

LEA Comprehensive Support and Improvement Competitive Grants Application Cover Sheet

LEA Information		
LEA/State Charter Name: Albuquerque Development Academy		LEA NCES ID #: 001016
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LEA will Apply for the Following Eligible School(s)		
Name of School	School NCES ID #	Proposed Intervention Model
Albuquerque Talent Development Academy	001016	Implementing evidence based on findings into individual education programs for all students.

LEA Comprehensive Support and Improvement Competitive Grants Application

LEA Name:	Albuquerque Talent Development Academy
Submitting on Behalf of (name of school): Albuquerque Talent Development Academy	Albuquerque Talent Development Academy
Number of Students Served:	170
Number of Certified Licensed Staff:	12

I. LEA Organizational Culture

A. LEA Overview

Describe the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action.

The assessment process the Albuquerque Talent Development Academy (ATDA) used to identify the needs of our students and performance challenges in our district included the following: all teachers used classroom data from pre and post assessments as well as detailed data from the NWEA short cycle assessments that ATDA administers three times during each school year. This process was used in order to develop a Personalized Education Plan (PEP) for each and every student. The ATDA Team determined that most of our students do not have the basic skills needed for academic success in high school and they lack intrinsic motivation. The greatest root cause of this lack of motivation includes test anxiety. Because of all the testing that is mandated, most of our students do not see the value of tests. NWEA results and the student's PEP drive instruction and are targeted to address the New Mexico Standards where ATDA students are deemed to be deficient. Because ATDA is a "recovery school" an average of 9 weeks of instruction is interrupted during each school year in order to test the students. The research recognizes this type of test fatigue as resulting in compromised scores and subsequent academic performance (<http://fairtest.org/dangerous-consequences-highstakes-standardized-tes>) In order to directly impact this lack of student motivation and prevent dropping-out, ATDA priorities include: the employment of a professional Success Advocate Specialist (SAS) , the purchase of a program targeting interventions for drop-out prevention for every student and a three year plan for school wide implementation of this program.

Describe the results of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, and assessment.

The greatest strength of ATDA includes the abilities, skills and expertise of an elite group of educators that dedicate their time and energy to ATDA students on a consistent basis. The Systematic Review conducted at ATDA addresses the implementation of Personalized Education Plans, examination of test scores and targeted instruction provided for each ATDA student. Personalized Education Plans (PEPs) are used for a wealth of information at Albuquerque Talent Development Academy. Teachers use the PEPs to review and determine the strengths and needs related to curriculum, instruction, and assessment for each of their students. Advisory teachers sit with each student to discuss and fill out their PEP. NWEA scores in Reading, Math, and Science are also discussed during these one-on-one conferences with each student. Using NWEA data from cycle one, each teacher identifies specific school-wide targets, standards and skills based on each student's standardized test scores with specialized intervention targets for the lowest success rate. Teachers use the identified standards to design student goals on their PEPs for each school year. Teachers use the ATDA established school-wide standardized labeling system for assignments in their grade books that relate to the target standards so that teachers, students and parents can use grades to better understand student academic progress. Teachers, advisors, and students are able to monitor not only the students' overall academic status and progress during weekly mandatory grade checks, but also monitor growth as it relates to specific target standards and skills development at all times. The PEP conference is used to keep students accountable each week with a clear understanding of their progress toward academic expectations for them individually. Students revisit their progress toward their standard specific goals with their Advisory teacher on a consistent basis in this format. Students who have met their goals establish new goals during the PEP based on NWEA and classroom data in order to consistently improve their skills and advance forward with academic skills.

ATDA needs related to curriculum, instruction and assessment include the development of a school wide drop-out prevention program aligning every student with a significant and caring adult at the school who will provide mentoring and guidance during all the years of high school, from entry at ninth grade to graduation at twelfth grade.

B. Instructional Infrastructure

Instructional Materials: Describe the process used to ensure that grade level scopes and sequences align with the Common Core State Standards for ELA/Reading and math.

All teachers at Albuquerque Talent Development Academy (ATDA) are required to provide weekly lesson plans to administration. This process includes lesson plans where teachers are required to comply with Teacher Competency 1A (Demonstrating Knowledge of Content) by justifying their weekly instruction through the Common Core State Standards. All teachers at ATDA use the Tier I curriculum that is aligned with the Common Core by the authors; for example, the Algebra I and Algebra II classes use “Algebra 1 Common Core” and “Algebra 2 Common Core” textbooks that are produced by Pearson Education, Inc. Each section of these textbooks has sequential scope and sequence lessons that are linked directly to Common Core Standards for ELA/Reading and math. It is the responsibility of school administrators to review teacher plans and to make sure all teachers are following the Tier I curriculums in a logical and progressive manner.

To further align the scope and sequence of instruction, teachers collaborate at weekly Professional Learning Community (PLC) meetings to scaffold content with overlapping themes and standards. ATDA is an Albuquerque Public Schools (APS) Charter School and thus follows APS curriculum policies. These policies are located at <http://www.aps.edu/curriculum-and-instruction>. In the absence of a specific scope and sequences document, APS, as well as ATDA, follow a three-tiered intervention program with the requirement that all content align to the Common Core Standards.

Instruction: Describe the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.

All teachers at ATDA are evaluated in accordance with NMPED policy. As part of these evaluations, teacher lesson plans are reviewed and reflective documentation, including pre-evaluation and post-evaluation questions, are reviewed by the administrator. In the process of evaluation, if there are concerns about the failure of a teacher to align course instruction to the Common Core standards, they are discussed and corrective action is taken with the teacher. As teachers at ATDA utilize a lesson plan template that is consistent, and sourced from Tier I instruction from Common Core-aligned materials, few concerns arise. When this occurs, support is offered through assigning the teacher a mentor and devising an accountability program individually devised for the needs of the educator. In addition to administrative and evaluative structures, all ATDA staff members, including teachers and leaders, collaborate weekly in professional learning communities (PLCs).

As a school with a four-day instructional week, Fridays are set aside for these PLCs. At PLC, faculty members have collaborate time to discuss, in departments, ways to increase the quality of instruction and to utilize Tier II and Tier III interventions as well. As an Albuquerque Public Schools charter, ATDA leaders are evaluated by the Governing Council of the school annually to ensure that performance is satisfactory and that quality instruction remains in place through a well-trained and professional staffing of the institution.

Assessment: Describe the LEA’s cycle of data-driven instruction. Identify the interim assessments being used. The NWEA is given to all students three times a year. One in the fall, in January and in April.

The primary interim assessment used at ATDA is the NWEA MAP Growth test. This test cycle involves administration three times each year for all grade levels 9-12. MAP Growth tests begin with a grade-level appropriate question for students, and then they dynamically adapt in response to student performance. A Rasch Unit (RIT) score is generated upon completion of the test. This RIT score corresponds directly to grade-level content. All content on the NWEA is directly tied to Common Core standards. As of August 27, 2013, the NWEA MAP tests have been approved by the New Mexico Public Education Department for statewide use. At ATDA, the NWEA MAP Growth tests are administered in Mathematics, Reading, and Science. These areas match the PARCC assessment and SBA assessment areas for the state. Administration of these tests takes place in late August (Fall Cycle), mid-January (Winter Cycle), and late April (Spring Cycle). The interim assessments include NWEA MAP and PARCC scores.

Data derived from the NWEA MAP drives subsequent targeted instruction for all grade levels at ATDA in the content areas of mathematics, reading, writing and science. In addition to the use of the NWEA as an interim assessment, Personalized Education Plans (PEPS) are constructed for each student at the school. These custom forms include a benchmark standard in each content area for each student with a target goal. Teachers, throughout the year, design specific assignments and assessments with these target goals in mind to track student progress on their PEP sheets for this data driven cycle. These sheets are reviewed and updated at parent/teacher conferences as part of including parents in the ATDA data driven process of student accountability for academic progress of each student. They also are an essential part of each student's data profile, along with Next Step plans, PARCC results, and other data points.

Describe the process used to ensure that interim assessments align with the Common Core State Standards and each grade level's scope and sequence. Standards alignment is shown in personal profile of each student NWEA results.

All items featured on the NWEA MAP Growth test have been aligned to the Common Core State Standards since 2013. In addition to aligning these items, every three years (most recently in 2015), NWEA conducts a norming study in order to align student RIT scores to grade level content. In this way, the RIT score produced by students when they take each of the MAP tests can be correlated to a specific grade level of performance. Once that grade level is established, teachers can reference the Common Core State Standards that align with each grade level, reference those standards to the core curriculum at the school, and provide each student with correct content according to scope and sequence.

The personal profile of each student is reflected on the ATDA PEP document and reviewed consistently with each student. On the PEP documents, the target standards for students are selected directly from the Common Core State Standards. Each department picks a standard to target based on data from the previous year. This data is sourced from the annual school grade report card, PARCC scores, NWEA scores, and SBA scores. Depending on the grade level of the student, the teacher's lesson plans are aligned to the highlighted standard and the teacher is responsible for administering assignments to the students that measure progress on the selected standard. This data driven process of interim assessments informing targeted instruction align with student accountability in the PEP to create direct impact on student success at ATDA.

Provide the schedule for administering common interim assessments in ELA and Math (as an attachment).

Describe the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data (e.g. common planning time, teacher-administrator one-on-one meetings, and group professional development).

NWEA is the primary common assessment used at ATDA to inform the adaptation of instructional plans, department professional development meetings during PLC, and one-on-one meetings with the administrator. All teachers have a login and can access data on their students in all tested subjects 24 hours after the test has been completed at ATDA. These reports are analyzed at the Friday PLC meetings that take place immediately after the conclusion of each testing cycle. If there are concerns about an unexpectedly low student score, or a concern across a demographic, these concerns are discussed amongst the entire staff. District-level reports tracking overall grade-level growth are also shared as part of this process.

Throughout the entire year, not just at this follow-up meeting, PLC time is used as common planning time to ensure that instructional plans are adapted based upon the scope and sequence is being followed among department members. As a school that services a small population, departments consist only of three or four individuals, and thus, it is an ideal forum to meet in a small group setting and focus in on a student who is a concern, or on an instructional practice that has not proven effective. If there is a concern, the curriculum is reinforced or a student is moved through the tiers of instruction. This data centered planning process drives classroom instruction at ATDA.

Needed professional development at ATDA is identified as a result of teacher request or any identified weak area in the data which is agreed upon by staff. The school administrators then work within the school budget and timeline to schedule outside trainers to visit the school and to advise staff. Typically, but not always, these trainings supplant or replace PLC time. Additional trainings take place during orientation weeks, weekends, or through off-site trainings where a staff member will report back and share findings. In this manner, ATDA faculty members participate in professional development opportunities that are centered on ATDA student needs.

C. LEA Support and Accountability

Identify specific senior leadership that will direct and coordinate LEA participation in supporting the CSI School.

The ATDA Principal and Assistant Principal work together as the senior leadership team that will direct and coordinate with the Success Advocate Specialist (SAS) including the procedures this person implements to support ATDA student success and drop-out prevention. We have described here our purpose, goals and expectations for this role which will be used to guide our Success Advocate Specialist in planning and preparing teachers for the upcoming school year in their Advisory classes.

Submit an organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools (as attachment(s)).

Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the LEA personnel with school leadership.

In addition to what ATDA has in place in Advisory classes presently, our team plans to add to the curriculum in order to target all grade levels to specific curriculum to create avenues for all students to be successful. In order for our plan to work we would hire a person whom we would call a Student Advocate Specialist (SAS). As part of our grant award, we would require that our Student Advocate Specialist obtain the necessary resources to develop an entirely new collaborative endeavor. This will include new systems and curricula at each individual grade level to increase the size of our cohort – including community-building, adult and peer mentoring, and dropout prevention programs at the 9th and 10th grade levels, with professional skills development and workplace/college readiness initiatives at the 11th and 12th grade levels. This will be facilitated by teams of faculty members dedicated to mentor and sponsor each individual class of ATDA students throughout their high school career here.

The plan of action for our Success Advocate Specialist is to begin in late spring through July, 2018. The Success Advocate Specialist will begin familiarizing themselves with the curriculum that we plan to purchase: “Reconnecting with Youth” (<http://www.reconnectingyouth.com/programs/>). The SAS will work with our teachers on Professional Development with this program before the school year ends so that 9th grade advisory teachers can be prepared to teach with specific targeted goals and also give their own input for the beginning of the school year (fall, 2018). During this time the SAS will also seek out Team Building activities to use with students, whether these activities are field trips or on site activities. This initial phase is geared towards our 9th graders during their Advisory Class.

The Success Advocate Specialist will also be responsible for connecting with the community and professional agencies in order to provide locations for our students to volunteer and to conduct internships. This person will also seek out specific individual professionals that are certified and can teach our students their profession so they may receive certification. This will contribute to student investment in their mental paradigm of their future professional potential.

Each week the principal will meet with the Student Advocate Specialist in order to keep apprised of the status of what is being developed and planned for our Advisory classes. These meeting will determine whether we go forward with ideas or plans and we will look at the support they need including funds, equipment etc. Teachers will also have the opportunity to meet and collaborate at our weekly PLCs regarding the success of our new program.

Communication and Stakeholder Involvement/Engagement

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the CSI School and on the implementation status of the evidence-based intervention. The plan for consultation and collaboration provided by the LEA/school must:

- **Describe** in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention.

Phase 1	SPRING 2018	SAS hired, RY Program materials purchased, Teacher planning begins Pamphlets designed Parent meetings begin Student meetings begin 9 th grade Mentorship training begins Meeting and planning of Community Volunteer Locations, Internships and Certifications	ESTIMATED COST: \$20,000
Phase 3	SPRING-FALL 2019/20	SAS continues, Trained Teachers continue program, Materials used, Student Activities conducted, Certifications for Seniors continue, 9 th , 10 th , 11 th grade Mentorship continues, Senior Certification begins	ESTIMATED COST: \$95,000

Phase 4	SPRING-FALL 2020/21	CSI Grant Funding ceases SAS employment ends with ADTA Teachers continue program, Students continue engagement Certifications continue Mentorship continues 9 th , 10 th , 11 th grade Mentorship continues, Senior Certification continues	ESTIMATED COST: \$25,000
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Methods that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention include teacher PLC meetings, student Advisory class informative sessions and Parent newsletters. Teachers will be given all information this year during PLC and will be given professional development to prepare them for the following school year. Collaboration will also take place with our new Student Advocate Specialist and all teachers. Time will be dedicated at each weekly PLC to for Professional Development and collaboration in our new schoolwide program in order to plan for success of the program and achieve educator investment.

ATDA faculty will meet with students immediately in the spring, 2018. We will begin to meet with our different grade levels to let our students know what changes will take place in fall 2018 during their Advisory classes.

A Parent Newsletter will be mailed to all parents and guardians of ATDA students before summer vacation 2018 begins. Another newsletter will be mailed during the summer to students registered for the 2018/2019 school year. The Newsletters will contain information for the changes that will take place in each grade level Advisory class and will state our purpose, goals, and expectations. We will also inform parents that we have hired a Success Advocate Specialist that will be dedicated solely to provide and lead the curriculum for these programs along with our teachers. Parents will also be given updated information during our Parent Advisory Council meetings which take place once each month. Our Governing Board will be updated at our monthly meetings and will know the full extent of our plan at our next meeting after we are awarded the funds we are requesting here.

As we register new students throughout the summer we will also give them this information in a pamphlet that outlines the curriculum for each grade level advisory class, our purpose, goals and expectations.

There will be a 9th grade orientation day for all new 9th grade students and their parents in August, 2018. All teachers and our new Student Advocate Specialist will be present as we welcome our new students. We will give families a pamphlet, and will discuss how their Advisory class will support their student. One of our goals is for all of our 9th graders to have a positive first year experience at ATDA so they can see this is a school that will meet their needs both academically and socially for the next four years.

Shortly after classes begin in the fall of 2018 we will continue with class meetings for the 10th, 11th and 12th to inform them how their Advisory class instruction has changed and has been tailored to meet each grade levels specific needs.

- This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.

We used research and data to determine the components of our proposed grant. Our program has the SAS, teacher training, and the program that we will purchase has research supporting and guiding it. We are engaging our juniors and seniors with the community that will set them up for future employment. The program components reflect the research directly and are data-driven; these include individualized curriculum and student mentoring throughout our students four years and community building within and without. Community building will take the form of building within the school because they have a sense of belonging and purpose because of our mentoring, teacher training and individualized curriculum. It will also take the form throughout the community, therefore, forming professional relationships between our community businesses. We will be able to continue all programs in our advisory classes after grant.

II. School-Level Context

A. School Overview

Describe the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and Istation (if applicable).

The Reading Proficiency scores of ATDA for the past three years have been 7.3%, 15.6%, and most recently in 2017, 9.0%. The Math Proficiency scores of ATDA for the past three years have been <2.0%, <2.0%, and 3.0%. ATDA does not administer any tests using Istation. A performance level summary of the 2017 PARCC is below:

	# at Level 1	# at Level 2	# at Level 3	# at Level 4	# at Level 5
Algebra I	17 (47.2%)	13 (36.1%)	4 (11.1%)	2 (5.6%)	0 (0.0%)
Algebra II	20 (47.6%)	17 (40.5%)	5 (11.9%)	0 (0.0%)	0 (0.0%)
Geometry	10 (23.3%)	23 (53.5%)	8 (18.6%)	2 (4.7%)	0 (0.0%)
ELA Grade 9	11 (30.6%)	11 (30.6%)	13 (36.1%)	1 (2.8%)	0 (0.0%)
ELA Grade 10	20 (48.8%)	13 (31.7%)	6 (14.6%)	1 (2.4%)	1 (2.4%)
ELA Grade 11	7 (15.2%)	16 (34.8%)	15 (32.6%)	8 (17.4%)	0 (0.0%)

Based on this table, the majority of students at ATDA are scoring at Level 1 or Level 2; over 60% of students, on every test except ELA Grade 11, are in these two bands. On ELA Grade 11, exactly half of the students are scoring in these two levels. Due to the small population size of the school, there is not statistically significant data in terms of ethnic breakdown (for example, only one Asian student was tested in Algebra I, and that student achieved a Level 1 score, resulting in 100% of Asian students achieving a Level 1 rating). The data as related to gender and IEP status was examined by the school in PLC meetings and through a special convening of the school's Testing Coordinator and Data Analyst, and was found to be consistent with the general population's percentages with the exception of female vs. male scores on the Language Arts assessments. A disparity was found in this category, especially at Level 1. A summary of this finding is reported below:

	# at Level 1	# at Level 2	# at Level 3	# at Level 4	# at Level 5
ELA Grade 9, Female	1 (6.3%)	6 (37.5%)	8 (50.0%)	1 (6.3%)	0 (0.0%)
ELA Grade 9, Male	20 (50.0%)	17 (25.0%)	5 (25.0%)	0 (0.0%)	0 (0.0%)
ELA Grade 10, Female	4 (25.5%)	8 (50.0%)	2 (12.5%)	1 (6.3%)	1 (6.3%)
ELA Grade 10, Male	16 (64.0%)	5 (20.0%)	4 (16.0%)	0 (0.0%)	0 (0.0%)
ELA Grade 11, Female	2 (9.1%)	8 (36.4%)	6 (27.3%)	6 (27.3%)	0 (0.0%)
ELA Grade 11, Male	5 (20.8%)	8 (33.3%)	9 (37.5%)	2 (8.3%)	0 (0.0%)

This table makes it apparent that a much larger percentage of males are not finding success in Language Arts, with the number of males not approaching expectations more than double that of females in Grades 9 and 10. This concern was addressed with the Language Arts department, which consists entirely of female teachers. Class demographics were examined as were teacher practices. The ATDA administration determined no specific cause of the discrepancy, but it has become a focus of the 2018 PARCC administration to ensure that males in Language Arts programs at the school receive special attention and increased resources leading up to the testing window in April.

In order to increase scores at ATDA, the school has been focusing on attendance initiatives – the majority of students scoring at Level 1 and Level 2 are chronically truant and/or tardy and thus do not receive adequate in-class instruction. Through automated calls, attendance contracts, and the hiring of a new staff member in the office to assist with tracking, the rate of truant and tardy students has been reduced for the 2018 school year.

CCR programs at ATDA have also been expanded, and with this expansion comes an increased amount of pre-testing of students. These tests, such as the Accuplacer and PSAT, give teachers more data to work with in order to target specific student areas of weakness. Combined with the short-cycle NWEA assessment, teachers are now committed to targeting the gaps in student instruction in order to raise scores at the school.

Describe the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, and ineffective as identified by the most recently released NM TEACH data.

Overall Student Achievement percentages among the three Highly Qualified teachers average is 61.36, for a sub total of 61.36. The average for the next categories are as follows: Observation Domains 57.33, Planning and Professional Domains 22.17, Teacher Attendance 10.00, Surveys 8.08, for a subtotal of 40. 25.

Overall Student Achievement percentages among the Effective teachers average is 41.30, for a sub total of 41.30. The average for the next categories are as follows: Observation Domains 55.73, Planning and Professional Domains 21.41 %, Teacher Attendance 6.81 %, Surveys 6.93%, for a subtotal of 132.18.

The one teacher who is Minimally Effective overall Student Achievement is 17.10, for a sub total of 17.10. The Observation Domain is 52.00, Planning and Professional Domain 22.50, Teacher Attendance 8.50, Survey 8.5, for a subtotal of 110.10.

The following will show the difference between our Highly Effective teachers average versus Effective teacher. Student Achievement is 33%, Observation Domains is 3%, Planning and Professional Development is 3%, Teacher attendance 32%, and Surveys is 13%.

In reviewing the data, the largest difference between Highly Effective and Effective teachers is in Student Achievement and Teacher Attendance.

The total number of instructional staff in the school building and the number of staff identified as exemplary- 0, highly effective - 3, effective- 6, minimally effective -1, ineffective- 0.

B. NM DASH Plans

For the school the LEA is applying on behalf of, they must submit the following components:

- Completed NM DASH Offline Planning Process Workbook or 90-day Complete Detail Printout (as an attachment).
- Completed NM DASH Feedback Tool (as an attachment).

C. Collaboration Structures

For the school the LEA is applying on behalf of, describe the collaboration structures in place to include the:

- Schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length and a process and procedures utilized during collaboration meetings (e.g. agendas, protocols)
- Systems in place for principal and/or other instructional leaders to support and hold teachers accountable for meeting effectiveness.

ATDA's collaborative structures, both formal and informal are one of the school's strongest and unique attributes. Our school's small size allows the staff and administration to work closely together, and to approach many tasks communally, as a whole staff (which in turn fosters ever-increasing, and truly meaningful collaboration). All full-time faculty are required to attend and participate in weekly PLC meetings. Faculty members rotate as officers during PLC meetings throughout the year serving as facilitator and recorder. The facilitator is responsible for working with staff and administration to prepare the agenda ahead of time including topics and time allotted to each topic which take place every Friday when regular classes are not in session, for four hours, and are structured as follows:

(1) the entire staff including faculty, administration and guidance) is able to meet for some time to stay informed on and address/plan school-wide initiatives and systems, conduct broad data analysis, and engage in professional development and communal reflection.

(2) Teachers are able to meet in content-area departments (or as combined content-area teams representing Humanities and Technical subjects) to conduct more specific collaboration and share best-practices, often focused on analyzing data and developing data-driven instructional approaches tailored to our individual classes and students' needs.

ATDA's small size also fosters nearly constant informal collaboration, as staff members/classrooms are all only a phone call or short walk away from one another. Teachers frequently provide material support and contribute to one another's classes/curricula both within content area departments and beyond. Our collaborative environment is successfully maintained and encouraged by the administration. In addition, collaborative initiatives and events take place year, allowing teachers to work together on planning and executing cross-curricular activities.

We believe that greater focus is required at the individual grade-level...level, and that new systems must be developed to foster a stronger peer-community among our students. The 4 year graduation rate among our cohort (students beginning 9th grade at ATDA and staying until graduation) is 12, much higher than the rate of students who began high school elsewhere (the majority of our students).

Thus, we are confident that by increasing the likelihood that students will stay at ATDA throughout high school, we will increase our 4-year graduation rate, one of the focus areas of our NM 90-Day DASH Plan. As part of our grant application we hope to obtain the necessary resources to develop an entirely new collaborative endeavor: new systems/curricula at the individual grade level to increase the size of our cohort – including community-building, adult and peer mentoring, and dropout prevention programs at the 9th and 10th grade levels, and professional skills development and workplace/college readiness initiatives at the 11th and 12th grade levels, facilitated by teams of faculty members dedicated to mentor and sponsor each individual class throughout their high school careers.

- Systems in place for principal and/or other instructional leaders to support and hold teachers accountable for meeting effectiveness.

Participation in all collaborative structures and processes is an expected and understood part of being a member of the ATDA staff. Teachers participate fully in PLC, as it is commonly and generally viewed as valuable to improve our practice, our school, and to meet our students' needs. Lack of participation or resistance to collaboration is rare, and if it does occur or becomes a problem, the teacher responsible would be subject to the conduct-related discipline process as stated in the Albuquerque Talent Development Academy employee handbook - Conduct-Related Discipline (p.44-46), items 1 ("Violation of any ATDA policy"), 7 (Insubordination or refusing to obey reasonable instructions or directives used by your supervisor while at work; unreasonably refusing to help out on a special assignment), and/or 15 (Unsatisfactory or careless work, failure to meet work productivity or work quality standards). According to the Conduct-Related Discipline policy, "A number of tools are utilized to motivate, correct, and/or discipline employees, including but not limited to verbal and written warnings, suspensions, and discharge or termination as determined to be appropriate in each individual circumstance".

III. Evidence-based Interventions

A. Root Cause

Describe the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, and identify focus area(s).

- Tier II-SAT-Excessive number of over identification of students being referred to SAT.
- School Leadership System - Absenteeism is the single greatest cause of student/school failures. We need to do things differently because we are a small school. The establishment of a leadership team will allow us to focus on absenteeism as an issue, as well as to better facilitate and implement our data analysis and data driven instruction. The goal is for absenteeism to decrease, and our data will be accurate and implemented proficiently, as well as used effectively.
- School Culture - We still have an F on the lowest performing students on our school grade. Highest performing students were not progressing as much as they should. We believe that by increasing the rigor of accountability and our expectations for our most visible students, our athletes and students in extracurricular activities, which will improve our school culture in general and lead to better outcomes. We are setting visible goals for all students.

B. Choice of Evidence-Based Interventions

Identify the interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause.

Tier II Process

- a. Made system changes in referral and evaluation system of students by expanding PD and [monitored use of best practices for instructional and behavioral management, in addition to using A-rated intervention tools.
- i. Acquired updated forms and systems of observation for the SAT process from the teacher Tier I intervention documentation through the Tier II and Tier III intervention process.
- ii. Professional Development SAT Procedures for SAT Chair, Co-Chair, and admin.
- iii. Professional Development for teachers.
- iv. Ascend Math and Reading Plus. A-rated intervention programs.

School Leadership System

In order to improve data analysis we have established a leadership team consisting of one member from each core subject, Special Education and Administration. Members will analyze data in core content teams during PLC. Leadership Team will implement departmental data analysis on a school wide basis creating a pyramidal organizational structure integrating our systems of data analysis from individual teachers to departments to the leadership team to administration to whole staff for complete integration and implementation.

School Culture

Advisory Teachers will continue to use one class a week to meet with each individual student in their Advisory class in order to check grades and standards. With the guidance and the work the Advisory teacher is doing each student will take ownership for their own academic progress and standard specific tracking as well as through power school and their Personal Education Plan on both macro and micro levels. In order to prepare students for College and Career Readiness assessments, Advisory Teachers and Counselor will ensure students will take one or more of the following tests, PSAT, ACT, SAT, Accuplacer or Advanced Placement as well as classes that will also prepare them to be College and Career Ready.

Determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.

Overall we have made changes and improvements to our Tier II SAT process after attending SAT Training and in turn trained our staff to focus on Tier I & II Interventions. We have also established a School Leadership System by creating a Leadership Team consisting of Administrators and Teachers. What we would like to do is to change our school culture in order to improve our graduation rate cohort.

The intervention that we would like to focus on is to offer our students the opportunity to attend a school where they will be given the direction and support they specifically need. We want to give our students the opportunity to bond with each other and to offer them an interesting and a much valued Advisory class period specifically designed to meet their needs. Each grade level class will have one to three advisors dedicated to their grade level.

Our freshmen Advisory Teachers will teach their students how important their high school years are and how a successful their 9th grade year can prepare them for future success. We have a curriculum that will address the needs of a 9th grade student. The Reconnecting Youth (RY) curriculum will be used at the 9th grade level every day in Advisory class. The following is an example of topics covered in the RY curriculum: Getting Started. The First 10 Days of RY are critical for developing trust between the RY teacher/facilitator and students and between students in the group. This is also a critical time for motivating students to adopt the program goals and support their peers in working toward goal attainment. The importance of a positive peer

culture and skills training to being successful in RY is taught as the content and classroom processes are introduced.

Through the lessons in the Self-Esteem Enhancement module, RY students are introduced to how self-esteem affects daily life and interpersonal relationships. They learn how to enhance the self-esteem of group members and what boosts their own self-esteem. The skills learned and practiced in this module form the groundwork for skills training that follows.

The Decision Making skills learned in the third module focus on how to make thoughtful, planned decisions as opposed to acting impulsively or purely emotionally. Planned decisions are highlighted as contributing to personal power, control, gains in self-esteem, improved moods and attainment of goals. Group members learn to break large goals into several small steps toward goal attainment and how to use 'S.T.E.P.S.,' the RY decision-making model.

The Personal Control module focuses on training youth how to manage their typical responses to stress, anger and depression. Students learn to identify what triggers their moods and to develop personal strategies for healthy coping. The importance of adult and peer support and choosing fun, healthy activities to gain control over moods is emphasized.

Although students learn effective ways of expressing themselves throughout the entire RY curriculum, the Interpersonal Communication module offers advanced skills for communicating that will lead to greater personal control and positive goal attainment. Negotiating with teachers, giving and receiving help, and resolving conflicts with teachers and parents are the challenges that require the use of effective interpersonal communication skills that will also be taught.

Team Building and other activities will be given in order for our freshmen to bond with each other and to make ATDA the school they want to attend for the next four year.

The 10th grade Advisory class curriculum will concentrate on study skills, individual tutorials, job preparation, readiness, how to fill out applications, interview, and communication skills. The Dropout Rate among high school 10th graders is high and we want to support our students both academically and socially. This is also the age where students can work. We plan to provide speakers and will use materials, articles from dropout prevent.org and other sources for preventing dropouts and job seeking.

For our 11th graders Advisory curriculum will give the students the opportunity to receive school credit for volunteering their time and talents in our Community. Internships will also be available in their career interest areas and they also have the opportunity to mentor students at a neighboring elementary/middle school.

Our 12th graders Advisory curriculum will provide our students the opportunity to work with a community leader, administrator, or other type of professional which will enable them to learn the concepts of management and professional activities. For those that do not have transportation will have seminars and will discuss employment experience, job skills, aspects of a business world and problems encounters. Opportunities to receive professional certifications will be available.

Identify the school's chosen intervention(s).

Changing our school culture is our chosen intervention. We have begun this year with taking one day a week during Advisory period for teachers to meet with each individual student to go over their grades and standards. We would like to expand the Advisory Class to offer a specific curriculum directed at each grade level in order for them to succeed and to see that Albuquerque Talent Development Academy is the school for them. We want each student to know we are a school that is going to support them in each grade level so they can

be academically and socially successful. Each grade level Advisory class will cater to their own grade level needs. Our teachers currently do a great job with their advisory students and on Thursday's each student receives a one to one conference on how they are doing in their classes. We would like to expand that one day to all four days. We will continue with the grade checks on Thursday, but we will also add a curriculum for each grade level that we feel is specific to their grade level and students will receive .25 credit each semester.

B. Sources of Evidence

Successful intervention testimony for the program ATDA has chosen to purchase is verified by ample student testimony:

“...two local students came to share their RY experiences with our community and City Councilors. The kids spoke about their challenges and successes and were utterly captivating and attributed their changes to their involvement in RY. These two students are among dozens of others who have learned new skills and have turned their lives around because of their participation in RY.”
(<http://www.reconnectingyouth.com/research/ry-evaluation-studies/>)

The program ATDA has decided to purchase for our new Successful School program is validated with substantial research:

- Eggert, L. L., & Herting, J. R. (1991). Preventing teenage drug abuse: Exploratory effects of network social support. *Youth and Society*, 22(4), 482-524.
- Eggert, L. L., Seyl, C. D., & Nicholas, L. J. (1990). Effects of a school-based prevention program for potential high school dropouts and drug abusers. *International Journal of the Addictions*, 25(7), 773-801.
- Eggert, L. L., Thompson, E. A., Herting, J. R., Nicholas, L. J., & Dicker, B. G. (1994). Preventing adolescent drug abuse and high school dropout through an intensive school-based social network development program. *American Journal of Health Promotion*, 8(3), 202-215.
- Eggert, L. L., Thompson, E. A., Herting, J. R., & Nicholas, L. J. (1995). Reducing suicide potential among high-risk youth: Tests of a school-based prevention program. *Suicide and Life-Threatening Behavior*, 25(2), 276-296.
- Thompson, E. A., Eggert, L. L., & Herting, J. R. (2000). Mediating effects of an indicated prevention program for reducing youth depression and suicide risk behaviors. *Suicide and Life-Threatening Behavior*, 30(3), 252-271.
- Eggert, L. L., & Kumpfer, K. L. (1997). Drug abuse prevention for at-risk individuals (NIH Publication No. 97-4115). Rockville, MD: Office of Science Policy and Communication, National Institute on Drug Abuse.

Independent research studies support the hiring of a specialized coordinator to organize activities, provide professional development and facilitate individualized student success program building:

- <http://dropoutprevention.org/effective-strategies/>
- <https://www.usnews.com/education/blogs/high-school-notes/2015/03/23/mentoring-programs-aim-to-increase-high-school-graduates>
- Stegelin, D. A. (2017). *Strategies for supporting immigrant students and families: Guidelines for school personnel* [White paper]. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from www.dropoutprevention.org/wp-content/uploads/2017/10/supporting-immigrant-students-and-families-2017-10.pdf

- T. Dary, T. Pickeral, R. Shumer, & A. Williams. National Dropout Prevention Center/Network. Clemson, SC, September 2016.

Professional research recommends the specific strategies our program includes such as using data systems to drive decision making, assigning and training adult advocates, providing academic support and enrichment to improve student skills, personalization of instruction and classrooms and engaging students, teachers and families in an accountability process:

- Rumsey, A., & Milsom, A. (2017). *Dropout prevention and trauma: Addressing a wide range of stressors that inhibit student success* [White paper]. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from www.dropoutprevention.org/wp-content/uploads/2017/10/dropout-prevention-and-trauma-2017-10.pdf
- Addis, S., & Withington, C. (2016, September). *Improving high school graduate rates for males of color: Trends, findings, and recommendations* (An Issue Brief in Collaboration with The Moriah Group and the Robert Wood Johnson Foundation). Retrieved from <http://dropoutprevention.org/wp-content/uploads/2017/11/rwjf-ndpsc-n-moriah-ImprovingGradRatesMalesofColor-2016.pdf>
- S. L. Chappell, P. O'Connor, C. Withington, & D. A. Stegelin. Clemson, SC: National Dropout Prevention Center/Network. April 2015. [**A Meta-Analysis of Dropout Prevention Outcomes and Strategies**](#)
- <https://ies.ed.gov/ncee/wwc/PracticeGuide/9>

D. Theory of Action

9th grade

Reconnecting Youth Program - Transition to High school into 9th grade Course teaches students the social skills needed for independent functioning within the community. The objective is to reduce risk factors and enhance protective factors linked with adolescent behaviors and adolescent drug involvement. Topics may include self-control, self-expression, decision-making, appropriate behavior, and how to interact with others and maintain relationships. Strategies utilized include social support and life skills training in personal growth curriculum, social activities and school bonding. It builds strong self-confidence, increases self-esteem, attendance and academic achievement. We will also be purchasing the Reconnecting Youth Curriculum Set, which includes workbooks. Team Building Field Trips will also be planned so that our 9th grader connect with each other therefore enforcing to a cohort that will continue at ATDA through graduation.

10th Grade

Dropout Prevention Program - Course content may include study skills and individual tutorials; job preparation, readiness, application, or interview skills; communication skills; personal assessment and awareness activities; speaker presentations; and small group seminars. Part of the ATDA strategy will be to provide speakers and will use materials through dropout prevention.org'

11th Grade

Community Service Community Service - Course provides students with the opportunity to receive school credit for volunteering their time, energy, and talents in a community service organization and public schools. The courses are usually (but not always) conducted with a seminar component, so that students' volunteer experiences can be used as learning experiences in problem solving, decision-making, and effective communication. Internships in career interest areas, mentoring at neighboring elementary/middle school while additionally building a bridge for the transition to our high school.

12th Grade

Executive Internship with Seminar - Course provides students with the opportunity to work alongside a community leader, administrator, or other type of professional, learning the concepts of management and professional activities. These courses have an in school component as well (such as a seminar class) to discuss the employment experience, aspects of the business world, and problems encountered. Opportunities to receive professional certifications will be available. Twelfth graders will become peer mentorship to 9th graders and will give them advice on how to survive in high school. Seniors will also provide them with academic support and social expectations.

Our Theory of Action requires that we hire a success advocate specialist to design and implement the framework who will in turn train our staff so that we may sustain all programs after three years. Build community networks including creating material and seeking activities.

IV. Budget

A. Budget Narrative

The LEA/school must provide an appropriate and complete budget narrative that identifies and explains all proposed costs for LEA and school-level activities for the entire project period (planning period, three years of implementation).

For the implementation year, we will hire a Success Advocate Specialist (SAS) to restructure the advisory program in such a way that encourages each student to look forward to upcoming years at ATDA and reach graduation. The salary estimate is based on a Level II teacher with a Masters and 12 years of allowable experience. This person will receive an online tutorial for \$49.00 as well as mileage reimbursement for travel expenses related to researching and scheduling team building, community partnerships, and internships for the grant program. Additionally, we will purchase 2 Curriculum Kits @ \$448.65 each for the “Reconnecting Youth” program for each 9th grade advisory teachers. Also, we will purchase 35 “Reconnecting Youth” Student Workbooks @ \$29.95 each for all incoming 9th grade students. Other supplies and materials costs will include a laptop for the Success Advocate Specialists as well as basic office supplies.

For years two and three, costs will include the salary and travel expenses for the SAS and “Reconnecting Youth” Student Workbooks as in the implementation year. However, in years two and three all remaining budget will go toward costs for the student activities. These costs include bus transportation and admission fees to team building events, field trips, community service activities, etc. Additionally we will incur costs for speakers and hands-on training fees for certifications for seniors.

In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.

Operational and Instructional Materials Fund, Title I and Title II Funds can be used to sustain our school change after three years. Our Operational funds can pay for consumables and materials needed. Title One funds can be used to pay for field trips that can enrich our students academically in Math and Reading. Title II funds can be used for Professional Development to continue to train and support our staff as we move forward and work with the strategies to change the culture of our school.

For each major activity, describe the LEA’s strategies for why and how the LEA/school will sustain these actions past the whole project period of the grant.

The Student Advocate Specialist position will be advertised as a three year position and will not be sustained past the grant period. During the two years past the implementation stage, while this person is on staff, they

will train all teachers the curriculum for all advisory classes. After all staff is trained, the Student Advocate Specialist will not be necessary.

Ninth grade teachers will continue the team building activities both on and off campus as well as continue the curriculum "Reconnecting with Youth" as trained during the grant period.

At the 10 thru 12 grade level, this curriculum will also have been developed by the SAS and advisory teachers will continue to follow it and add to as they see fit beyond the grant period.

We will sustain these curriculum and activities in our advisory classes in order to raise our graduation cohort rate. The purpose of this program is to give all students a connection to the school community throughout their high school career in order to keep them at ATDA through graduation. Advisory curriculum and activities are geared specifically to each grade level based on relative experiences for that grade level (i.e. self-esteem, job skills, resumes, internships, dropout prevention, certifications) to develop students into well rounded individuals through high school and into graduation. We want to give students something to look forward to in upcoming years at ATDA that will also help them as adults after graduation.

Clearly describe and justify any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period.

Normal indirect cost may also be claimed at the PED-approved rate for the district. All grant costs will be direct cost.

No indirect cost will be charged toward the grant.

The LEA and schools must demonstrate how they will align other available federal, state, and local resources to support the chosen evidence-based intervention.

Operational and Instructional Materials Fund, Title I and Title II Funds can be used to sustain our school change after three years. Our Operational funds can pay for consumables and materials needed. Title One funds can be used to pay for field trips that can enrich our students academically in Math and Reading. Title II funds can be used for Professional Development to continue to train and support our staff as we move forward and work with the strategies to change the culture of our school.

B. Budget Forms

A complete Budget Summary Chart for the entire project period (planning period and two-years of implementation) (as an attachment).

The budget items must be clear and obvious as to how the proposed activities are directly impacting the school-level implementation of the evidence-based intervention(s) proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals/objectives. Grant funding must supplement, not supplant, existing funding sources.

Appendix B: Comprehensive Support and Intervention Assurances

The following assurances indicate support of the Board of Education (BOE), Local Education Agency (LEA), and School Leadership for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years in the areas specified. By signing these assurances, the parties agree to three years full participation in the **Comprehensive Support and Improvement Evidence-Based Intervention Implementation**.

If at any time a signed party does not adhere to the agreed assurances, the Request for Application will be deemed incomplete.

LEA:

The Board of Education commits to the following:

1. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
 - a. The BOE assures that it was involved in the discussion and application process with the LEA applying on behalf of eligible schools and supports the application/s.
 - b. The BOE commits to supporting the superintendent in modifying practice and policy, if necessary, to enable schools and teachers to fully participate and implement evidence-based interventions.
 - c. The BOE commits to flexibility in scheduling as it relates to evidence-based intervention activities, to include but not limited to allocating time for professional development and collaboration.
 - d. The BOE supports the use of summative and formative assessments to assess student proficiency and reviews LEA and school growth regularly to inform superintendent's progress toward LEA proficiency targets.
 - e. The BOE commits to successful completion of the evidence-based intervention in the event of LEA or school leadership changes.

The LEA commits to the following:

1. Assuring that each school the LEA proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under Title I, Part A, Sec. 1003a
2. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
 - a. Partner with principal to establish a comprehensive school 90-day plan that is aligned with the LEA's strategic plan
 - b. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues
 - c. Put into place rigorous and aligned interim assessments 3-4 times per year along with efficient data collection and distribution for use at the school level
 - d. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school

11. E2
Albuquerque
Talent

- e. Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA
- 3. Ensure that conditions are in place at the school level to support turnaround, including:
 - a. Rigorous aligned interim assessments 3-4 times per year
 - b. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
 - c. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings
 - d. Structured weekly collaboration time for ongoing data analysis by PLCs
 - e. Student and staff culture of learning
 - f. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
- 4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
- 5. Develop a sustainability plan prior to the end of Year 3

School Leadership Commits to the Following:

- 1. Partner with LEA leadership to create and/or align systems at the school level to support a 90-day plan aligned with the LEA's strategic plan, including:
 - a. Rigorous aligned interim assessments 3-4 times per year
 - b. Timely dissemination of interim assessment data to teachers
 - c. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader(principal, assistant principal, instructional coach) analysis meetings
 - d. Teacher action plans addressing root cause analysis of interim assessment data developed by all teachers prior to one-on-one teacher-leader analysis meetings
 - e. Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time
 - f. Student and staff culture of learning
 - g. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
- 2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention

Melissa Gray for Brian Jones 2/23/18
 President, Board of Education Signature | Date

Melissa Gray 2/14/18
 Superintendent Signature | Date

Raquele Reedy 2/22/18
 Superintendent Signature | Date

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Albuquerque Talent

Appendix B: Certification and Approval

I hereby certify that I am the applicant's Superintendent/Charter Director, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

Gloria Garza | 2/14/18
Superintendent/Charter Director Printed Name | Date

Gloria Garza | 2/14/18
Superintendent/Charter Director Signature (blue ink) | Date

Certification and Approval

I hereby certify that I am the applicant's School Board President, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

Leslie S. Flores-Stenger | 2/14/18
Board President Printed Name | Date

Leslie S. Flores-Stenger | 2/14/18
Board President Signature (blue ink) | Date

David E. Perry | 2/21/2018
Board of Education Signature | Date

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Comprehensive Support Improvement Schools (CSI) Budget Summary						
Budget Expenditures	FY 2018 (Year-One)		FY 2019 (Year-Two)		FY 2020 (Year-Three)	
	Budget	Percent	Budget	Percent	Budget	Percent
School-Level Expenditures	\$15,083	75.4%	\$76,000.00	80.0%	\$ 76,000.00	80.0%
Supplies and Materials	\$4,917.00	24.6%	\$19,000.00	20.0%	\$ 19,000.00	20.0%
TOTAL FUNDING REQUEST	\$ 20,000.00	100.0%	\$ 95,000.00	100.0%	\$ 95,000.00	100.0%
LEA-Level Expenses (Indirect Costs)	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
TOTAL BUDGET	\$ 20,000.00		\$ 95,000.00		\$ 95,000.00	

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Year -One Planning Period for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ -
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ -
TOTAL YEAR-ONE FUNDING REQUEST	\$ -
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL YEAR-ONE BUDGET	\$ -

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Year -Two Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ -
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ -
TOTAL YEAR-TWO FUNDING REQUEST	\$ -
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL YEAR-TWO BUDGET	\$ -

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Year -Three Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ -
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ -
TOTAL YEAR-THREE FUNDING REQUEST	\$ -
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL YEAR-THREE BUDGET	\$ -



**New Mexico 90-day Plan
Offline Planning Process Workbook**

ANNUAL PLAN

Step 1 – Build Core Team

With district support, the school leader(s) identify critical members to bring together as a team to co-construct the school vision for dramatic change and establish a 90-day Plan that will increase achievement for all students.

Guiding Questions –

- ✓ District Level:
 - To what extent does the district representative need to be involved in the planning process?
 - Should Core Teams look the same at every school?
- ✓ School Level:
 - To what extent does the Core Team represent diverse backgrounds and viewpoints, in order to consider challenges from many perspectives?
 - Are there representatives from across grade levels?
 - Is the group representative of the student body and community?
 - Is the Core Team the same as the school leadership team?
 - Are the strongest teacher-leaders on the Core Team?

Core Team Notes		
Team Member	Position	<u>Rationale:</u> What strengths/perspective does this person bring to the team? How will including this individual help the team address the school’s current reality?
Gloria Garza	Principal	Currently in second year as Principal of ATDA. Assistant Principal prior to being Principal for one year. Able to see teacher’s strengths and weaknesses. With a new administrator, teachers are eager and wanting to revise and move forward with systems already in place to meet the needs of our students and to change our school academics and school climate/culture.
Joseph Escobedo	APS Charter Leader	In second year as Charter Leader. Brings many years of experience in different capacities with Albuquerque Public Schools.
Lucinda Molina	Special Education Coordinator	Special Education Teacher Coordinator for 25 years. Ensures direct and appropriate individualized instruction is met on IEP’s and that objectives are met. Able to understand the needs of each child, can motivate and

		inspire confidence for everyday skills and tasks. Interaction with students, parents, educators, social workers, speech therapists, occupational therapist, nursing services, diagnosticians, throughout the year.
Gabriel Nemiroff	Social Studies Teacher	In 8th year teaching at the Albuquerque Talent Development Academy. Teaches two departments, as the longest tenured (at ATDA) member of the Social Studies department and is the only member of the Art department. Student Council Sponsor (7 years), Title I Coordinator (3 years), and has served as the teacher representative on the ATDA Budget Committee (5 years). Over the years has spearheaded numerous projects designed to build and improve ATDA as a school and as a community (including building the school garden, public art and landscape projects, etc.) demonstrates that he is committed to ATDA's current and future success.
Mark Hillmeyer	Science Teacher	17 year teacher in all four core content areas 6 th - 12 th grades, worked on vertical articulation team through Manzano cluster k-12 (2003-2005). Led data-driven instruction training at both Kennedy & Taylor MS, identified ways to improve NWEA scores both reading & math school-wide.
Kelly Wogenrich	English Teacher	English Teacher- fourteenth year of teaching with 11 years' experience in charter high schools. In second year at ATDA. Previous experience as member of Leadership Team and Testing Coordinator. Strong content knowledge in English.
Denice Ward	Math Teacher	Committed to the teaching profession. Strong content and pedagogical knowledge in mathematics. Perceived as a leader. Progressive teaching style and is a proponent of standards based instruction and innovative new teaching strategies. Second year as SAT Chair Coordinator. Provided SAT Training Tier I process to staff.



Step 2 – Analyze Data & Set Student Achievement Goals

With the core team, analyze student achievement data (e.g. interim assessment results, common formative assessments, student work samples, summative results). Through deep data analysis and reflection, set summative student achievement goals for ELA and math. An optional third goal may be identified based on deep data analysis (e.g. subgroup achievement, attendance rates).

Once summative goals have been established, set benchmark goals to monitor progress toward summative goals. Benchmark goals should be clearly articulated in both ELA and math (and for an optional third goal), align with summative goals, and be connected to the most current interim or formative assessment data.

Guiding Question – Given the most recent student achievement data, what summative and benchmark goals will create a sense of focus and urgency towards action to increase student achievement?

Student Achievement Goals			
Grade/Subject Area	2016-2017 NWEA Results	2016-2017 NWEA Goals	Benchmark Goals: How will you know you are on track to meet your summative student achievement goals?
Reading	217	222	An average ATDA student grows by 1.5 grade levels in Math and Reading.
Math	218	222	An average ATDA student grows by 1.5 grade levels in Math and Reading.

Well-written goals help to set a bold, positive vision and establish a sense of urgency. They communicate and make visible to all stakeholders the intent of the plan.

Guiding Question – To what extent do summative and benchmark goals meet SMART criteria?

SMART Checklist		
<u>Specific</u>	Is the goal clearly defined?	X
<u>Measurable</u>	Are concrete criteria identified for measuring progress toward attainment of the goal?	X
<u>Ambitious & Attainable</u>	Does the goal stretch the school while still being attainable?	X
<u>Relevant</u>	Does the goal relate to student learning and achievement? Is it data-based?	X
<u>Time-bound</u>	Is the timeframe appropriate for accomplishment of the goal?	X

Step 3 – Identify Focus Areas

Following deep data analysis and reflection on qualitative and quantitative evidence, the core team identifies the 2-3 highest-leverage focus areas that will increase student achievement for all students. Focus areas are best practices that will increase achievement for all students and narrow the scope for root cause analysis, desired outcomes, and critical actions.

Possible evidence sources to consider include: observation data (evaluative or non), lesson/unit plans, student surveys, interim assessment results, common formative assessment results, student work samples, summative results.

Focus Areas & Guiding Questions –

1. Standards Alignment

All grade levels have identified essential standards.

Guiding questions –

- How do you ensure that the Tier I (core) curriculum and instruction is aligned with the CCSS and is being implemented with fidelity?
- Do you have a scope and sequence aligned to the CCSS?

2. Tier I (core) instruction

There is a dedicated block of time devoted to providing core instruction to all students aligned with grade level standards.

Guiding questions –

- What percent of your students are achieving grade-level expectations or making significant growth? If at least 80% are not attaining proficiency, what are you doing to ensure that your school is making significant progress toward this goal?
- What evidence do you have that the level of rigor of the tasks students perform during the lesson is aligned to the rigor of the CCSS?

3. Data-driven instruction

There is a precise, systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis and action.

Guiding questions –

- Are the district's and school's assessment strategies firmly in place? (formative, interim, and summative)
- How do teachers and leadership analyze and act on assessment data?
- Do teacher action plans include focused and targeted whole-group, small-group, and individual interventions?

- How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback?

4. *Tier I interventions*

There are fluid, flexible interventions in place during Tier I (core) instruction for students not progressing as expected.

Guiding questions –

- How do you identify students in need of Tier I (core) interventions?
- How do you differentiate instruction based on the screening results, as well as the abilities and needs of all students in the core program?
- To what extent are Tier I (core) interventions successful in addressing student needs based on data?

5. *Observation and feedback cycles*

Principal and other instructional leaders devote time daily to non-evaluative classroom walkthroughs and provide face-to-face feedback to teachers in a timely manner.

Guiding questions –

- Are frequent and regular non-evaluative walkthroughs built into the leaders' schedules?
- Do leaders give face-to-face direct feedback to teachers focused on specific action steps for improvement?
- To what extent do leaders hold teachers accountable to translate feedback into practice?

6. *Collaboration*

Teachers have time during the week to work together to promote student success.

Guiding questions –

- What evidence do you have that your teacher teams work together weekly to analyze data, share strategies, plan collaboratively, and debrief the outcomes of instruction?
- How do school leaders support and hold teacher teams accountable?

7. *Ongoing, job embedded professional development*

Teacher professional development is grounded in day-to-day teaching practice and is designed to enhance student learning.

Guiding questions –

- Describe the process for identifying and providing job-embedded, ongoing, professional development informed by the teacher evaluation system.

- How is professional development for teachers tied to student needs as identified by assessment data?

8. *Tier II (SAT) process*

There is a system in place to provide strategic and individualized support to students for whom Tier I instruction and interventions have proven insufficient.

Guiding questions –

- What criteria does the SAT team use to identify students in need of TIER II support?
- To what extent are Tier II interventions successful at addressing skill gaps to allow students to master CCSS? What specific research-based interventions are provided?
- Is progress monitoring frequent enough to ensure fluidity and that the RtI process is working?

9. *School leadership and systems*

There is a school leadership framework that supports increasing and sustaining student achievement.

Guiding questions –

- Is there a school leadership team in place comprised of key instructional leaders?
- To what extent does the leadership team focus on data-driven instruction, observation and feedback, standards-aligned planning and instruction, and job-embedded professional development?

10. *School culture*

All students, staff and stakeholders are aware that student achievement is the top priority of school.

Guiding questions –

- Do students receive the continual message that nothing is as important or engaging as learning?
- How do consistent minute-by-minute systems and procedures support a student culture focused on achievement?
- How does leadership monitor and maintain a positive student and staff culture?

Focus Areas	
<i>Focus Area: What are the 2-3 highest-leverage focus areas (best practices – see pp. 3-5) that must be addressed to reach the student achievement goals?</i>	<i>Data Connection: What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area?</i>
Tier II SAT Process	Excessive absences especially among lowest performing quartile. Excessive number of over identification of students being referred to SAT.
School Leadership System	School Core Team has identified student absenteeism as a specific focus area. In order to report complete school data for improved monitoring of student progress and that data driven instruction is implemented and accurate. This will help us to better monitor academic progress and improve our accuracy of schoolwide data.
School Culture	Received an F on school grade in lowest and highest performing students, neither category is progressing at an acceptable rate. Our goal is for both category's to increase the rate of improvement among both lowest and highest performing quartiles.

Step 4 – Conduct Root Cause Analysis

After identifying 2-3 high-leverage focus areas, the core team engages in thoughtful root cause analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge.

Resources: Fishbone template, 5 Whys Guidance, Role Play Script

Guiding Questions –

- What do you believe is at the heart of the problem for this focus area?
- What qualitative and quantitative evidence do you have to support this hypothesis?
- Would the problem/challenge have occurred if that cause had not been present?
- If the cause is corrected, will the problem/challenge reoccur?

Root Cause Analysis Notes		
<i>Focus Area</i>	<i>Root Cause Hypothesis</i>	<i>Evidence to Support</i>
Tier II SAT	SAT Process has not been effective enough.	Did not properly follow through with Tier One interventions and too many students referred to SAT.
School Leadership System	Because we are a small school we do not have Teacher Leads/Department Heads. Each teacher reviewed their own data rather of looking at it as a department or faculty wide. Our reorganization of establishing a leadership team will allow data analysis to occur at all levels.	Absenteeism is the single greatest cause of student/school failures. We need to do things differently because we are a small school. The establishment of a leadership team will allow us to focus on absenteeism as an issue, as well as to better facilitate and implement our data analysis and data driven instruction. The goal is for absenteeism to decrease, and our data will be accurate and implemented proficiently, as well as used effectively.
School Culture	Students were not held accountable and did not have enough ownership and access to their grades. Expectations were not clear. Academic performance of student athletes and students in extracurricular activities were low.	We still have an F on the lowest performing students on our school grade. Highest performing students were not progressing as much as they should. We believe that by increasing the rigor of accountability and our expectations for our most visible students, our athletes and students in extracurricular activities, which will improve our school culture in general and lead to better outcomes. We are setting visible goals for all students.



Step 5 – Create Desired Outcomes & Define Critical Actions

Create Desired Outcomes:

Based on each thoughtful root cause analysis, the core team creates a 90-day Desired Outcome for each focus area. Specifically, the team identifies the ***change in adult behaviors*** that will create focus and urgency towards action that would logically result in increased student achievement in math and reading.

Guiding Questions for Setting Desired Outcomes –

- What specific outcome do you want? What change in adult behaviors will be observable by the end of 90 days?
- How will you know when you have reached this goal? What will be different if you are successful in focusing on this area of practice? After 90 days, what changes in practice will be observed?

Desired Outcomes	
<i>Focus Area</i>	<i>Draft Desired Outcome (<u>change in adult behaviors</u>)</i>
Tier II SAT	All teachers following SAT procedures and provide documentation to keep students out of Tier III.
School Leadership System	In order to improve data analysis we have established a leadership team consisting of one member from each core subject, Special Education and Administration. Members will analyze data in core content teams during PLC. Leadership Team will implement departmental data analysis on a school wide basis creating a pyramidal organizational structure integrating our systems of data analysis from individual teachers to departments to the leadership team to admin to whole staff for complete integration and implementation.
School Culture	Advisory Teachers will continue to use one class a week to meet with each individual student in their Advisory class in order to check grades and standards. With the guidance and the work the Advisory teacher is doing each student will take ownership for their own academic progress and standard specific tracking as well as through power school and their Personal Education Plan on both macro and micro levels. In order to prepare students for College and Career Readiness assessments, Advisory Teachers and Counselor will ensure students will take one or more of the following tests, PSAT, ACT, SAT, Accuplacer or Advanced Placement as well as classes that will also prepare them to be College and Career Ready.



Define Critical Actions:

After identifying the desired outcomes (change in adult behaviors), the core team determines the critical actions that will promote a sense of urgency toward addressing root cause(s) and achieving each desired outcome.

Guiding Questions for Critical Actions (Options) –

- What are some possible ways to achieve...?
- What will you do to move yourself closer to the goal?
- What have you done in similar situations in the past?
- What is something you have never tried?
- What else?

Guiding Questions for Critical Actions (Decisions) –

- Which would be most impactful?
- What exactly will you do?
- Who will be involved? How are critical actions strategically owned by various school/district individuals?
- What obstacles do you need to address in order to get this done?
- What support/resources will you need to make this happen?

Focus Area: Tier II SAT				
Desired Outcome: All teachers will follow SAT procedures and provide documentation to keep students out of Special Education.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
8/16/17	SAT Training	Meeting Site, date and time	Principal	Principal, SAT Chair and SAT Co-Chair
9/15/17	Professional Development will be given to Teachers during PLC on the Process of referring a student to SAT.	SAT Referral Forms	Principal, SAT Coordinator Counselor	SAT Team & Teachers
Ongoing	Referral to SAT Coordinator	SAT Referral Forms	Teacher	SAT Team
Within two weeks of referral	SAT Referral Packet Review and Certification	Referral Packet	SAT Team	Sat Team

Within two weeks of referral	Schedule Meeting and send out invitation and survey to parents	Invitation Form and Survey	SAT Coordinator	SAT Team
During initial SAT Meeting	SAT Team develops timelines and determines progress monitoring frequency and parties responsible for each aspect of the plan.	Meeting time and place	SAT Team	SAT Team/Parents
Bi-weekly monitoring	Implementation of Tier II as discussed in SAT Meeting	Individualized, written plans for targeted intensive interventions are drafted Tier II Intervention	SAT Team	Teachers
After 9 weeks of monitoring	After approximately 9 weeks (with at least 4 data points), a follow-up SAT is to be scheduled to determine effectiveness and next steps.	Documentation of data points	SAT Team	SAT Team
Follow SAT after 9 weeks	Determination to be made: <ul style="list-style-type: none"> • No further actions/interventions required • Continue current actions/intervention until TBD • Continue with current plan TBD • Create revised action/SAT Intervention Plan • Create new action action/SAT Intervention Plan • Refer student to 504 eligibility consideration • Refer student to special education consideration 	All documentations	SAT Team	SAT Team

Focus Area: School Leadership System

Desired Outcome: In order to improve data analysis we have established a leadership team consisting of one member from each core subject, Special Education and Administration. Members will analyze data in core content teams during PLC. Leadership Team will implement departmental data analysis on a school wide basis creating a pyramidal organizational structure integrating our systems of data analysis from individual teachers to departments to the leadership team to admin to whole staff for complete integration and implementation.

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
August 29-Sept. 5	Administer NWEA Round 1	Computers to administer NWEA	Principal	Teachers
Sept. 1	Leadership team will be established.	Schedule meeting to establish Core Team.	Principal	Administration, Special Education Coordinator and a Teacher from each core subject
Sept. 22	90 days begin - Analysis of NWEA in core content groups	NWEA data/core content teachers	Core Team with Core Content Teachers	Core Team with Core Content Teachers
Sept. 29	Core Team meets analyzes the data	NWEA Data	Core Team	Core Team
Oct. 1-12	Core Team implements action plan	NWEA Data	Core Team	Core Team
Jan. 3-Feb. 10	Review outcomes of data driven instruction at 90 days	NWEA Data	Core Team	Core Team and Teachers
Jan. – Feb.	Administer 2 nd short cycle of	Computer Lab	Teachers	Teachers
Jan. – Feb.	Review Personal Education Plan (PEP)status and determine goals	PEP	Teachers	Teachers

Focus Area: School Culture

Desired Outcome: Advisory Teachers will continue to use one class a week to meet with each individual student in their Advisory class in order to check grades and standards. With the guidance and the work the Advisory teacher is doing each student will take ownership for their own academic progress and standard specific tracking as well as through power school and their Personal Education Plan on both macro and micro levels. In order to prepare students for College and Career Readiness assessments, Advisory Teachers and Counselor will ensure students will take one or more of the following tests, PSAT, ACT, SAT, Accuplacer or Advanced Placement as well as classes that will also prepare them to be College and Career Ready.

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
8/5/17	Scheduling of Career and College Readiness classes	Master Schedule	Principal	Counselor
8/9/17 ongoing	Make students aware of assessments- ACT SAT, Advanced Placement, Accuplacer and their purpose	Information for ACT, SAT, Advanced Placement and Accuplacer	Principal	Counselor
8/17 thru 5/17 /18	Continuation of Advisory Teacher meeting once a week with Advisory students.	Access to all student grades and attendance	Principal	Advisory Teachers
8/17	Class meeting for all grades to discuss transcripts and opportunities for College and Career Readiness assessments and classes	Transcripts, and information CCR assessments	Principal	Counselor
8/17 thru 5/18	Give information to students with ACT & SAT administration dates. Give Waivers for ACT to students taking the test.	Information, Sites and Schedule for ACT and SAT Administrations	Principal Testing Personnel	Testing Personnel
10/11/17	Administer PSAT to 10 th graders and 11 th graders	Computer Lab	Principal	Testing Coordinator
10/11/17	Provide a College and Career Fair for students to meet with representatives	Representatives from Colleges	Principal & Counselor	Representatives from colleges
10/18/17	Offer FAFSA Information Night	Computers	Principal	Counselor and FAFSA representative
11/1/17	Take Students on a Field Trip to CNM	Bus	Principal	Counselor and other Chaperones

11/17	Administer the Accuplacer	Computer Lab	Principal	Counselor and Educational Assistant
12/14/17	Review of Junior and Senior Student Schedule	Student Schedule	Principal	Counselor and Advisory Teacher
1/3/18	Register students who need to be in a College and Career Readiness Class	Master Schedule	Principal	Counselor
5/18	Administration of Advanced Placement Tests	Test, Computers and headphones, separate rooms	Principal & Testing Coordinator	Testing Coordinator

Step 6 – Monitor Implementation

After creating a desired outcome for each focus area and defining the critical actions, the core team strategically selects progress indicators – the metrics and evidence that will be used to measure progress toward the desired outcomes and goals. The core team identifies how the plan might be adjusted due to accelerated progress and unanticipated barriers.

Guiding Questions –

- What are the metrics, feedback, observations, etc. the core team will use to determine progress toward the desired outcome? What is the evidence of progress?
- How will you know the critical actions are having a positive impact?
- How might the plan be adjusted due to accelerated progress or unanticipated barriers?

Focus Area: Tier II SAT				
Desired Outcome: All teachers following SAT procedures and provide documentation to keep students out of Special Education.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.				
PROGRESS INDICATORS				
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>		
Ongoing	Fewer students referred to SAT Tier II based on success of interventions for Tier I and supportive teacher strategies.			

Focus Area: School Leadership System

Desired Outcome: In order to improve data analysis we have established a leadership team consisting of one member from each core subject, Special Education and Administration. Members will analyze data in core content teams during PLC. Leadership Team will implement departmental data analysis on a school wide basis recreating a pyramidal organizational structure integrating our systems of data analysis from individual teachers to departments to the leadership to admin to whole staff for complete integration and implementation.

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
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Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
Ongoing	All teachers will collaborate and analyze student data cross curricular and with their departments. They will work to use student outcomes to re-design instruction for student success.	

Focus Area: School Culture

Desired Outcome: Advisory Teachers will continue to use one class a week to meet with each individual student in their Advisory class in order to check grades and standards. With the guidance and the work the Advisory teacher is doing each student will take ownership of their own academic progress and standard specific tracking as well as through power school and their Personal Education Plan on both macro and micro levels. In order to prepare students for College and Career Readiness assessments, Advisory Teachers and Counselor will make ensure students will take one or more of the following tests, PSATACT, SAT, Accuplacer or Advanced Placement as well as classes that will also prepare them to be College and Career Ready.

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
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Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
Ongoing	Improvement in student grades, attendance and be College and Career Ready.	

	Each student will have taken one or more College and Career Readiness assessments and classes to prepare them to be college and career ready.	
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System to Monitor Implementation –

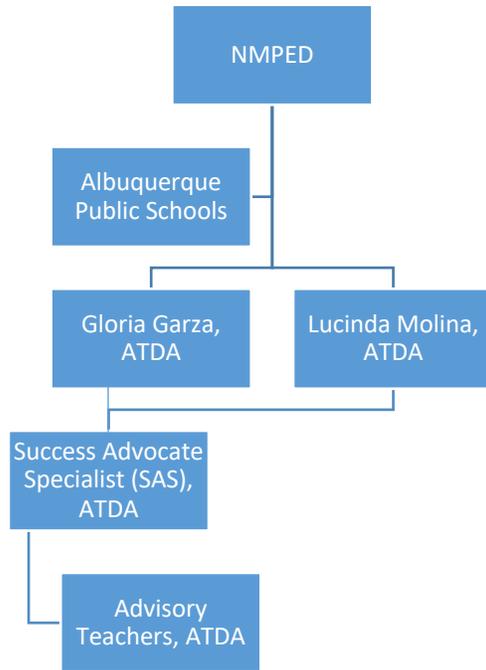
The core team clearly details a system to monitor implementation of the plan including a procedure, timelines, and person(s) responsible.

Guiding Questions –

- How will the core team systematize implementation and monitoring of the plan?
- What is the procedure? What are the timelines? Who is responsible?

System to Monitor Implementation		
Procedure	Timelines	Person(s) Responsible
Ongoing	<ul style="list-style-type: none"> • Core Team and whole staff discussions in weekly PLCs. • Leadership will monitor and do walkthroughs. • Leadership is on SAT Team, will be able make sure proper procedures for Tier I and II are followed. • The Core Team will meet once a month in PLC to revisit the plan and Progress Indicators and reflect upon evidence that Critical Actions are having a positive impact towards Desired Outcomes and Summative/Benchmark/Goals. The Core Team will make any necessary adjustments to the 90-day plan as needed. • All updates will be emailed to School Board, and staff on Monday Memos or discussed in PLC. • Charter School Leader will receive all information on Progress Indicators reflections upon evidence that Critical Actions are having a positive impact towards Desired Outcomes and Summative/Benchmark/Goals. • Will share in Parent Newsletters and Parent Advisory Meetings significant changes and outcomes. • At the end of each 90-day plan, Core Team and all staff will celebrate successes, identify lessons learned and generate input for next semester’s plan. 	Core Team and Leadership Team

Organizational Chart



Appendix B: Comprehensive Support and Intervention Assurances

The following assurances indicate support of the Board of Education (BOE), Local Education Agency (LEA), and School Leadership for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years in the areas specified. By signing these assurances, the parties agree to three years full participation in the **Comprehensive Support and Improvement Evidence-Based Intervention Implementation**.

If at any time a signed party does not adhere to the agreed assurances, the Request for Application will be deemed incomplete.

LEA:

The Board of Education commits to the following:

1. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
 - a. The BOE assures that it was involved in the discussion and application process with the LEA applying on behalf of eligible schools and supports the application/s.
 - b. The BOE commits to supporting the superintendent in modifying practice and policy, if necessary, to enable schools and teachers to fully participate and implement evidence-based interventions.
 - c. The BOE commits to flexibility in scheduling as it relates to evidence-based intervention activities, to include but not limited to allocating time for professional development and collaboration.
 - d. The BOE supports the use of summative and formative assessments to assess student proficiency and reviews LEA and school growth regularly to inform superintendent's progress toward LEA proficiency targets.
 - e. The BOE commits to successful completion of the evidence-based intervention in the event of LEA or school leadership changes.

The LEA commits to the following:

1. Assuring that each school the LEA proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under Title 1, Part A, Sec. 1003a
2. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
 - a. Partner with principal to establish a comprehensive school 90-day plan that is aligned with the LEA's strategic plan
 - b. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues
 - c. Put into place rigorous and aligned interim assessments 3-4 times per year along with efficient data collection and distribution for use at the school level
 - d. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school

- e. Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA
- 3. Ensure that conditions are in place at the school level to support turnaround, including:
 - a. Rigorous aligned interim assessments 3-4 times per year
 - b. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
 - c. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings
 - d. Structured weekly collaboration time for ongoing data analysis by PLCs
 - e. Student and staff culture of learning
 - f. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
- 4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
- 5. Develop a sustainability plan prior to the end of Year 3

School Leadership Commits to the Following:

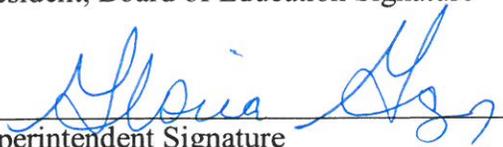
- 1. Partner with LEA leadership to create and/or align systems at the school level to support a 90-day plan aligned with the LEA's strategic plan, including:
 - a. Rigorous aligned interim assessments 3-4 times per year
 - b. Timely dissemination of interim assessment data to teachers
 - c. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader(principal, assistant principal, instructional coach) analysis meetings
 - d. Teacher action plans addressing root cause analysis of interim assessment data developed by all teachers prior to one-on-one teacher-leader analysis meetings
 - e. Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time
 - f. Student and staff culture of learning
 - g. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
- 2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention

President, Board of Education Signature

Date

Superintendent Signature

Date



2/14/18

Appendix B: Certification and Approval

I hereby certify that I am the applicant's Superintendent/Charter Director, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

Gloria Garza | 2/14/18
Superintendent/Charter Director Printed Name | Date

Gloria Garza | 2/14/18
Superintendent/Charter Director Signature (blue ink) | Date

Certification and Approval

I hereby certify that I am the applicant's School Board President, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

Leslie S. Elmore-Stenger | 2/14/18
Board President Printed Name | Date

Leslie S. Elmore-Stenger | 2/14/18
Board President Signature (blue ink) | Date