LEA Comprehensive Support and Improvement Competitive Grants Application

LEA Name:	Albuquerque Public Schools
Submitting on Behalf of (name of school):	Washington Middle School
Number of Students Served:	454
Number of Certified Licensed Staff:	45

## I. LEA Organizational Culture
A. LEA Overview
Describe the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action.

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

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

As a part of the academic master plan process, the district also worked with stakeholders, including business owners and community leaders, to create a graduate profile outlining the skills, attitudes and characteristics APS graduates need in order to be successful members of our community. This process was facilitated by Mission: Graduate. The Albuquerque Public Schools Graduate Profile is included here.
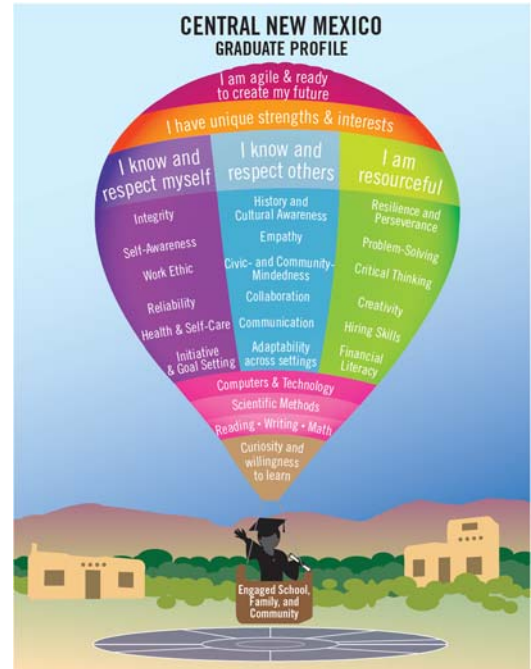
Working backwards from the graduate profile, and keeping the shared principles and values in mind, the APS Academic Master Plan Committee defined three key goals for the district: Early Learning, College and Career Readiness and Developing the Whole Child. These goals are further defined as described below:

Goal 1. Early Learning: Early learning begins at home, is nurtured in supportive classrooms as children develop language and number skills, and grows as students become adept at using these skills in a variety of ways.

Goal 2: College and Career Readiness: All students will graduate – without the need for remediation – having the skills, attitudes and characteristics to prepare them for post-secondary education, careers and life in an ever-evolving global community.

Goal 3: Developing the Whole Child: Students develop physically, mentally, emotionally, socially and intellectually in safe and welcoming environments that remove barriers to learning, embrace individuality and connect to their community.

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

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

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

1. **School Culture and Climate:**
   - Parent Survey
   - Teacher Survey
   - Student Survey
   - Teacher Retention

2. **Growth and Achievement**
   - Percentage of students improving on PARCC ELA

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

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

4. Parents and Community Engagement
- Quality of Education Survey Results
- Quality of Education Survey Return Rate

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

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

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

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

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

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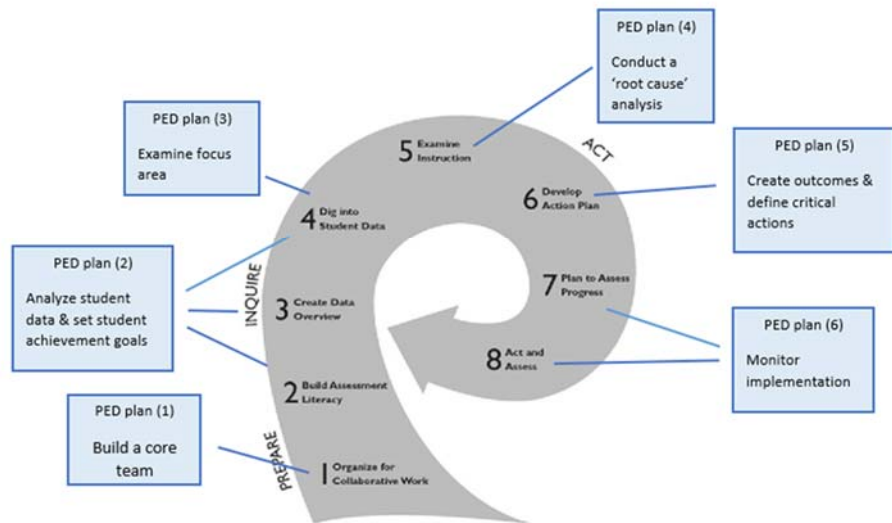
By intertwining this data with class rostering, SAS empowers teachers to think about their approach to differentiated instruction. SAS also uses the school report card, the performance level summary for each assessment, and individual student reports as school data analysis opportunities. With these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

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

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

In the fall of 2017, APS utilized a Strengths-Weaknesses-Opportunities-Threats (SWOT) strategic analysis process to review the district's current reality. These results, along with community input, were used to determine the focus areas for the district's Academic Master Plan. The district has continued to use this process annually to examine its capacity, strengths and needs related to curriculum, instruction, and assessment. SWOT analysis is a formal process by which organizations position themselves to have a competitive advantage. This

tool allows organizations to maximize opportunities and minimize threats in the environment while maximizing the advantages of the organization's strengths and minimizing its weaknesses (Heizer & Render, 2014).

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

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

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

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

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

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

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

External **Threats (T)** include:

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

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

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

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

As a part of the process by which the district purchases instructional materials, APS C&I requires that all materials be written to align with the New Mexico Common Core State

Standards. Materials only reorganized to align with the NMCCSS are not considered for use or purchase by the district. This is true for both for ELA/Reading and Math.

K-5 Mathematics

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

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

K-5 Literacy

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

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

In response to the need for standards-aligned ELA/Reading instruction, the APS Department of Curriculum & Instruction is providing professional development for teachers through the Consortium on Reaching Excellence in Education (CORE). CORE Literacy was introduced

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

6-12 Mathematics & Literacy
After the New Mexico Common Core State Standards were adopted in 2010, the district created scope and sequence maps for each grade level and subject area, which were completed in 2013. The APS Department of Curriculum and Instruction has also created units of study linked to the NMCCSS and the grade level scopes and sequences. These guiding documents are available online through APS C&I.

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

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

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

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

national Springboard trainers in our schools who facilitate ongoing professional development.

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

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

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

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

Tier 1 Support Plan:
- Participation in instructional rounds.
- District-led monthly professional learning.

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

Tier 2 Support Plan:
- Participation in instructional rounds.
- District-led monthly professional learning.
- Monthly site visits by Principal Support Specialists/Associate Superintendents.

Tier 3 Criteria:
- NMPED School Grade: D or F.
- APS Performance Framework: 2-4 Red Areas.
- NMPED Designation of Targeted Support & Improvement (TSI).

Tier 3 Support Plan:
- Participation in instructional rounds.
- District-led monthly professional learning.

- Monthly monitor/data review visits by Principal Support Specialist/Associate Superintendent.
- Implementation of Early Warning Systems protocols.
- Data Wise Analysis of iReady & Istation Student Formative Assessments.
- Principals Pursuing Excellence

Tier 4 Criteria:
- NMPED Designation of Comprehensive Support & Improvement (CSI).

Tier 4 Support Plan:
- Participation in instructional rounds.
- District-led monthly professional learning.
- Monthly monitor/data review visit for plan by Associate Superintendent.
- Implementation of Early Warning Systems protocols.
- Data Wise Analysis of iReady & Istation Student Formative Assessments.
- Priority staffing.
- Full-time assistant principal and instructional coach.
- Participation in School Turnaround Leadership Training through Harvard Graduate School of Education beginning in 2019-2020.

Tier 5 Criteria:
- NMPED Designation of More Rigorous Intervention (MRI)

Tier 5 Support Plan:
- Participation in instructional rounds.
- District-led monthly professional learning.
- Monthly monitor/data review visit for plan by Associate Superintendent.
- Implementation of Early Warning Systems protocols.
- Data Wise Analysis of iReady & Istation Student Formative Assessments.
- Priority staffing and budgetary oversight.
- Full-time assistant principal and instructional coach.
- School Turnaround Leadership Training through Harvard Graduate School of Education

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

school and community stakeholders. They leave with a school improvement plan they can put into action right away.

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

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

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

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

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

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

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

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

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

At the first instructional round visit in September 2017, the participants in instructional rounds specifically looked for student engagement and questioning. The feedback showed low student engagement due to teachers' frequent use of Depth of Knowledge (DOK) 1 and 2 questions. The recommended next steps focused on elevating questioning and using purposeful small groups to increase engagement. In the second instructional round visit in November 2017, the feedback indicated more use of small groups and a conscious effort to increase student engagement. From there, the problem of practice narrowed into questioning. The recommended next steps focused on planning for higher DOK and a deeper understanding of NMCCSS. The final visit to Eugene Field is scheduled for February 27, 2018. At this visit, the network will continue to look at questioning strategies in instruction and will use a school-developed student engagement rubric to capture a clearer picture of engagement in the areas of teacher questioning, student ownership of learning, the level of cognitive demand required of students, engagement strategies and structures, and the substance of student talk. At the conclusion of the February instructional round, the network will work with the host site to develop next steps 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.
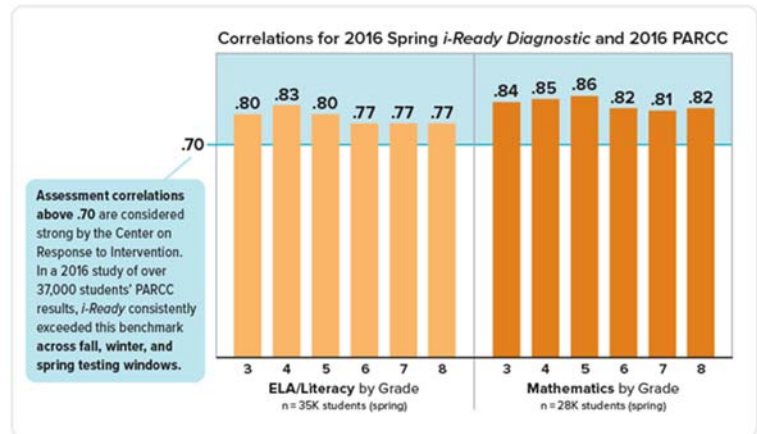
Comparison of predicted and observed proficiency rates for 2016 PARCC Assessments

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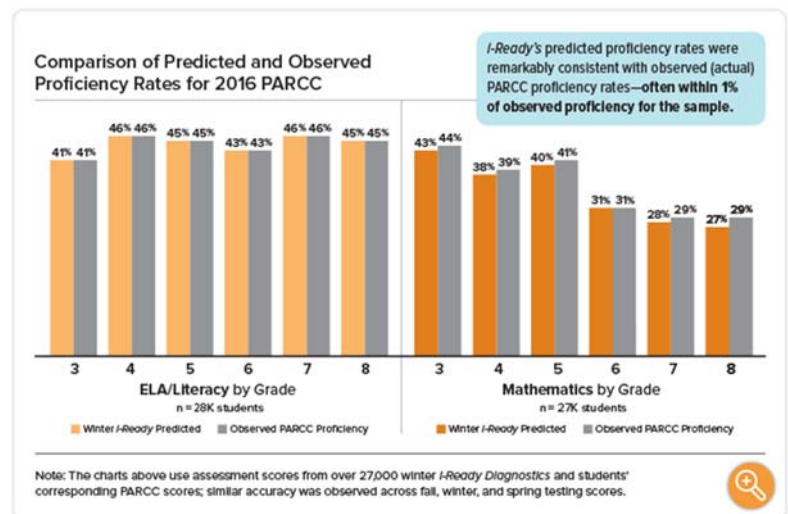
☒ Provide the schedule for administering common interim assessments in ELA and Math (as an attachment).

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. At Washington Middle School, all teachers engage in regular data analysis discussions to improve Tier 1 instruction. Teachers focus on providing responsive and differentiated instructional practices based on data results to increase all students' academic performance. Washington Middle School uses PARCC, iReady formative assessments and performance-based tasks to gather data and disaggregate performance. Teachers document instructional discussions weekly using Data Wise protocols to demonstrate teacher reflection and adjustments to the instructional plan, with the goal of developing student critical understanding of Common Core State Standards across content areas. ELA and Math teachers develop and implement intervention plans for teacher identified students who are struggling as evidenced by iReady Data and classroom performance. All teachers implement the intervention plans and provide additional support in their content areas to increase student achievement as measured by I-Ready data and PARCC.

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

Support for schools identified as needing Comprehensive Support & Improvement (CSI) will come from the highest levels of district leadership. Each CSI school will be supported by one of the district's Associate Superintendents for Leadership and Learning: Dr. Gabriella Duran Blakey (Zone 1), Dr. Gabriel Antonio Gonzales (Zone 2), Yvonne Garcia (Zone 3) and Troy Hughes (Zone 4). Please see the included organizational charts which show which CSI school is assigned to which Associate Superintendent. The Associate Superintendents are

responsible for hiring and supervising the principal of each CSI school, approving the school's NM DASH 90-Day Plan, and approving each school's allocation of resources through its approved budget. The Associate Superintendent for each CSI school also provides monitoring and oversight as outlined in the multi-tiered system of support described previously in this proposal. Finally, each Associate Superintendent is supervised by the district's Superintendent.

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

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

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

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

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

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

outcomes and defined critical actions. For each school, the Associate Superintendent of Learning and Learning reviewed the 90-Day Plan and scored it according to the PED's rubric. Once the plan was refined and strengthened, the school leader began the process of implementation, which includes proceeding with critical actions and communicating with stakeholders.

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 are the quality of teaching and learning at the school are not evident, the Associate Superintendent will work with the school team to make needed adjustments to the plan based on available data. At this point, the school team may identify additional supports required from the district necessary to support the plan. The school team will enter the results of the review into the NM DASH portal for great accountability. Every 30 days, the Associate Superintendent and the school team will repeat the cycle, leading to greater progress and consistency in school transformation efforts.

Communication and Stakeholder Involvement/Engagement
The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the CSI school and on the implementation status of the evidence-based intervention. The plan for consultation and collaboration provided by the LEA/school must:
- Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention.
- This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.

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

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

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

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

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

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

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

Across the last three administrations of PARCC, Washington Middle School has seen improvements in the percentage of students who met or exceeded expectations in the areas of English/Language Arts 6th Grade and English/Language Arts 8th Grade, but struggled to make any gains in the other PARCC subject areas.

Table 1. Overall PARCC Performance

Subject	Year	PARCC Performance Level				
		1	2	3	4	5
Algebra 1	2015	4.8%	42.9%	35.7%	16.7%	
	2016	14.3%	33.9%	35.7%	16.1%	
	2017	10.6%	40.4%	34.0%	14.9%	
English/ Language Arts 6th Grade	2015	28.3%	36.2%	25.2%	10.2%	
	2016	26.0%	36.2%	26.8%	11.0%	
	2017	22.1%	39.6%	26.0%	11.7%	0.6%
English/ Language Arts 7th Grade	2015	42.9%	34.0%	18.4%	4.8%	
	2016	37.6%	24.8%	24.0%	13.6%	
	2017	38.2%	28.5%	30.1%	3.3%	
English/ Language Arts 8th Grade	2015	50.4%	19.1%	23.5%	6.1%	0.9%
	2016	36.3%	32.7%	24.4%	6.5%	
	2017	30.6%	22.3%	29.8%	17.4%	
Geometry	2015			100.0%		
Mathematics 6th Grade	2015	24.2%	46.1%	22.7%	6.3%	0.8%
	2016	23.8%	49.2%	20.8%	6.2%	
	2017	39.3%	39.3%	18.6%	2.8%	
Mathematics 7th Grade	2015	25.2%	47.0%	23.8%	4.0%	
	2016	31.3%	38.2%	22.1%	8.4%	
	2017	33.6%	36.6%	27.6%	2.2%	
Mathematics 8th Grade	2015	69.3%	22.7%	8.0%		
	2016	60.9%	34.8%	4.3%		
	2017	52.9%	29.4%	16.5%	1.2%	

Unlike Albuquerque Public Schools' other 2017-2018 Comprehensive Support and Improvement School (CSI) schools, Washington Middle School has consistently seen gender gaps across all PARCC subjects with female students outperforming their male peers. This trend has been specifically apparent in English/Language Arts 6th Grade. Because the student population of Washington Middle School is over 90 percent Hispanic, is it difficult to analyze differences between race/ethnicity student groups. All of Washington 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.

Disaggregating Washington Middle School's PARCC results by special education status, reveals that over the least three administrations not a single student with a disability has met or exceeded expectations in PARCC in the areas of English/Language Arts 6th Grade, English Language Arts 7th Grade, Mathematics 6th Grade, Mathematics 7th Grade and Mathematics 8th Grade. This is also the case for English Learners (EL) in the PARCC

subjects of English Language Arts 7th Grade, Mathematics 7th Grade and Mathematics 8th 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, Washington Middle School had 25 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	1	4%	3%
Highly Effective	4	16%	27%
Effective	7	28%	44%
Minimally Effective	13	52%	23%
Ineffective	0	0%	3%
TOTAL	25		

Based on this comparison, it is clear that teachers evaluated as Ineffective and Minimally Effective (52%) are over-represented at Washington Middle School as compared with the district overall (26%). The largest gap between Washington Middle School and the district average is of teachers evaluated as Effective (28% versus 44%). Through professional development and processes like the PAR already described in this application, Washington 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.

Washington Middle School uses the following meetings to promote and support collaboration across the school:

- Instructional Council Meeting (2x/month)
- Staff Meetings (1x/month)
- Administrative Department Meetings to include: Content, Special Education, Dual Language (1x/month)
- Health and Wellness Team Meetings: (2x/month)
- Student Assistant Team Meeting: (4x/semester or 8x/year)
- Department Planning Time: Collaboration (1x/week)
- Common Content Department Prep/Planning & Collaboration: (1x/week) 1 Hour - weekly as outlined within the negotiated agreement to support teacher learning.

All staff are expected to use Data Wise/continuous improvement protocols to facilitate, document and ensure equity of voice and participation of stakeholders. Agenda items are determined based on staff input. Minutes are disseminated to stakeholders upon conclusion of meetings.

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

Root Cause Analysis	Theory of Action
Evidence-Based Intervention: Formative Assessment	
After an analysis of student grades as compared to iReady data, it is clear that grades are often earned by task completion versus mastery of standards and grading structures are not yet fully developed across all departments and/or used with fidelity. A disproportionate number of students are on honor roll as contrasted with interim assessments and PARCC achievement data. Public Education Department audits and	*Formative Assessment*: If Washington 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.

Instructional Rounds findings, from 2014 to 2017, consistently cite a lack of rigor, depth of instruction and low-level questioning.	
Evidence-Based Intervention: Data Wise	
After an analysis of student grades as compared to iReady data, it is clear that grades are often earned by task completion versus mastery of standards and grading structures are not yet fully developed across all departments and/or used with fidelity. A disproportionate number of students are on honor roll as contrasted with interim assessments and PARCC achievement data. Public Education Department audits and Instructional Rounds findings, from 2014 to 2017, consistently cite a lack of rigor, depth of instruction and low-level questioning.	*Data Wise*: If teachers have time for collaboration outside the duty day to discuss student data using the Data Wise Model, then teacher action plans to address student learning weakness will improve. Improved teacher plans will lead to increased student achievement.
Evidence-Based Intervention: Project GLAD	
The root cause hypothesis is that teachers lack understandings, systems, and tools to be instructionally or culturally responsive to individual student needs that impact their ability to engage in and access their educational program. Instructional Rounds findings, from 2014 to 2017, consistently cite a lack of differentiation for language learners, students with disabilities, and culturally diverse learners.	*Project GLAD*: If Washington Middle School teachers gain the skills needed to reach a wide variety of learners with the very best teaching practices for English Language Learners, then more of the grade-level curriculum will become accessible to English Learners. This will lead to measurable improvements in proficiency on the PARCC.
Evidence Based Intervention: AVID	
The root cause hypothesis is that most teachers do not have a fundamental understanding of the grade level expectations of the CCSS. This is evidenced by the Partnership for Assessment of Readiness for College and Careers (PARCC) achievement data from 2015-2017. This focus is relevant and appropriate to the needs of the school because there is a disconnect between students' classroom grades and their performance on PARCC; classroom grades are not reflecting mastery of standards.	*AVID*: If Washington Middle School provides teachers with professional development in AVID, then teachers will improve their understanding of the staircase of complexity expected by the Common Core State Standards (CCSS) and their ability to provide "active and guided instruction" (Hattie, 2009) in order increase student achievement in the core literacy areas of reading and math. This will lead to increases in measurable proficiency on the PARCC.

B. Choice of Evidence-Based Interventions

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

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

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

Project GLAD	Low to Moderate	Tier 2	Hahn, S.L.A. (2009). Developing the English language vocabulary of native Korean-speaking students through Guided Language Acquisition Design. Retrieved 2-15-2018 from uoregon.edu.
Small Group Tutoring	Moderate to High	Tier 2	Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York. Routledge.
Tripod Student Surveys	Moderate	Tier 2	Ferguson, R.F., (2012). Can student surveys measure teacher quality? Phi Delta Kappan, Vol. 94, No. 3
Check and Connect	Moderate	Tier 2	Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998) from the What Works Clearinghouse
Student Engagement	Moderate	Tier 2	Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York. Routledge.
Dual Credit	Moderate to High	Tier 2	Early college, early success: Early college high school initiative impact study. Berger, A., Garet, M., Hoshen, G., Knudson, J., & Turk-Bicakci, L. (2014). Washington, DC: American Institutes for Research.
Decreasing Chronic Absenteeism	Moderate	Tier 3	Balfanz, R., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools.
Reducing Anxiety	Low	Tier 2	Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York. Routledge.
School Counseling	Moderate to High	Tier 2	Whiston & Quinby (2009). Review of school counseling outcome research. Psychology in the Schools, 46(3), 267-272. Schatzberg & Nemeroff (2009). Textbook of Psychopharmacology. Arlington, VA: The American Psychiatric Publisher.
Phonics Instruction	Moderate	Tier 2	Hattie, J. (2009). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. New York. Routledge.

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

Based on a root cause analysis, Washington 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).

Washington Middle School selected the following evidence-based interventions:
- Implementation of Formative Assessments
- Implementation of Data Wise Continuous Improvement Process
- Professional Development in Project GLAD
- Professional Development in AVID

 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.

This purpose of this theory of action is to provide a substantiation for the additional funding necessary to support staff participation in evidence-based school improvements and innovative school interventions at Washington Middle School that will lead to increased student achievement.

Theory of Action	Implementation of Evidence Based Intervention
Formative Assessment: If Washington 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	Washington Middle School will purchase and use iReady software for formative assessment.

adapt instructional plans to students' needs. Improved Tier 1 instruction will lead the measurable gains in students' academic achievement.	
Data Wise: If teachers have time for collaboration outside the duty day to discuss student data using the Data Wise Model, then teacher action plans to address student learning weakness will improve. Improved teacher plans will lead to increased student achievement.	Washington Middle School will provide substitutes for teachers to increase collaborative time engaged in the continuous improvement process. The only way constructive thinking applies to teaching is to the teachers themselves, as they "construct" conceptions, beliefs, and models about how they teach and how students learn. The methods that work best, as identified from the synthesis of meta-analyses, lead to a very active, direct involvement, and high sense of agency, in the learning and teaching process. Such teaching leads to higher levels of learning, autonomy, and self-regulation on behalf of the learner (whether student or teacher). (Hattie, 2009)
Project GLAD: If Washington Middle School teachers gain the skills needed to reach a wide variety of learners with the very best teaching practices for English Language Learners, then more of the grade-level curriculum will become accessible to English Learners. This will lead to measurable improvements in proficiency on the PARCC.	Washington Middle School will provide six days of training in the Project GLAD model for staff.
AVID: If Washington Middle School provides teachers with professional development in AVID, then teachers will improve their understanding of the staircase of complexity expected by the Common Core State Standards (CCSS) and their ability to provide "active and guided instruction" (Hattie, 2009) in order increase student achievement in the core literacy areas of reading and math. This will lead to increases in measurable proficiency on the PARCC.	Washington Middle School will provide professional development in AVID techniques, which emphasize critical reading, active note-taking and other high-value learning strategies. School leadership will conduct observations and walkthroughs to collect evidence about the extent to which AVID strategies are being used in core instruction.

IV. Budget
A. Budget Narrative

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

Proposed Costs	Planning	Year 1	Year 2	Year 3
Formative Assessment: Washington Middle School will purchase the iReady Diagnostic/Instructional Site License to allow teachers to generate better information about students' learning needs.	$0	$32,775	$30,087	$30,087
Data Wise: Washington Middle School will use funding to provide substitutes so that teachers can engage in the Data Wise Continuous Improvement Process.	$0	$18,700	$18,700	$18,700
Project GLAD: Washington Middle School will use funding to provide professional development in this evidence-based model to for teaching English Language Learners.	$0	$19,038	$19,038	$19,038
AVID: Washington Middle School will use funding to provide professional development in the evidence based model.	$0	$27,744	$27,744	$27,744
LEA Indirect Cost: This has been budgeted at the PED Approved Indirect Cost Rate	$0	$2,839.63	$2,761.94	$2,761.94

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 Washington Middle School, those interventions may include formative assessment using iReady, a school-wide Data Wise continuous improvement process, professional development in Project GLAD and professional development in AVID. 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.
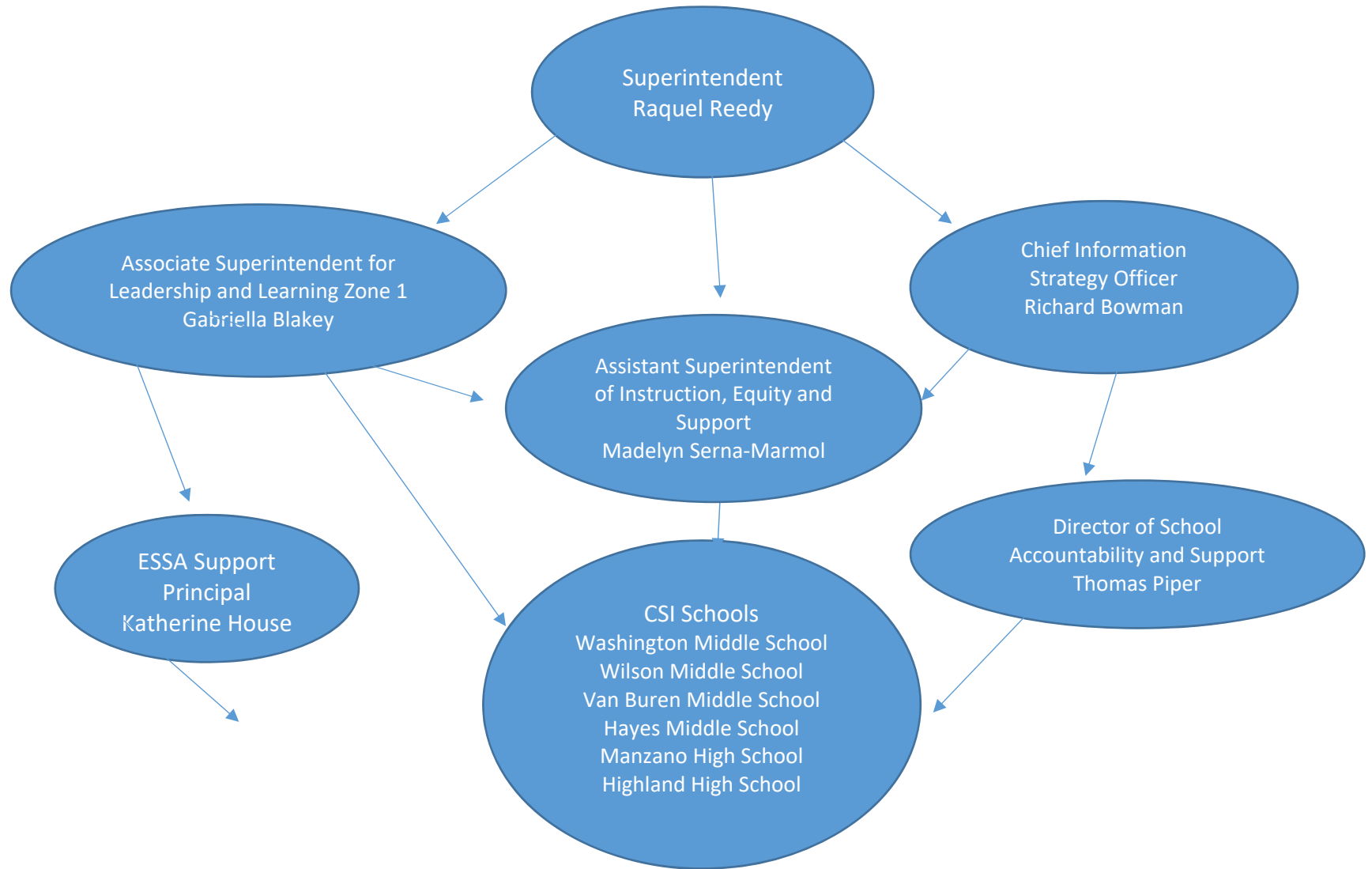
Albuquerque Public Schools and Washington Middle School will align other available federal, state and local resources to support the evidence-based interventions. Other sources of income that will support and sustain the whole-school change described in this application include funds through Title I and Bilingual, which will supplement the grant to achieve the goals reflected in the 90-Day Plan and create a sustainable environment and systems that are reflected within the school culture. The school will sustain these actions past the whole project period of the grant by investing in teachers, so that these efforts become best practices for all teachers at the school. As new staff enter, other funding sources will be used to provide professional development to orient and develop them. Washington Middle School will use strategies such as direct coaching from the instructional coach, peer coaching within the department, mentor teachers for both new and experienced incoming teachers, peer observations and feedback, as well as formative evaluation by administration.

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

Superintendent
Raquel Reedy

Associate Superintendent for Leadership and Learning Zone 1
Gabriella Blakey

Chief Information Strategy Officer
Richard Bowman

Assistant Superintendent of Instruction, Equity and Support
Madelyn Serna-Marmol

ESSA Support Principal
Katherine House

Director of School Accountability and Support
Thomas Piper

CSI Schools
Washington Middle School
Wilson Middle School
Van Buren Middle School
Hayes Middle School
Manzano High School
Highland High School

Assessment		Testing Window
ACCESS		
for ELLs 2.0		
	GR 6-8	January 22 – March 16, 2018
NAEP		
National Assessment of Educational Progress		
	GR 8 (Only Sampled Schools)	January 29 - March 9, 2018
Science		
	GR 7	March 5 - 30, 2018
NMAPA		
New Mexico Alternate Performance Assessment		
	GR 6-8	March 12 - April 6, 2018
PARCC		
Partnership for Assessment of Readiness for College and Careers		
	GR 6-8	April 16 - May 11, 2018 *(online)*
	GR 6-8	April 16 - May 4, 2018 *(paper)*
Spanish Reading		
	GR 6-8	April 16 - May 4, 2018 *(paper)*
End of Course Exams EoCs		
	GR 6-8	April 30 - May 18, 2018
Interim Assessments		
Assessment		Testing Window
i-Ready		
	BOY	July 31 - September 29, 2017
	MOY	December 4, 2017 - January 26, 2018
	EOY	March 19, 2018 - May 22, 2018

	Core Team Notes	
Angela Rodriguez	Principal	**Level 3A NM Licensure** **Education**: B.S. & M.A. in Special Education **Work Experience**: 3 ½ years as Principal, 5 ½ years as Assistant Principal, 5 ½ years as District Administrator with the Special Education Department, 6 years teaching full inclusion **Strengths & perspective**: As a school and District leader, Ms. Rodríguez understands the needs of the school community. She is able to allocate resources and communicate on behalf of the school at the district and community level. She has strong understanding of Response to Intervention and Least Restrictive Environment through the lens of Special Education and Social Justice. She is able to see how contents and curriculum can be aligned and developed to support student learning and increase teacher effectiveness. As principal of the school, she will be able to utilize leverage necessary to hold all stakeholders accountable for their role in implementation of the plan and agreements established by each department.
Greg Hansen	APS English Language Learners District Coach	**Level III NM Licensure** **Endorsements**: Bilingual & TESOL **Work Experience**: Most of 28 years at the secondary level, completed student teaching and taught ESL at Washington Middle School **Strengths & perspective**: As a teacher leader and District representative from the Department of Language and Cultural Equity, Mr. Hansen will be able to work with staff and individual teachers to better understand how their individual role contributes to a dual language program. He will be able to hold the teacher and school accountable for fidelity of implementation of strategies to support language learners and assist in providing teachers with support to increase student language development and increase teacher responsiveness. In his current position, Mr. Hansen is charged with planning and implementing professional development that helps teachers work more effectively with EL students and bilingual learners. The work is based on current best practices in the field of bilingual and EL education. Mr. Hansen engages in a substantial amount of observation within the District of APS and, as such is well positioned to speak to what is and what is not working in terms of program and instruction meant to support EL and bilingual students.
Bernadette Ellis	Instructional Coach, Language Arts Department Chair, ESL Teacher	**Level III NM Licensure** **Education**: B.S. in Elementary Education (K-8), M.A. in Elementary Education, Focus: Reflective Practice **Endorsements**: Reading, Bilingual Education, TESOL, Gifted, highly qualified to teach Language Arts & Social Studies **Work Experience**: 20 years teaching experience (16 ½ years in public education, 3 years in private education, and ½ year at a charter school, 8 ½ years at middle school, 11 ½ years at elementary, 14 ½ years in dual language programs) **Strengths & perspective**: As instructional coach, Ms. Ellis is able to leverage her knowledge and experience to work with staff and individual teachers to better understand how their department work and individual role contributes to student achievement and wellness. She works through a critical lens of ethnic studies & social justice and is able to conceptualize student learning from multiple perspectives. She has a strong understanding of data-driven decision making, continuous improvement, backwards planning of curriculum, dual language program development, differentiated & sheltered instruction, and Response to Intervention. Ms. Ellis is from Northern New Mexico and of Chicana heritage, she is bi-literate in English & Spanish, has two adult children of Chicano and Panamanian heritage who attended a 90-10 dual language, fine arts program. Four generations of her family have attended Washington Middle School.
Yanira Gurrola	Math Department Chair, Algebra, DL Algebra, Honors Alegbra Teacher	**Level III NM Licensure** **Education**: B.S. in Electronic Industrial Engineering & M.A. in Curriculum & Instructional Leadership **Endorsements**: 7-12 Math, Bilingual, Technology **Work Experience**: Math & Technology teacher, National Assessment for Educational Progress, Youth director, Industrial manufacturing process **Strengths & perspective**: As Math department chair, member of Instructional Council and board member of Dual Language Education of New Mexico, Ms. Gurrola is able to leverage department members to adhere to agreements established by the department and work collaboratively with administration and Instructional Council to identify school resources and professional development opportunities that align with and support the 90-Day plan. Ms. Gurrola brings a math and bilingual background to her work, as well as development and implementation of accelerated math classes.
Allison Hawks	Chair of Dual Language Department, Spanish Language Arts Teacher	**Level II NM Licensure** **Education**: B.S. in Anthropology & Geography & M.A. in Elementary Education (K-8) **Endorsements**: Bilingual, TESOL, Modern & Classical Languages **Work Experience**: 6 years in APS (1 year at middle school, 5 at elementary, previously taught GED & environmental education classes for 10 years) **Strengths & perspective**: Ms. Hawks grew up in Virginia and became passionate about bilingual education while working in rural, indigenous Guatemala for three years. She moved to Albuquerque for her Master´s degree, but also because of the state´s constitution granting students the right to learn in two languages. She teaches through a lens of social justice and culturally relevant pedagogy.

Isabel Amairany Avalos Torres	Community/Parent Liaison, Instructional Assistant, Washington Middle School Alumna	**Strengths & perspective**: Ms. Avalos is a former Washington Raider student. She describes her experience as a student at WMS as "great because she had such wonderful and amazing teachers" and explains that "now as a current employee, it feels like [she has] a second home." She has observed that her "former teachers who taught [her] do not teach the same as they taught back in 2005-2010." She has also observed that "this generation of students has changed a whole lot, both bad and good in different ways."	

Student Achievement Goals			
Grade/Subject Area	2016-17 PARCC Results	2017-18 PARCC Goals	Benchmark Goals: How will you know you are on track to meet your summative student achievement goals?
ELA	12% Proficient	32%	By the **middle of the school year** 2017-2018, students will make progress according to: Student interim assessment, i-Ready Reading, mid-year benchmark data. Goal: 10 points average improvement on scale score Student performance on writing-based performance tasks. Goal: Establish baseline, begin data collection By the **end of the school year** 2017-2018, students will make progress according to: Student interim assessment, i-Ready Reading, end-of-year benchmark data. Goal: 10 points average improvement on scale score Student performance on writing-based performance tasks. Goal: Increase number of students scoring proficient per CCSS-aligned writing rubric
Math	4% Proficient	24%	By the **middle of the school year** 2017-2018, students will make progress according to: Student interim assessment, i-Ready Math, mid-year benchmark data. Goal: 10 points average improvement on scale score By the **end of the school year** 2017-2018, students will make progress according to: Student interim assessment, i-Ready Math, end-of-year benchmark data. Goal: 10 points average improvement on scale score

Focus Areas	
Tier I Instruction & School Culture	**Quantitative Data** Low 2016-17 PARCC Results in Language Arts and Math **Qualitative Data: Standards alignment** remains a work in progress and, as such, curriculum is not yet fully aligned with the CCSS school-wide. **Tier I (core) instruction** as a core focus for the school is reinforced by the 90-Day Plan process. **Data-driven instruction** is continuing as a work in progress.

Root Cause Analysis Notes		
Tier 1	Most teachers do not have a fundamental understanding of the grade level expectations of the CCSS.	PARCC achievement data from 2015-2017 There is a disconnect between students' classroom grades and their performance on PARCC. Grades are not reflecting mastery of standards.
School Culture	There is a culture of low expectations for students. Most teachers lack understandings, systems, and tools to be instructionally or culturally responsive to individual student needs that impact their ability to engage in and access their educational program.	Instruction: Grades are often earned by task completion versus mastery of standards. Grading structures are not yet fully developed across all departments and/or used with fidelity. PED audit findings… RtI & DI; Instructional Rounds: RtI & DI, Low level questioning Cultural responsiveness: High referrals (accountability cards)

Desired Outcomes	
Tier 1 Instruction	**Within one year's time, Washington Middle School teachers will improve core instruction by taking critical actions to address root causes and achieve the desired outcomes of the 2017-2018 PARCC goals: 32% in English Language Arts and 24% in Mathematics, as evidenced by student achievement on I-Ready interim assessments, interim performance-based tasks, and on the state evaluation.**
School Culture	**Within one year's time, Washington Middle School teachers will improve school culture by taking critical actions to address root causes and achieve the desired outcomes of the 2017-2018 PARCC goals: 32% in English Language Arts and 24% in Mathematics, as evidenced by student achievement on I-Ready interim assessments, interim performance-based tasks, and on the state evaluation.**

Focus Area: Tier 1 Instruction

CRITICAL ACTIONS

Timeline	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
January –May, 2018	The administration will safeguard & shelter the time devoted to providing core instruction to all students and provide ongoing leadership, embedded professional development, and feedback to support staff in providing effective core instruction.	Staff & Department Meetings	Administrators	Administrators & Teaching Staff
January –May, 2018	The instructional coach will provide the Advisory Lesson Plans to support teachers in advocating for students' learning through organization, school-wide reading intervention, and critical conversations regarding academic & social, emotional, and behavior wellness.	Danielson Lesson Plan Template, UbD unit for Advisory, Feedback from staff for continuous improvement, funds for copies	Instructional Coach	Bernadette Ellis and Teaching Staff
January-May, 2018	The instructional coach will facilitate staff in working collaboratively to improve core instruction by organizing the collaboration environment in such a way that essential professional learning is accessible to all staff members.	Collaboration room, funds for resources	Instructional Coach	Bernadette Ellis and Teaching Staff
January-May, 2018	The instructional coach will improve core instruction by sharing knowledge, information, and strategies with staff for establishing an environment for learning for all students.	Time for collaboration, professional development opportunities, monthly IC PD meetings	Instructional Coach	Bernadette Ellis and Teaching Staff
January-May, 2018	The APS Department of Language and Cultural Equity will provide ongoing support to the school in improving core instruction through helping staff and individual teachers to better understand how their individual role contributes to a dual language program, holding teachers accountable for fidelity of implementation of strategies to support language learners, and assisting in providing teachers with support to increase student language development and increase teacher responsiveness.	Resource Teachers from LCE	Dual Language Chair, Instructional Coach	Department of Language and Cultural Equity staff, WMS administration, Instructional Coach, Teaching staff
January –May, 2018	Learning Zone 1 principals will conduct Instructional Rounds of WMS classrooms to provide feedback to support the school in improving core instruction.	Problem of practice	Administrators & Instructional Coach	Learning Zone 1 Principals, Sheri Jett
January –May, 2018	The Language Arts Department will improve core instruction by utilizing the following strategies: AVID Critical/Cloze reading: Marking the text; Explicit teaching of language functions along staircase of complexity; Leveled questioning; Cornell and/or GLAD structured note-taking; Lexile scores; GLAD to shelter & differentiate instruction; Sharing of best practices in collaboration; Use of PARCC evidence statements to target and focus instructional rigor and promote student achievement; and Professional development with specialists to target Response to Intervention.	AVID, GLAD Access to & disaggregation of PARCC evidence statements	Language Arts Department Chair: Bernadette Ellis	Language Arts Department: Brittanie Phillips, Veronica Jimenez, Donna Kolody, Kristi Samuelson, Sam Méndez, Allison Hawks, Sarah Saenz, Bernadette Ellis
January –May, 2018	The Math Department will improve core instruction by utilizing the following strategies: Developing and implementing district recommended math curriculum: EUREKA, Engage NY, CMP 3,Vertical curricular alignment 6th- 9th via PARCC data analysis, Creating lesson plans using evidence tables and PARCC release items, Sharing best practices, skills and lesson plans, and Reviewing and applying a diversity of teaching strategies such as, online programs, Kagan, AVID, AIMS4Cubed, cloze reading, marking the text (math narratives), positive growth mindset, leveled questioning and Avid/Cornell note-taking.	Rhonda Davis, Math PD Specialist, PARCC evidence statements, access to specialists to provide professional development, AVID marking the text strategies, Cornell note-taking template	Math Department Chair: Yanira Gurrola	Math Department: Jennifer Orellana, Jorge Sánchez-Araujo, Carolyn Tapia, Richard Broyles, Casey Coty, Beverly Allred, Yanira Gurrola
January –May, 2018	The Social Studies Department will improve core instruction by utilizing the following strategies: Creating lesson plans using UbD and CCSS & PARCC released items, Sharing best practices, skills, and lesson plans.		Social Studies Department Chair: Tomás Sánchez	Social Studies Department: Kaori López, Diego Aguilar, Daniel García, Tomás Sánchez
January –May, 2018	The Science Department will improve core instruction by utilizing the following strategies: AVID Critical/Cloze reading: Marking the text; Explicit teaching of language functions along staircase of complexity; Leveled questioning; Cornell and/or GLAD structured note-taking; GLAD to shelter & differentiate instruction; and Sharing of best practices in collaboration.	AVID, GLAD Access to & disaggregation of PARCC evidence statements	Science Department Chair: Laura Vennard	Science Department: Loren Gallegos, Elsa Martínez, Joseph Durán, Don Mulder, Laura Vennard

Timeline	Critical Action	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
January –May, 2018	The Electives Department will improve core instruction by utilizing the following strategies: AVID Critical/Cloze reading: Marking the text; Explicit teaching of language functions along staircase of complexity; Leveled questioning; Cornell and/or GLAD structured note-taking; Lexile scores; and Sharing of best practices in collaboration.	AVID, GLAD Access to & disaggregation of PARCC evidence statements	Electives Department Chair: Julie Montoya	Electives Department: Alice Webb, Al Gurule, Daniella Holmes, Jo Davison, Julie Montoya

Focus Area: School Culture

CRITICAL ACTIONS

Timeline	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
January –May, 2018	The administration will monitor and maintain a positive and student and staff culture to promote the student, staff, and stakeholder awareness that student achievement is the top priority of school.	Department Meetings, Walk-throughs, Evaluations, Ongoing daily observations	Administrators	Angela Rodríguez, JaNelle Córdova, Teaching staff
January –May, 2018	The instructional coach will contribute to a culture of ownership of school-wide awareness that student achievement is the top priority of school by modeling and assisting colleagues in creating classroom processes and procedures that are culturally and linguistically responsive and student-centered.	Time for collaboration	Bernadette Ellis	Teaching staff, Bernadette Ellis
January –May, 2018	The Student Assistance Team will improve school culture by developing a system to provide strategic and individualized support to students for whom Tier I instruction and interventions have proven insufficient and facilitating SAT processes throughout the year, including AIPs, Tier 2 CIPs, SAT meetings, referrals for evaluation, and end-of-year procedures.	Heather Dadey, District SAT liaison, Class Link: Canvas, APS Google Domain	Bernadette Ellis, Jennifer Orellana, Aubree Hansen	Administration, Teaching Staff, students, parents, Bernadette Ellis, Jennifer Orellana, Aubree Hansen,
January –May, 2018	The Language Arts Department will improve school culture by: Using data to inform instruction, Fulfilling RtI/SAT Processes (reg ed) and IEP Processes (SpEd) in a timely manner, Sharing best practices for working with students, and Setting an example of positive interaction and collaboration.	Demonstrating Knowledge of Students data spreadsheets, collaboration time, communication & support from SAT and SpEd departments regarding RtI processes	Language Arts Department Chair: Bernadette Ellis	Language Arts Department
January –May, 2018	The Math Department will improve school culture by: Data to inform instruction, Positive growth mindset in a math/bilingual context to inform instruction, Cooperating in the implementation of the RtI/SAT processes, Sharing best practices for working with student in collaboration, and Setting an example of positive interaction and collaboration among the math team.	Collaboration time, communication & support from SAT and SpEd departments regarding RtI processes	Math Department Chair: Yanira Gurrola	Math Department
January –May, 2018	The Social Studies Department will improve school culture by: Using data to inform instruction, sharing best practices in collaboration for working with students and Setting an example of positive interaction and collaboration within the Social Studies department.	Demonstrating Knowledge of Students data spreadsheets, collaboration time, communication & support from SAT and SpEd departments regarding RtI processes	Social Studies Department Chair: Tomás Sánchez	Social Studies Department
January –May, 2018	The Science Department will improve school culture by: Using data to inform instruction, Fulfilling RtI/SAT Processes (reg ed) and IEP Processes (SpEd) in a timely manner, Sharing best practices for working with students, to include focusing on providing students positive comments and feedback is the most accessible thing to do, and Setting an example of positive interaction and collaboration.	Demonstrating Knowledge of Students data spreadsheets, collaboration time, communication & support from SAT and SpEd departments regarding RtI processes	Science Department Chair: Laura Vennard	Science Department
January –May, 2018	The Electives Department will improve school culture by: Using data to inform instruction, Fulfilling RtI/SAT Processes (reg ed) and IEP Processes (SpEd) in a timely manner, Sharing best practices for	Demonstrating Knowledge of Students data spreadsheets, collaboration time,	Electives Department Chair: Julie Montoya	Electives Department

	working with students, and Setting an example of positive interaction and collaboration.	communication & support from SAT and SpEd departments regarding RtI processes		
January –May, 2018	The counselor will improve school culture by providing systems and procedures that support a student culture focused on achievement.	Next Step Plan, interest inventory, resources and supports for Career & College Fair, Target 10, Attendance Success Plan, HAWT meetings	Counselor, Aubree Hansen	Teaching Staff, students, HAWT
January –May, 2018	The Special Education Department will improve school culture by providing communication processes to support teachers to provide timely feedback to improve student learning throughout the year.	Special Education Update, including IEPs to held in upcoming month and request for documentation that will be needed from teachers	Chair of Special Education Department, Louise Atencio	Teaching Staff, Louise Atencio
January –May, 2018	The parent liaison will improve school culture by promoting parent literacy and providing clothes, supplies, and materials to students in need.	Meeting room, funds and/or sources for clothes, supplies, and materials. Parent contacts	Isabel Avalos	Raider parents and students

Focus Area: Tier 1 Instruction

PROGRESS INDICATORS		
Indicator Date	*Evidence to Determine Progress Toward Achieving Desired Outcome and Goals*	*Potential Adjustments*
January 2 – February 1, 2018	The Administration will host a whole group staff meeting and individualized department meetings.	Administration and/or department chairs may need to provide one-on-one feedback for staff who are absent.
January 2, 2018	The instructional coach will provide the Advisory Lesson Plan for Quarter 3.	The instructional coach will provide the Advisory Lesson Plan for Quarter 3 in two parts.
January 2 – February 1, 2018	The instructional coach will utilize online resources (http://parcc-assessment.org/released-items, https://achievethecore.org/, https://www.engageny.org/, and http://www.aps.edu/assessment/parcc/parcc-resources to provide: Exemplars of writing prompts and PARCC release items to facilitate staff in working collaboratively to improve core instruction.	The instructional coach will potentially adjust this work to continue during the second 30 days of semester 2.
January 2 – February 1, 2018	The Instructional Coach will organize the collaboration environment to include the: Curriculum alignment overview and WMS CCSS-aligned scope & sequence with instructional supports	The Instructional Coach will provide: Curriculum alignment overview and WMS CCSS-aligned scope & sequence with instructional supports
January 31, 2018	The instructional coach will submit a library order to provide additional resources for core instruction using regular funds.	The Instructional Coach will seek the support of Marian Royal and Rachel Altobelli from Library Services to complete the order.
January 10 & 11, 2018	The APS Department of Language and Cultural Equity will conduct a Focus Review of the WMS Dual Language Program to provide feedback to support the school in improving core instruction.	Adjustments to the number of classes or time spent in classes may need to occur based on the number of observers from LCE.
January 2 – February 1, 2018	Each Regular Education Language Arts Department member will meet and work collaboratively to utilize additional professional development hours to develop a GLAD unit.

The Special Education Language Arts Department (not including Gifted) members will meet and work collaboratively to identify GLAD strategies that are essential for student academic growth in Tier 3, followed by the development of the supports.

All Language Arts Department members will utilize the PARCC evidence statements, the CCSS, PARCC released items to inform planning and instruction. | The Language Arts Department is a large department and it challenging to find a common meeting time outside of the duty day, so two meeting times have been organized. One group of teachers will be working on Saturdays and the other on weekday afternoons. |
| January 2 – February 1, 2018 | The Math Department will continue professional development outside the duty schedule, develop a unit centered in CCSS, including released PARCC items with special emphasis on sub Claim C items to promote math extended literacy; PARCC data analysis and curriculum | The Math Department may need to adjust this work to continue during the second 30 |

	development with assistance of state/district representative and AIMS4S Cubed training; implementing new curriculum materials, and classroom strategies with the support of each member of the team through weekly collaboration. The Math Department will implement the Great Minds Curriculum (EUREKA/Engage NY) in 6th grade (English), selected 7th and 8th grade (English and Spanish) and all the Algebra classes and build a new curriculum for 2 accelerated math classes in 6th and 7th grades.	days of semester 2.
January 2 – February 1, 2018	The Social Studies Department will complete 3 additional hours of the 13 hours of additional professional development to complete a UbD unit that is aligned to the CCSS and promotes high level questioning.	Will continue the development of UbD units in the second 30 days of semester 2.
January 2 – February 1, 2018	The Science Department meet to work both collaboratively and side-by-side to utilize additional professional development hours to develop a GLAD unit.	The work will be differentiated according to need.
January 2 – February 1, 2018	The Electives Department will meet to work both collaboratively and side-by-side to utilize collaboration time to develop UbD units and supporting instructional materials.	The Electives Department will differentiate work according to need.

Focus Area: School Culture

PROGRESS INDICATORS		
Indicator Date	*Evidence to Determine Progress Toward Achieving Desired Outcome and Goals*	*Potential Adjustments*
January 2, 2018	The administration will host a professional development for staff, provided by Tom Hierck on cultural responsiveness, to improve school culture.	The administration will provide ongoing critical conversations with staff to promote the ongoing development of a positive learning environment in the classroom.
January 2 – February 1, 2018	The administration working with the Instructional Council and Instructional Coach will improve school culture by forming a committee to develop a structure for the 2018-2019 class schedule.	The participants on the committee will bring exemplars and ideas.
January 2 – February 1, 2018	The administration working with the Instructional Council and Instructional Coach will improve school culture by forming a committee to conduct a continuous improvement cycle on school-wide interventions for Tier 2 social, emotional, behavioral intervention, including Restorative Justice.	The committee will access District & community resources to better understand RtI in this area, visit Restorative Justice program at AHHS.
January 2 – February 1, 2018	The Instructional Coach will improve school culture by providing support to departments in accessing school-wide student achievement data, the Demonstrating Knowledge of Students data spreadsheet, and accessing data to support implementation of Tier 2 academic interventions, as well as engaging in team teaching with Level 1 teachers.	The Instructional Coach will work with the test representative and district support personnel to access data.
January 2 – February 1, 2018	The SAT will facilitate team meetings for the implementation and progress monitoring of Tier 2 interventions, as well as follow up meetings for students in SAT for academic deficits. The SAT will hold meetings for referrals for screening for potential giftedness.	
January 2 – February 1, 2018	The Language Arts Department will conduct a focus meeting to answer the question: How do we best monitor student achievement for Tier 1 to support students to achieve grade-level expectations and make significant growth?; implement Tier 2 interventions for students in SAT and conduct ongoing progress monitoring. Regular education teachers commit to increase providing positive signatures to at least one per period, per day. Special education teachers commit to provide weekly grade checks for their language arts students through individual conferences.	The Language Arts Department may need to adjust the number of positive signatures being provided. More time may need to be provided for the discussion regarding the monitoring of student achievement.
January 2 – February 1, 2018	The Math Department will implement Tier 2 interventions for students in SAT and conduct ongoing progress monitoring. The Math Department will implement the Great Minds Curriculum (EUREKA/Engage NY) in 6th grade (English), selected 7th and 8th grade (English and Spanish) and all the Algebra classes and build a new curriculum for 2 accelerated math classes in 6th and 7th grades.	The Math Department may require support from the Math SAT Chair to understand Tier 2 CIPs.
January 2 – February 1, 2018	The Social Studies Department will access the Demonstrating Knowledge of Students data spreadsheet with the support of the instructional coach.	The Social Studies Department members may need support in navigating the APS Google domain and spreadsheet software.
January 2 – February 1, 2018	The Science Department commits to use data to inform instruction, provide Response to Intervention for students for whom Tier I instruction is not sufficient at Tier I, and promote and accentuate a positive student culture.	The Science Department may need to adjust the number of positive signatures being provided and focus on providing students positive comments and feedback.
January 2 – February 1, 2018	The Electives Department will access the Demonstrating Knowledge of Students data spreadsheet for their Advisory classes with the support of the instructional coach.	May need support in navigating the APS Google domain and spreadsheet software.
January 2 – February 1, 2018	The Counselor will write Attendance Success Plans with students and families, make referrals to HAWT as needed, track attendance weekly, and notify teachers to help positively reinforce attendance, and incentives for positive attendance.	The Counselor may need to make special arrangements for some students.
January 2, 2018	The Chair of the Special Education Department will provide the Special Education Update at the beginning of the month.	Provide both digital and hard copy options for staff to provide their feedback.

January 2-February 1, 2018	The parent liaison will improve school culture by hosting El Cafecito Parent Meeting to promoting the literacy of the larger Raider school community and parents. In the parent room, she will also help students in need by providing uniforms, hygiene kits, backpacks, and supplies, so they have the materials and supplies necessary to focus and learn in the classroom setting.	The parent liaison may need to seek out community resources to provide support for some of the topics addressed in meetings.

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

District: APS
School: Washington MS
Date: 12/5/18
Completed By: G. Blakey

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

Overall Reflections/Feedback

Step 1 – Build Core Team	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**
Diverse backgrounds and viewpoints	In addition to principal and district representative, the core team includes teachers or instructional leaders **likely to bring different viewpoints to discussions** and a **clear** rationale for selection is provided.	**In addition to** principal and district representative, the core team **includes teachers or instructional leaders and** a rationale for selection **is provided.**	The core team **consists of principal, district representative, and/or teachers or instructional leaders**. A rationale for selection **may or may not** be provided.	Shows lack of attempt or action **OR** No district representative is identified.
Representation[1]	The core team has **full representation** from across grade levels, of the student body (including subgroups), and community.	The core team has representation from **two of the following**: across grade levels, of the student body (including subgroups), **and** community.	The core team has **limited representation** from across grade levels, of the student body (including subgroups), **and/or** community.	Shows lack of attempt or action
Step 2 – Analyze Data & Set Student Achievement Goals	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**
Summative goals	In addition to the indicators for solid progress, **an optional third goal has been identified based on deep data analysis (e.g. subgroup achievement, attendance rates)**.	Measurable summative student achievement goals have been identified in both ELA **and** math **using the most recent available baseline data**.	Measurable summative student achievement goals have been identified in ELA **and/or** math.	Shows lack of attempt or action
Benchmark goals[2]	Benchmark goals to monitor progress are clearly articulated in both ELA and math, align with summative goals, and are	Benchmark goals to monitor progress are **clearly** articulated in both ELA and math, **align with summative goals, and are**	Benchmark goals to monitor progress **are articulated** in both ELA **and/or** math.	Shows lack of attempt or action

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

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

	Exemplary	Solid Progress	Limited Progress	Not Evident
	connected to the **most current** <u>interim</u> **assessment data.**	**connected to interim or formative assessment data.**		
SMART: Specific, Measurable, Ambitious & Attainable, Relevant, Time-bound	Summative and benchmark goals have been written to satisfy all SMART criteria **and create a sense of focus and urgency towards action**.	Summative and benchmark goals have been written to satisfy **all** SMART criteria.	Summative and benchmark goals have been written to satisfy **4 or fewer** SMART criteria.	Shows lack of attempt or action
<u>Step 3 – Focus Areas</u>	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**
High leverage and aligned	The 2-3 **highest-leverage** focus areas selected are aligned to **deep** data analysis and include qualitative **and** quantitative evidence.	The 2-3 focus areas selected are **aligned to data analysis and include qualitative and/or quantitative evidence.**	2-3 focus areas **are selected.**	Shows lack of attempt or action
<u>Step 4 – Root Cause Analysis</u>	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**
Clear hypothesis	Each focus area has a clear hypothesis of the **deepest** underlying root cause or causes of school performance challenges **that will result in a substantial reduction of the performance challenge**.	**Each** focus area has a **clear** hypothesis of the **underlying root cause** or causes of school performance challenges.	**Some or all** of the focus areas **have a hypothesis** of the cause or causes of school performance challenges.	Shows lack of attempt or action
Evidence to support	Root causes seem to have been generated through thoughtful analysis of qualitative **and** quantitative data **and are supported by evidence**.	Root causes seem to have been **generated through thoughtful analysis of qualitative and/or quantitative data**.	Root causes are identified, but **are not connected** to data analysis.	Shows lack of attempt or action

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

Appendix A: Comprehensive Support and Intervention Assurances

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

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

LEA:

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

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

3. Ensure that conditions are in place at the school level to support turnaround, including:
   a. Rigorous aligned interim assessments 3-4 times per year
   b. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
   c. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings
   d. Structured weekly collaboration time for ongoing data analysis by PLCs
   e. Student and staff culture of learning
   f. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
5. Develop a sustainability plan prior to the end of Year 3
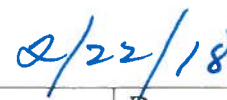
School Leadership Commits to the Following:
1. Partner with LEA leadership to create and/or align systems at the school level to support a 90-day plan aligned with the LEA's strategic plan, including:
   a. Rigorous aligned interim assessments 3-4 times per year
   b. Timely dissemination of interim assessment data to teachers
   c. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader(principal, assistant principal, instructional coach) analysis meetings
   d. Teacher action plans addressing root cause analysis of interim assessment data developed by all teachers prior to one-on-one teacher-leader analysis meetings
   e. Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time
   f. Student and staff culture of learning
   g. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention

David E Geeucy   2/21/2018
President, Board of Education Signature | Date

Rayme Rudy   2/22/18
Superintendent Signature | Date

     2/22/18
School Leadership Signature | Date

Appendix B: Certification and Approval

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

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

Raquel M. Reedy
_____ | _____
Superintendent/Charter Director Printed Name | Date

Raquel Reedy   2/22/18
_____ | _____
Superintendent/Charter Director Signature (blue ink) | Date

Certification and Approval

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

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

Dr. David Peercy
_____ | _____
Board President Printed Name | Date

David E Peercy   2/21/2018
_____ | _____
Board President Signature (blue ink) | Date