

## LEA Comprehensive Support and Improvement Competitive Grants Application

<b>LEA Name:</b>	<b>Albuquerque Public Schools</b>
<b>Submitting on Behalf of (name of school):</b>	<b>Van Buren Middle School</b>
<b>Number of Students Served:</b>	<b>528</b>
<b>Number of Certified Licensed Staff:</b>	<b>60</b>

### 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 2<sup>nd</sup> graders at Reading benchmark
- Percentage of non-benchmark 2<sup>nd</sup> graders at Reading benchmark by 4<sup>th</sup> grade
- Percentage of students improving on iReady
- Percentage of students taking and passing Advanced Placement or Dual Credit classes
- Four-year cohort graduation rate
- Percentage of students in a cohort meeting College & Career Readiness standards

### **3. Student Engagement**

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

### **4. Parents and Community Engagement**

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

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

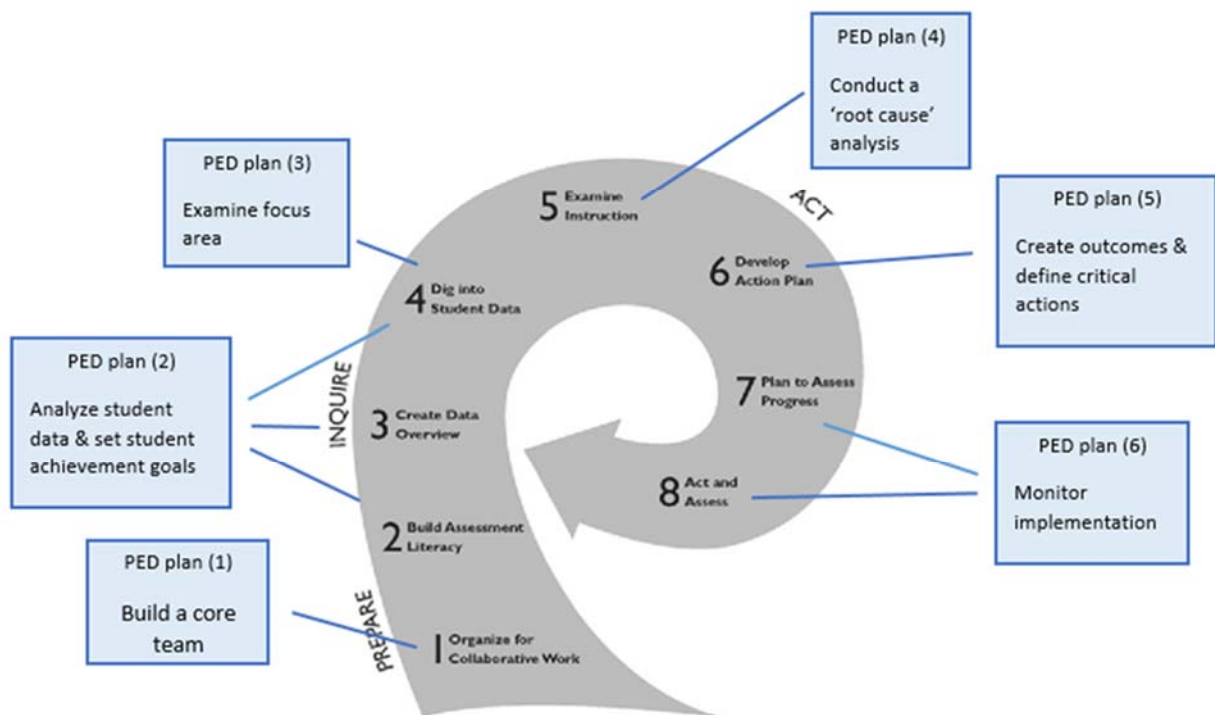
### **NM DASH 90-Day Plan**

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

Albuquerque Public Schools believes schools are the unit of change and has invested significantly in the district's capacity to assist schools in using the NM DASH 90-Day Plan to drive the school improvement process. To specifically address school growth and achievement within the NM DASH 90-Day Plan process, APS established a School Accountability Support (SAS) Department. SAS is the premier data-coaching team in the district. SAS applies research-based practices in their work with APS schools. Specifically,

SAS introduces processes and protocols from *Data Wise* (Parker Boudette, City, & Murnane, 2008) to enhance the 90-Day Plan process. APS annotated the Data Wise model with the NM DASH 90-Day Plan process to facilitate robust school improvement. Figure 1 displays the alignment of these two programs.

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



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

Finally, SAS provides comprehensive support for schools completing their NM DASH 90-Day plans. SAS Accountability Support Coordinators and NM DASH Coordinators not only serve on school core teams as district representatives, but they also provide regular feedback as schools construct and implement their plans. Furthermore, SAS conducts comprehensive

training for APS schools on how to complete and submit their 90-Day Plans. This includes managing all APS accounts in the NM DASH portal.

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

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

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

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

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

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

- APS lacks professional development centered on turnaround strategies.
- APS needs a common interim assessment that is consistent with state standards.
- It is difficult to find time for impactful teacher training.

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

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

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

External **Threats (T)** include:

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

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

## **B. Instructional Infrastructure**

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

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

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

### **K-5 Mathematics**

Albuquerque Public Schools uses Origo Stepping Stones as its K-5 core math program. Stepping Stones is aligned with the New Mexico Common Core State Standards and was adopted by the district in 2014. The NMCCSS call for three shifts in the approach to teaching mathematics: a greater **focus** on fewer topics; more **coherence** of topics across grades; and increased **rigor** in math instruction. The Origo Stepping Stones curriculum for students in grades K-5 builds conceptual understanding through rigorous problem-solving activities, and supports computational fluency with strategies and practice.

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

### **K-5 Literacy**

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

In addition to the officially adopted ELA/SLA K-5 program, all K-5 schools in APS have access to Foundations, which is a supplemental core program in grades K-2. Foundations is a multisensory early literacy program that focuses on phonemic awareness, phonics, high

frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. Foundations is aligned to the NMCCSS and is part of a Response to Intervention (RTI) framework. Ideally, Foundations is used to provide research-based instruction to all students as a Tier 1 approach. It is also appropriate for as a Tier 2 intervention for students at risk for reading difficulties, according to the publisher. Although Foundations includes comprehension strategies, it must be combined with a core/literature-based language arts program for an integrated and comprehensive approach to reading and spelling.

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

### **6-12 Mathematics & Literacy**

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

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

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



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

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

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

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

### **Multi-Tiered System of Support for Schools**

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

#### ***Tier 1 Criteria:***

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

#### ***Tier 1 Support Plan:***

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

#### ***Tier 2 Criteria:***

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

#### ***Tier 2 Support Plan:***

- Participation in instructional rounds.

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

***Tier 3 Criteria:***

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

***Tier 3 Support Plan:***

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

***Tier 4 Criteria:***

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

***Tier 4 Support Plan:***

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

***Tier 5 Criteria:***

- NMPED Designation of More Rigorous Intervention (MRI)

***Tier 5 Support Plan:***

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

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

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

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

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

### **The Role of Instructional Rounds in Implementing Standards-Aligned Instruction**

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

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

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

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

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

### **Support & Accountability for School Leaders**

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

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

### **Support & Accountability for Teachers**

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

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

expectations of outcomes based on that support. Outcomes are assessed through walkthroughs and observations.

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

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

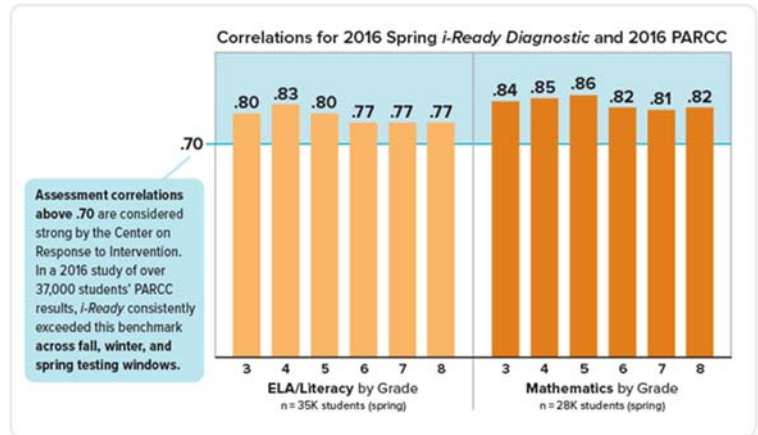
and the Department of Curriculum and Instruction has confirmed that the diagnostic matches the district’s scope and sequence at each grade level.

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.

### 2016 Correlations between Spring iReady Diagnostic and PARCC Assessments

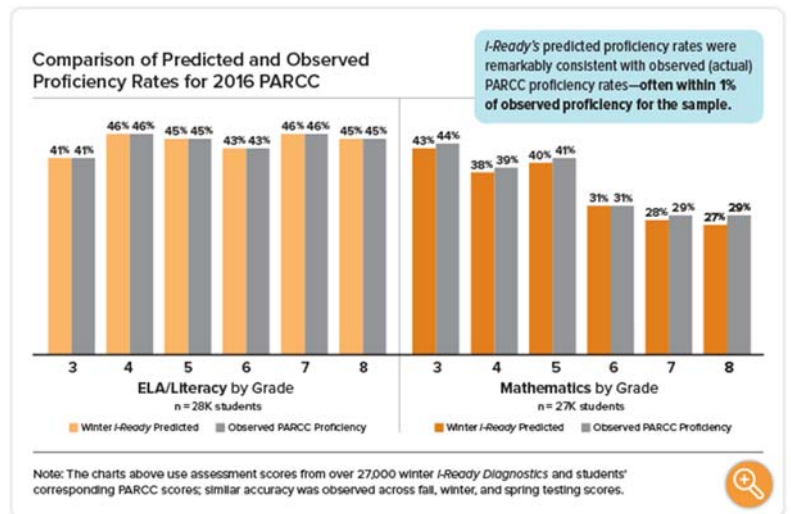
The strong correlations between the spring iReady Diagnostic and the 2016 PARCC Assessments—with overall correlations of .79 for ELA/Literacy and .83 for Mathematics for all students across grades 3–8—exceed the Center on Response to Intervention’s recommended .70 minimum threshold for correlations.



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. Van Buren Middle School's Instructional Council scored the school's use of data on the PPE Data-Driven Instruction rubric. The school is in the beginning stages of becoming a data- and assessment-literate building. The IC recognized that the school does not yet have a structure for test-in-hand analysis or even common short-cycle, predictive assessments. The spring 2018 90-Day Plan provides for critical actions that will facilitate this process. Grade level and department teams are beginning to drill down to the root causes of student performance. Van Buren is moving towards consistency across all classrooms. Currently, grade level teams share common planning time and spend one planning period a week together in professional development, collaborating for individual student success, and looking at instructional strategy data.

### **C. LEA Support and Accountability**

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

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

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

The district's Assistant Superintendent of Equity, Instruction and Support (EIS), Dr. Madelyn Serna Mármol, will work directly with each CSI school to create, implement, and provide support on evidence-based interventions and curricular supports. EIS's Curriculum and Instruction Department and Office of Innovation and School Choice will provide instructional and strategic support on 90-Day Plans. In addition, both departments will provide professional development and support to teachers and school leaders. The EIS Department of Family and Community Supports will provide guidance to schools in development and implementation of Next-Step Plans and wrap-around supports for students.

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

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

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

The specific cycle of planning, action, evaluation, feedback and adaptation between APS district leadership and school leadership will use the NM DASH 90-Day Plan format. The NM DASH 90-Day Plan format is based on a continuous improvement model of planning, implementation and monitoring. Each CSI school has gone through the process of building a core team, analyzing student data, setting student achievement goals, identifying focus areas and conducting a root cause analysis. From this process, school leaders created desired outcomes and defined critical actions. For each school, the Associate Superintendent 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.

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

### **Communication and Stakeholder Involvement/Engagement**

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

- Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention.
- This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.

Albuquerque Public Schools believes in the importance of enlisting parents and other key educational stakeholders in the school improvement process. On December 5, 2017, Superintendent Raquel Reedy wrote to stakeholders in a public message about the schools identified by the state's ESSA plan as in need of More Rigorous Intervention (MRI),

Comprehensive Support & Improvement (CSI) or Targeted Support & Improvement (TSI). The district has held multiple public meetings at each of the MRI schools in order to explain the designation and to enlist support for the district's school redesign plans.

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

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

These bi-annual meetings will not be the only way in which the district and individual CSI schools share information about the status of school improvement efforts. In addition to these meetings, APS will update stakeholders regarding the progress of CSI schools, along with the district as a whole, at the following meetings:

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

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

## II. School-Level Context

### A. School Overview

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

Over the last three administrations of PARCC, Van Buren Middle School has seen declines in the percentage of students meeting or exceeding expectations (see Table 1). These declines have been specifically large in English/Language Arts 6<sup>th</sup> Grade where 11.6 percent of students met or exceeded expectations in Spring 2015 and only 3.1 percent of students or exceeded expectations in Spring 2017.

Table 1. Overall PARCC Performance

Subject	Year	PARCC Performance Level				
		1	2	3	4	5
Algebra 1	2015	7.5%	50.0%	42.5%		
	2016	6.1%	30.3%	24.2%	39.4%	
	2017	5.9%		82.4%	11.8%	
English/ Language Arts 6th Grade	2015	34.7%	28.9%	24.9%	11.0%	0.6%
	2016	39.7%	33.3%	22.4%	4.0%	0.6%
	2017	49.7%	29.2%	17.9%	3.1%	
English/ Language Arts 7th Grade	2015	38.5%	29.4%	21.9%	9.6%	0.5%
	2016	43.9%	27.2%	19.7%	8.7%	0.6%
	2017	46.9%	24.4%	21.3%	6.9%	0.6%
English/ Language Arts 8th Grade	2015	39.7%	35.3%	17.9%	7.1%	
	2016	40.1%	30.2%	21.9%	7.3%	0.5%
	2017	50.3%	23.6%	18.2%	7.9%	
Geometry	2016		50.0%		50.0%	
Mathematics 6th Grade	2015	27.6%	36.2%	28.7%	6.9%	0.6%
	2016	42.1%	34.8%	16.3%	6.7%	
	2017	55.8%	27.9%	13.2%	3.0%	
Mathematics 7th Grade	2015	23.6%	39.7%	28.6%	8.0%	
	2016	25.8%	36.0%	30.9%	7.3%	
	2017	37.1%	40.4%	17.4%	5.1%	
Mathematics 8th Grade	2015	51.3%	42.0%	5.9%	0.8%	
	2016	53.7%	31.7%	13.4%	1.2%	
	2017	62.1%	23.5%	13.1%	1.3%	

Examining the Van Buren Middle School decline in English/Language Arts 6<sup>th</sup> Grade PARCC scores by gender shows declines both for female and male students as well as a consistent gender gap. Across the three administrations, almost twice as many female students have passed the exam than their male peers. Because the student population of Van Buren Middle School is over 75 percent Hispanic, is it difficult to analyze differences

between race/ethnicity student groups. All of Van Buren Middle School students now receive free meals as the school participates in the Community Eligibility Program of the Department of Food and Nutrition. This makes a comparison by free/reduced-price lunch status no longer possible.

Despite serving a student population that is roughly one-quarter students with disabilities, no student with a disability at Van Buren has achieved proficiency on a PARCC exam across the last three administrations. This trend also holds true for Van Buren English Learners (EL) except for the Spring 2017 administration of PARCC Mathematics 7<sup>th</sup> Grade.

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, Van Buren Middle School had 32 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	2	6%	3%
Highly Effective	4	13%	27%
Effective	13	41%	44%
Minimally Effective	12	38%	23%
Ineffective	1	3%	3%
TOTAL	32		

Based on this comparison, it is clear that teachers evaluated as Ineffective and Minimally Effective (41%) are over-represented at Van Buren Middle School as compared with the district overall (26%). The largest gap between Van Buren Middle School and the district average is of teachers evaluated as Highly Effective (13% versus 27%). Van Buren Middle School teachers roughly as likely to be evaluated as Effective (41%) than the district average (44%). Through professional development and processes like the PAR already described in this application, Van Buren Middle School will continue to work to ensure that all teachers are effective.

**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.

Van Buren’s Grade Level Teams meet every Thursday on a full week. The meetings are 54 minutes in length. Van Buren has adopted the Meeting Wise Framework for meetings. Teams also meet once additionally each month for three hours of professional development and collaboration.

Van Buren teachers currently meets once a week on Thursdays for 54 minutes as a whole staff using the Meeting Wise Framework. The staff spends time discussing interim assessments and data analysis, but is at the beginning stages of action and implementation. The schools is also at the beginning stages for one-on-one data discussions between teachers and school leaders.

**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, Van Buren Middle School convened a core team of nine individuals. Through their work, they examined current student performance data and set goals for improvement using PARCC data. The next step was to use current data to determine the root cause of barriers to achieving these goals and a corresponding theory of action to lead to the desired result. The table below outlines each root cause analysis and a corresponding theory of action, which will be linked to an evidence-based intervention identified in the grant application.

Van Buren Middle School is in a pivotal school year with unlimited potential for positive change. The principal is already participating in the Principals Pursuing Excellence cadre, and shifts in school climate, teacher collaboration, and data driven instruction have begun. Students at Van Buren are eager for learning that captivates their interests and engages them in enrichment experiences beyond the institutional routines of school. However, multiple data points reveal that VBMS students are unengaged; Attendance and behavior incident data, interim and standardized testing scores, student survey results and observation data reveal that disengagement is a root cause of the school's performance trends.

Root Cause Analysis	Theory of Action
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Evidence-Based Intervention: Formative Assessment	
<p>Observational data and walkthroughs from school leaders and the instructional coach documented that teachers need additional support with formative assessment strategies and the use of formative assessment to adapt instructional plans to students' needs.</p>	<p><b>Formative Assessment:</b> If Van Buren Middle School teachers combine formative assessment using iReady Diagnostic Assessments with data driven instruction continuous improvement techniques, teachers will have the knowledge of how to better adapt instructional plans to students' needs. Improved Tier 1 instruction will lead the measurable gains in students' academic achievement.</p>
Evidence-Based Intervention: Data Wise	
<p>Observational data and walkthroughs from school leaders and the instructional coach documented that teachers need additional support with formative assessment strategies and the use of formative assessment to adapt instructional plans to students' needs.</p>	<p><b>Data Wise:</b> 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. In the Data Wise process, teachers will identify a common teaching strategy that will be used to analyze student work and modify instruction as needed. Improved teacher plans will lead to increased student achievement.</p>
Evidence-Based Intervention: Student Engagement	
<p>The school's data sources reveal that teachers need support in engagement strategies. Principal observations have documented the widespread use of worksheets or other forms of individual work. Lack of opportunities to engage during the school day has led to high rates of chronic absenteeism and high rates of misconduct and disciplinary issues.</p>	<p><b>Student Engagement:</b> If Van Buren teachers can establish and maintain consistent implementation of engagement strategies, the school can expect increased student attendance, decreased behavior incidents, and increased achievement in all academic areas. Van Buren's theory is that by narrowing the school's focus to student engagement, both in the classroom and during special cluster enrichment days, we will be able to better support students' social-emotional and academic growth.</p>
Evidence Based Intervention: Kagan Cooperative Learning	
<p>The school's data sources reveal that teachers need support in engagement strategies. Principal observations have documented the widespread use of worksheets or other forms of individual work. Lack of opportunities to engage during the school day has led to high rates of chronic absenteeism and high rates of misconduct and disciplinary issues.</p>	<p><b>Cooperative Learning:</b> If teachers receive professional development in Kagan Cooperative Learning strategies, teachers will increase the use of cooperative learning engagement strategies. When students spend more time in class engaged in CCSS-aligned Tier 1 instruction, student academic proficiency will improve.</p>



**B. Choice of Evidence-Based Interventions**

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

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

Intervention	Impact Based on Effect Sizes	ESSA Tier	Sources of Evidence
Use of Formative Evaluation (iReady)	High	Tier 2	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . New York. Routledge.
AVID Strategies	Moderate	Tier 2	Watt, K.M., Powell, C.A., Mendiola, I.D., & Cossio, G. (2006). Schoolwide impact and AVID: How have selected Texas high schools addressed the new accountability measures? <i>Journal of Education for Students Placed at Risk</i> . 11:1, 57-73.
Data Wise Continuous Improvement Process	Moderate	Tier 3	Bocala, C. & Boudett, K.P. (2015). Teaching educators habits of mind for using data wisely. <i>Teachers College Record</i> , v117 n4.
Cooperative Learning Strategies (Kagan)	Moderate	Tier 2	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . New York. Routledge.
Summer Learning	Low	Tier 2	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . New York. Routledge.
Blended Learning	Moderate	Tier 2	Brodersen, R.M. & Melluzzo, D. (2017). Summary of research on online and blended learning programs that offer differentiated learning options. Institute of Educational Sciences (IES) Regional Educational Laboratory (REL), U.S. Department of Education, Washington, D.C.

Project/Problem Based Learning	Low to Moderate	Tier 3	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . New York. Routledge.
Project GLAD	Low to Moderate	Tier 2	Hahn, S.L.A. (2009). Developing the English language vocabulary of native Korean-speaking students through Guided Language Acquisition Design. Retrieved 2-15-2018 from uoregon.edu.
Small Group Tutoring	Moderate to High	Tier 2	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . New York. Routledge.
Tripod Student Surveys	Moderate	Tier 2	Ferguson, R.F., (2012). Can student surveys measure teacher quality? <i>Phi Delta Kappan</i> , Vol. 94, No. 3
Check and Connect	Moderate	Tier 2	<u>Sinclair, M. F., Christenson, S. L., Evelo, D. L., &amp; Hurley, C. M. (1998)</u> from the What Works Clearinghouse
Student Engagement	Moderate	Tier 2	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . 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). <i>Chronic Absenteeism: Summarizing What We Know From Nationally Available Data</i> . Baltimore: Johns Hopkins University Center for Social Organization of Schools.
Reducing Anxiety	Low	Tier 2	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement</i> . New York. Routledge.
School Counseling	Moderate to High	Tier 2	Whiston & Quinby (2009). Review of school counseling outcome research. <i>Psychology in the Schools</i> , 46(3), 267-272. Schatzberg & Nemeroff (2009). <i>Textbook of Psychopharmacology</i> . Arlington, VA: The American Psychiatric Publisher.
Phonics Instruction	Moderate	Tier 2	Hattie, J. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-Analyses</i>

			Relating to Achievement. New York. Routledge.
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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, Van Buren Middle School chose interventions relevant and appropriate to meeting the needs discovered through the root cause analysis as described below. Only interventions meeting the top three tiers of evidence were considered for adoption.

Identify the school’s chosen intervention(s).

Van Buren Middle School selected the following evidence-based interventions:

- Implementation of Formative Assessments
- Implementation of Data Wise Continuous Improvement Process
- Implementation of Student Engagement Strategies
- Implementation of Kagan Cooperative Learning Strategies

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.

In order to address the root cause, Van Buren needs to attack the problem from two entry points: the teachers and the students. The first intervention is systematic and on-going professional development for teaching staff on engagement strategies through the lens of observation inquiry and response to data collection. The effect size, according to John Hattie (2012) for professional development is 0.80 which represents a significant positive effect, and teachers have requested time in which to collaborate and process their learning from PD opportunities. The second intervention is providing enrichment learning for students on a monthly basis with opportunities for school-to-careers experiences (Allen, et al, 2016).

Theory of Action	Implementation of Evidence Based Intervention
<p><b>Formative Assessment:</b> If Van Buren Middle School teachers combine formative assessment using iReady Diagnostic Assessments with data driven instruction continuous improvement techniques, teachers will have the knowledge of how to better adapt instructional plans to students’ needs. Improved Tier 1 instruction will lead the measurable gains in students’ academic achievement.</p>	<p>Van Buren Middle School will purchase and use iReady software for formative assessment.</p>
<p><b>Data Wise:</b> 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. In the Data Wise process, teachers will identify a common teaching strategy that will be used to analyze student work and modify instruction as needed. Improved teacher plans will lead to increased student achievement.</p>	<p>Van Buren Middle School will provide stipends for a one day early start to receive training in the Data Wise model and examine data for school-wide change.</p>
<p><b>Student Engagement:</b> If Van Buren teachers can establish and maintain consistent implementation of engagement strategies, the school can expect increased student attendance, decreased behavior incidents, and increased achievement in all academic areas. Van Buren’s theory is that by narrowing the school's focus to student engagement, both in the classroom and during special cluster enrichment days, we will be able to better support students' social-emotional and academic growth.</p>	<p>Van Buren Middle School will hold eight enrichment days for students, facilitated by partner volunteers, with topics to be selected by student survey results. Partner organization would offer choices such as cooking, sewing, rock-wall climbing, cosmetology, robotics, wood and leather working, auto shop, animal training, drama, martial arts, computer graphics, etc., for students in two three-hour sessions, one in the morning and one in the afternoon. On these enrichment days, teachers will be released from teaching duties for three hours to collaborate and/or participate in professional development sessions.</p>
<p><b>Cooperative Learning:</b> If teachers receive professional development in Kagan Cooperative Learning strategies, teachers will increase the use of cooperative learning engagement strategies. When students spend more time in class engaged in CCSS-aligned Tier 1 instruction, student academic proficiency will improve.</p>	<p>Van Buren Middle School will provide professional development for staff in Kagan Cooperative Learning Strategies.</p>

## 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
<b>Formative Assessment:</b> Van Buren Middle School will purchase the iReady Diagnostic/Instructional Site License to allow teachers to generate better information about students' learning needs.	\$0	\$32,417	\$27,177	\$27,177
<b>Data Wise:</b> Van Buren Middle School will use funding to provide a day to engage in the Data Wise Continuous Improvement Process.	\$0	\$7,865	\$7,865	\$7,865
<b>Student Engagement:</b> Van Buren Middle School will use funding to provide eight enrichment days for students, which will also double as professional development days for staff working with Solution Tree to increase student engagement.	\$28,945	\$98,342	\$103,180	\$103,180
<b>Cooperative Learning:</b> Van Buren Middle School will use funding to provide professional development for teachers in cooperative learning strategies.	\$0	\$7,160	\$7,160	\$7,160
<b>LEA Indirect Cost:</b> This has been budgeted at the PED Approved Indirect Cost Rate	\$836.51	\$4,213.16	\$4,201.54	\$4,201.54

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 Van Buren Middle School, those interventions may include formative assessment using iReady, professional development in cooperative learning strategies, professional development in student engagement, partnering with community organizations to provide enrichment for students and a school-wide Data Wise continuous improvement process. For each activity, the school will capture data to make determinations as to the effectiveness of the intervention in achieving the goal of increasing student learning and improving the school's on-time graduation rate. Only those interventions demonstrating effectiveness in meeting these goals will be sustained after the grant period.

Clearly describe and justify any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. Normal indirect cost may also be claimed at the PED-approved rate for the district.

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

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

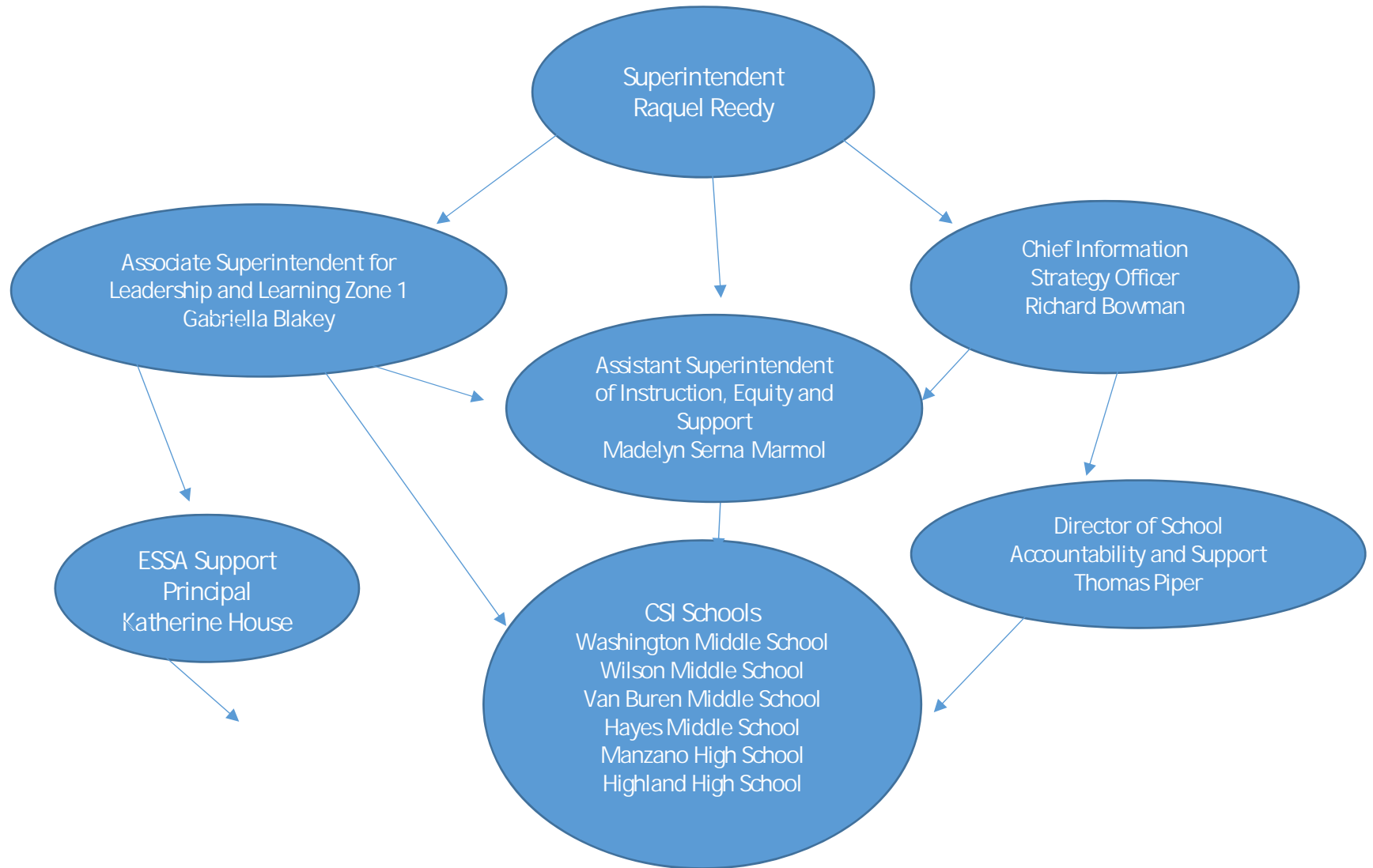
Albuquerque Public Schools and Van Buren Middle School will align other available federal, state and local resources to support the evidence-based interventions. For example, professional development funding will be supplemented by the school's Title I budget.

## **B. Budget Forms**

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

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

# Albuquerque Public Schools Organizational Chart: Zone 1





ASSESSMENTS 2017 18  
Middle School



Assessment	Testing Window
<b>ACCESS</b>	
<i>for ELLs 2.0</i>	
GR 6-8	January 22 – March 16, 2018
<b>NAEP</b>	
<i>National Assessment of Educational Progress</i>	
GR 8 (Only Sampled Schools)	January 29 - March 9, 2018
<b>Science</b>	
GR 7	March 5 - 30, 2018
<b>NMAPA</b>	
<i>New Mexico Alternate Performance Assessment</i>	
GR 6-8	March 12 - April 6, 2018
<b>PARCC</b>	
<i>Partnership for Assessment of Readiness for College and Careers</i>	
GR 6-8	April 16 - May 11, 2018 ( <i>online</i> )
GR 6-8	April 16 - May 4, 2018 ( <i>paper</i> )
<b>Spanish Reading</b>	
GR 6-8	April 16 - May 4, 2018 ( <i>paper</i> )
<b>End of Course Exams EoCs</b>	
GR 6-8	April 30 - May 18, 2018
<b>Interim Assessments</b>	
Assessment	Testing Window
<b>i-Ready</b>	
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

### Step 1 – Build Core Team

Team Member	Position	<u>Rationale:</u> What strengths/perspective does this person bring to the team? How will including this individual help the team address the school's current reality?
Shawn Morris	Principal	New to Van Buren. 5 <sup>th</sup> Year as an administrator. Previously at Jefferson MS. Married with 2 children. One in the APS System and the other attending UNM.
Aaron Arellano	AP	Married with two children under the age of 5. Knows the history of school. 2 <sup>nd</sup> year as an AP. Has served as the Dean and as a teacher. Has been at Van Buren his entire career. Background in Language Arts and AVID. He is familiar with a variety of Instructional Strategies and supports.
Katherine Bates	Instructional Coach	Married with three children. 2 of the children are current 9 <sup>th</sup> graders. One child is currently a student at UNM. Has been a teacher at LBJ/APS and Eagle Ridge MS in Rio Rancho. Has served as an Instructional Coach at LBJ/APS and Jefferson MS/APS. Background in Math. She has a strong background in data and is trained in several instructional initiatives including Kagan, AVID and Jensen.
Deborah Elder	District Turnaround Leader	Married with children. Background in data and has worked as a data analysis for APS. Has served as a school level administrator as well as a district level administrator. Understands the PPE process and the requirements, etc.
Daniel Candelaria	Head Sped	Has one child in the Rio Rancho School System. Has been a teacher at both Atrisco Heritage and Valley HS. Has a background in Social Studies. He is dual certified in both regular education and special education. He will serve as the Head Sped Teacher for Van Buren.
Silvina Tello	Community Coordinator	Serves as the schools community coordinator. Has one child and is married. Ms. Tello Lives in the neighborhood and is a product of our feeder high school Highland. Is responsible for overseeing all afterschool and community events at Van Buren, which includes before and after school tutoring.
Brian Gallo	Dept. Chair Math	Recently married. Recently took over the role of Dept. Head. Has been at Van Buren his entire career. Background in Math. Will be teaching 6 <sup>th</sup> Graders in the 17-18 school year.
Michelle Winklepleck	Dept. Chair Science	Has two children under the age of 5. Serves as the Science Dept. Chair. Has been at Van Buren her entire career. She teaches 7 <sup>th</sup> Grade Health.
Peter Kalberer	Dept. Chair Science	Recently married. He is certified in various content areas. Has been at Van Buren for 10 years plus. Knows the history of the school. He will be teaching 6 <sup>th</sup> graders in the 17-18 school year.

### Step 2 – Analyze Data & Set Student Achievement Goals

<u>Step 2 – Analyze Data &amp; Set Student Achievement Goals</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
Summative goals	In addition to the indicators for solid progress, <b>an optional third goal has been identified based on deep</b>	Measurable summative student achievement goals have been identified in both ELA <b>and</b> math <b>using the most</b>	Measurable summative student achievement goals have been identified in ELA <b>and/or</b> math.	Shows lack of attempt or action

	<b>data analysis (e.g. subgroup achievement, attendance rates).</b>	<b>recent available baseline data.</b>		
Benchmark goals <sup>1</sup>	Benchmark goals to monitor progress are clearly articulated in both ELA and math, align with summative goals, and are connected to the <b>most current interim assessment data.</b>	Benchmark goals to monitor progress are <b>clearly</b> articulated in both ELA and math, <b>align with summative goals, and are connected to interim or formative assessment data.</b>	Benchmark goals to monitor progress <b>are articulated</b> in both ELA <b>and/or</b> 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 <b>and create a sense of focus and urgency towards action.</b>	Summative and benchmark goals have been written to satisfy <b>all</b> SMART criteria.	Summative and benchmark goals have been written to satisfy <b>4 or fewer</b> SMART criteria.	Shows lack of attempt or action

Grade/ Subject Area	2015-16 PARCC Results	2016-17 PARCC Goals	<u>Benchmark Goals:</u> How will you know you are on track to meet your summative student achievement goals?
6 <sup>th</sup> Grade ELA 7 <sup>th</sup> Grade ELA 8 <sup>th</sup> Grade ELA		<p>From August 2017 to May 2018 the percentage of Van Buren 6<sup>th</sup> Grade students demonstrating proficiency on the PARCC Reading Assessment will increase by 10% points from 3% to 13%.</p> <p>- From August 2017 to May 2018 the percentage of Van Buren 7<sup>th</sup> Grade students demonstrating proficiency on the PARCC Reading Assessment will increase by 10% points from 7.5% to 17.5%.</p> <p>-From August 2017 to May 2018 the percentage of Van Buren 8<sup>th</sup> Grade students demonstrating proficiency on the PARCC Reading Assessment will increase by 10% points from 7.9% to 18%.</p>	<p>Van Buren will use the iReady Interim Assessment to gauge progress throughout the year for both Reading and Math. Van Buren teachers will give the interim assessment 3 times during the year. The interim assessment will be given in the fall, winter and spring. The Core team and will analyze the data along with departments to determine if the school is on track with predicted progress. Instruction will be assessed and adjusted based on the results of the data.</p> <p>Van Buren will use the iReady as one component of a predictive, formative assessment due to PARCC correlation studies. Because I-Ready is not a measure of grade level standards, the team will look for evidence of substantial growth between data points, fall to winter and fall to spring. The team will support classroom teachers in selecting and administering other predictive, formative measures to assess performance on mathematical tasks and writing.</p> <p><b>Benchmark Goal #1</b> By October 2017, all classroom teachers will participate in data analysis using fall iReady results and DataWise processes to identify specific Problem(s) of Practice and identify department/classroom-specific action steps.</p> <p><b>Benchmark Goal #2</b> By December 2017, all classroom teachers will set growth targets for classes and individual students using iReady growth charts.</p> <p><b>Benchmark Goal #3</b> By February 2018, all classroom teachers will participate in mid-year data analysis using fall to winter iReady results and DataWise processes to determine student progress toward goals. By February 2018, all classroom teachers will participate</p>

<sup>1</sup> For assessment requirements and best practices, access:

<http://ped.state.nm.us/assessmentaccountability/assessmentevaluation/2015/Test%20Graph%202016.pdf>



			in the development of formative assessment measures to assess performance on writing tasks.
6 <sup>th</sup> Grade Math 7 <sup>th</sup> Grade Math 8 <sup>th</sup> Grade Math		<p>- From August 2017 to May 2018 the percentage of Van Buren 6<sup>th</sup> Grade students demonstrating proficiency on the PARCC Math Assessment will increase by 10% points from 3% to 13%.</p> <p>-From August 2017 to May 2018 the percentage of Van Buren 7<sup>th</sup> Grade students demonstrating proficiency on the PARCC Math Assessment will increase by 10% points from 5.1% to 15.1%.</p> <p>From August 2017 to May 2018 the percentage of Van Buren 8<sup>th</sup> Grade students demonstrating proficiency on the PARCC Math Assessment will increase by 10% points from 1.3% to 11.5%.</p>	<p>Van Buren will use the iReady Interim Assessment to gauge progress throughout the year for both Reading and Math. Van Buren teachers will give the interim assessment 3 times during the year. The interim assessment will be given in the Fall, Winter and Spring. The Core team and will analyze the data along with departments to determine if the school is on track with predicted progress. Instruction will be assessed and adjusted based on the results of the data.</p> <p>Van Buren will use the iReady as one component of a predictive, formative assessment due to PARCC correlation studies. Because I-Ready is not a measure of grade level standards, the team will look for evidence of substantial growth between data points, fall to winter and fall to spring. The team will support classroom teachers in selecting and administering other predictive, formative measures to assess performance on mathematical tasks and writing.</p> <p><b>Benchmark Goal #1</b> By October 2017, all classroom teachers will participate in data analysis using fall iReady results and DataWise processes to identify specific Problem(s) of Practice and identify department/classroom-specific action steps.</p> <p><b>Benchmark Goal #2</b> By December 2017, all classroom teachers will set growth targets for classes and individual students using iReady growth charts.</p> <p><b>Benchmark Goal #3</b> By February 2018, all classroom teachers will participate in mid-year data analysis using fall to winter iReady results and DataWise processes to determine student progress toward goals. By February 2018, all classroom teachers will participate in the development of formative assessment measures to assess performance on mathematical constructed response tasks.</p>

**Step 3 – Identify Focus Areas**

<i>Focus Area:</i> What are the 2-3 highest-leverage focus areas (best practices – see pp. 3-5) that must be addressed to reach the student achievement goals?	<i>Data Connection:</i> What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area?
-Data Driven Instruction	<p><b>-School Grade trends 2014 - Present:</b> C&gt;D&gt;D&gt;F&gt;F</p> <p><b>-Current proficiency rates in Reading and Math from the 2016-2017 PARCC Assessment:</b> Grade 6 Math 3.0%    Grade 6 ELA 3.1% Grade 7 Math 5.1%    Grade 7 ELA 6.8% Grade 8 Math 1.3%    Grade 8 ELA 7.9%</p> <p><b>-Spring iReady scores from the 2016-2017 school year:</b> ELA 88% below level Math 88% below level</p> <p><b>-2015-2016 iReady data trends</b> see data charts below</p>



<p>-School Culture</p>	<p><b>-Early Warning Data from 2016-2017 school year:</b> Forty-six (46) 7th and 8th grade students with absence, behavior, and/or class grade warning indicators at first report (6th grade students not yet included in report); no attendance data on these students; 100% of these 46 with 1+ discipline indicators, 17% of these with 2+ discipline indicators; 100% of these 46 with 1+ failing content grades, 57% with 2+ failing grades</p> <p><b>-Misconduct Data from 2016-2017:</b> see data charts below</p> <p><b>-Absenteeism trends from 2015-2016 and 2016-2017 school years:</b> see data charts below</p> <p><b>-Drop Out Report trends from 2015-2016 and 2016-2017 school years:</b> 17% of withdrawals do not re-enroll in another APS or Charter school; trend data still needed</p> <p><b>-OTL survey data:</b> 37.6 out of 50 points = 75.2%</p> <p><b>-baseline staff interviews (frequently mentioned phrases):</b>          Δineffective use of PLC/collaboration time          Δmaster schedule and advisory time          Δlack of rigor/low expectations for students          Δcommunication is lacking          Δdiscipline is inconsistent          Δinconsistent use of AVID strategies          +staff is open/receptive          +school pride          +20 min reading/day          +autonomy          +support by colleagues</p> <p><b>-Climate and Culture study baseline</b> (data in collection process)</p>
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Step 4 – Conduct Root Cause Analysis

Focus Area	Root Cause Hypothesis	Evidence to Support
School Climate	VBMS lacks the rigor, consistency, mindset, and support that contribute to a healthy school climate.	-Department Chair dialogue: 5 Whys Protocol -Climate and Culture baseline -Instructional Rounds data
Use of Data	VBMS lacks the structure for analyzing and responding to data.	-Department Chair dialogue: 5 Whys Protocol -PARCC results -iReady results -Instructional Rounds data

Step 5 – Create Desired Outcomes & Define Critical Actions

Focus Area	Draft Desired Outcome ( <i>change in adult behaviors</i> )
School Climate	By spring 2018, 100% of teachers will greet students at their doors (Jensen strategy) as measured by leadership observation. By spring 2018, 100% of teachers will use Cornell Notes (AVID strategy) as measured by leadership observation and survey reporting.

	<p>By spring 2018, 100% of staff will give a positive response on the Climate and Culture survey as measured by post survey data.</p> <p>By spring 2018, 100% of students will give a positive response on the Opportunity to Learn survey.</p> <p>By spring 2018, the school attendance rate will be at 98% as measured by daily attendance records.</p>
Use of Data	<p>By spring 2018, 100% of teachers will be data and assessment literate and have ownership of their classroom and student data as measured by weekly collaboration meetings and DataWise rubric responses.</p> <p>By spring 2018, 100% of classrooms will have data walls as measured by leadership observation.</p> <p>By spring 2018, 100% of students will be appropriately placed in programs based on multiple data points as measured by record keeping spreadsheets.</p> <p>By spring 2018, 100% of students will track their own progress and set academic goals using classroom data folders as measured by leadership observation and survey reporting.</p> <p>By spring 2018, 100% of teachers will make instructional adjustments based on formative assessments as measured by leadership observation and classroom growth data.</p>

<b>Step 5 - Desired Outcomes &amp; Critical Actions</b>	<b>Exemplary</b>	<b>Solid Progress</b>	<b>Limited Progress</b>	<b>Not Evident</b>
<i>Critical Actions – sense of urgency toward action</i>	For each focus area, critical actions <b>promote a sense of urgency toward</b> addressing root cause(s) and achieving the desired outcome.	<b>For each focus area</b> , critical actions <b>address clear underlying root cause(s) and are connected to</b> achieving the desired outcome.	It is <b>not clear</b> how critical actions will result in achieving the desired outcome in 90 days.	Shows lack of attempt or action
<i>Critical Actions – person(s) responsible for completing actions</i>	Responsibility for action items are <b>strategically owned</b> by various school/district individuals.	<b>Each</b> critical action <b>identifies</b> a person responsible.	It is <b>not clear</b> who is responsible for completing each critical action.	Shows lack of attempt or action
<i>Critical Actions – timelines and resources</i>	All critical actions have a clear timeline and identify resources needed to support them, <b>including funding sources</b> .	<b>All</b> critical actions have a <b>clear</b> timeline and identify resources needed to support them.	Critical actions <b>do not identify</b> timelines and/or needed resources.	Shows lack of attempt or action

<b>Focus Area: School Culture</b>				
<b>Desired Outcome:</b>				
<p>By spring 2018, 100% of teachers will greet students at their doors (Jensen strategy).</p> <p>By spring 2018, 100% of teachers will use Cornell Notes (AVID strategy).</p> <p>By spring 2018, 100% of staff will give a positive response on the Climate and Culture survey.</p> <p>By spring 2018, 100% of students will give a positive response on the Opportunity to Learn survey.</p> <p>By spring 2018, the school attendance rate will be at 98%.</p>				
<b>CRITICAL ACTIONS</b>				
<i>Timeline</i>	<i>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Bi-weekly PD meetings	Grade level teams commit to ongoing PD in engagement strategies, Language Learner support strategies, and AVID strategies	PD Survey, Shared PDP Goals, AVID Materials, Kagen Materials, Mia Allen, Jensen Materials	Principal, AP and Inst Coach	Grade Level Teams and Elective Team
August; April	Pre-Mid-Post Climate Surveys staff and students	Google form survey	Inst Coach	All advisory teachers and students
Bi-weekly PD meetings	Jensen Book Study	Teaching with Poverty in Mind for all teachers	Instructional Coach	All staff
Initiated August; ongoing monthly meetings	New Teacher Support and Mentorship	Mentors, Outside resources, PD,	Principal and AP	Admin, Leadership, IC, Mentor teachers



Initiated August; ongoing	Attendance pledge and Focus on Five; reward system for improved attendance; display system	Structure for rewarding best atten by grade; tracking and rewarding improved attend	Community School Coord	Admin, Dean, Counselors, Community Schools Coord
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**Focus Area: Data Driven Instruction**

**Desired Outcome:**

By spring 2018, 100% of teachers will be data and assessment literate and have ownership of their classroom and student data.  
 By spring 2018, 100% of classrooms will have data walls.  
 By spring 2018, 100% of students will be appropriately placed in programs based on multiple data points.  
 By spring 2018, 100% of students will track their own progress and set academic goals using classroom data folders.  
 By spring 2018, 100% of teachers will make instructional adjustments based on formative assessments.

**CRITICAL ACTIONS**

<i>Timeline</i>	<i>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Monthly Dept. Collaboration meetings	Department data analysis is facilitated by Instructional Coach	iReady data; ACCESS data; PARCC data	Inst Coach	Dept Heads, IC, Core Team, Admin, Comm. Coord
Bi-weekly grade-level meetings	Grade level teams begin EWS steps	student-level data; EWS spreadsheet; intervention/prevention resource guide	Inst Coach; Dean	Grade Level Team Leaders, IC, Dean, Admin, counselors
Monthly Dept. Collaboration meetings/Bi-weekly grade-level meetings	Data and Assessment Literacy via the DataWise Improvement Process	DataWise Protocols	Inst Coach	Grade Level Team Leaders, grade level team teachers, IC, Admin

Step 6 – Monitor Implementation

**Focus Area: School Climate**

**Desired Outcome:**

By spring 2018, 100% of teachers will greet students at their doors (Jensen strategy).  
 By spring 2018, 100% of teachers will use Cornell Notes (AVID strategy).  
 By spring 2018, 100% of staff will give a positive response on the Climate and Culture survey.  
 By spring 2018, 100% of students will give a positive response on the Opportunity to Learn survey.  
 By spring 2018, the school attendance rate will be at 98%.

**CRITICAL ACTIONS**

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

**PROGRESS INDICATORS**

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
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December 2017	Mid-Year Climate Survey Data and Student Attendance Data	Attendance assemblies/rallies, brainstorming new incentives, addressing global results for staff and students
December 2017	Classroom Observation Data>NMTech results and informal walk-through data	PD Topics by overall deficit area

**Focus Area: Data Driven Instruction**

**Desired Outcome:**  
 By spring 2018, 100% of teachers will be data and assessment literate and have ownership of their classroom and student data.  
 By spring 2018, 100% of classrooms will have data walls.  
 By spring 2018, 100% of students will be appropriately placed in programs based on multiple data points.  
 By spring 2018, 100% of students will track their own progress and set academic goals using classroom data folders.  
 By spring 2018, 100% of teachers will make instructional adjustments based on formative assessments.

**CRITICAL ACTIONS**

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

**PROGRESS INDICATORS**

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
December 2017	Student placement spreadsheet (multiple data points) and all students appropriately placed EWS data indicators of student improvement in A, B, C areas.	Schedule changes, adjustments to Tier II offerings, SAT and AIP supports
January 2018	Mid-Year iReady Data	Problem of Practice discussions, changes to instruction

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

District: Albuquerque Public Schools  
School: Van Buren MS  
Date: 9-1-17  
Completed By: G. Blakey

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

Your plan:		
Solid Progress	Limited Progress	Not Evident
13/16	3/16	0/16

### Overall Reflections/Feedback

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

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



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

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

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


<b>LEA:</b>
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<p><b>The Board of Education commits to the following:</b></p> <ol style="list-style-type: none"><li>1. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:<ol style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>e. The BOE commits to successful completion of the evidence-based intervention in the event of LEA or school leadership changes.</li></ol></li></ol> <p><b>The LEA commits to the following:</b></p> <ol style="list-style-type: none"><li>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</li><li>2. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:<ol style="list-style-type: none"><li>a. Partner with principal to establish a comprehensive school 90-day plan that is aligned with the LEA's strategic plan</li><li>b. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues</li><li>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</li><li>d. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school</li><li>e. Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA</li></ol></li></ol>
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3. Ensure that conditions are in place at the school level to support turnaround, including:
  - a. Rigorous aligned interim assessments 3-4 times per year
  - b. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
  - c. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings
  - d. Structured weekly collaboration time for ongoing data analysis by PLCs
  - e. Student and staff culture of learning
  - f. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
5. Develop a sustainability plan prior to the end of Year 3

**School Leadership Commits to the Following:**


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

  
 President, Board of Education Signature

  
 Date

  
 Superintendent Signature

  
 Date

  
 School Leadership Signature

  
 Date

