS will also look into SB-9 funds to meet the campus needs.

**5.MASTER PLAN SUPPORT MATERIAL**

**5.1 SITES AND FACILITIES DATA TABLE**

- NAME OF FACILITY-TAOS INTERNATIONAL SCHOOL
- State ID#-N/A
- Physical Address-N/A
- Date of opening-If approved, 2013-2014 school year
- Dates of major additions and renovations-N/A
- FCI Index and NMCI-N/A
- Site owned or leased-If approved, site will be leased
- Total building area gross sq./ft.-23,000
- Site acreage-
- Total # permanent general classrooms-18 by fifth year
- Total # of permanent specialty classrooms-0
- Total # of portable classrooms-0
- Total number of classrooms-18 by fifth year
- Percentage of portable classrooms to total permanent classrooms-no portable classrooms
- Total enrollment current year-N/A
- Number of gross sq. ft. per student per school facility

<u>GRADE</u>	<u>SF</u>	<u>#OF STUDENTS</u>	
KINDERGARTEN	650 SF	20 STUDENTS @ 32 SF/STUDENT	
FIRST GRADE	650 SF	"	"
SECOND GRADE	650 SF	"	"
THIRD GRADE	650 SF	"	"
FOURTH GRADE	650 SF	"	"
FIFTH GRADE	650 SF	"	"
SIXTH GRADE	650 SF	"	"
SEVENTH GRADE	650 SF	"	"
EIGHTH GRADE	650 SF	"	"

**5.2 SITE PLAN-N/A**

**SCALED SCHOOL SITE PLAN:** N/A

**5.3 FLOOR PLAN-N/A**

**SCALED SCHOOL FLOOR PLAN(S) WITH ROOMS NUMBER TO MATCH  
INVENTORY: N/A**

**FAD FORMS UPDATED: N/A**

**5.8 DETAILED SPACE AND ROOM REQUIREMENTS (ED SPEC)**

**5.8.1 TECHNOLOGY AND COMMUNICATIONS CRITERIA:** Technology Services, Lab Dell computers, classroom Dell computers (teachers), Telephone system, Hardware (PCs), Software (Microsoft Office, Photoshop), Office Printers (laser), Wireless Internet Service , Office Supplies, etc. will be required to meet the campus needs.

**5.8.2 POWER CRITERIA:** Not Applicable until approved.

**5.8.3 LIGHTING AND DAY LIGHTING CRITERIA:** The aesthetic of the spaces at TIS will be energetic, with copious day lighting and open plans.

**5.8.4 ENVIRONMENTAL CONDITIONING CRITERIA**

**5.8.5 CLASSROOM ACOUSTICS CRITERIA:** Classrooms should be constructed with good acoustic and with little to no sound leakage to adjacent rooms.

**5.8.6 FURNISHING AND EQUIPMENT CRITERIA:** Office desks, office chairs, office bookshelves, administrative desks, administrative chairs, administrative bookshelves, Fire proof cabinets, fax machine, lateral file drawer cabinet, folding chairs, folding tables, miscellaneous supplies; power strips, extension cords, flash drives, etc., classroom (teacher) HP Printers, Classroom (teacher) desk, Classroom teacher chair, Science Equipment (scales, model rockets, glass wear, safety supplies, etc), E-Series Compound Microscope, NexStar 4SE Telescope, Center for Hands-On-Learning Science Kits (Physical Science, Earth/Space, Life), Music Supplies (violins, other music instruments, sheet music, etc.), Art class supplies (easels, paint brushes, paint), Language Learning Supplies (pocket charts), Overhead Projector, Special Education Class Supplies (ADA Furniture, etc.) Math Equipment (Calculators, Rulers, Scales, Charts, etc.) Recess Equipment (Ball, Games, etc.), DVD/Blu-Ray Player, Canon 10.1 Megapixel Rebel Camera, HD Projectors, LCD Projectors, Deluxe Portable PA System, Student Chairs (small, grades 1-2, 25 per classroom), Student Chairs, (large, grades 3-8, 25 per classroom), Student Wood Chairs (Kindergarten), Student Desks (open front, grades 1-8<sup>th</sup> per classroom), Bulletin Boards, Dry Erase Boards, Trash cans, Bookcase, Bookcase (mobile), Student Computer Lab, Laptops, Classroom Supplies (Paper, pencils, globes, maps, etc.), Athletic/Equipment (Martial Arts, Soccer, gymnastics), class set of Student Health Supplies, Refrigerators (one for health services,

the other general use), Mass Production Copier (paper for copier, toner, etc.) plus Instructional Materials.

**5.8.7 TABLE TYPES:** Kindergarten Wood Tables; classroom tables, kidney shaped tables; computer lab tables; cafeteria tables; Computer Lab Tables,

**5.8.8 STORAGE TYPES:** Wardrobe, Storage Cabinets, etc.

**5.8.9 CRITERIA SHEETS:** Not Applicable until approved.

## **5.9 SUBMISSION**

### **5.9.2 FINAL ELECTRONIC COPY**