LEA Comprehensive Support and Improvement Competitive Grants Application

LEA Name:	**Albuquerque Public Schools**
Submitting on Behalf of (name of school):	**Janet Kahn School of Integrated Arts**
Number of Students Served:	**490**
Number of Certified Licensed Staff:	**66**

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

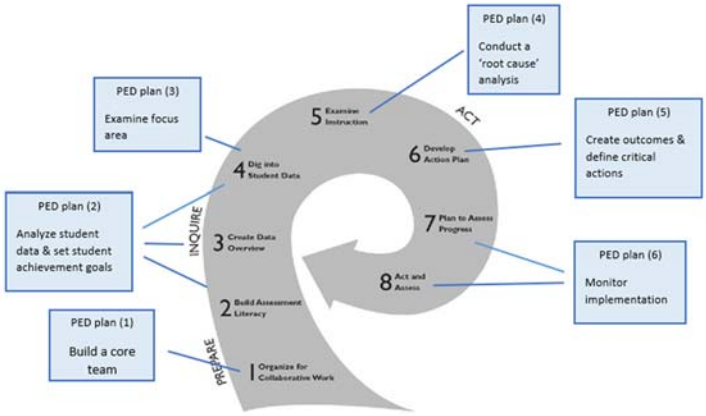
The APS Academic Master Plan Steering Committee developed these categories after consulting with practitioners and community members and identifying key themes from these stakeholder dialogues. Each piece of feedback was read, categorized and labeled. Then, the Office of Accountability and Reporting (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.



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 Fundations, which is a supplemental core program in grades K-2. Fundations is a multisensory early literacy program that focuses on phonemic awareness, phonics, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. Fundations is aligned to the NMCCSS and is part of a Response to Intervention (RTI) framework. Ideally, Fundations 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 Fundations 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 and 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, frequent feedback based on observations and intensive intervention when 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.

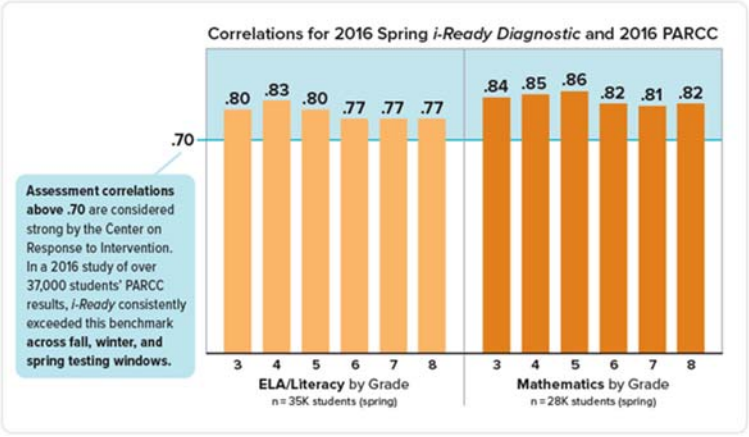
However, an interim assessment used only three times a year still may not provide teachers with sufficient information to engage in a data-driven instructional cycle based on standards mastery. When schools purchase iReady, teachers also get access to the iReady Standards Mastery Assessment, which allows 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.



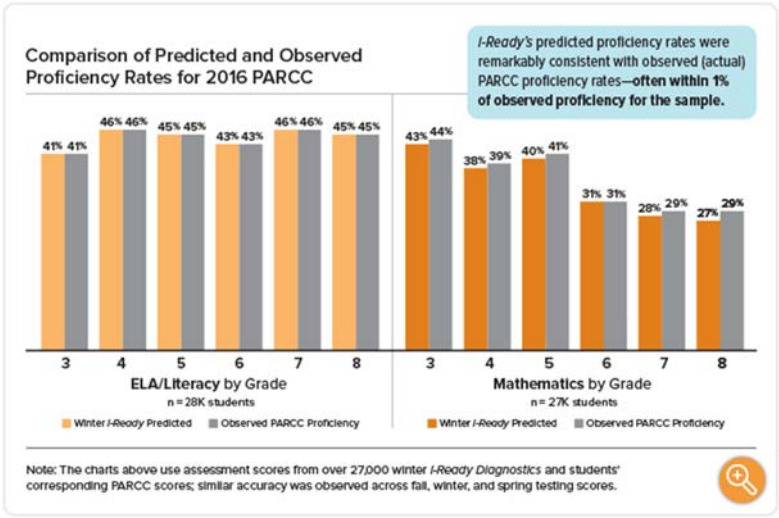
The strong correlations between the spring iReady Diagnostic and the 2016 PARCC Assessments—with overall correlations of .79 for ELA/Literacy and .83 for Mathematics for all students across grades

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. All teachers at Janet Kahn use assessment systems (PARCC, iReady, (Istation K-3)) consistently for data analysis in ELA and Mathematics to focus on providing differentiated instruction. Teachers us data results to increase all students' academic performance and to engage in regular data discussions with their grade levels and academies. Teachers document one ELA and one Math discussion per week that demonstrates increased rigor in questioning around the essential questions (objectives). They also document how they are assessing student learning (e.g. tasks, exit slips, formative and/or summative assessments) and how they will develop an intervention plan to move students who are struggling.

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 used 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 of Learning and Learning 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.

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).

Over the last three administrations of PARCC (i.e., Spring 2015, Spring 2016 and Spring 2017), Janet Kahn has experienced a one-year decrease in the percentage of students meeting or exceeding expectations followed by a one-year increase or vice versa across the various PARCC assessments. Only in the subject areas of English/Language Arts 5th Grade and

Mathematics 5th Grade did students perform better on the Spring 2017 assessment than they had on the two previous administrations.

Table 1. Overall PARCC Performance

		PARCC Performance Level				
Subject	Year	1	2	3	4	5
English/ Language Arts 3rd Grade	2015	34.3%	21.4%	20.0%	22.9%	1.4%
	2016	48.8%	26.7%	15.1%	9.3%	
	2017	54.2%	11.1%	16.7%	18.1%	
English/ Language Arts 4th Grade	2015	43.9%	37.9%	13.6%	4.5%	
	2016	29.2%	33.3%	20.8%	15.3%	1.4%
	2017	36.2%	21.7%	29.0%	11.6%	1.4%
English/ Language Arts 5th Grade	2015	45.3%	25.0%	20.3%	9.4%	
	2016	40.8%	26.8%	26.8%	5.6%	
	2017	22.7%	22.7%	34.8%	19.7%	
Mathematics 3rd Grade	2015	23.9%	36.6%	15.5%	21.1%	2.8%
	2016	45.3%	34.9%	11.6%	8.1%	
	2017	50.0%	23.0%	17.6%	9.5%	
Mathematics 4th Grade	2015	34.8%	56.1%	7.6%	1.5%	
	2016	27.8%	47.2%	13.9%	11.1%	
	2017	43.8%	28.8%	20.5%	6.8%	
Mathematics 5th Grade	2015	35.9%	39.1%	17.2%	7.8%	
	2016	29.6%	45.1%	19.7%	5.6%	
	2017	38.6%	35.7%	17.1%	8.6%	

Examining the percentage of students at Janet Kahn meeting or exceeding expectations on PARCC by gender shows an inconsistent pattern in which female students outperform their male peers one year and then male students outperforming their female peers the following year. Disaggregating Janet Kahn PARCC results by students' self-reported race/ethnicity shows White/Caucasian students outperforming their American Indian/Alaskan Native and Hispanic peers across all of the PARCC subject areas. All of Janet Kahn 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.

Janet Kahn students with disabilities consistently perform lower on PARCC than their regular education and gifted-only peers. Historically, this has been particularly the case in English/Language Arts subject areas. In regards to English Learners (EL), non-EL students consistently outperform their Janet Kahn EL peers on PARCC

Examining Istation results for Janet Kahn for 2016-2017 shows a large amount of variability across grade levels. While more than half of students performed at Tier 1 in Grade 2, just over a third of students performed at Tier 1 in kindergarten and

Table 7. Overall i-Station Performance

	Test Primary Result		
Grade	1	2	3
01	43.3%	21.7%	35.0%
02	51.0%	15.7%	33.3%
03	33.3%	11.1%	55.6%
K	38.4%	23.3%	38.4%

Grade 3 and just over two-fifths performed at Tier 1 in Grade 1. Because Istation considers the 40th percentile passing (i.e., Tier 1), these results are much higher than the performance of these same students on the PARCC English/Language 3rd Grade exam.

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, the Janet Kahn School of Integrated Arts had 28 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	0	0%	3%
Highly Effective	6	21%	27%
Effective	14	50%	44%
Minimally Effective	6	21%	23%
Ineffective	2	7%	3%
TOTAL	28		

It is clear that teachers evaluated as Exemplary and Highly Effective at the Janet Kahn School of Integrated Arts are under-represented compared to district averages. Correspondingly, teachers evaluated as Effective are over-represented. 27 of 28 evaluated teachers had student achievement scores included in their NM TEACH summative evaluations. Of those teachers who did have student achievement scores included in their NM TEACH summative evaluations, they earned between 3 and 65 points out of 70 points possible. When generating student achievement data scores, teachers' scores are based on students' growth as compared to statistically similarly performing students 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.

At Janet Kahn, collaboration time and protocols are built into the monthly schedule. Grade levels meet during their collaboration time during the first week of the month to share their data on their documented ELA and Math discussions, assessments of student learning and their interventions put in place. Teachers discuss what is working and what is not working. A high and low example in each area is chosen to take to the 3rd – 5th grade vertical team and the K – 2nd grade vertical team.

Grade level collaboration occurs weekly. Administrators attend bi-weekly. The collaboration schedule is as follows:

K: Wednesdays 11:15-12:00
Grade 1: Thursdays 12:10-12:50
Grade 2: Tuesdays 1:10-1:45
Grade 3: Fridays 8:00-9:35
Grade 4: Wednesdays 8:50-9:35
Grade 5: Thursdays 9:55-10:30.

Each collaboration team uses a standardized form to document discussions and share with school leaders.

Teachers collaborate in grade levels to establish a uniform system for collecting data on students' progress towards mastery of identified unit standards as well as students' progress towards mastery of deficit skills. Teachers administer the iReady diagnostic. This data is compiled and used to divide students into intervention groups. Teachers create a learning target for each intervention group and implement a weekly assessment to demonstrate student growth. At the end of six weeks, students take an interim iReady assessment and the intervention cycle begins again.

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, the Janet Kahn convened a core team of twelve individuals. Through their work, they examined current student performance data and set goals for improvement using PARCC and Istation 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: Formative Assessment	
As evidenced through staff discussions, surveys, reflections and walkthroughs, teachers are lacking formal assessment systems for gathering formative assessment data to drive daily instruction in order to meet the academic needs of students. Walkthroughs reveal teachers are not effectively differentiating instruction in Tier I (core) instruction to meet the unique needs of their students. Staff data discussions indicate inconsistencies in assessing overall unit objectives for students.	If teachers use iReady, then this action will provide valid and reliable growth measure and individualized instruction for students in reading and mathematics. Improved data, combined with the Data Wise process, will lead to increased student achievement.
Evidence-Based Intervention: Data Wise Continuous Improvement	
As evidenced through staff discussions, surveys, reflections and walkthroughs, teachers are lacking formal assessment systems for gathering formative assessment data to drive daily instruction in order to meet the academic needs of students. Walkthroughs reveal teachers are not effectively differentiating instruction in Tier I (core) instruction to meet the unique needs of their students. Staff data discussions indicate inconsistencies in assessing overall unit objectives for students.	If teachers have time for collaboration outside the duty day to discuss student data using the Data Wise Model, then teacher action plans to address student learning weakness will improve. Improved teacher plans will lead to increased student achievement.
Evidence-Based Intervention: Project GLAD	
PARCC data indicates that English Language Learners at Janet Kahn are not performing at the same rate as their non-English Language Learning peers. In classroom observations and walkthroughs, as well as in staff discussion, teachers demonstrate a lack of knowledge of best practices to help English Language Learners access a challenging curriculum.	If teachers receive professional development through Project GLAD, students will receive differentiated support for developing academic language. When teachers successfully implement differentiated strategies, student academic performance will improve and gaps in performance between subgroups will be reduced.
Evidence-Based Intervention: Project-Based Learning	
Teachers' lessons do not consistently raise the rigor using Bloom's Taxonomy in tasks and class discussions. Teachers are not consistently engaging students in higher-order thinking discussions and tasks (e.g. apply, analyzing, evaluating, creating), therefore are not consistently assessing	If teachers receive professional development in project-based learning through arts integration, students will engage in challenging academic tasks linked to grade level standards. When teachers successfully implement a project based learning model, student academic performance will improve

students' learning nor providing intervention for students not meeting the school-wide expectation of rigorous critical thinking. Classroom walkthroughs indicate more time is spent on lower-level questioning and lower-level tasks (e.g. remembering, understanding). There is little evidence of teachers' ability to transfer skills from professional development (PD) to develop higher-order thinking tasks and facilitate higher-order thinking discussions.	and PARCC proficiency will increase.

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 Evaluation (iReady)	High	Tier 2	Hattie, J. (2009). Visible Learning: A 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? Journal of Education for Students Placed at Risk. 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. Teachers College Record, v117 n4.
Cooperative Learning Strategies (Kagan)	Moderate	Tier 2	Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York. Routledge.

Summer Learning	Low	Tier 2	Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. 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). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. 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). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York. Routledge.
Tripod Student Surveys	Moderate	Tier 2	Ferguson, R.F., (2012). Can student surveys measure teacher quality? Phi Delta Kappan, Vol. 94, No. 3
Check and Connect	Moderate	Tier 2	Sinclair, M. F., Christenson, S. L., Evelo, 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, Janet Kahn School of Integrated Arts 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).

Janet Kahn School of Integrated Arts selected the following evidence-based interventions:

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

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
Formative Assessment: If teachers use iReady, then this action will provide valid and reliable growth measure and individualized instruction for students in reading and mathematics. Improved data, combined with the Data Wise process, will lead to increased student achievement.	iReady pinpoints student needs down to the sub-skill level, and ongoing progress monitoring / short cycle assessments shows whether students are on track to achieve end-of-year targets. The reporting and ongoing progress monitoring provide teachers with real time insights for each student at the class and school level.
Data Wise Continuous Improvement: If teachers have time for collaboration outside the duty day to discuss student data using the Data Wise Model, then teacher action plans to address student learning weakness will improve. Improved teacher plans will lead to increased student achievement.	As part of the 90 Day Plan for Janet Kahn School of Integrated Arts, teachers will analyze benchmark assessment data monthly to make adjustments to the instructional core. Teachers will also work to identify learner-centered problems by analyzing student work on rigorous CCSS-aligned tasks. This test-in-hand strategy will trigger immediate changes in the instructional plan for the week en route to ensuring standards mastery by students.
Project GLAD: If teachers receive professional development through Project GLAD, students will receive differentiated support for developing academic language. When teachers successfully implement differentiated strategies, student academic performance will improve and gaps in performance between subgroups are reduced.	Project GLAD is an instructional model designed to support diverse populations of learners, develop clear understandings about instructional needs of English learners, discover the essential components of successful implementation and sustainability of the Project GLAD model, and develop and design an initial implementation plan that aligns district resources and professional development needs with student learning outcomes.
Project Based Learning: If teachers receive professional development in project-based learning through arts integration, students will engage in challenging academic tasks linked to grade level standards. When teachers successfully implement a project based learning model, student academic	Project based learning is an instructional model with a special emphasis on student engagement and high depth-of-knowledge and questioning techniques. In project-based models, learning is integrated

performance will improve and PARCC proficiency will increase.	across content areas and the locus of responsibility is shifted towards the student.

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
Formative Assessment: Janet Kahn will purchase and use the iReady Formative Diagnostic Assessment.	$0	$31,967	$30,087	$30,087
Data Wise Continuous Improvement: Janet Kahn has budgeted for additional time for teachers to collaborate using formative assessment and the Data Wise process.	$0	$35,640	$35,640	$35,640
Project GLAD: Janet Kahn will purchase professional development for teachers in Project GLAD.	$0	$10,750	$10,750	$10,750
Project-Based Learning: Janet Kahn will purchase professional development in the project-based learning model.	$0	$47,376	$47,376	$47,376
LEA Indirect Cost: This has been budgeted at the PED Approved Indirect Cost Rate	$0	$3,633.68	$3,579.35	$3,579.35

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 Janet Kahn School of Integrated

Arts, those interventions may include formative assessment using iReady, the Data Wise Continuous Improvement process, professional development in Project GLAD and professional development in project-based learning. For each activity, Janet Kahn 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.

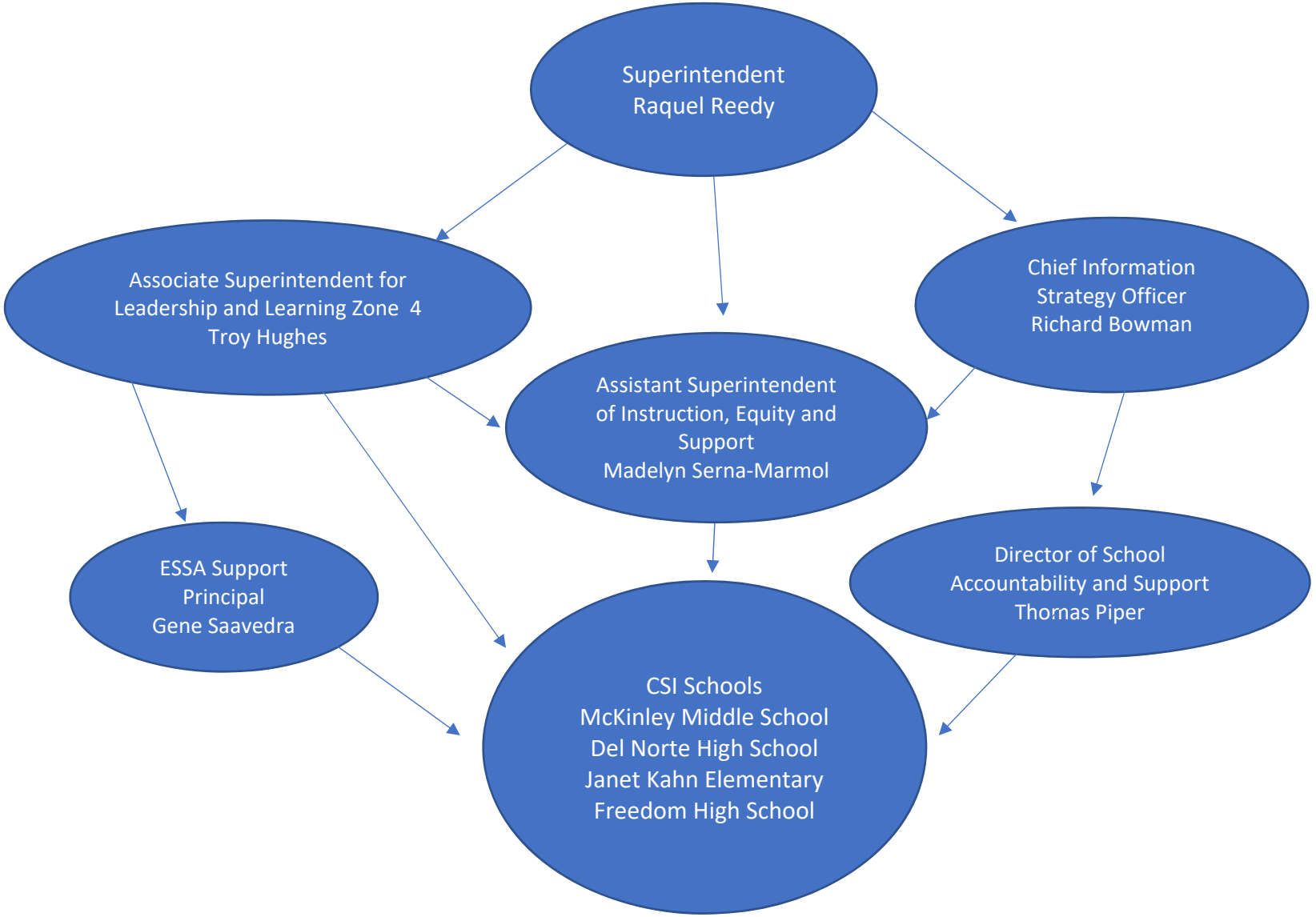
Albuquerque Public Schools and the Janet Kahn School of Integrated Arts will align other available federal, state and local resources to support the evidence-based interventions. For example, the professional development budget in this grant will be supplemented by Title I funding. Additional funding for Janet Kahn's project-based learning model also comes from the district's Office of Innovation.

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 4



ASSESSMENTS 2017-2018
Elementary

Assessment	Testing Window
Istation	
BOY GR K-3	September 1 - 29, 2017
MOY GR K-3	January 3 - 31, 2018
EOY GR K-3	May 1 - May 23, 2018
ACCESS	
	January 22 – March 16, 2018
Science	
GR 4	March 5 - 30, 2018
New Mexico Alternate Performance Assessment (NMAPA)	
GR 3-5	March 12 - April 6, 2018
PARCC	
GR 3-5	April 16 - May 11, 2018 *(online)*
GR 3-5	April 16 - May 4, 2018 *(paper)*
Spanish Reading	
GR 3-5	April 16 - May 4, 2018 *(paper)*
End of Course Exams (EoCs)	
GR 4-5	April 30 - May 18, 2018
Interim Assessments (iReady)	
BOY	July 31 - September 29, 2017
MOY	December 4, 2017 - January 26, 2018
EOY	March 19, 2018 - May 22, 2018

New Mexico 90-day Plan
Offline Planning Process Workbook

ANNUAL PLAN

Step 1 – Build Core Team

Core Team Notes		
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?
Christy Sigmon	Principal	Visionary leader of the school, big picture person, with ultimate responsibility to increase student achievement, foster student responsibility and create a safe place for learning, monitor and document implementation of 90 day plan.
Elizabeth Kunz	Instructional Coach	Expertise in Data Wise protocols, data collection and analysis as well as the Adaptive Schools model and Cognitive Coaching. When working with groups has a focus on equity of voice and the use of tools and protocols to help the processes of consensus and promote deep understanding of the work. Level III teacher with TESOL & bilingual endorsements, highly qualified in ELA through middle school, 12 years of experience as a classroom teacher with ESL and Bilingual students in grades 3-8, 4 years of experience as an Instructional Coach, Project GLAD trainer, Teaching Artist with the Santa Fe Opera.
Terri Gaussoin	Librarian	As a former classroom teacher, Instructional Coach and a specials/ support teacher she brings a unique perspective to the group because she works with every grade/ teacher- Pre-K -5 at JKSIA. She is a level III teacher with 25 years of experience. She was part of the original design team. She supports the school's journey to become an arts integrated school. She provides clarity and focus on our goals as they relate to the school mission. Terri is also a parent at JKSIA.
Lauryl Knowles	Special Ed- Intermediate	She represents a large special education population of students in program at JKSIA, which brings a different perspective. She has a masters degree in education with a specialty in reading. She has been a member of the design team and the instructional council.
Michael Ramirez	Gifted Education	Mike represents a smaller group of students with specialized needs in the school through gifted education. He sees the big picture, especially with data and then helps focus the work of the team into a final product in a timely way.
Jamie Shell	Kindergarten	Jamie provides valuable knowledge and information about early childhood and primary students. She has taught Kindergarten at JKSIA for 5 years, with a focus on sheltered instruction for ESL and refugee populations. Her classroom is a Project GLAD and AIM4S3 demo room. She is a co-creator and facilitator of the PUPS Team. Jamie enjoys examining data to get a clear picture of her school.
Maria Tynan	Second grade	Maria has taught at JKSIA for 5 years, has the professional ability to stay organized and focused, knows various instructional strategies and has a deep understanding of core content. She has been a SAT chair, grade level chair, IC member. She will make this work a priority .She is a parent at JKSIA. She is a Level II teacher who has taught 2nd grade through 7th grade and is certified at secondary as a Language Arts teacher and teacher of the highly gifted K-12.
Amy Ford	Fifth grade	Amy is here to learn and help her team-mates. She facilitates groups of staff members. She is good with time management and writing action plans. She can organize the work in small pieces to help stay focused.
Michelle-Desiree Lobato	Fourth/Fifth grades	M.D. has a clear understanding of the school-wide goals, as well as the frameworks of GLAD and AIM4S3. She knows how to write goals, outcomes and rationales behind the strategies that are implemented. She has taught 3-5 for 14 years. She has a TESOL endorsement and is a national trainer for Project

		GLAD.
Erin Mayer	Fourth/ Fifth grades	Erin has worked in diverse schools (all 100% title I) and put in place systems to build accountability in improving teacher instruction and student learning. She is the developer of AIM4S^3 and is a National GLAD Trainer for 10 years. She is interested in bringing focus and deliberate changes in instruction to increase student outcomes in learning. She holds a Level III k-8 license with TESOL endorsement, holds National Board Certification and has an administrative license. She taught ESL for 11 years and 4 years at 3rd grade.
Lisa Ulibarri -Miller	Fifth grade	Lisa has taught both primary and intermediate grades. She has a unique perspective from knowing what 5th graders need to be able to do as well as the development of goals from kindergarten and first grades. She understands arts integration and how to bring those strategies into both primary and intermediate classrooms. She looks at the story the data tells about the school. She holds a tier 3 K-8 elementary license and a Pre-K-12 SPED license with endorsements in TESOL and Reading.
Gina Rasinski	District Fine Arts Director	Gina Rasinski has 27 years of teaching experience in both music education and general education. While teaching 4th and 5th grade, Gina team-taught with a visual artist and had created and implemented a fully arts integrated curriculum while also being a full-inclusion special education classroom. After spending three years as a Music Resource teaching working with teachers on arts integration, Gina in now the Fine Arts Director for Albuquerque Public Schools.

Step 2 – Analyze Data & Set Student Achievement Goals

Student Achievement Goals				
Grade/Subject Area	2015 PARCC Results	2016 PARCC Results	2017 PARCC Results	Benchmark Goals: How will you know you are on track to meet your summative student achievement goals?
3rd Grade ELA	10.5% Proficient	9.3% Proficient	18.1% Proficient	Increase from 18.1% at grade level to 33.1% on 2018 PARCC. MOY 25.6% proficiency on iReady.
4th Grade ELA	17.1% Proficient	16.7% Proficient	13% Proficient	Increase from 13% at grade level to 28% on 2018 PARCC. MOY 20.5% proficiency on iReady.
5th Grade ELA	7% Proficient	5.6% Proficient	19.7% Proficient	Increase from 19.7% at grade level to 34.7% on 2018 PARCC. MOY 27.2% proficiency on iReady.
3rd Grade Math	9.3% Proficient	8.1% Proficient	9.5% Proficient	Increase from 9.5% at grade level to 24.5% on 2018 PARCC. MOY 17% proficiency on iReady.
4th Grade Math	12.8% Proficient	11.1% Proficient	6.8% Proficient	Increase from 6.8% at grade level to 21.8% on 2018 PARCC. MOY 14.3% proficiency on iReady.
5th Grade Math	7% Proficient	5.6% Proficient	8.6% Proficient	Increase from 8.6% at grade level to 23.6% on 2018 PARCC. MOY 16.1 % proficiency on iReady.
Kinder			22.2% Proficient	An increase from 22.2% proficiency to 37.2% on Istation. MOY 29.7% proficiency on Istation.
1st Grade			46.6% proficient	An increase from 46.6% at grade level to 61.6% on Istation. MOY 54.1% proficiency on Istation.
2nd Grade			42.4% Proficient	An increase from 42.4% at grade level to 57.4% on Istation. MOY 49.9% proficiency on Istation.

Focus Areas

Focus Area: What are the 2-3 highest-leverage focus areas (best practices – see pp. 3-5) that must be addressed to reach the student achievement goals?	*Data Connection*: What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area?
Tier 1 (Core) Instruction	Proficiency range across 3-5 grades is 16% to 20% on the PARCC ELA and 7% to 9% on the PARCC Math. 45% to 65% of students (across 3-5) score at Level 1 or 2 on PARCC in ELA. 73% to 74% of students (across 3-5) score at Level 1 or 2 on PARCC in Math. Proficiency range across K-3 grades is 22.2% to 46.6% on the Istation assessment for ELA. (Note: In comparing proficiency across third grade PARCC and Istation there is a discrepancy of percent proficiency from 18.1% (PARCC) to 38.2% (Istation). Teachers' lessons do not consistently raise the rigor using Bloom's Taxonomy in tasks and class discussions. Teachers are not consistently engaging students in higher-order thinking discussions and tasks (e.g. apply, analyzing, evaluating, creating), therefore are not consistently assessing students' learning nor providing intervention for students not meeting the school-wide expectation of rigorous critical thinking. Classroom walkthroughs indicate more time is spent on lower-level questioning and lower-level tasks (e.g. remembering, understanding). There is little evidence of teachers' ability to transfer skills from professional development (PD) to develop higher-order thinking tasks and facilitate higher-order thinking discussions.
Data Driven Instruction	Proficiency range across 3-5 grades is 16% to 20% on the PARCC ELA and 7% to 9% on the PARCC Math. 45% to 65% of students (across 3-5) score at Level 1 or 2 on PARCC in ELA. 73% to 74% of students (across 3-5) score at Level 1 or 2 on PARCC in Math. Proficiency range across K-3 grades is 22.2% to 46.6% on the Istation assessment for ELA. (Note: In comparing proficiency across third grade PARCC and Istation there is a discrepancy of percent proficiency from 18.1% (PARCC) to 38.2% (Istation). F grades for Growth of Highest Performing and Lowest Performing Students on 2017 School Grade Report Card. As evidenced through staff discussions, surveys, reflections and walkthroughs, teachers are lacking formal assessment systems for gathering formative assessment data to drive daily instruction in order to meet the academic needs of students. Walkthroughs reveal teachers are not effectively differentiating instruction in Tier I (core) instruction to meet the unique needs of their students. Staff data discussions indicate inconsistencies in assessing overall unit objectives for students.
Attendance	38.09% of our students were considered to have chronic absences for the 2016-2017 school year. These are students who have missed 18 or more days of school.

Step 4 – Conduct Root Cause Analysis

Root Cause Analysis Notes		
Focus Area	*Root Cause Hypothesis*	*Evidence to Support*
Tier 1 (core) instruction	There is no common expectation or accountability for assessing students' development with higher-order learning using high levels of rigor (Bloom's Taxonomy, e.g. apply, analyzing, evaluating, creating) in Tier I core instruction (e.g. discussions and tasks).	Evidenced in classroom observations and in teacher self-reflections; teachers' lessons do not consistently raise the rigor using Bloom's Taxonomy (e.g. apply, analyzing, evaluating, creating) in tasks and class discussions. Evidence shows a lack of assessing students' learning in this area, therefore interventions for students are not in place. This varies across classrooms and grade levels.
	Teachers are missing assessment systems for gathering formative assessment data to drive instruction to meet the academic needs of students through intervention and differentiation. Walkthroughs reveal teachers are not differentiating instruction in Tier I (core) instruction.	Teachers are missing assessment systems to identify the needs of students to determine the underlying misconceptions, and as a result are not effective at providing the necessary intervention or differentiation.

Data Driven Instruction	Teachers are missing assessment systems for gathering formative assessment data to drive instruction to meet the academic needs of students through intervention and differentiation. Walkthroughs reveal teachers are not differentiating instruction in Tier I (core) instruction.	F grades for Growth of Highest Performing and Lowest Performing Students on 2017 School Grade Report Card. Teachers are missing assessment systems to identify the needs of students to determine the underlying misconceptions, and as a result are not effective at providing the necessary intervention or differentiation.
Attendance	If teachers are consistent with monitoring student attendance, then student attendance will improve.	According to our 2016-2017 statistics, our school has a 65% mobility rate. In addition, the majority of our student population pass 7 elementary schools to get to ours. Transportation is an issue for our families.

90-DAY PLAN

Step 5 – Create Desired Outcomes & Define Critical Actions

Desired Outcomes	
Focus Area	*Draft Desired Outcome (change in adult behaviors)*
Tier I (core) instruction	Teachers will engage students in higher-order thinking discussions of the essential questions (objectives) as well as higher-order thinking tasks to provide opportunities for students to demonstrate their learning of the essential questions (objectives) throughout all lessons. Teachers will ask essential questions (objectives) in lessons. Teachers will capture student discussions on the essential questions (objectives) digitally (a photo of the artifact) to use as formative assessments to shift instruction based on student learning each week, one in ELA and one in Math. Teachers will share one ELA and one Math documented focus in grade level collaboration once a month. One high-yielding and one low-yielding example per grade level will go to the academy teams (KATs, 3-5 and PUPs, K-2) meetings each month to discuss strategies and interventions that are working and those that are not working.
Data Driven Instruction	All teachers will use assessment systems (PARCC, iReady, (IStation K-3)) consistently for data analysis in ELA and Mathematics to focus on providing differentiated instruction based on data results to increase all students' academic performance and engage in regular data discussions with their grade levels and academies.
Attendance	Teachers will monitor student attendance daily, weekly, and monthly. Student attendance rate will drop by 10% in the 2017-2018 school year.

Focus Area: Tier I (core) instruction

Desired Outcome: Teachers will provide evidence of increasing the rigor in class discussions and task through documentation, grade level discussions and academy team discussions.

CRITICAL ACTIONS

Timeline	*Critical Action to Address Root Cause & Achieve Desired Outcome*	*Resources Needed/Source*	*Person(s) Responsible*	*Person(s) Involved*
1/3/2018-ongoing	Teachers will document one ELA and one Math discussion per week that demonstrates increased rigor in questioning around the essential questions (objectives), how they are assessing student learning through (e.g. tasks, exit slips, formative and/or summative assessments) and develop an intervention plan to move students who are struggling.	UbD units Grade-level collaboration times Academy collaboration times Administrator attendance in collaborative meetings	Teachers Grade-levels Academy Teams (KATs, PUPs)	All teachers and Administration

February 2018	Grade levels will meet during their collaboration during the first week of the month to share their data on their documented ELA and Math discussions, assessments of student learning and their interventions put in place. Teachers will discuss what is working and what is not working. A high and low example in each area will be chosen to take to KATs and PUPs on Feb. 27th.	Grade-level collaboration times Academy collaboration times	Teachers Grade Level Leaders KATs and PUPs Leaders	All teachers and Administration
March 2018	Primary/Intermediate teams meet and 90 day core team member will share 90 day feedback	Summary of 90 day adjustments	90 day core team member	Coach, teachers, Admin.
	KATs, PUPs or whole staff meet to review 90 day goals and progress with instructional strategies	Protocol for reviewing 90 day goals.	90 day core team member	Coach, Teachers, Admin.

Focus Area: Data Driven Instruction

Desired Outcome: In conjunction with grade level, teachers will implement and submit an assessment system to focus on improving student performance on unit objectives for ELA and Mathematics as well as remediating deficit skills in order to improve overall student academics.

CRITICAL ACTIONS

Timeline	*Critical Action to Address Root Cause & Achieve Desired Outcome*	*Resources Needed/Source*	*Person(s) Responsible*	*Person(s) Involved*
1/3/17- ongoing	Teachers will collaborate in grade levels to establish a uniform system for collecting data on students' progress towards mastery of identified unit Teachers will meet in Academies to regularly discuss student progress and intervention effectiveness	UbD units Grade-level collaboration Pre/post assessments for identified unit standards written in PARCC format (grades 3-5) intervention materials and assessments iReady diagnostic and interim assessments Administrator attendance in collaborative meetings	Teachers Grade-levels Academy Teams (KATs, PUPs)	All teachers and Administration
1/3/2018- ongoing 6 week cycles	Teachers will administer winter iReady diagnostic. This data will be compiled and used to divide students into intervention groups Teachers will create a learning target for each intervention group, identify and implement a weekly assessment to demonstrate student grown At the end of 6 weeks, students will take an interim iReady assessment and the intervention cycle will begin again Teachers will meet in Academies to regularly discuss student progress and intervention effectiveness	UbD units iReady diagnostics Intervention materials and assessments Grade level collaboration time Academy collaboration time Administrator attendance in collaborative meetings	Teachers Grade Level Leaders	All teachers and Administration
February 2018	Grade levels will meet during their	Grade-level collaboration	Teachers	All teachers and

	collaboration during the first week of the month to share their data on their documented ELA and Math unit tests as well as intervention groups. Aggregate data of student progress will be shared with the Academy and 90 day teams.	times Academy collaboration times	Grade Level Leaders KATs and PUPs Leaders	Administration
March 2018	Academy teams meet and 90 day core team members will share 90 day feedback	Summary of 90 day adjustments	90 day core team member	All teachers, Administration,Instructional coach
April	Whole staff and/or Academy teams meet to review 90 day goals and progress with instructional strategies	Protocol for reviewing 90 day goals and documentation of progress	90 day core team member	All teachers, Administration Instructional coach

Focus Area: Attendance

Desired Outcome: Teachers will monitor student attendance daily, weekly, and monthly. Student attendance rate will drop by 10% in the 2017-2018 school year.

CRITICAL ACTIONS

Timeline	*Critical Action to Address Root Cause & Achieve Desired Outcome*	*Resources Needed/Source*	*Person(s) Responsible*	*Person(s) Involved*
September 8, 2017	Attend Mission Graduate Conference		Principal	Principal, Counselor, Parent Liaison,
August 14th-May 24th	Teachers will take student daily attendance by 8:10 am each school day.	Computers to enter attendance on Synergy	Teachers	Teachers
August 14th-May 24th	Tardies will be submitted in to synergy every morning by support staff.	Laptop to enter late students	Parent Liaison	Parent Liaison, Clerk
August 14th-May 24th	Office clerk will monitor and send a reminder email to teachers who have not met the 8:10am deadline.	Computer to monitor Synergy program.	Clerk	Clerk, Teachers
August 14th-May 24th	Teachers will be responsible for the first contact with parents when attendance becomes a concern. The second point of contact comes from the counselor or the parent liaison. The 3rd point of contact comes from the principal.	Computers, phones, attendance data, Synergy	Teachers, Principal	Teachers, Clerk, Counselor, Parent Liaison, Principal
August 14th-May 24th	Synergy sends out safety calls every morning starting at 9:50	Synergy	District	Clerk, Teachers, Parent Liaison
October 2nd through May 24th.	Teachers will monitor students who have been to school every day for a week. Students will receive a stamp on their hand and will receive popcorn as a reward for attending school all week. If they attended school everyday for a month their name will go into a drawing for a grand prize, a backpack full of goodies.	Stamps, popcorn, popcorn machine, popcorn bags, money for goodies to put in backpacks, backpacks have been donated.	Teachers, Clerk, Principal	Teachers, Clerk, Parent Liaison, Principal

Step 6 – Monitor Implementation

Focus Area: Tier 1 (core) Instruction

Desired Outcome: Teachers will provide evidence of increasing the rigor in class discussions and task through documentation, grade level discussions and Academy discussions.

CRITICAL ACTIONS

Timeline	*Critical Action to Address Root Cause & Achieve Desired Outcome*	*Resources Needed/Source*	*Person(s) Responsible*	*Person(s) Involved*

Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS		
Indicator Date	*Evidence to Determine Progress Toward Achieving Desired Outcome and Goals*	*Potential Adjustments*
End of each week	Grade level teams will meet to collect documentation on the essential questions (objectives) for both Math and ELA used to assess students as well as to discuss the intervention plans that were developed for struggling students. Grade levels will collect data on one high and one low performing student from each classroom at the end of the month to take to Academy meetings.	Staff may need technology support
End of each month	Grade levels will provide data on one high and one low performing student from each classroom at the end of the month to take to Academy meetings. Grade levels will provide overall progress for Math and ELA Academy Teams will meet to compile and analyze grade level teams' data on the essential questions (objectives) and discuss/document the overall effectiveness of the instructional strategies in teachers documenting one ELA and one Math discussion per week that demonstrates increased rigor in questioning around the essential questions (objectives), how they are assessing student learning and the intervention plan to move students' who are struggling with the learning. Teachers will make adjustments as necessary.	
First 30 day monitoring check (February)	Grade levels will provide data on one high and one low performing student from each classroom at the end of the month to take to Academy meetings. Grade levels will provide overall progress for Math and ELA Academy Teams will meet to compile and analyze grade level teams' data on the essential questions (objectives) and discuss/document the overall effectiveness of the instructional strategies in teachers documenting one ELA and one Math discussion per week that demonstrates increased rigor in questioning around the essential questions (objectives), how they are assessing student learning and the intervention plan to move students' who are struggling with the learning. Teachers will make adjustments as necessary.	Support for struggling teachers may need to be provided.
Second 30 day monitoring check (March)	Grade levels will provide data on one high and one low performing student from each classroom at the end of the month to take to Academy meetings. Grade levels will provide overall progress for Math and ELA Academy Teams will meet to compile and analyze grade level teams' data on the essential questions (objectives) and discuss/document the overall effectiveness of the instructional strategies in teachers documenting one ELA and one Math discussion per week that demonstrates increased rigor in questioning around the essential questions (objectives), how they are assessing student learning and the intervention plan to move students' who are struggling with the learning. Teachers will make adjustments as necessary.	
90 day monitoring check (April/May)	90 core team will compile and analyze school data and report back to the certified staff as to the overall effectiveness of strategies being used across the Academies to increase questioning rigor and student performance. 90day team will consult with Instructional Council and provide next steps for staff based on data.	

Focus Area: Data Driven Instruction
Desired Outcome: All teachers will implement and submit an assessment system which focuses on assessing key unit outcomes as well as intervention strategy effectiveness on student progress.
CRITICAL ACTIONS

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

PROGRESS INDICATORS		
Indicator Date	*Evidence to Determine Progress Toward Achieving Desired Outcome and Goals*	*Potential Adjustments*
Weekly	Teachers will compile 1 data point per week per student in each intervention group. Data will be shared at grade level and instructional strategies will be altered to increase student performance. Data and strategies will also be shared at Academy meetings	Supports may be needed for teachers in order to determine intervention strategies and assessments
Every 6 week cycle	At the end of each unit, approximately 6 weeks, teachers will administer a unit post-test and collect data on student performance At the end of each 6 week cycle, students will take an interim iReady assessment and teachers will use data to adjust intervention groups to reflect next steps in instruction	A system will need to be created for effective push out and administration of iReady assessments
At the end of each month	Grade levels will provide aggregate student intervention data at the end of the month to take to Academy meetings. Grade levels will provide overall progress for Math and ELA on unit objectives. Academy Teams will meet to compile and analyze grade level teams' data on units and interventions. Teachers will adjust instruction to meet the needs of students. Academy teams will report out to 90 day team and Instructional Council	Since data cycles will be 6 weeks long, timelines may have to be adjusted accordingly
First 30 day monitoring check (February)	All data collected on unit pre/post assessments as well as through intervention groups will be shared from the Academies with the 90 day team. Successes will be highlighted and deficits will be accompanied with a plan for next steps	90 day team should be in close contact with Instructional Council regarding instructional decisions related to 90 day plan.
Second 30 day monitoring check (March)	All data collected on unit pre/post assessments as well as through intervention groups will be shared from the Academies with the 90 day team. Successes will be highlighted and deficits will be accompanied with a plan for next steps	90 day team should be in close contact with Instructional Council regarding instructional decisions related to 90 day plan.
90 day monitoring check (April/May)	90 core team will compile and analyze school data and report back to the teachers as to the overall effectiveness of strategies being used across the Academies to increase teacher proficiency of data driven instruction to improve student outcomes in ELA and Mathematics. 90 day team will consult with Instructional Council and provide next steps for staff based on data.	90 day team should be in close contact with Instructional Council regarding instructional decisions related to 90 day plan.

Focus Area: Attendance
Desired Outcome: Teachers will monitor student attendance daily, weekly, and monthly. Student attendance rate will drop by 10% in the 2017-2018 school year.

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

PROGRESS INDICATORS		
Indicator Date	*Evidence to Determine Progress Toward Achieving Desired Outcome and Goals*	*Potential Adjustments*
First 30 day monitoring check	Attendance team will analyze attendance data to determine if attendance has improved.	
Second 30 day monitoring check	Attendance team will analyze attendance data to determine if attendance has improved.	
90 day monitoring	Attendance team will analyze attendance data to determine if	

check	attendance has improved.	

Attendance Monitoring

System to Monitor Implementation		
Procedure	Timelines	Person(s) Responsible
Have all the data needed for analysis Learn how to use the 90 day system to enter documentation Use protocols for data and feedback Have an overall plan for the year Continual assessment of student progress Teachers use the data to drive instruction		90 day core team Attendance team

Tier 1 Monitoring

System to Monitor Implementation		
Procedure	Timelines	Person(s) Responsible
Grade levels will provide data on one high and one low performing student from each classroom at the end of the month to take to Academy meetings. Grade levels will provide overall progress for Math and ELA	Weekly beginning of January 2018	● Classroom Teachers ● Grade Levels
Academy Teams will meet to compile and analyze grade level teams' data	Monthly beginning of January 2018.	● Classroom Teachers ● Grade Levels ● Academy Leaders
90 Day Team will meet to compile and analyze school data and report back to the staff to discuss effectiveness of strategies and increased rigor	First 30 day meeting February 2018	● Classroom Teachers ● Grade Levels ● Academy Leaders ● 90 Day Core Team

Data Driven Instruction Monitoring

Grade levels will create and administer pre/post tests for each ELA and Mathematics unit reflection rigor of CCSS and alignment to PARCC Teachers will use iReady diagnostic and interim assessments to level students and remediate deficits Teachers will use Istation diagnostic and interim assessments to level students and remediate deficits Unit and intervention data will be compiled and shared weekly at grade level meetings and monthly at Academy meeting. Data shared at Academy meetings will be shared with the 90 day team including next steps for struggling students Teachers will be asked to reflect on data and request support in the process as needed	Beginning and end of each unit. About every six weeks beginning January 2018. Winter iReady assessment will be administered in the K-5th grades. The first push out of an interim assessment should happen in January 2018 and continue each 6 weeks. Winter Istation assessment will be administered in the primary grades, plus 3rd. The first push out of an interim assessment should happen in January 2018 and continue each 6 weeks. Weekly/or biweekly grade level collaboration meetings beginning January 2018 (meetings should equate to 40 minutes per week) Monthly data discussion Academy meetings Monthly teacher reflections. Support requests may be submitted to grade level, Academy, or Administration as appropriate.	Teachers Grade levels Instructional Coach Teachers Grade levels Instructional Coach Teachers Grade levels Academy teams Academy team leaders 90 day team members Administration Teachers Administration Grade Levels Academy leaders

District: APS
School: JKSIA
Date: Jan. 5, 2018
Completed By: C. Sanchez

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

For PED use only
NM PED Calibration Review
Date:
Reviewer Code:

To enter into DASH…		
Solid Progress	**Limited Progress**	**Not Evident**
13 or greater of 16	3 or fewer of 16	0

Your plan (as reviewed by your district designee)		
Solid Progress	**Limited Progress**	**Not Evident**
13	**3**	

For PED use only		
Solid Progress	**Limited Progress**	**Not Evident**

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 1 Reflections and Feedback: Add info on Gina Raskinski.				
Step 2 – Analyze Data & Set Student Achievement Goals	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**
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

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

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 2 Reflections and Feedback: For your 3-5 grade benchmark goal do you use iStation? Benchmark goals should be clearly articulated in both ELA and math, align with summative goals, and be connected to the most current interim or formative assessment data.				
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 3 Reflections and Feedback:				
Step 4 – Root Cause Analysis	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**
Clear Root Cause Statement	Each focus area has a clear statement 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** statement of the **underlying root cause** or causes of school performance challenges.	**Some or all** of the focus areas **have a** statement 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
Step 4 Reflections and Feedback:				
Step 5 – Desired Outcomes & Critical Actions	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**

[2] For assessment requirements and best practices, access: http://www.ped.state.nm.us/ped/AssessmentEvalDocs/2017-2018%20Assessment%20Calendar.pdf

Desired Outcomes – 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
Desired Outcomes – 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 increasing student achievement.	Shows lack of attempt or action
Critical Actions – 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
Critical Actions – 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
Critical Actions – 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 5 Reflections and Feedback				
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

David E Peercy — 2/21/2018

President, Board of Education Signature | Date

Raquel Reedy — 2/22/18

Superintendent Signature | Date

[illegible] — 2/22/18

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
Raquel Reedy	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
David E Peercy	2/21/2018
Board President Signature (blue ink)	Date