

LEA Comprehensive Support and Improvement Competitive Grants Application

LEA Name:	Albuquerque Public Schools
Submitting on Behalf of (name of school):	Highland High School
Number of Students Served:	1,238
Number of Certified Licensed Staff:	144

I. LEA Organizational Culture

A. LEA Overview

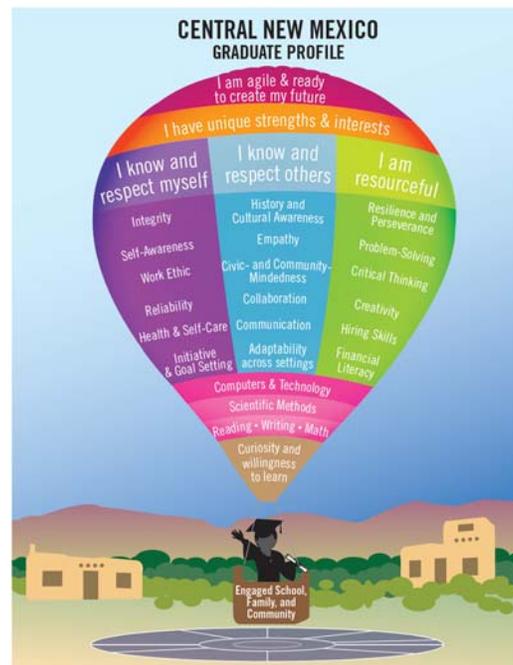
Describe the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action.

The APS Academic Master Plan

When Superintendent Reedy took the reins of the Albuquerque Public Schools (APS) in 2015, one of her first acts was to appoint a steering committee of district leaders to develop a comprehensive Academic Master Plan. With input from practitioners, families and the public, the Academic Master Plan Steering Committee crafted a list of shared principles and values upon which the Academic Master Plan is based:

- Safe schools
- Whole child development
- Quality teaching
- Healthy, supportive relationships
- Equitable access for all
- Student voice, feedback and involvement
- Innovative learning
- Developmentally appropriate curriculum
- Community and culturally responsive curriculum
- Social and emotional growth
- Authentic assessments
- Open communication with parents and community

As a part of the academic master plan process, the district also worked with stakeholders, including business owners and community leaders, to create a graduate profile outlining the skills, attitudes and characteristics APS graduates need in order to be successful members of our community. This process was facilitated by Mission: Graduate. The Albuquerque Public Schools Graduate Profile is included here.



Working backwards from the graduate profile, and keeping the shared principles and values in mind, the APS Academic Master Plan Committee defined three key goals for the district: Early Learning, College and Career Readiness and Developing the Whole Child. These goals are further defined as described below:

- **Goal 1. Early Learning:** Early learning begins at home, is nurtured in supportive classrooms as children develop language and number skills, and grows as students become adept at using these skills in a variety of ways.
- **Goal 2: College and Career Readiness:** All students will graduate – without the need for remediation – having the skills, attitudes and characteristics to prepare them for post-secondary education, careers and life in an ever-evolving global community.
- **Goal 3: Developing the Whole Child:** Students develop physically, mentally, emotionally, socially and intellectually in safe and welcoming environments that remove barriers to learning, embrace individuality and connect to their community.

The process of developing the APS Academic Master Plan also led the district to think deeply about how it could best support schools in achieving the ambitious vision defined in the plan. Rather than organizing schools into grade levels, the district recognized that schools only exist embedded into communities and that each school represents a network of relationships between students, families, teachers, and community members. So that district leadership and support could be more responsive to community needs and more embedded within community relationships, the district created four zones and named an Associate Superintendent of Leadership and Learning for each zone at the beginning of the 2017-2018 school year.

With this vision of success in mind, Albuquerque Public Schools has defined two processes to identify needs and performance challenges, to determine root causes of educational struggles, and to set priorities for future action, both for the district and for individual schools. These two continuous improvement processes are the APS Academic Master Plan Performance Framework and the NM DASH 90-Day Plan process.

The APS Academic Master Plan Performance Framework

Using the APS Academic Master Plan Performance Framework, schools are measured by an APS defined and developed Performance Framework for articulating holistic school performance in four categories, which are measured quantitatively from several data sources:

1. School Culture and Climate:

- Parent Survey
- Teacher Survey
- Student Survey
- Teacher Retention

2. Growth and Achievement

- Percentage of students improving on PARCC ELA
- Percentage of students improving on PARCC Math
- Percentage of 2nd graders at Reading benchmark
- Percentage of non-benchmark 2nd graders at Reading benchmark by 4th grade

- Percentage of students improving on iReady
- Percentage of students taking and passing Advanced Placement or Dual Credit classes
- Four-year cohort graduation rate
- Percentage of students in a cohort meeting College & Career Readiness standards

3. Student Engagement

- Attendance
- Truancy
- NM TEACH Domain 3 Scores
- Student Survey

4. Parents and Community Engagement

- Quality of Education Survey Results
- Quality of Education Survey Return Rate

The APS Academic Master Plan Steering Committee developed these categories after consulting with practitioners and community members and identifying key themes from these stakeholder dialogues. Each piece of feedback was read, categorized and labeled. Then, the Office of Accountability and Reporting (OAR) determined which data sources to use in Performance Framework calculations. Principals provided input into the desired weight of each indicator within each category: School Culture & Climate, Growth & Achievement, Student Engagement and Parent & Community Engagement. For each indicator in each category, schools are identified as green, yellow or red as a visual cue. After reviewing the results of the Performance Framework and the needs of each school, district leadership created a tiered system of support for schools with multiple entry points, depending on school needs and areas of concern indicated by the Performance Framework.

NM DASH 90-Day Plan

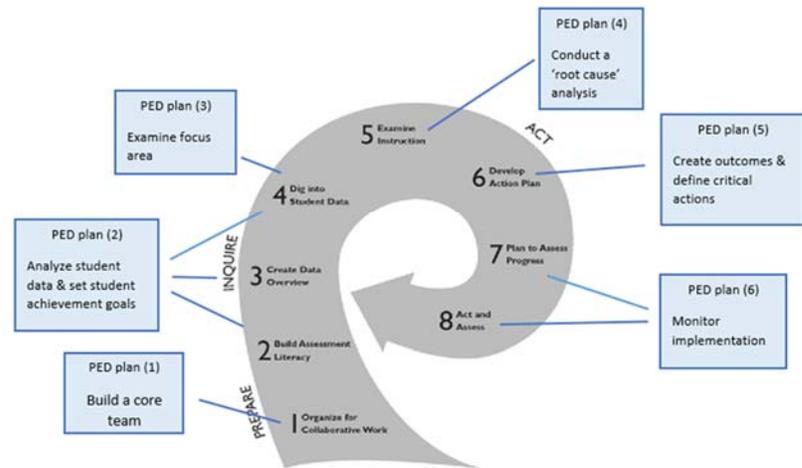
The APS Academic Master Plan Performance Framework complements the New Mexico Public Education Department's NM DASH 90-Day Plan process. Based on the information from the APS Performance Framework, APS required underperforming schools to start the NM DASH 90-Day plan in the spring of 2017. The remaining APS schools will complete their 90-Day Plans in the spring of 2018. Thus, all APS schools are using the 90-Day Plan process, which identifies needs and performance challenges, determines root causes, and sets priorities for future action.

Albuquerque Public Schools believes schools are the unit of change and has invested significantly in the district's capacity to assist schools in using the NM DASH 90-Day Plan to drive the school improvement process. To specifically address school growth and achievement within the NM DASH 90-Day Plan process, APS established a School Accountability Support (SAS) Department. SAS is the premier data-coaching team in the district. SAS applies research-based practices in their work with APS schools. Specifically, SAS introduces processes and protocols from *Data Wise* (Parker Boudette, City, & Murnane, 2008) to enhance the 90-Day Plan process. APS annotated the Data Wise model with the NM

DASH 90-Day Plan process to facilitate robust school improvement. Figure 1 displays the alignment of these two programs.

Figure 1. *Relationship Between Data Wise and the NM DASH 90-Day Plan*

In concurrence with these resources, SAS furnishes customized data reports for schools. For example, SAS generates an evidence statement analysis report that elucidates source data for school-wide analysis and planning. SAS also generates reports based on PARCC school student content roster data. By intertwining this data with class rostering, SAS empowers teachers to think about their approach to differentiated instruction. SAS also uses the school report card, the performance level summary for each assessment, and individual student reports as school data analysis opportunities. With these in-hand resources, SAS conducts whole-staff professional development, trains school-based core teams, and coaches instructional coaches and lead teachers.



Finally, SAS provides comprehensive support for schools completing their NM DASH 90-Day plans. SAS Accountability Support Coordinators and NM DASH Coordinators not only serve on school core teams as district representatives, but they also provide regular feedback as schools construct and implement their plans. Furthermore, SAS conducts comprehensive training for APS schools on how to complete and submit their 90-Day Plans. This includes managing all APS accounts in the NM DASH portal.

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

In the fall of 2017, APS utilized a Strengths-Weaknesses-Opportunities-Threats (SWOT) strategic analysis process to review the district's current reality. These results, along with community input, were used to determine the focus areas for the district's Academic Master Plan. The district has continued to use this process annually to examine its capacity, strengths and needs related to curriculum, instruction, and assessment. SWOT analysis is a formal process by which organizations position themselves to have a competitive advantage. This tool allows organizations to maximize opportunities and minimize threats in the environment while maximizing the advantages of the organization's strengths and minimizing its weaknesses (Heizer & Render, 2014).

District leadership completed the SWOT process utilizing tools and processes consistent with prior reviews. This review provided important details as district leadership identified needs and performance challenges and began to establish priorities for future action. The review challenged district leadership to consider any preconceived notions about the district and measure this against the analysis.

A number of themes emerged in the most recent analysis. In terms of **Strengths (S)**, district leadership noted:

- As a large urban district, APS is able to offer a diverse range of academic programs. This has allowed the district to provide a large number of Advanced Placement classes. Dual Language programs are growing. The Executive Director of Innovation recently received grant funds to support the creation of a comprehensive K-12 STEM magnet program in a cluster of three schools.
- APS offers the most comprehensive special education programs in the state, encouraging families from across the state to move to APS and enroll their special needs children.
- APS offers an extensive range of CTE coursework and opportunities for multiple programs of study and meta-majors through access to dual credit from four post-secondary institution partners.
- APS instituted Instructional Rounds and more focused PD for principals this year.
- Community Schools are a growing stronger and more prevalent in APS.
- APS is fostering a collaborative culture across the district.
- The Learning Zone structure has tightened the district's organizational structure.

As far as **Weaknesses (W)**, the team noted:

- APS lacks professional development centered on turnaround strategies.
- APS needs a common interim assessment that is consistent with state standards.
- It is difficult to find time for impactful teacher training.
- There is a teacher shortage, which schools with special programs such as Dual Language or Special Education, feel most deeply.
- High turnover rates for both teachers and administration.
- The district needs to develop consistent K-12 pathways for students so they can follow a curriculum throughout their school career.
- The district needs to determine a K-12 ELA curriculum that supports teachers in Common Core State Standards based instruction.
- Teachers need ongoing professional development opportunities that support not only the implementation of adopted curriculum, but also deep pedagogical shifts and strategies that engage students.

In examining **Opportunities (O)**, APS identified:

- An improving budget forecast.
- Increased partnerships with external entities to include universities, community colleges and local non-profit organizations.

- A wide range of rural, suburban and urban schools, coupled with magnet and charter schools, offers parents a portfolio of school options to choose from.
- Innovative schools and school programs serve as demonstration labs for the district.
- The state has placed a greater focus on the importance of early childhood education.
- The Council of Great City Schools is looking for ways to support the current administration and developing initiatives.
- An improving relationship with the Public Education Department, including increased grant opportunities.

External **Threats (T)** include:

- A state budget that is too reliant on oil prices.
- A loss of instructional time tied to an increased number of lockdowns due to crime in the city.
- High population mobility.
- A lack of full-day pre-K programs to build early skills.
- A lack of public confidence in APS, coupled with actual misinformation about the district.
- Finally, a common expectation that school is a place to fix community problems, such as homelessness, hunger, poverty, and drug abuse.

APS is able to apply this analysis to its capacity and needs, identifying specific evidence-based interventions to assist schools in need of significant improvement. Clearly, issues around curriculum and talent management are at the forefront of this analysis and will guide the district's decision-making process moving forward.

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.

The Albuquerque Public Schools Department of Curriculum and Instruction (C&I) is responsible for ensuring that grade level scopes and sequences used by schools and teachers align with New Mexico Common Core State Standards (NMCCSS) for ELA/Reading and Math. The instructional materials adoption process establishes clear alignment to NMCCSS as a requirement for consideration. Delivery of scope and sequence is, however, not determined by adopted curriculum. Scope and sequence maps were created at the district level with the initial implementation of NMCCSS.

As a part of the process by which the district purchases instructional materials, APS C&I requires that all materials be written to align with the New Mexico Common Core State Standards. Materials only reorganized to align with the NMCCSS are not considered for use or purchase by the district. This is true for both for ELA/Reading and Math.

K-5 Mathematics

Albuquerque Public Schools uses Origo Stepping Stones as its K-5 core math program. Stepping Stones is aligned with the New Mexico Common Core State Standards and was

adopted by the district in 2014. The NMCCSS call for three shifts in the approach to teaching mathematics: a greater **focus** on fewer topics; more **coherence** of topics across grades; and increased **rigor** in math instruction. The Origo Stepping Stones curriculum for students in grades K-5 builds conceptual understanding through rigorous problem-solving activities, and supports computational fluency with strategies and practice.

In addition, the APS Department of Curriculum & Instruction is currently drafting new frameworks for K-5 Math, to be finished in April 2018 for use in the coming 2018-2019 school year. The purpose of the frameworks is to increase student achievement by ensuring that educators understand specifically what the NMCCSS mean and what students must know, understand and be able to do. In addition, frameworks are intentionally program agnostic to ensure longevity and fidelity of the implementation. Frameworks may also be used to facilitate discussion among teachers and curriculum staff and to encourage coherence in the sequence, pacing, and backwards planning for grade-level curricula. The APS Elementary Math Curriculum Frameworks, along with on-going professional development, are one of many resources used to understand and teach New Mexico Common Core State Standards in Mathematics with fidelity in APS classrooms.

K-5 Literacy

Albuquerque Public Schools adopted the Macmillan/McGraw-Hill program Treasures/Tesoros as its core K-5 English/Spanish Language Arts program in 2008, before the New Mexico Common Core State Standards were adopted in 2010. A small number of schools adopted StoryTown/Villa Cuentos, published by Harcourt, at the same time. Since 2010, both publishers have aligned these programs to the NMCCSS. Both of these programs are now outside of the official adoption period.

In addition to the officially adopted ELA/SLA K-5 program, all K-5 schools in APS have access to Foundations, which is a supplemental core program in grades K-2. Foundations is a multisensory early literacy program that focuses on phonemic awareness, phonics, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. Foundations is aligned to the NMCCSS and is part of a Response to Intervention (RTI) framework. Ideally, Foundations is used to provide research-based instruction to all students as a Tier 1 approach. It is also appropriate for as a Tier 2 intervention for students at risk for reading difficulties, according to the publisher. Although Foundations includes comprehension strategies, it must be combined with a core/literature-based language arts program for an integrated and comprehensive approach to reading and spelling.

In response to the need for standards-aligned ELA/Reading instruction, the APS Department of Curriculum & Instruction is providing professional development for teachers through the Consortium on Reaching Excellence in Education (CORE). CORE Literacy was introduced to APS by the New Mexico Public Education Department (NMPED) through the Reads To Lead Grant. CORE Literacy is program agnostic and emphasizes the foundational reading skills each student must master to become a successful reader. Its professional development offerings help teachers make the shifts required by the NMCCSS in ELA. CORE Literacy trainers in APS offer CORE Literacy professional development, with upcoming training beginning in spring 2018, and summer institutes that can be earmarked for new staff of our

Comprehensive Support & Improvement (CSI) schools. CORE Literacy research shows a direct correlation to the skills, knowledge and abilities required by the NMCCSS.

6-12 Mathematics & Literacy

After the New Mexico Common Core State Standards were adopted in 2010, the district created scope and sequence maps for each grade level and subject area, which were completed in 2013. The APS Department of Curriculum and Instruction has also created units of study linked to the NMCCSS and the grade level scopes and sequences. These guiding documents are available online through APS C&I.

As complex understandings of the NMCCSS grew, individual teachers and schools began to reorganize the way the scope and sequence was delivered to reflect that understanding. The district is now at a point where schools have moved out of alignment with each other and is in the midst of a realignment process. All secondary schools are being surveyed in all ELA and Math courses to determine the month in which each standard is the primary focus of instruction. These surveys will be compiled at a district level to determine sequencing patterns for each course. New course scope and sequence documents will be created which are more reflective of the current implementation of NMCCSS.

Beginning in 2018-2019, standards will be clustered by grading term rather than month, so that student grades on report cards are an indicator of mastery of a specific set of standards. This aligns with the district Academic Master Plan and its focus on standards-aligned instruction and grades as an indicator of a student's ability to meet standards. A common scope and sequence will also allow teachers within a school to design common formative assessments by grade or course. The data from formative assessments can be disaggregated immediately at a classroom level to see if students are proficient in the specific standards addressed for that term.

The survey of individual course alignment of standards by school are due by May 2018. These will be analyzed and translated into new scope and sequence documents available for implementation in the fall of 2018. With all secondary schools following the same scope and sequence, professional development can be targeted to the specific standards that are being taught at that time and embedded in classroom practice.

A common scope and sequence across schools will be complemented by common vertically aligned curriculum. Instructional materials scheduled for purchase this summer will allow all secondary schools to utilize the Springboard curriculum for ELA. This rigorous curriculum, designed by the College Board, has already shown strong achievement gains in pilot middle schools and has been fully implemented in high schools for two years. The district also has national Springboard trainers in our schools who facilitate ongoing professional development.

Schools will be encouraged to use Eureka Math at both the middle and high school level to allow for similar vertical alignment. Instructional materials for Eureka Math are printed on demand at a district level and can be sequenced to match the district scope and sequence for math courses to allow for more convenient implementation.

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

Multi-Tiered System of Support for Schools

As described previously in this application, Albuquerque Public School has developed a Performance Framework for schools in order to better understand individual schools' strengths and needs. Using a multi-tiered system of support with multiple entry points, district leadership customizes both the intensity and the type of support received by school leaders in their school improvement efforts. Because APS believes that schools are the unit of change, the district has carefully aligned its resources, supports and level of supervision to the needs of the schools to better catalyze the school transformation process. The support structure is as follows:

Tier 1 Criteria:

- NMPED School Grade: A or B.
- APS Performance Framework: 0-1 Red Areas.

Tier 1 Support Plan:

- Participation in instructional rounds.
- District-led monthly professional learning.

Tier 2 Criteria:

- NMPED School Grade: A, B or C.
- APS Performance Framework: 2-3 Red Areas.

Tier 2 Support Plan:

- Participation in instructional rounds.
- District-led monthly professional learning.
- Monthly site visits by Principal Support Specialists/Associate Superintendents.

Tier 3 Criteria:

- NMPED School Grade: D or F.
- APS Performance Framework: 2-4 Red Areas.
- NMPED Designation of Targeted Support & Improvement (TSI).

Tier 3 Support Plan:

- Participation in instructional rounds.
- District-led monthly professional learning.
- Monthly monitor/data review visits by Principal Support Specialist/Associate Superintendent.
- Implementation of Early Warning Systems protocols.
- Data Wise Analysis of iReady & Istation Student Formative Assessments.
- Principals Pursuing Excellence

Tier 4 Criteria:

- NMPED Designation of Comprehensive Support & Improvement (CSI).

Tier 4 Support Plan:

- Participation in instructional rounds.
- District-led monthly professional learning.
- Monthly monitor/data review visit for plan by Associate Superintendent.
- Implementation of Early Warning Systems protocols.
- Data Wise Analysis of iReady & Istation Student Formative Assessments.
- Priority staffing.
- Full-time assistant principal and instructional coach.
- Participation in School Turnaround Leadership Training through Harvard Graduate School of Education beginning in 2019-2020.

Tier 5 Criteria:

- NMPED Designation of More Rigorous Intervention (MRI)

Tier 5 Support Plan:

- Participation in instructional rounds.
- District-led monthly professional learning.
- Monthly monitor/data review visit for plan by Associate Superintendent.
- Implementation of Early Warning Systems protocols.
- Data Wise Analysis of iReady & Istation Student Formative Assessments.
- Priority staffing and budgetary oversight.
- Full-time assistant principal and instructional coach.
- School Turnaround Leadership Training through Harvard Graduate School of Education

APS plans to work with the Harvard Graduate School of Education to develop the capacity of principals at MRI schools and district leadership through its School Turnaround Leaders program. School turnaround efforts require highly effective leaders who are able to create the conditions for rapid and sustained change. Leaders must drive fundamental shifts in school culture and instructional practice that result in rapid gains and ongoing performance. The demands are great and the need for such leaders is even greater. The School Turnaround Leaders program from the Harvard Graduate School of Education brings together individuals and teams who are charged with turning around chronically underperforming schools. Participants learn how to establish high expectations for instructional quality, develop effective teams, translate data into action, and generate deep engagement among school and community stakeholders. They leave with a school improvement plan they can put into action right away.

During this five-day institute, principals and district leaders will work with a cohort of fellow turnaround leaders to analyze and refine school's turnaround plans and develop the skills needed for successful implementation. Leaders will:

- Develop a theory of action to achieve rapid, meaningful improvement
- Use data to set strategy, assess progress, and drive decision-making at the classroom and school levels
- Learn how to transform school culture and foster high-quality instruction
- Acquire strategies for communicating your vision to the press and community

For a culminating project, leaders will develop a theory of action for their schools and gain valuable feedback from peers and faculty. Principals of CSI schools will begin working with the Harvard program starting in the summer of 2019.

The Role of Instructional Rounds in Implementing Standards-Aligned Instruction

A key part of APS's system of support and accountability for schools is the practice of instructional rounds. APS adopted instructional rounds in the spring of 2016. Instructional rounds—a practice adapted to education from the field of medicine—offer a structure for educators to work together to solve common problems and improve their practice. The model was developed at the Harvard Graduate School of Education and was outlined in *Instructional Rounds in Education* (City, Elmore, Fiarman & Teitel). Instructional rounds have been used in schools and across districts to raise the quality of instruction for all students.

APS adopted instructional rounds as a part of an initiative to strengthen the learning culture in the district. After observing the instructional rounds process used by Santa Fe Public Schools, district leadership did a book study on *Instructional Rounds in Education* and attended a week-long instructional rounds institute at Harvard. As district leadership trained principals in the model of instructional rounds, leadership emphasized the opportunity to look at a specific problem of practice and benefit from one another's expertise, allowing school leaders to see what other schools are doing and be reflective about their own work.

Instructional rounds in APS support and build upon other improvement processes underway in the district. To begin, the district aligned its model of instructional rounds to the Data Wise process, using school achievement data to help schools identify a learner-centered problem of practice. Instructional rounds also support the continuous improvement assessment process in the NM DASH 90-Day Plan. In particular, instructional rounds help schools understand and define root causes and consider appropriate evidence-based interventions. Currently, school principals are participating in "Deep Dives." In this process, district leaders and principals visit a total of twelve schools in the district, three times, looking at a specific, data-driven problem of practice that ultimately seeks to improve the instructional core, inform the 90-Day Plan and identify professional development needs.

The Deep Dive model has allowed for intentional vertical articulation across the district's four Learning Zones. There have been both formal and informal conversations around feeder schools developing common problems of practice. To build capacity in the district, leadership expanded instructional rounds to include assistant principals at all levels. This supports the connections across the Learning Zones in terms of alignment to the district's priorities. It also fosters learning that supports best practices and, ultimately, student achievement.

APS has implemented instructional rounds as a district-wide commitment to provide both more support and more accountability for principals and assistant principals as they work with teachers to implement rigorous, standards-aligned instruction. For example, Eugene Field Elementary School was chosen as one of the two schools in Zone 1 to be the site of “Deep Dive Instructional Rounds” in the 2017-2018 school year. Before and after each visit, the host school’s principal met with the principal support specialist for Zone 1 to examine the problem of practice and the related feedback from the rounds. At the beginning of the school year, Eugene Field articulated the following learner-centered problem of practice.

Eugene Field Elementary School Learner-Centered Problem: Students lack the necessary skills to demonstrate their knowledge in New Mexico Common Core State Standards (NMCCSS). Eugene Field Elementary School Problem of Practice: If teachers use questioning and engagement strategies to encourage students to demonstrate what they know or think they know, then students will practice the skills necessary to demonstrate knowledge in New Mexico Common Core State Standards and increase their learning.

At the first instructional round visit in September 2017, the participants in instructional rounds specifically looked for student engagement and questioning. The feedback showed low student engagement due to teachers’ frequent use of Depth of Knowledge (DOK) 1 and 2 questions. The recommended next steps focused on elevating questioning and using purposeful small groups to increase engagement. In the second instructional round visit in November 2017, the feedback indicated more use of small groups and a conscious effort to increase student engagement. From there, the problem of practice narrowed into questioning. The recommended next steps focused on planning for higher DOK and a deeper understanding of NMCCSS. The final visit to Eugene Field is scheduled for February 27, 2018. At this visit, the network will continue to look at questioning strategies in instruction and will use a school-developed student engagement rubric to capture a clearer picture of engagement in the areas of teacher questioning, student ownership of learning, the level of cognitive demand required of students, engagement strategies and structures, and the substance of student talk. At the conclusion of the February instructional round, the network will work with the host site to develop next steps to continue to move the work forward.

Support & Accountability for School Leaders

Albuquerque Public Schools uses the New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P) process for evaluating the performance of principals and assistant principals towards meeting the goal of implementing rigorous, standards-aligned instruction. This process is based on the New Mexico Principal Leadership Competencies and Indicators (NMPLCI). While the responsibilities and duties of principals are many, the first leadership competency is that a principal work with all members of the school community to make quality instruction a prime focus. Principals are ultimately responsible for demonstrating progress towards the accomplishment of school goals as stated in the school’s NM DASH 90-Day Plan.

Within APS, each principal is responsible for working with his or her supervisor, typically the respective Associate Superintendent for the Learning Zone in which the school is located.

The Associate Superintendent works with the principal to complete the required Professional Development Plan and to ensure that it is aligned with the district's Academic Master Plan and the school's specific NM DASH 90-Day Plan. The principal's supervisor also holds school visits throughout the year and gathers evidence that demonstrates whether or not the goals of the Professional Development Plan and the NM DASH 90-Day Plan are being met. These visits also inform the monthly district-level professional development for school leaders. Finally, at the end of the school year, the Associate Superintendent completes a summative evaluation of each principal and makes decisions about changes in school leadership.

Support & Accountability for Teachers

Albuquerque Public Schools uses the NMTEACH educator effectiveness system required by the New Mexico Public Education Department. The NMTEACH framework uses multiple indicators, including student test scores, principal observations, student surveys and attendance, to generate a score and corresponding label for each teacher. Teachers can be characterized as Ineffective, Minimally Effective, Effective, Highly Effective and Exemplary by the NMTEACH system.

Albuquerque Public Schools uses the observation portion of the NM TEACH evaluation system to focus on improving teachers' implementation of the instructional core. The teacher evaluation process requires two walkthroughs and two formal scored observations using the NMTEACH rubric. Observations allow for immediate identification of problems and provides the ability to address them in a timely manner, without waiting for summative evaluations to be finalized. If the evaluator identifies any element of Domains 2 or 3 that is below effective (3), the evaluator provides strategic feedback with specific supports and expectations of outcomes based on that support. Outcomes are assessed through walkthroughs and observations.

The scores for each teacher's observation are reviewed annually in the fall and spring. If the teacher's average scores on the observation are ineffective or minimally effective (below 2.5 on a 5 point scale), an improvement plan is written and support is provided by a Consulting Teacher through the Peer Assistance and Review (PAR) process. APS employs four consulting teachers, who are master teachers selected for their skill with content and pedagogy. The consulting teacher works with the classroom teacher and uses the improvement plan as the guide for approximately 90 days. At the 45-and-90-day targets, a PAR panel convenes to listen to reports from the consulting teacher and school administrator for evidence of progress. The PAR panel makes recommendations based on that evidence to either discontinue the plan, continue the plan, move to more intensive support or discharge the classroom teacher. All improvement plans and PAR processes are systematic, transparent and well documented.

Albuquerque Public Schools invests heavily in the NMTEACH evaluation system and the Peer Assistance and Review process because the district shares the Public Education Department's belief that every student deserves access to a quality teacher. APS believes that supporting educators through professional development, high-quality and frequent feedback based on observations and intensive intervention as needed is the best way to meet that goal.

Assessment: Describe the LEA's cycle of data-driven instruction. Identify the interim assessments being used.

As described previously in this application, Albuquerque Public Schools has been using Harvard's Data Wise Project to inform its cycle of data-driven instruction since 2015. The Data Wise Project supports educators in using collaborative data inquiry to drive the continuous improvement of teaching and learning for all students. Since the Public Education Department has introduced the NM DASH 90-Day Plan process, the district has aligned its Data Wise protocols with the NM DASH, as they both support schools in the process of building capacity, examining data, developing action plans, making interventions and evaluating the effectiveness of the results.

Engaging in a useful cycle of data-driven instruction is challenging both for teachers and for school leaders. Too often, the process is hampered by a lack of assessment literacy, assessments which provide incomplete data, assessments which deliver data too late or a lack of common planning time for teachers to engage in collaborative examination of student work. Finally, sometimes teachers lack strategies to provide flexible interventions in their core instructional programs to address the weaknesses identified through the data-driven instructional cycle. Students pass, or fail, a unit test, but the teacher feels pressure to move on through the curriculum regardless. APS recognizes the need to build capacity for schools and teachers around data-driven instruction, and schools' NM DASH 90-Day Plans, as well as their grant applications, reflect this understanding.

In addition to the state-mandated assessments – PARCC and iStation -- APS has implemented the iReady Diagnostic Assessment for Math and Reading as a widespread interim assessment. In the fall of 2015, 4,661 students took the iReady ELA Diagnostic Assessment; by the fall of 2017, that number had grown to 33,639 students. In the winter of 2015, 2,058 took the iReady Math Diagnostic Assessment; by the winter of 2017, that number had grown to 46,860 students. In 2017-2018, all middle schools opted into the iReady Diagnostic Assessment and most elementary schools have already done so, especially in math. Eight high schools asked to use the diagnostic this year, the first year it has been offered for high schools.

As shown in the attached schedule, schools administered the fall iReady assessment between July 31 and September 27, 2017. The winter administration window was between December 4, 2017 and January 26, 2018. Finally, the spring administration window will open March 19 and will close May 22, 2018. Schools currently using iReady Diagnostic Assessments for Math and Reading use the information to identify the root cause of student learning challenges, measure growth across a students' career and support data-driven differentiated instruction. The iReady Diagnostic is a computer adaptive assessment, meaning that it provides easier or harder questions depending on students' answers to previous questions. By adapting across grade levels, the diagnostic helps teachers to identify gaps in students' understandings spanning multiple years. Online reports help teachers provide individualized instruction targeted to students' unique needs.

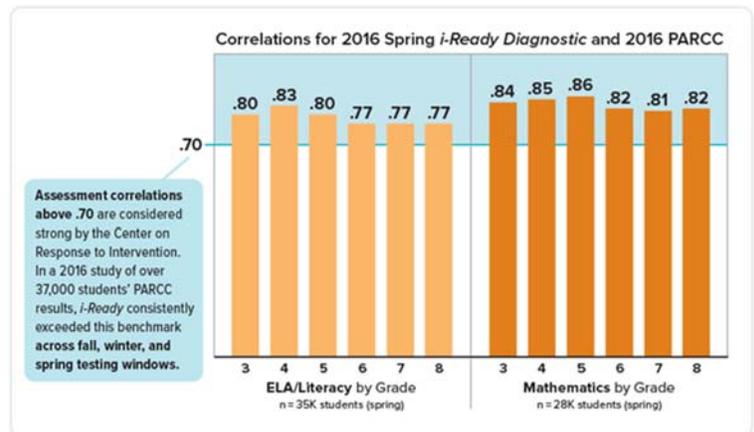
However, an interim assessment used only three times a year still may not provide teachers with sufficient information to engage in a data-driven instructional cycle based on standards mastery. When schools purchase iReady, teachers also get access to the iReady Standards Mastery Assessment, which allows teachers to select from prebuilt assessment forms to easily build and administer assessments in synchronization with the district’s scope and sequence. This ensures schools are assessing student proficiency as the standards are covered. The iReady Standards Mastery Assessments are available for standards in Reading and Math in grades 2 through 8. Schools identified as needing extra support as a part of the state’s ESSA plan (MRI, CSI and TSI) will be encouraged to develop site-based common formative assessments, using iReady Standards Mastery, to more closely monitor students’ academic growth and progress towards proficiency on grade-level standards. Grant applications from CSI schools reflect the need for additional resources to provide access to iReady Instruction and the iReady Standards Mastery Assessment. Applications also include resources for additional planning time to examine instruction and re-teach standards using different instructional techniques.

Describe the process used to ensure that interim assessments align with the Common Core State Standards and each grade level’s scope and sequence.

As described above, Albuquerque Public Schools uses the iReady Diagnostic Assessment as its primary interim assessment. The APS Office of Accountability and Reporting has verified that the iReady Diagnostic Assessment aligns to New Mexico Common Core State Standards and the Department of Curriculum and Instruction has confirmed that the diagnostic matches the district’s scope and sequence at each grade level.

The iReady Diagnostic Assessment was built for the Common Core. It provides data-driven insights that classroom teachers and school and district administrators need to determine exactly where to focus their instructional time to ensure all students are on track to meet more rigorous expectations. The Educational Research Institute of America conducted a research study evaluating the relationship between iReady Diagnostic and the 2016 PARCC end-of-year assessments. The research found a high correlation between the iReady Diagnostic and PARCC. iReady was also shown to accurately predict end-of-year proficiency rates.

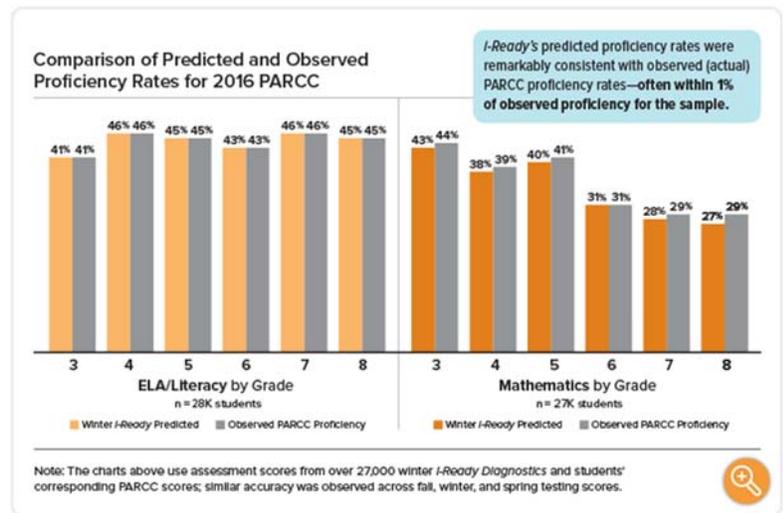
The strong correlations between the spring iReady Diagnostic and the 2016 PARCC Assessments—with overall correlations of .79 for ELA/Literacy and .83 for Mathematics for all students across grades 3–8—exceed the Center on Response to Intervention’s recommended .70 minimum threshold for correlations. Curriculum Associates partnered with leading academics to develop a regression-based model for predicting PARCC proficiency rates. iReady proficiency prediction from



fall, winter, and spring Diagnostic results proved to be highly accurate.

Comparison of predicted and observed proficiency rates for 2016 PARCC Assessments

The analysis above support school's choices to use iReady as a common interim assessment used to drive the school-level process of data-driven instruction. In order for an interim assessment to drive improvement on summative assessments linked to New Mexico Common Core State Standards, such as the PARCC, the link between performance on the interim assessment and performance on the summative assessment must be clear, consistent and predictable. Research on the iReady Diagnostic Assessment shows this to be the case.



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).

Each APS school has an Instructional Council that includes the teacher leadership for the school. Extensive research has shown the benefit of investing in a collaborative environment and that enlisting buy-in to a shared mission and vision is critical to the school turnaround process. The Instructional Council acts as the leadership team, along with the principal, that manages the process for the implementation of the New Mexico Common Core State Standards at each school. The Instructional Council also develops the structure for the collaboration time at the school level. The Instructional Council is responsible for the following:

- Creating structures at the school that explicitly connect the work of the Instructional Council and the Instructional Coach so that collaboration is connected to implementation.
- Moving the staff from awareness of New Mexico Common Core State Standards to implementation.
- Ensuring that teachers are able to share their perspectives and pedagogical strategies with each other as they learn about and implement the NMCCSS.
- Collaborating with the Instructional Coach and teacher leaders on professional development about the NMCCSS.
- Gathering both qualitative data and quantitative data about the progress of implementation, questions that arise, and the supports needed by teachers.

- Basing the implementation of the NMCCSS on the unique needs of the staff and student population of the school.
- Ensuring that the implementation of the NMCCSS is informed by, and connected to, district plans.

Each school in APS, including CSI schools, uses a customized process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data, taking into account its specific schedule and needs. Using teacher-created formative assessments and iReady formative assessment data, teachers review learning objectives, examine evidence of student mastery and adjust daily action plans and unit plans to better meet students' learning needs. For example, due to low performance on PARCC written expression items, Highland has implemented a common writing assessment monthly. Teachers analyze student writing utilizing the PARCC scoring rubric. The prompts are pulled from Achieve the Core. Each teacher administers the writing prompt at the same time. Then the teachers come together to calibrate their scores using the writing samples from PARCC as exemplars. Then, they begin scoring each other's papers. When that is completed, the teachers enter their data into a school-wide excel sheet. The instructional coach walks them through the student work protocol where they analyze their successes, determine the areas that need improvement and decide on a strategy to use to improve the student writing.

C. LEA Support and Accountability

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

Support for schools identified as needing Comprehensive Support & Improvement (CSI) will come from the highest levels of district leadership. Each CSI school will be supported by one of the district's Associate Superintendents for Leadership and Learning: Dr. Gabriella Duran Blakey (Zone 1), Dr. Gabriel Antonio Gonzales (Zone 2), Yvonne Garcia (Zone 3) and Troy Hughes (Zone 4). Please see the included organizational charts which show which CSI school is assigned to which Associate Superintendent. The Associate Superintendents are responsible for hiring and supervising the principal of each CSI school, approving the school's NM DASH 90-Day Plan, and approving each school's allocation of resources through its approved budget. The Associate Superintendent for each CSI school also provides monitoring and oversight as outlined in the multi-tiered system of support described previously in this proposal. Finally, each Associate Superintendent is supervised by the district's Superintendent.

The district's Chief Information and Strategy Officer, Dr. Richard Bowman, will work directly with each CSI school to provide assessments, data and information pertinent to the creation, implementation and evaluation of the school's NM DASH 90-Day Plan. This office also provides support, both technical and strategic, to the schools and their 90-Day Plans through the School Accountability Support Department.

The district's Assistant Superintendent of Equity, Instruction and Support (EIS), Dr. Madelyn Serna Mármol, will work directly with each CSI school to create, implement, and provide support on evidence-based interventions and curricular supports. EIS's Curriculum and

Instruction Department and Office of Innovation and School Choice will provide instructional and strategic support on 90-Day Plans. In addition, both departments will provide professional development and support to teachers and school leaders. The EIS Department of Family and Community Supports will provide guidance to schools in development and implementation of Next-Step Plans and wrap-around supports for students.

Each school designated as CSI will receive support from one of two, newly-hired, ESSA Principal Support Specialists. Gene Saavedra and Katherine House have a history of successful school turnaround initiatives in Albuquerque Public Schools and Rio Rancho, respectively. The ESSA Principal Support Specialists will coach CSI school leaders in how to create the school culture and climate to successfully implement evidence-based interventions and to use data-driven instructional cycles to improve the school-wide implementation of a standards-based instructional core. Please see the illustration below to understand the role of senior leadership in supporting each CSI school and providing accountability for school improvement efforts.

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.

The specific cycle of planning, action, evaluation, feedback and adaptation between APS district leadership and school leadership will use the NM DASH 90-Day Plan format. The NM DASH 90-Day Plan format is based on a continuous improvement model of planning, implementation and monitoring. Each CSI school has gone through the process of building a core team, analyzing student data, setting student achievement goals, identifying focus areas and conducting a root cause analysis. From this process, school leaders created desired outcomes and defined critical actions. For each school, the Associate Superintendent reviewed the 90-Day Plan and scored it according to the PED's rubric. Once the plan was refined and strengthened, the school leader began the process of implementation, which includes proceeding with critical actions and communicating with stakeholders.

Associate Superintendents will meet with the leadership of each CSI school at least every 30 days, as outlined previously in this application. At this meeting, the school leader and the core team will review critical actions with the Associate Superintendent and will also review progress indicators such as interim assessment data. At this formal meeting, the Associate Superintendent and the school team will diagnose the extent to which critical actions are having a positive impact of the quality of teaching and learning at the school and will celebrate any positive progress. If positive changes in the quality of teaching and learning at the school are not evident, the Associate Superintendent will work with the school team to make needed adjustments to the plan based on available data. At this point, the school team may identify additional supports required from the district necessary to support the plan. The school team will enter the results of the review into the NM DASH portal for great

accountability. Every 30 days, the Associate Superintendent and the school team will repeat the cycle, leading to greater progress and consistency in school transformation efforts.

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.
- 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.

Albuquerque Public Schools believes in the importance of enlisting parents and other key educational stakeholders in the school improvement process. On December 5, 2017, Superintendent Raquel Reedy wrote to stakeholders in a public message about the schools identified by the state's ESSA plan as in need of More Rigorous Intervention (MRI), Comprehensive Support & Improvement (CSI) or Targeted Support & Improvement (TSI). The district has held multiple public meetings at each of the MRI schools in order to explain the designation and to enlist support for the district's school redesign plans.

Upon notification from the New Mexico Public Education Department of the status of each grant application, each CSI school will hold a public meeting at the school in April 2018 to outline the reason for the school's CSI designation, the evidence-based interventions selected by the school and the rationales for making those choices. The public meeting will be conducted by the school principal, with the assistance of the ESSA Principal Support Specialists for CSI schools and the Office of School Accountability Support, to help stakeholders, including parents, understand the data behind the designation.

Following the initial meeting in April 2018, each CSI school will hold biannual meetings in October and April of each of the three subsequent years of the ESSA designation to update the community, including parents and students, on the progress of school transformation efforts. Not only will schools communicate the status of evidence-based interventions, school leaders will also seek to involve stakeholders in supporting the school's efforts to meet challenging goals for improvement. At each meeting, the principal will outline the evidence-based interventions, provide leading indicator data and analyze evidence to show whether or not the evidence-based intervention is showing signs of effectiveness. At this time, school leaders will also solicit the community to provide input and suggest improvements and course corrections in the implementation process. In this way, CSI schools will implement evidence-based interventions in a manner and method responsive to the needs and priorities of the community it serves. Importantly, public meetings with shared data will also promote accountability in the implementation process.

These bi-annual meetings will not be the only way in which the district and individual CSI schools share information about the status of school improvement efforts. In addition to these

meetings, APS will update stakeholders regarding the progress of CSI schools, along with the district as a whole, at the following meetings:

1. School Instructional Council Meetings
 - Held monthly at each school
2. School Community School Council Meetings
 - Held monthly at each community school
3. District Board of Education Equity & Engagement Committee Meetings
 - Held monthly at the district administration building
4. APS Board of Education Meetings
 - Formal updates presented in October and April

Finally, APS will use its communications tools, including its website, a weekly email newsletter for all stakeholders, a weekly email newsletter for employees and social media accounts, to share information about when stakeholder meetings will be held at each school and what attendees should expect to learn when they attend. By sharing this information, the district will ensure that all stakeholders have an opportunity to contribute to school improvement efforts and a diversity of perspectives will be represented.

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).

Across the last three administrations of PARCC, Highland High School has seen a decrease in the percentage of students who met or exceeded expectations (Level 4 and Level 5) in the areas of Algebra I, Geometry, Algebra II, English/Language Arts 9th Grade, English/Language Arts 10th Grade and English/Language Arts 11th Grade. This decrease in levels of proficiency is accompanied by increased in the percentage of students scoring at Level 1, the lowest level of proficiency.

Disaggregating PARCC results by gender shows a consistent gender gap in

Table 1. Overall PARCC Performance

Subject	Year	PARCC Performance Level				
		1	2	3	4	5
Algebra 1	2015	28.9%	40.4%	21.9%	8.9%	
	2016	33.6%	38.6%	25.3%	2.5%	
	2017	30.5%	45.6%	19.2%	4.7%	
Algebra 2	2015	44.0%	31.2%	16.0%	8.8%	
	2016	44.0%	32.4%	19.4%	4.2%	
	2017	48.5%	34.7%	11.7%	5.1%	
English/Language Arts 9th Grade	2015	32.1%	27.7%	25.9%	13.1%	1.1%
	2016	36.5%	25.8%	23.0%	14.1%	0.6%
	2017	39.6%	29.7%	20.1%	10.5%	
English/Language Arts 10th Grade	2015	31.2%	20.8%	28.1%	15.8%	4.2%
	2016	39.9%	22.1%	21.8%	15.6%	0.6%
	2017	49.4%	21.7%	15.7%	12.0%	1.2%
English/Language Arts 11th Grade	2015	17.9%	19.4%	25.9%	28.9%	8.0%
	2016	19.0%	22.6%	24.0%	29.0%	5.4%
	2017	38.7%	21.4%	19.6%	17.0%	3.3%
Geometry	2015	18.8%	43.8%	31.5%	5.4%	0.4%
	2016	19.8%	51.5%	24.8%	4.0%	
	2017	20.2%	48.2%	26.3%	5.3%	
Integrated Math 1	2017	100.0%				

English/Language Arts with female students outperforming their male peers. In terms of race/ethnicity, Highland High School students who self-report as Hispanic and Native American consistently underperform in the subject of English/Language Arts compared to their White/Caucasian peers, but the same has not consistently been true of Math. All of Highland High School students now receive free meals as the school participates in the Community Eligibility Program of the Department of Food and Nutrition. This makes a comparison by free/reduced-price lunch status no longer possible.

Further disaggregating Highland High School’s PARCC results for the last three administrations shows consistent gaps between students with disabilities and their regular education and gifted-only peers and English Learners (EL) and non-EL peers across all subject areas. In both cases, the majority group (i.e., regular education and gifted-only peers; non-EL peers) outperform the group receiving services.

By comparing Highland PARCC scores with APS PARCC scores overall, it is evident that Highland follows some of the same general patterns as the district overall, such as increasing ELA PARCC proficiency percentages between Grade 9 and Grade 11, most likely due to the impact of lower performing students dropping out of school. Additionally, Highland students show lower levels of proficiency in Math than in ELA, similar to the district overall. Across grade levels and content areas, Highland students tend to score approximately 15 percentage points lower than district averages.

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.

In 2016-2017, the last year for which NM TEACH data has been released, Highland High School had 81 certified instructional staff members evaluated through NM TEACH. The number and percentage of instructional staff identified as exemplary, highly effective, effective, minimally effective and ineffective are given below.

NM TEACH	Number	Percentage	2016-2017 District Percentages
Exemplary	3	4%	3%
Highly Effective	38	47%	27%
Effective	28	35%	44%
Minimally Effective	10	12%	23%
Ineffective	2	2%	3%
TOTAL	81		

It is clear that teachers characterized as Highly Effective at Highland are over-represented compared to district averages. Correspondingly, teachers reported as Minimally Effective are under-represented. Most of the teachers characterized as Highly Effective have high scores generated both by student achievement data and by observational scores. According to the

NM TEACH evaluation system, this indicates that teachers are successfully helping students at Highland achieve higher growth than statistically similar peers from across the state.

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.

Highland High School faculty and staff have regular, consistent time scheduled for collaborative work. Professional development, planned by the Instructional Council and aligned to the school's 90-Day Plan, is held monthly for two hours. In addition to this monthly, whole-staff meeting, departmental teams meet once every two weeks for an hour. Finally, grade level teams meet once every two weeks for an hour. At these meetings, teams use iReady data to determine next steps. Every other Monday, the instructional coach meets with teams for 45 minutes to analyze student growth. Teachers use the Data Wise Through-Line Process to ensure that they are providing students with necessary teaching strategies to be successful. All teams use the Data Wise agenda and submit it electronically so that teams and schools leaders can collaborate electronically.

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).

Albuquerque Public Schools requires all schools to use the NM PED's NM DASH 90-Day Plan process to identify needs and performance challenges, identify focus areas and complete root cause analysis. The district has devoted significant resources to collaborating with schools in understanding and completing the process successfully, primarily through the School Accountability Support Department. For example, to develop its current 90-Day Plan, Highland High School convened a core team of fourteen individuals. Through their work, they examined current student performance data and set goals for improvement using PARCC data. The next step was to use current data to determine the root cause of barriers to achieving these goals and a corresponding theory of action to lead to the desired result. The table below outlines each root cause analysis and a corresponding theory of action, which will be linked to an evidence-based intervention identified in the grant application.

Root Cause Analysis	Theory of Action
Evidence-Based Intervention: Reducing Chronic Absenteeism	
<p>Approximately 1/3 of Highland students are either tardy or skip their 1st period class (7:25 AM - 8:17 AM) on a regular basis. With early school start times, students report less sleep, striking differences between their school-weekend sleep schedules, and significant daytime sleepiness (Wolfson et al., 2007). Numerous studies have shown that teenagers with later school start times do not go to bed any earlier, however they do report more sleep due to later wake times (Foster, 2007). In addition, students with later school start times have shown fewer tardy patterns and consistent alertness in class.</p>	<p>If Highland High School shifts to an 8:20am to 3:20pm bell schedule, then more students will arrive on time for school and this school-wide change will reduce chronic absenteeism. More students in school for first period will lead to more learning, a higher rate of students earning course credits on time and an increased graduation rate.</p>
Evidence-Based Intervention: Blended Learning	
<p>As evidenced by the high rate of reclassified freshmen (64 out of 371), Highland High School students struggle to pass classes the first time they take them. Students' PARCC scores also show that students do not enter high school with grade-level skills. This means that a significant percentage of students must take classes more than once to earn a passing grade, especially in math. High rates of course failure contribute directly to students' low on-time graduation rates.</p>	<p>If Highland offers students the opportunity to use blended learning strategies to retake classes they have failed during the school day, instead of in the summer, students will earn more credits necessary for earning a high school diploma. This will lead to higher rates of on-time graduation across subgroups.</p>
Evidence-Based Intervention: Summer Learning	
<p>APS middle schools that feed into Highland report that 30-50% of their students who will enroll at Highland will not be at grade level in either Math or English. In many instances, students will not be at grade level in both subjects. Currently, out of the 371 freshmen for SY17-18, 64 of the freshmen are reclassified. Reclassified freshmen have much higher rates of failing to graduate on time and/or ultimately dropping out of high school. Summer Bridge interventions have proven to be successful for recent high school graduates when used by postsecondary institutions to improve student college readiness (Wathington, 2016).</p>	<p>If Highland works with feeder middle schools to identify incoming freshmen performing below grade level, and if Highland offers a four-week summer learning program specifically for these students in reading and/or math, then targeted students will improve foundational academic skills and readiness for on-grade level work during freshmen year. This will lead to higher rates of students earning course credit on the first time and increased rates of on-time graduation.</p>
Evidence-Based Intervention: Project GLAD	

<p>Highland High School was a minority student population of 90% and an English Language Learner population of over 30%. In addition, Highland serves the state's largest refugee population, which currently comes with four languages that are not native to New Mexico. Through walkthroughs, it is evident that teachers do not all have consistent best practice strategies for making content accessible to English Language Learners. In conversation, teacher also express a desire for more strategies and approaches to working with language learners. Project GLAD has been honored as a United States Department of Education Project of Academic Excellence and a California Department of Education Exemplary Program (O'Donovan, 2008).</p>	<p>If Highland High School teachers gain the skills needed to reach a wide variety of learners with the very best teaching practices for English Language Learners, then more of the grade-level curriculum will become accessible to English Learners. English Learners will improve the rate at which they pass classes and graduate from high school on time. Achievement gaps on the PARCC between English Learners and non-English Learners will also decrease.</p>
<p>Evidence Based Intervention: Formative Assessment</p>	
<p>Walkthroughs and observations at Highland High School demonstrate that formative assessment strategies are consistently lacking, especially outside core math and ELA classes.</p>	<p>If Highland High School teachers combine formative assessment using iReady Diagnostic Assessments with data driven instruction continuous improvement techniques, teachers will have the knowledge of how to better adapt instructional plans to students' needs. Improved core instruction will lead to higher rates of student achievement.</p>

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.

Albuquerque Public School examined and vetted multiple interventions which meet either Tier 1, Tier 2 or Tier 3 levels of evidence as defined by the Every Student Succeeds Act. APS examined each intervention for its tier, which is based on the type of study that was done: experimental, quasi-experimental or correlational. Experimental studies provide the most rigorous level of evidence, but are rare in the educational literature. APS also examined interventions for their effect sizes and characterized these as Low, Moderate or High. Interventions with high effect sizes are more likely to lead to measurable student growth.

Intervention	Impact Based on Effect Sizes	ESSA Tier	Sources of Evidence
Use of Formative	High	Tier 2	Hattie, J. (2009). Visible Learning: A

Evaluation (iReady)			Synthesis of over 800 Meta-Analyses Relating to Achievement. New York. Routledge.
AVID Strategies	Moderate	Tier 2	Watt, K.M., Powell, C.A., Mendiola, I.D., & Cossio, G. (2006). Schoolwide impact and AVID: How have selected Texas high schools addressed the new accountability measures? <i>Journal of Education for Students Placed at Risk</i> . 11:1, 57-73.
Data Wise Continuous Improvement Process	Moderate	Tier 3	Bocala, C. & Boudett, K.P. (2015). Teaching educators habits of mind for using data wisely. <i>Teachers College Record</i> , v117 n4.
Cooperative Learning Strategies (Kagan)	Moderate	Tier 2	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . New York. Routledge.
Summer Learning	Low	Tier 2	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . New York. Routledge.
Blended Learning	Moderate	Tier 2	Brodersen, R.M. & Melluzzo, D. (2017). Summary of research on online and blended learning programs that offer differentiated learning options. Institute of Educational Sciences (IES) Regional Educational Laboratory (REL), U.S. Department of Education, Washington, D.C.
Project/Problem Based Learning	Low to Moderate	Tier 3	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . New York. Routledge.
Project GLAD	Low to Moderate	Tier 2	Hahn, S.L.A. (2009). Developing the English language vocabulary of native Korean-speaking students through Guided Language Acquisition Design. Retrieved 2-15-2018 from uoregon.edu.
Small Group Tutoring	Moderate to High	Tier 2	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . New York. Routledge.
Tripod Student Surveys	Moderate	Tier 2	Ferguson, R.F., (2012). Can student surveys measure teacher quality? <i>Phi Delta Kappan</i> , Vol. 94, No. 3
Check and Connect	Moderate	Tier 2	<u>Sinclair, M. F., Christenson, S. L., Evelo,</u>

			D. L., & Hurley, C. M. (1998) from the What Works Clearinghouse
Student Engagement	Moderate	Tier 2	Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York. Routledge.
Dual Credit	Moderate to High	Tier 2	Early college, early success: Early college high school initiative impact study. Berger, A., Garet, M., Hoshen, G., Knudson, J., & Turk-Bicakci, L. (2014). Washington, DC: American Institutes for Research.
Decreasing Chronic Absenteeism	Moderate	Tier 3	Balfanz, R., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools.
Reducing Anxiety	Low	Tier 2	Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York. Routledge.
School Counseling	Moderate to High	Tier 2	Whiston & Quinby (2009). Review of school counseling outcome research. Psychology in the Schools, 46(3), 267-272. Schatzberg & Nemeroff (2009). Textbook of Psychopharmacology. Arlington, VA: The American Psychiatric Publisher.
Phonics Instruction	Moderate	Tier 2	Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York. Routledge.

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

Based on a root cause analysis, Highland High School chose interventions relevant and appropriate to meeting the needs discovered through the root cause analysis as described below. Only interventions meeting the top three tiers of evidence were considered for adoption.

Identify the school's chosen intervention(s).

Highland High School selected the following evidence-based interventions:

- Implementation of Strategies to Decrease Chronic Absenteeism
- Implementation of Blended Learning
- Implementation of Summer Learning

- Implementation of Project GLAD Professional Development
- Implementation of Formative Assessments and Data Wise Continuous Improvement Process

Please see the theory of action included below for more details regarding each evidence-based intervention in the context of the theory of change.

C. Sources of Evidence

Identify the sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.

Albuquerque Public Schools used the What Works Clearinghouse, published and peer-reviewed research and meta-analyses in order to determine which relevant and appropriate interventions met the top three tiers of evidence as defined by the Every Student Succeeds Act. For the source of evidence for each intervention, please refer to the table included previously in this application.

D. Theory of Action

Detail a Theory of Action that will support implementation of the evidence-based intervention.

Theory of Action	Implementation of Evidence Based Intervention
<p><i>Reducing Chronic Absenteeism:</i> If Highland High School shifts its schedule to a 8:20 to 3:20 bell schedule, then more students will arrive on time for school and will reduce chronic absenteeism. More students in school for first period will lead to more learning, a higher rate of students earning course credits on time and an increased graduation rate.</p>	<p>Highland High School will implement a change in the school bell schedule in the 2018-2019 school year.</p>
<p><i>Blended Learning:</i> If Highland offers students the opportunity to use blended learning strategies to retake classes they have failed during the school day, instead of in the summer, students will earn more credits necessary for earning a high school diploma. This will lead to higher rates of on-time graduation across subgroups.</p>	<p>Highland High School will offer four sections of blended learning classes during the school day for students needing to recover credits. Teachers will coach students through online learning.</p>
<p><i>Summer Learning:</i> If Highland works with feeder middle schools to identify incoming freshmen performing below grade level, and if Highland offers a four-week summer learning program specifically for these students in reading and/or math, then targeted students will improve foundational academic skills and readiness for on-grade level work during freshmen year. This will lead to higher rates of students earning course credit on the first time and increased rates of on-time graduation.</p>	<p>Highland High School will offer a summer learning program for 100 incoming freshmen each year. This four-week program will serve meals and students will earn a .5 elective credit.</p>
<p><i>Project GLAD:</i> If Highland High School teachers gain the</p>	<p>Highland High School will</p>

skills needed to reach a wide variety of learners with the very best teaching practices for English Language Learners, then more of the grade-level curriculum will become accessible to English Learners. English Learners will improve the rate at which they pass classes and graduate from high school on time. Achievement gaps on the PARCC between English Learners and non-English Learners will also decrease.	provide three days of training for all staff best practices of English Language Learners. A smaller group of teachers will attend more intensive training.
Formative Assessment: If Highland High School teachers combine formative assessment using iReady Diagnostic Assessments with data driven instruction continuous improvement techniques, teachers will have the knowledge of how to better adapt instructional plans to students' needs. Improved core instruction will lead to higher rates of student achievement.	Highland High School will purchase and use iReady software for formative assessment.

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).

Proposed Costs	Planning	Year 1	Year 2	Year 3
Decreasing Chronic Absenteeism: Highland High School will change its bell schedule to decrease chronic absenteeism. This will not require additional grant funding.	\$0	\$0	\$0	\$0
Blended Learning: Highland High School will use funding to offer blending learning classes during the school day to reduce course failure rates.	\$0	\$44,000	\$44,000	\$44,000
Summer Learning: Highland High School will use funding to offer a summer learning program for targeted incoming freshmen.	\$0	\$78,900	\$78,900	\$78,900
Project GLAD: Highland High School will use funding to provide professional development in strategies for reaching English Language Learners.	\$0	\$17,225	\$17,225	\$17,225
Formative Assessment: Highland High School will purchase the iReady Diagnostic Assessment to allow teachers to generate better information about students' learning needs.	\$0	\$5,635	\$5,635	\$5,635
LEA Indirect Cost: This has been budgeted at the PED Approved Indirect Cost Rate	\$0	\$4,212	\$4,212	\$4,212

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

While the grant funding requested in this proposal is important and significant, it is not enough on its own to sustain the whole-school change described in this application and envisioned for Comprehensive Support & Improvement schools. The school will use its operational budget and other sources of income to align to its 90-Day Plan and support schoolwide changes in practices. For example, the district has invested in ESSA Support Principals and the School Accountability Support Department to strengthen school change practices at the district level. At the school level, principals must demonstrate how their Title I budgets align to their 90-Day Plan and how those budgets support evidence-based interventions. Finally, schools' operational budget must align to the root causes described in the 90-Day plan once non-negotiable operational commitments are met.

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.

Albuquerque Public Schools plans to sustain those actions that prove to be successful interventions past the whole project period of the grant. For Highland High School, those interventions may include formative assessment using iReady, professional development using Project GLAD, blended learning credit recovery classes during the school year, summer learning for incoming freshmen and a school-wide schedule change to decrease chronic absenteeism. For each activity, the school will capture data to make determinations as to the effectiveness of the intervention in achieving the goal of increasing student learning and improving the school's on-time graduation rate. Only those interventions demonstrating effectiveness in meeting these goals will be sustained after the grant period.

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.

Albuquerque Public Schools has requested to claim the normal indirect cost at the PED-approved rate for the district. For the 2017-2018 school year, that indirect cost rate is 2.89% and this figure has been used to calculate the school's budget on the attached Budget Summary Chart.

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

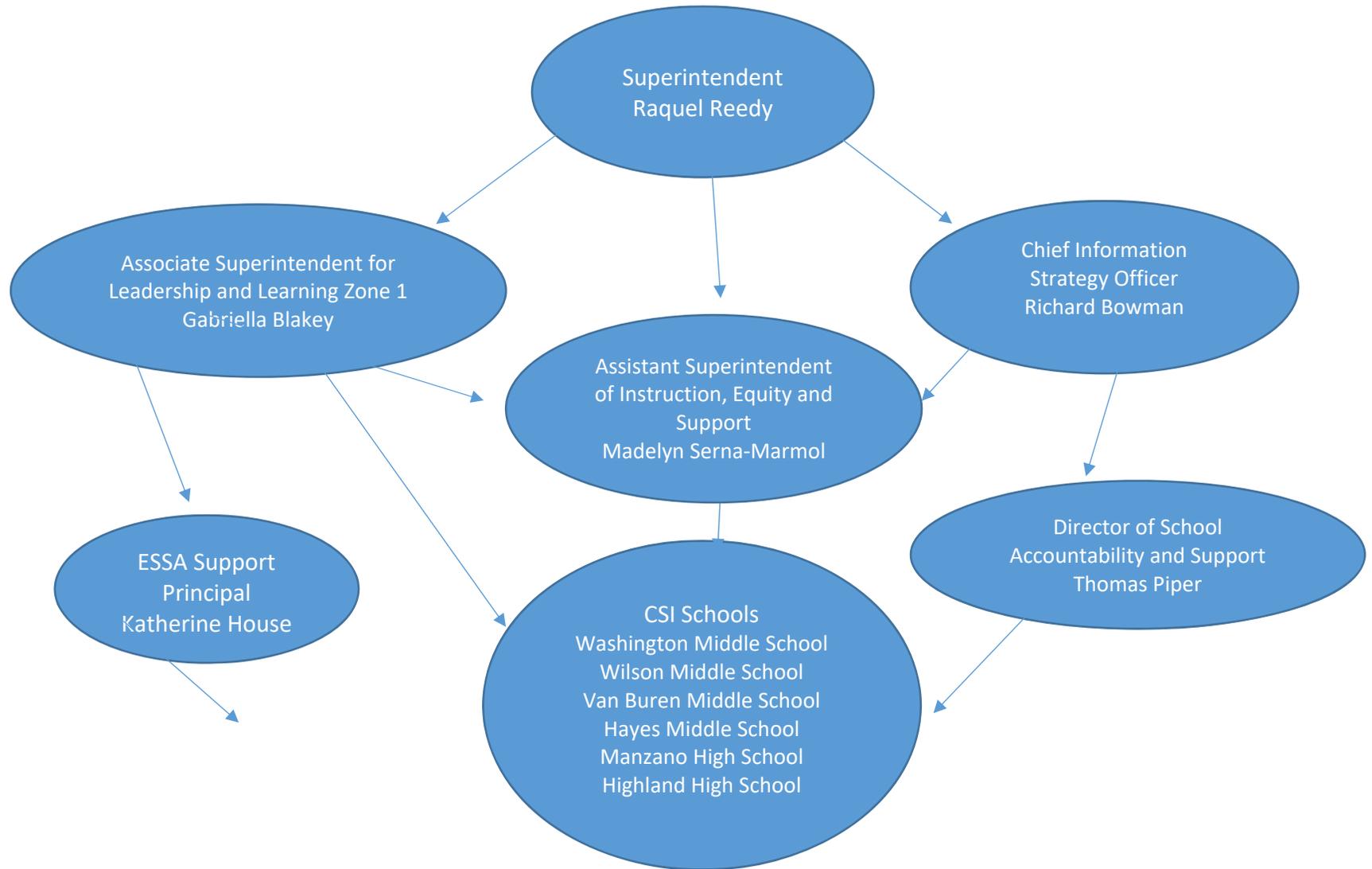
Albuquerque Public Schools and Highland High School will align other available federal, state and local resources to support the evidence-based interventions. For example, any additional costs for changing the school schedule will come from district operational and transportation funds. Funds for supporting blended learning will come from the use of software paid for from other funds. Summer learning will be supported through the use of food service funding. Finally, funds to support English Language Learners come from the Department of Language and Cultural Equity.

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.

Albuquerque Public Schools Organizational Chart: Zone 1





**ASSESSMENTS 2017-18
High School**



Assessment	Testing Window
Fall Block & Retakes	
NMAPA Retakes	September 25 - October 13, 2017
PSAT (GR 10)	October 25, 2017
Science Retakes GR 12	October 30 - November 17, 2017
PARCC Fall Block GR 9-11 & Retakes GR 12	November 13 - December 15, 2017
Spanish Reading Retakes GR 12	November 13 - December 15, 2017
EOCs HS Fall Semester Courses GR 9-12	November 27 - December 15, 2017
EOC Senior Retakes GR 12	January 8 - 12, 2018
ACCESS	
<i>for ELLs 2.0</i>	
GR 9-12	January 22 – March 16, 2018
Science	
GR 11	March 5 - 30, 2018
NMAPA	
<i>New Mexico Alternate Performance Assessment</i>	
GR 9-11	March 12 - April 6, 2018
PARCC	
<i>Partnership for Assessment of Readiness for College and Careers</i>	
GR 9-11	April 16 - May 11, 2018 (<i>online</i>)
GR 9-11	April 16 - May 4, 2018 (<i>paper</i>)
Spanish Reading	
GR 10-11	April 16 - May 4, 2018 (<i>paper</i>)
EoCs	
<i>End of Course</i>	
GR 9-12	April 23 - May 11, 2018
Interim Assessments	
Assessment	Testing Window
i-Ready	
BOY	July 31 - September 29, 2017
MOY	December 4, 2017 - January 26, 2018
EOY	March 19, 2018 - May 22, 2018



Highland High School's 90 Day Plan

Step 1 – Build Core Team

Team Member	Position	Rationale: What strengths/perspective does this person bring to the team? How will including this individual help the team address the school's current reality?
Marco Harris	Principal	I have been an educator for 21 years. 8 years as a teacher (3 SpEd/5 Reg Ed) and 13 years as a site administrator (4 years as an Assistant Principal / 9+ years as Principal). All of my experiences have been high SES, Title I, and Bilingual schools within Learning Zone 1 (Highland and Manzano Clusters). I have implemented the community school framework at each of my schools that has increased our student's opportunities for extended programming, engaging and supporting families, and connected medical/behavioral/dental resources to students to enrich the whole child.
Thomas Piper	OAR Support Learning Zone 1	Thomas Piper has 14 years of teaching experience at the high school level and is a licensed instructional leader (3A) and administrator (3B) in the State of New Mexico. Mr. Piper also worked at PED in the Assessment and Accountability Division as the state lead for the SBA and ACCESS assessments. He is currently the Director of School Accountability Support at APS. Mr. Piper's unique experiences will be an asset to Highland's core team, especially in the areas of data-driven instruction, the instructional core, assessment, and accountability.
David Baldwin	ELA Teacher	Mr. Baldwin is the English Department Chair and a veteran Highland High School teacher of 24 years. He currently teaches Advanced Placement Literature and Composition, English 12, and Inclusion English 12 where he has worked closely with gifted students, honors students, ELL students, and students with special needs; consequently, he has been an integral part of the inclusion program for over 15 years. He was a coach for 15 years and is currently sponsoring the National Honor Society. He is a staunch supporter of the common core standards but is also aware that the PARCC has flaws especially for our community of students. Furthermore, he has been a part of every major initiative that the high school has implemented such as Covey Schools, High Schools That Work, and Community Schools.
Sandra DuBois	History Teacher	I have lived in the Highland community for 25 years and am in my 21st year of teaching at Highland High School. I have a keen awareness of the diversity of Highland's population and a great passion and love for the students who attend the school. I am dedicated to improving their academic skills and making Highland a top rated school in APS. I've done extensive work in familiarizing myself with the Common Core Standards and in developing lessons that address the literacy skills students need to be successful on the PARCC exam. I am willing to share my lessons with other teachers and provide PD to meet the improvement goals for the school.
Matt Singleton	Science Teacher	I am young, technologically savvy, and innovative in my teaching. My own high school back in Roswell has similar demographics as here at Highland and I feel like I can relate my own high school experience with building larger amounts of success here. I graduated only 7 years ago, and I can honestly say I can relate and understand what our students think of things going on at school.



Terrance Snyder	9 th Grade	Mr. Snyder has a decade of service as a teacher. Seven of those years were at Highland High School. As a new teacher Mr. Snyder brought into the mantra of rigor, responsibility, and relationships into his classroom. As a result, Mr. Snyder has developed a unique style of teaching. He often uses humor to keep students engaged in his class but maintains high expectations for his students. Many of the assignments that are assigned in Mr. Snyder's classes are project based, which challenge the students to be creative when completing them. As far as his students, Mr. Snyder also works to develop positive relationships with the students as he can often be found talking with them during lunch.
Bethany Spratley	12 th Grade	I'm on my third-year teaching at Highland and my sixth with APS. I've finished my course work for a graduate degree in secondary education, and have experience in data collection and analysis, assessment, curriculum development, and instructional design. In addition, I grew up in this neighborhood and I am a Highland alum. The success of Highland and its students is vital to the growth of this community and I want to be a part of that success.
Dean Hagen	Special Ed Math Teacher	Teaching for 11 years in special education math. All 11 years at Highland High School. Strong Advocate for students' academic success. I feel inclusion settings are beneficial for everyone involved.
Jess Wiltamuth	Special Ed Teacher	Mr. Wiltamuth has a Bachelor's degree in English, Master of Arts in Teaching, Master of Special Education, and Administrator License. English teacher, college preparatory English instructor. Specializes in Autism Spectrum Disorder, behavior change, and special education. Firmly believes in and understands how data drives instruction and differentiation. Has an in-depth understanding for how to enhance core instruction, while fostering supplemental and intensive programs within the school and the district.
Alicia Abney	Curriculum Assistant	Assistant Principal at Highland - 4th year. Have worked directly with counseling team and department chairs to create a better foundation for curriculum and instruction at the school. Created a survey to prioritize programs and moved forward immediately upon receiving like-minded results. Believes in data-driven / informed decision-making. Seen as a strong and vocal leader on and off campus for higher student achievement and confidence in academics. Prefers to work collaboratively with others.
Heather Ailes	Intervention Teacher	"Language arts and reading intervention teacher. Current AVID coordinator and former AVID program teacher. PD facilitator on multiple topics, with a special focus on providing tools for teachers to integrate immediately into their classroom practice. Experience working with students and families in the Highland community at both the middle and high school levels. Strong pedagogical and content knowledge, as well as a deep commitment to culturally relevant teaching."
Martha Hennings	Gifted Teacher	Nine years' experience teaching middle and high school. Have taught have English, Health, and Math to all levels ranging from students having a learning disability to students who have a higher range IQ. Is a leader, is the Instructional Council Facilitator. Prior to entering field of education, worked in corporate and nonprofit settings. Ms. Hennings is ready to work on possible solutions to identified issues and barriers preventing our students from being successful on exams.
Ben Garcia	Administrative Intern	Ben Garcia is currently an administrative intern, science teacher, and science department chair. He is a UNM graduate holding a Bachelor's in Chemistry with emphasis in Biochemistry, Bachelor's in Spanish with emphasis on Spanish Literature, and a Masters in Education. He has spent the last nine years at Highland serving in different capacities such being a lead PLC facilitator for 6 years, 9 th & 10 th grade academy lead for 5 years, mentor teacher for three years with the UNM, and guest lecture within UNM's College of Education. Ben is invested in the success of Highland and has worked to promote equal access opportunities for regular and special education students.



Elise Mackey	Counselor	Elise Mackey is a recent addition to Highland High School, currently experiencing her 2 nd school year. She is a UNM alumnus, and a recent New Mexico Highlands Graduate. Being new to the profession gives Ms. Mackey a fresh new take on the obstacles public schools face and possible solutions that we could implement to solve them. Ms. Mackey is proud to be involved in a team that is striving towards bettering the community.
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Step 2 – Analyze Data & Set Student Achievement Goals

Data Analysis Notes
<p>Proficient students are at the Level 4 and 5 on the 2016 PARCC results. Although Highland High School has 0% scoring in Level 5, the core team believes an 18% increase in proficiency is a realistic/ambitious goal for English Language Arts. An 18% increase in proficiency is a realistic/ambitious goal for Math while still creating a sense of urgency. Gap analysis of PARCC ELA achievement shows a standard gap trend between school achievement and district for all three-grade levels. In Math, the team noticed that achievement gap between school and district is inconsistent with only 7% proficiency moving vertically, but still within a 15%-18% proficiency gap. In both tested areas, subgroup data of proficiency and gap analysis is insufficient in determining achievement gap between achievement levels due to high number of students categorized in levels 1 and 2. The Core Team decided to focus attention on the use of Writing/Reading Tool(s) and Template Word Problems to impact the lowest proficiency CCSS identified.</p>

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?

Grade/Subject Area	2016-17 PARCC Results	2017-18 PARCC Goals	Benchmark Goals: How will you know you are on track to meet your summative student achievement goals? Using writing/reading tools for ELA and cross-curricular Math word problems across content we will focus on our four lowest Common Core Standards for SY17-18
9 th Grade ELA	10.5% (33 students)	28.5% (89 students)	Increase from 10.5% to 28.5% proficiency
10 th Grade ELA	13.3% (33 students)	31.3% (78 students)	Increase from 13.3% to 31.3% proficiency
11 th Grade ELA	20.3% (55 Students)	38.3% (104 Students)	Increase from 20.3% to 38.3% proficiency
9 th Grade Algebra	4.7% (15 students)	22.7% (72 students)	Increase from 4.7% to 22.7% proficiency
10 th Grade Geometry	5.3% (12 students)	23.3% (53 students)	Increase from 5.3% to 23.3% proficiency
11 th Grade Algebra II	5.1% (14 students)	23.1% (63 students)	Increase from 5.1% to 23.1% proficiency

Step 3 – Identify Focus Areas



<i>Focus Area:</i> 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>Data Connection:</i> What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area?
Tier I (core) instruction	PARCC – ELA 85% not proficient, Math 95% not proficient
Data-driven instruction	PARCC – ELA 85% not proficient, Math 95% not proficient

Step 4 – Conduct Root Cause Analysis

<i>Focus Area</i>	<i>Root Cause Hypothesis</i>	<i>Evidence to Support</i>
Tier I (core) instruction	Students are not consistently exposed to CCSS throughout their school day outside of ELA and Math.	PARCC assessment and performance on the ACT/SAT
Data-driven instruction	Highland does not have a formal data collection process.	No school wide common formative assessments and/or interim assessments.

Step 5 – Create Desired Outcomes & Define Critical Actions

<i>Focus Area</i>	<i>Draft Desired Outcome (change in adult behaviors)</i>
Tier I (core) instruction	Use close reading (marking the text), looking for purpose and main argument and selection of detail that specifically includes: informational text, graphs, charts, maps, schedules, and demographics (data) to help support SS, Sci, and Electives.
Data-driven instruction	Staff understanding what data-driven instruction looks like in practice. Lay the groundwork for a culture of data-driven decision-making in instructional practice. Begin to identify relevant data to be utilized during collaboration to improve classroom instruction.

Define Critical Actions:

Focus Area #1 (1 of 2):

Tier 1 Instruction

Desired Outcome:

Use close reading (marking the text), looking for purpose and main argument and selection of detail that specifically includes: graphs, charts, maps, schedules, and demographics (data) to help support SS, Sci, and Electives.

<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>
1-2-18	PD on Close Reading by marking the text (ELA) and Math Prompts (Math) – Calibration on identified rubric. Align questions to the PARCC structure	PD Agenda, Exemplar text, Promethean, classroom space	Team 90 Day	School-wide
1-15-18	1 st Short-Cycle Assessment	Pre-test	Advisory Teacher	All Staff
2-5-18	1 st Short-Cycle Assessment	Post-test	Advisory Teacher	All Staff
3-12-18	2 nd Short-Cycle Assessment	Post-test	Advisory Teacher	All Staff

Focus Area #2 (2 of 2):

Data-Driven Instruction



Desired Outcome:

Staff understanding what data-driven instruction looks like in practice. Lay the groundwork for a culture of data-driven decision-making in instructional practice. Begin to identify relevant data to be utilized during collaboration to improve classroom instruction.

<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>
11/17 – 12/17	Pre-PD - Identify Strategies of various content areas to isolate best practice. This data will be utilized to prepare for PD in January 2018	PLC and Department Meetings	Department Chairs	All Staff
1-2-18	Teaching Staff will be trained on “uniform” close reading strategies – What is Close Reading? What is data-driven instruction?	Lecture Hall and Classrooms	Department Chairs	All Staff
1-22-18	ELA Pre-test. 90-Day Team will collect data from teachers at end of week.	Pre-Assessment tool	Team 90 Day	Advisory Teachers
2-1-18	Present data to Staff at the Staff Experience	Data from pre-assessment	Team 90 Day	All Staff
3-12-18	1 st Short-Cycle ELA Assessment Administered	Post-test	Advisory Teacher	All Staff
3-29-18	Present data to Staff at the Staff Experience	Data from post-assessment	Team 90 Day	Advisory Teachers
4-12-18	Math Pre-Test	Pre-Assessment tool	Advisory Teacher	All Staff
4-22-18	Present data to Staff at the Staff Experience	Data from pre-assessment	Team 90 Day	All Staff
4-9-18	2 nd Short Cycle Math ELA Assessment Administered	Post-test	Advisory Teacher	Advisory Teachers
4-19-18	Present data to Staff at the Staff Experience	Data from pre-assessment	Team 90 Day	All Staff

Step 6 – Monitor Implementation

Focus Area:

Tier 1 Instruction & Data-Driven Instruction

Desired Outcome:

Tier 1 Instruction:

Use close reading (marking the text), looking for purpose and main argument and selection of detail that specifically includes: graphs, charts, maps, schedules, and demographics (data) to help support SS, Sci, and Electives.

Data-Driven Instruction:

Staff understanding what data-driven instruction looks like in practice. Lay the groundwork for a culture of data-driven decision-making in instructional practice. Begin to identify relevant data to be utilized during collaboration to improve classroom instruction.

<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.

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
November	Departments will review and personalize the AVID strategy of “Marking the Text” to meet their needs.	Differentiate strategy to meet student/teacher needs
December	English department will identify specific PARCC questions that	Rephrasing of PARCC answers if needed



	have been released to use as an assessment tool. Students will answer selected multiple-choice questions that probe for literature understanding and will be graded for correct answers. Math will also identify specific PARCC questions that have been released to use during the third round of assessment implementation.	to accommodate scantron answers.
January	The AVID strategy will be presented to staff with directions on how they may personalize for their needs. Review how assessments will be given and how data will be compiled and collected. Departments will be given time to meet and personalize strategy	Assess the Staff on their understanding and needed PD beyond January's 2018 PD

System to Monitor Implementation –

Procedure	Timelines	Person(s) Responsible
<p>Staff PD on Reading Strategy</p> <p>ELA Pre-Assessment</p> <ol style="list-style-type: none"> Teachers will give initial assessment with no pre-teaching to evaluate initial reading level comprehension. Multiple-choice questions will be answered on scantron sheets that will be reused for future assessments. (Math department is working on process to use calculators as a way to collect data more efficiently) Teachers will grade scantron sheets and will compile scores. 90 Plan Team will collect data from teachers. Team members will disaggregate data according to grade levels. <p>Presentation of Data to Staff</p> <p>2nd Round – First ELA Short Cycle Assessment after pre-test</p> <ol style="list-style-type: none"> Teachers will explicitly review the Marking the Text strategy with their advisory class before the assessment. Students will read the same literature from pre-test and answer same/similar multiple-choice questions on scantron sheet. Answer options will be scrambled from previous format. Teachers will grade scantron sheets and will compile scores. 90 Plan Team will collect data from teachers. Team members will disaggregate data according to grade levels. Data will be entered into spreadsheets that will be presented to staff at next staff meeting. After data has been disaggregated the team will meet to see if any adjustments will be needed to ensure quality data is being collected. If more professional development is needed to help staff implement strategy 	<p>Timeline and specific dates are outlined in Step 5 under the critical actions</p>	<p>People responsible for implementation, data collection, and presentations are outlined in Step 5 under the critical actions</p>



we will use our weekly staff experience to facilitate training.

3rd Round – First Math Pre-Test using Marking the Text strategy

- a. Teachers will give initial assessment with no pre-teaching to evaluate initial math levels using released PARCC word problems and answering multiple choice problems that identify specific components of the solution that is needed.
- b. Multiple-choice questions will be answered on same scantron sheets as previous ELA assessments.
- c. Teachers will grade scantron sheets and will compile scores.
- d. 90 Plan Team will collect data from teachers.
- e. Team members will disaggregate data according to grade levels.

Presentation of Data to Staff

4th Round – First Math Short Cycle Assessment after pre-test

- a. Teachers will remind students of strategy used in previous assessment and prompt them to use same strategy on given word problems
- b. Students will read the same word problems from pre-test and answer same/similar multiple-choice questions on scantron sheet. Answer options will be scrambled from previous format.
- c. Teachers will grade scantron sheets and will compile scores.
- d. 90 Plan Team will collect data from teachers.
- e. Team members will disaggregate data according to grade levels. Data will be entered into spreadsheets that will be presented to staff at next staff meeting.

Presentation of Data to Staff

Data Analysis

- a. After the ELA and Math implementation 90 Day Team will need to meet to evaluate data and determine whether more data collection is needed or adjustment in type of data that is collected. Being that PARCC, EOCs, and other exams are during this time period we may have to set data goals for the following year and identify new team members to cycle as facilitators.

New Mexico 90-day Plan Offline Planning Process Workbook Feedback Tool

District: APS
School: Highland
Date: 12/1/18
Completed By: G. Blakey

To enter into DASH...		
Solid Progress	Limited Progress	Not Evident
13 or greater/16	3 or fewer/16	0

Your plan:		
Solid Progress	Limited Progress	Not Evident
14/16	2/16	

Overall Reflections/Feedback

Good start on your plan – I look forward to seeing it in action!

Notes:

Add OAR Support Learning Zone 1 – you may either add Thomas Piper or Crista Fortier, feel free to reach out to them

Limited Progress Areas:

Step 1: Representation Need to add a community member, perhaps Community Schools Coordinator could serve. You may also want to add a student.

Step 5: Critical Actions sense of urgency toward action – How will critical actions listed for Focus Areas change behavior and achieve outcome.

Step 1 – Build Core Team	Exemplary	Solid Progress	Limited Progress	Not Evident
Diverse backgrounds and viewpoints	In addition to principal and district representative, the core team includes teachers or instructional leaders likely to bring different viewpoints to discussions and a clear rationale for selection is provided.	In addition to principal and district representative, the core team includes teachers or instructional leaders and a rationale for selection is provided.	The core team consists of principal, district representative, and/or teachers or instructional leaders. A rationale for selection may or may not be provided.	Shows lack of attempt or action OR No district representative is identified.
Representation ¹	The core team has full representation from across grade levels, of the student body (including subgroups), and community.	The core team has representation from two of the following: across grade levels, of the student body (including subgroups), and community.	The core team has limited representation from across grade levels, of the student body (including subgroups), and/or community.	Shows lack of attempt or action
Step 2 – Analyze Data	Exemplary	Solid Progress	Limited Progress	Not Evident

¹ Title I schools shall assure meaningful input and involvement of stakeholders listed in Section 1118(b)(2) of **ESSA Guidance**

& Set Student Achievement Goals				
Summative goals	In addition to the indicators for solid progress, an optional third goal has been identified based on deep data analysis (e.g. subgroup achievement, attendance rates).	Measurable summative student achievement goals have been identified in both ELA and math using the most recent available baseline data.	Measurable summative student achievement goals have been identified in ELA and/or math.	Shows lack of attempt or action
Benchmark goals ²	Benchmark goals to monitor progress are clearly articulated in both ELA and math, align with summative goals, and are connected to the most current interim assessment data.	Benchmark goals to monitor progress are clearly articulated in both ELA and math, align with summative goals, and are connected to interim or formative assessment data.	Benchmark goals to monitor progress are articulated in both ELA and/or math.	Shows lack of attempt or action
SMART: Specific, Measurable, Ambitious & Attainable, Relevant, Time-bound	Summative and benchmark goals have been written to satisfy all SMART criteria and create a sense of focus and urgency towards action.	Summative and benchmark goals have been written to satisfy all SMART criteria.	Summative and benchmark goals have been written to satisfy 4 or fewer SMART criteria.	Shows lack of attempt or action
Step 3 – Focus Areas	Exemplary	Solid Progress	Limited Progress	Not Evident
High leverage and aligned	The 2-3 highest-leverage focus areas selected are aligned to deep data analysis and include qualitative and quantitative evidence.	The 2-3 focus areas selected are aligned to data analysis and include qualitative and/or quantitative evidence.	2-3 focus areas are selected.	Shows lack of attempt or action
Step 4 – Root Cause Analysis	Exemplary	Solid Progress	Limited Progress	Not Evident
Clear hypothesis	Each focus area has a clear hypothesis of the deepest underlying root cause or causes of school performance challenges that will result in a substantial reduction of the performance challenge.	Each focus area has a clear hypothesis of the underlying root cause or causes of school performance challenges.	Some or all of the focus areas have a hypothesis of the cause or causes of school performance challenges.	Shows lack of attempt or action
Evidence to support	Root causes seem to have been generated through thoughtful analysis of qualitative and quantitative data and are supported by evidence.	Root causes seem to have been generated through thoughtful analysis of qualitative and/or quantitative data.	Root causes are identified, but are not connected to data analysis.	Shows lack of attempt or action

² For assessment requirements and best practices, access: <http://ped.state.nm.us/assessmentaccountability/assessmentevaluation/2015/Test%20Graph%202016.pdf>

Step 5 – Desired Outcomes & Critical Actions	Exemplary	Solid Progress	Limited Progress	Not Evident
<i>Desired Outcomes</i> – observable changes in adult behavior	Each focus area has a 90-day desired outcome identifying the specific observable change(s) in adult behaviors, which creates focus and urgency toward action.	Each focus area has a 90-day desired outcome identifying specific observable change(s) in adult behavior.	Desired outcomes do not identify specific observable changes in adult behavior.	Shows lack of attempt or action
<i>Desired Outcomes</i> – specific focus on student achievement	Each desired outcome is specific in focus and should logically result in increased student achievement.	Each desired outcome is specific and there is a clear connection between desired outcomes and a focus on increasing student achievement.	The desired outcomes lack specificity about the observable changes in adult behavior. There is no clear connection between desired outcomes and a focus on increasing student achievement.	Shows lack of attempt or action
<i>Critical Actions</i> – sense of urgency toward action	For each focus area, critical actions promote a sense of urgency toward addressing root cause(s) and achieving the desired outcome.	For each focus area, critical actions address clear underlying root cause(s) and are connected to achieving the desired outcome.	It is not clear how critical actions will result in achieving the desired outcome in 90 days.	Shows lack of attempt or action
<i>Critical Actions</i> – person(s) responsible for completing actions	Responsibility for action items are strategically owned by various school/district individuals.	Each critical action identifies a person responsible.	It is not clear who is responsible for completing each critical action.	Shows lack of attempt or action
<i>Critical Actions</i> – timelines and resources	All critical actions have a clear timeline and identify resources needed to support them, including funding sources.	All critical actions have a clear timeline and identify resources needed to support them.	Critical actions do not identify timelines and/or needed resources.	Shows lack of attempt or action
Step 6 – Monitor Implementation	Exemplary	Solid Progress	Limited Progress	Not Evident
Progress Indicators	Strategically selected progress indicators identify the metrics and evidence used to measure progress toward desired outcomes and goals.	All progress indicators identify the metrics and evidence used to measure progress toward desired outcomes and goals.	Some progress indicators have been identified, and they may or may not include metrics or evidence used to measure progress toward desired outcomes and goals.	Shows lack of attempt or action
Potential Adjustments to the 90-day Plan	For all progress indicators, potential adjustments are identified based on possible accelerated progress and unanticipated barriers.	For most progress indicators, potential adjustments are identified based on possible accelerated progress or unanticipated barriers.	For some progress indicators, potential adjustments are identified based on possible accelerated progress or unanticipated barriers.	Shows lack of attempt or action
System to Monitor	The system to monitor implementation clearly details the procedure, timelines, and persons responsible.	The system to monitor implementation identifies the procedure, timelines, and/or persons responsible.	The system to monitor implementation identifies one or more of the following: the procedure, timelines, and/or persons responsible.	Shows lack of attempt or action

Appendix A: 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


 School Leadership Signature


 Date

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.

Raquel M. Reedy	
Superintendent/Charter Director Printed Name	Date

	2/22/18
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.

Dr. David Peercy	
Board President Printed Name	Date

	2/21/2018
Board President Signature (blue ink)	Date