



**Request for Application (RFA) for
Comprehensive Support & Improvement Schools
(CSI)**

Title I Sec.1003 [a]

**Shiwi Ts'ana Elementary School
Zuni Public School District**

**Every Student Succeeds Act
CFDA Number: 84.010A**

**Deadline to Submit RFA:
February 26, 2018**

*This is only a Request for Application (RFA) and does **NOT** constitute an award. Should this RFA result in an award, the LEA Superintendent/Charter Director will be notified by an official award letter. Only upon receipt of an award letter, signed by Secretary Designate Ruszkowski, may the LEA/charter school submit a Budget Adjustment Request (BAR).*

**New Mexico Public Education Department
300 Don Gaspar Ave,
Santa Fe, NM 87501**

New Mexico Public Education Department: School Improvement 1003[a]

I. Background

Under the New Mexico Public Education Department's (NMPED) approved Every Student Succeeds Act (ESSA), the state's lowest-achieving schools are identified as Comprehensive Support and Improvement (CSI) schools. As a result, CSI schools, with the support of the larger Local Education Agency (LEA) and school community, have an opportunity to develop and implement targeted interventions with the goal of achieving dramatic school-level achievement gains such that the school is in good academic standing within three years.

II. Purpose

LEAs with identified CSI schools are able to identify pathways for intensive improvement under New Mexico's ESSA plan:

1. NM DASH-Plus,
2. Applying and participating in State-Sponsored School-Based Interventions (such as Principals Pursuing Excellence),
3. High school transformation in partnership with PED (only 10 high schools will be selected for this opportunity each cycle) and
4. Application for Competitive Grants for School Improvement

The primary purpose of the CSI Request for Application process is to provide LEAs with schools identified as CSI the opportunity to apply for additional funding through a competitive grant process to support participation in an evidence-based school improvement program or innovative school interventions. This may be in addition to or in support of state-sponsored programs funded via targeted investments.

III. Eligibility

This competitive grant is open to LEAs with CSI Schools. There are three ways a school can be identified as being in need of Comprehensive Support and Improvement:

1. Being among the lowest-performing 5% of **Title I** schools in the state, based on the total number of points earned on the School Grade Report Card;
2. Having a 4-year graduation rate below 67% for two out of the past three years (**Title I and non-Title I** high schools).

LEAs may submit multiple applications in response to this RFA, however; **only separate and complete applications for each CSI school will be accepted.**

A full list of CSI schools is available on the NMPED ESSA in New Mexico page:

<http://www.ped.state.nm.us/ped/ESSA.html>

IV. Evidence-based Interventions¹

LEAs are charged with implementing ESSA, and ensure that LEAs are utilizing evidence-based strategies, activities, and interventions in schools in need of significant improvement.

¹ Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

While some ESSA programs allow the use of all four levels of evidence, Section 1003a of New Mexico’s ESSA Plan requires that CSI schools use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising).

- Strong: at least one well-designed and well-implemented experimental study (i.e., a randomized controlled trial).
- Moderate: at least one well-designed and well-implemented quasi-experimental study.
- Promising: at least one well-designed and well-implemented correlation study with statistical controls for selection bias.

The PED will not provide a list of potential evidence-based interventions for school turnaround programs for use by LEAs in schools identified as CSI that choose to apply for the Competitive Grants for School Improvement. It is incumbent upon the LEA to demonstrate that the selected intervention falls into one of the three ESSA tiers of evidence in Category 1 (see table 1).

Table 1: Tiers of Evidence in ESSA

Category 1:	Tier 1	Tier 2	Tier 3
“demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on.”	“strong evidence from at least 1 well-designed and well-implemented experimental study”	“moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study”	“promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias”

V. LEA Organizational Conditions

LEAs must demonstrate that they have the organizational conditions necessary for turnaround success (as identified below) when applying to participate in the following evidence-based school turnaround programs:

- University of Virginia School Turnaround Program
- National Institute for School Leadership Executive Development Program
- New Mexico Leadership Innovation Program²

Leadership Conditions: LEAs must commit to lead for success by identifying priorities, aligning resources, investing in change that is sustainable, and clearly and consistently communicating that change is not optional.

Differentiated Support and Accountability Conditions: To achieve ambitious results, LEAs committed to turnaround must prioritize low performing schools and provide both additional, core support beyond what non-turnaround schools receive and individualized supports aligned with unique school needs, including the identification of resource inequities.

Talent Management Conditions: Public education is human capital intensive and efforts to turnaround low-Performing schools must prioritize how talent policies and approaches will be bolstered to support turnaround. LEAs must establish and continuously improve human capital management systems, including educator evaluation and support systems. Title II, Part A funds may be used by SEAs and LEAs to develop, implement, and improve rigorous, transparent, and fair evaluation and support systems if these systems are based in part on evidence of student achievement, which may include student growth, and must: (1) include multiple measures of educator performance, such as high-quality classroom observations and (2) provide clear, timely and useful feedback to educators. (ESEA sections 2101(c)(4)(B)(ii) and 2103(b)(3)(A)).

² The NM Leadership Innovation Program is akin to the Principals Pursuing Excellence Program.

Instructional Infrastructure Conditions: LEAs often have invested heavily resources in producing curriculum and data that teachers either do not have the capacity, understanding, or willingness to use. LEAs must own this challenge and create an instructional infrastructure where data is well organized and the pathway on how to use data to adapt instruction are clear.

VI. Funding

For the 2017-2018 SY, ESSA requires states to set aside seven percent of Title I, Part A funds for school improvement activities. Ninety-five percent of these funds must pass through to LEAs to support CSI schools, consistent with the state’s new accountability system³.

PED is making multi-year awards (2017-2021), through the period of availability of funds⁴, to successful applicants.

Estimated funds available: **\$6,121,460.00** (for the 2017-2018 SY⁵)

VII. Maximum Funding Amounts

- The planning period total funding requested may be no greater than \$30,000.00.
- The year-one implementation period total funding request may be no greater than \$150,000⁶.
- The year-two implementation period total funding request may be no greater than \$150,000.
- The year-three implementation period total funding request may be no greater than \$150,000.
- Ninety-percent (90%) of the maximum funding requests for each period must be directed toward school-level activities supporting the implementation of the evidence-based intervention.
- Applicants must describe and justify in the budget narrative any specific LEA-level expenses (indirect cost) to be supported by funds at no more than 10% of total request for each period.
- Normal indirect cost may also be claimed at the PED approved rate for the district.
- Supplies and materials are allowable for CSI schools, if necessary to meet the project goals and objectives, but must not exceed 10% of the total budget for each project period.

VIII. Project Period

For applications, the full project period for this grant is three years. Continuation funding after each period of the project is contingent upon progress toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all grant requirements.

Project Period Timeline	
Applications Released by PED	December 5, 2017
Letter of Intent to Apply due to PED (Appendix A)	January 9, 2018
Applications Due to PED	February 26, 2018
Announcement of Awards	March 1, 2018
Planning Period for LEA/Schools	March 1, 2018 to June 30, 2018
Year-One Implementation Period	July 1, 2018 to June 30, 2019
Year-Two Implementation Period	July 1, 2019 to June 30, 2020
Year-Three Implementation Period	July 1, 2020 to June 30, 2021

³ ESSA § 1003(b)

⁴ Continuing awards are dependent upon continued appropriation from congress.

⁵ Continuing awards are dependent upon continued appropriation from congress.

⁶ Funding will be determined based on school size on a sliding scale.

IX. Application Deadline and Submission Requirements

Letter of Intent

LEAs should submit a Letter of Intent (LOI) designating the specific identified schools for which applications will be submitted.

The LOI should be submitted electronically through the Priority Schools Bureau email portal available at the following link: ped.psb@state.nm.us. The LOI should be received by 3:00 p.m. on January 9, 2018.

X. Full Application Submission

Complete applications **must** be submitted electronically through the Priority Schools Bureau portal available at the following link: ped.psb@state.nm.us.

In addition, one original application plus one hard copy **must** be mailed by postal service to:

New Mexico Public Education Department
Attn: Debbie Montoya
Deputy Cabinet Secretary, School Transformation
Room 123
300 Don Gaspar Avenue
Santa Fe, New Mexico 85701

Complete hard copy applications **must** be postmarked by February 26, 2018, and complete electronic copies must be submitted through the Priority Schools email portal (ped.psb@state.nm.us) no later than 4:00 p.m. on February 26, 2018.

XI. Budget Requirements

The budget documents requested in response to this RFA must identify and explain funded costs for activities that are necessary to carry out all aspects of the whole-school change. In addition, through the budget narrative, the LEA will be asked to identify other sources and amounts of funding that will support and sustain the activities that are crucial to rigorous implementation of the chosen evidence-based intervention.

- **Budget Narrative**

The budget narrative, described in the Proposal Narrative sections of this RFA, should identify and explain all funded costs for the entire project period (planning period, two years of implementation).

- **Budget Summary Chart (Appendix C)**

This chart summarizes the budget for the entire project period, three years of implementation.

XII. Additional Budget Guidance

Appropriate Costs

Funds are intended to *supplement* and *support* comprehensive school reform by funding *specific* initiatives designed to promote targeted and sustainable school improvement. The actions and practices identified through each category of the project narrative drive the appropriate costs.

Appropriate costs are those costs that are directly connected to the actions and to sustaining the practices prompted in the categories of the project narrative (e.g., the implementation of a curriculum aligned the Common Core State Standards (CCSS), continuous use of data to drive decision making, extended/expanded learning time, etc.).

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary. This does not preclude an LEA from paying the travel expense of those attending a conference or meeting that is necessary to carry out its federal grant program, which could include per diem for food.

It is incumbent upon the applicant to demonstrate the close connections between the costs proposed and the organizational or pedagogical purposes those costs will support from the project narrative.

XIII. Budgeting and Planning for Sustainability

In budgeting and planning for sustainability, LEAs should be certain to support critical, ongoing activities through reliable and stable funding sources. In budgeting and planning for sustainability, funds should support but not serve as the sole source of funding for this work.

XIV. Reporting Requirements

The lead points of contact at the LEA responsible for oversight, monitoring, and support of the CSI School are required to participate in progress site visits and monitoring telephone calls with PED⁷.

In addition, LEAs will be responsible for submitting monthly, quarterly and/or annual reports on school progress⁸ that may include, but are not limited to:

NM DASH

- NM DASH Feedback Tool for each school (2x a year)

Leading Indicators

- Student attendance and school average daily attendance
- Attendance by instructional staff and staff average daily attendance
- Interim assessment data
- Student course completion data
- Instructional staff turnover rate
- NM TEACH information
- In-school and out-of-school suspension rates and average in-school and out-of-school suspension rates by total school and broken down by sub-group
- Chronic absenteeism rates
- Dropout rates
- Number of students completing advanced coursework by subgroup (e.g., advanced Placement/ International Baccalaureate, college pathways or dual enrollment classes [high schools only])

⁷ Please note - if awarded, the subgrantee will be required to revise Step 2 - Analyze Data and Set Student Achievement Goals of the school NM DASH, identifying new goals that will be targeted with the RFA funds.

⁸ Templates will be provided by PED.

- Other program evaluation and indicator data as needed

Lagging indicators

- Student achievement rates
- State assessment data disaggregated by sub-group
- Student achievement rates compared to the State
- Student achievement rates compared to the LEA
- Student growth data
- College readiness data
- Graduation and transition data

Behavioral and Academic Data

- Evidence that the LEA has a multi-tiered framework with proven evidence-based practices that improve behavioral and academic outcomes for students.
- Evidence that the school implements the practices that support student in a Multi-Tier System of Supports (MTSS) model to ensure that struggling students receive the targeted and intensive supports they need.
- PED-approved K-3 reading assessment used to measure student growth, inform instructional practice, and identify professional development needs.
- School-developed and/or LEA-directed formative/interim assessments used by the school to determine the likelihood of meeting academic achievement targets.
- School-developed and/or LEA-directed formative/interim assessments used to determine the impact of instructional practice.

XV. Scoring Guide

CSI RFA Title I Sec. 1003[a] Scoring Guide	Points	Percent
I. LEA Organizational Culture	25	25%
A. LEA Overview	5	
B: Instructional Infrastructure	10	
C. LEA Support and Accountability	10	
II School Level Context	15	15%
A. School Overview	5	
B. NM DASH Plans	5	
D. Collaboration Structures	5	
III Evidence-Based Interventions	50	50%
A. Root Cause and Focus Areas	10	
B. Choice of Evidence-Based Interventions	20	
C. Sources of Evidence	10	
D. Theory of Action	10	
IV. Budget	15	10%
A. Budget Narrative	5	
B. Budget (Excel Files)	5	
Total	100	100%

XVI. Review and Ranking of Applications

Only complete applications from eligible LEAs received at PED by the due date will be accepted. LEAs must clearly identify in the application cover page the specific CSI schools for which they are applying or the application will be rejected as incomplete.

All complete applications will be reviewed and rated by at least two external reviewers.

1. The scores of the first two reviewers will be totaled and then averaged to arrive at the final score for each application using the percentage.
2. If there is a difference of 7 points or more between the two reviewers' scores, a third reviewer will review the application.
3. The two scores mathematically closest to each other will be averaged for the final score unless the difference between the third review score and the first two are equidistant; in which case the third reviewer's score will solely be used.
4. Total scores will be rank ordered using the final score on the application.
5. LEAs will be selected in order of rank; however, not all applying schools in a LEA may be selected dependent on funding availability.

XVII. Continuation or Redistribution of Funding

Continuation funding after each period of the project is contingent upon progress toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all grant requirements.

If a subgrantee fails to comply with Federal statutes, regulations or the terms and conditions of this award, the State Education Agency (SEA) may impose additional conditions, as described in §200.207 Special Conditions (below).

If the SEA determines that noncompliance cannot be remedied by imposing additional conditions, the SEA may take one or more of the following actions, as appropriate in the circumstances:

- a) Temporarily withhold cash payments pending correction of the deficiency by the subgrantee or more severe enforcement action by the SEA.
- b) Disallow all or part of the cost of the activity or action not in compliance.
- c) Wholly or partly suspend or terminate the award.
- d) Recommend the USED initiate suspension or department proceedings as authorized under 2 CFR part 180.
- e) Withhold further Federal awards to the project or program⁹.

The SEA may impose additional award conditions¹⁰ as needed, which may include the following:

- 1) Requiring payments as reimbursements rather than advance payments;
- 2) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
- 3) Requiring additional, more detailed financial reports;
- 4) Requiring additional project monitoring;
- 5) Requiring the subgrantee to obtain technical or management assistance; or
- 6) Establishing additional prior approvals.

If any funded LEAs withdraw or become ineligible within the first year of funding due to not progressing toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and

⁹ 2 CFR Part 200 §200.338 Remedies for Noncompliance

¹⁰ §200.207 Special Conditions

maintenance of all grant requirements, the leftover funds may be used to fund the next highest ranking applications.

LEA Comprehensive Support and Improvement Competitive Grants Application Cover Sheet

LEA Information		
LEA/State Charter Name: Zuni Public School District		LEA NCES ID #: 3502800
Mailing Address: 12 Twin Buttes Drive P.O. Drawer A Zuni, New Mexico 87327		
Phone: (505) 782 - 5511		Fax: (505) 782 - 5505
Superintendent/Charter Director: Mr. Daniel P. Benavidez		Email: daniel.benavidez@zpsd.org
Title I Director: Ms. Caroline Ukestine		Email: caroline.ukestine@zpsd.org
Federal Programs Director: Ms. Caroline Ukestine		Email: caroline.ukestine@zpsd.org
Business Manager: Mr. Martin Romine		Email: martin.romine@zpsd.org
Comprehensive Support and Improvement Schools LEA Lead: Mrs. Randy Stickney Director of Curriculum & Instruction Ms. Leslie Damon Principal		Email: randy.stickney@zpsd.org leslie.damon@zpsd.org
LEA will Apply for the Following Eligible School(s)		
Name of School	School NCES ID #	Proposed Intervention Model
Shiwi Ts'ana Elementary School	350280001124	Pathway 4

CSI RFA Application

Proposal Requirements

1. The proposal narrative should **not exceed 50 pages** (not including required charts, forms, and requested artifacts submitted as appendices).
2. It should be typed, single-spaced, with LEAs addressing each of the subsections by entering text where indicated.
3. Font may NOT be less than 12 pt. Times New Roman.
4. Charts and forms do not require 12 pt. Times New Roman font.
5. The complete LEA application including budgets, charts, and forms will be posted on the PED ESSA webpage.

LEA Comprehensive Support and Improvement Competitive Grants Application

LEA Name:	Zuni Public School District
Submitting on Behalf of (name of school):	Shiwi Ts’ana Elementary School
Number of Students Served:	697 Students
Number of Certified Licensed Staff:	1 School Principal 2 Dean of Students 1 Instructional Coach 2 School Counselors 43 Certified Teachers 32 Educational Assistants

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.

Shiwi Ts’ana Elementary core team met weekly to work on the 90-day plan required by the New Mexico Public Education Department (NMPED.) During these weekly meetings, the core team reviewed English Language Arts (ELA) and Math assessment historical data as well as our site visit report from Results Driven Accountability (RDA). Discussions from all data sources consisted of causes and possible next steps using research based strategies.

Based on our school data, our two focus areas became Data Driven Instruction and School Culture.

Our identified root causes for Data Driven Instruction were as follows:

- Teachers lack knowledge on “how to” use data to improve classroom outcomes.
- Guidance for teachers is needed to create planning and collaboration time on data use and how to drive classroom instruction.
- Our students lacked comprehension and retention of basic math skills
- Our short cycle assessment data lacked the correlation between NMCCSS and PARCC
- Increase their knowledge of reading and mathematics strategies through district and school professional development

Our identified root causes for School Culture were as follows:

- There was lack of fidelity of PBIS implementation.
- Lack of fidelity with PBIS contributes to poor classroom management leading to increased Office Discipline Reports (ODRs).

- There was no transition planning on school consolidation.
- There was lack of teachers in specific ELA or Mathematic content areas. Some substitute teachers lack the content knowledge and classroom management skills necessary for student improvement in performance.

After identifying our root causes for Data Driven Instruction and School Culture, our priorities for action were for teachers to:

- Increase use of school/classroom data through Professional Learning Communities (PLCs) and monitoring student performance in reading and mathematics
- Use data to drive quality classroom instruction
- Provide parents quarterly updates on classroom student performance in reading and mathematics

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

Shiwi Ts'ana Elementary's review of curriculum, instruction, and assessment needs determined that the following improvements need to be addressed:

- Adoption of a new short cycle assessment program that is more closely aligned with NMCCSS so that adequate data driven analysis, decisions, and instruction can be implement.
- Quality and continuous professional development must be provided to staff as well as instructional coaching following through. Such professional development programs inclusive of: data driven instruction, differentiated instruction, multi-sensory teaching and instruction, best practices in teaching, sheltered/scaffolding instruction for ELL and SPED.
- Structured response to intervention for at risk Q4 students and Q3 nearing proficiency students.
- Structured afterschool program and/or Friday program to provide Tier 2 interventions for Q3 and Q4 students.
- Professional Development on Social Emotional Practices for staff and students.

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.

Shiwi Ts'ana Elementary utilizes the following process to ensure that our grade level scopes and sequences align with the NMCCSS for ELA/Reading and Math:

- With researched based short cycle assessment data that is administered 3-4 times per school year; data analysis will be implemented after each assessment with grade level and department level PLC's regarding data driven instructional decisions.

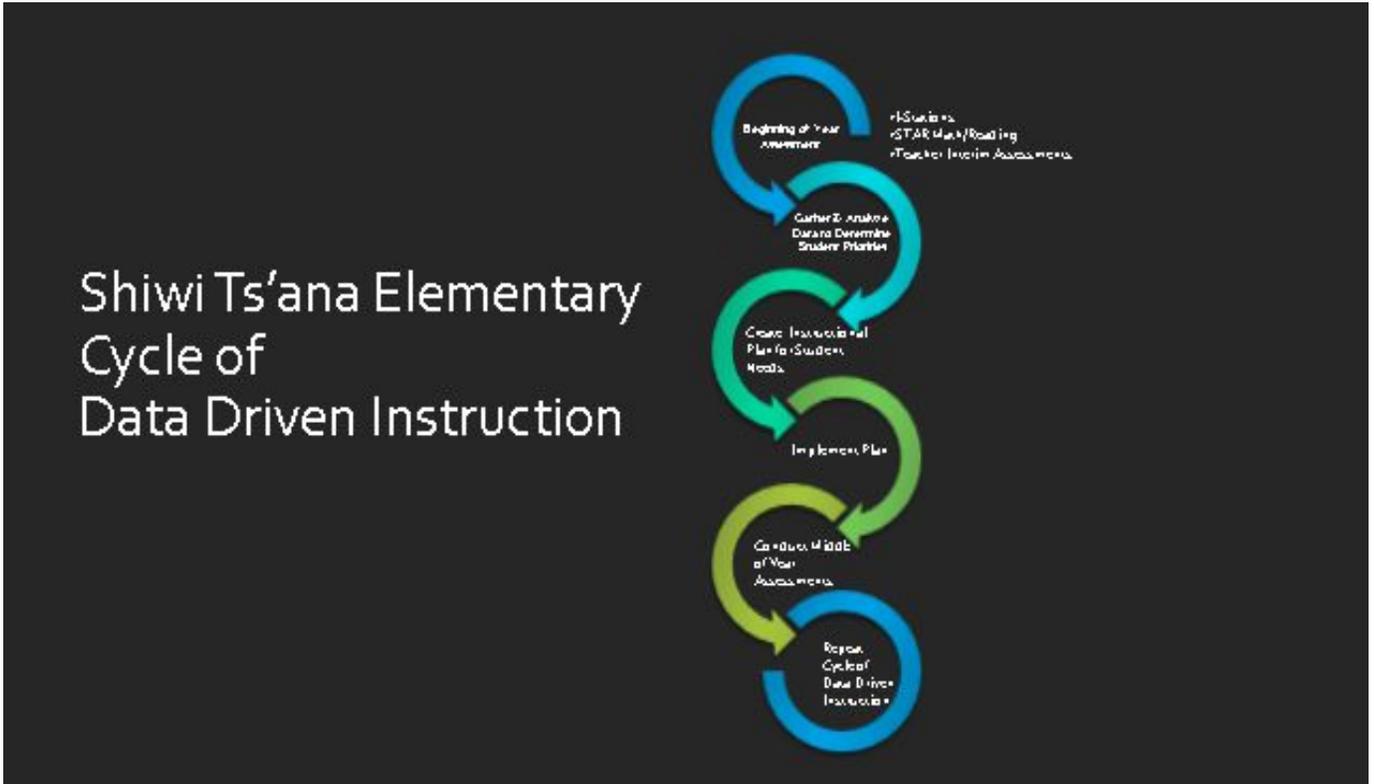
- Review PARCC sample tests and conduct school-wide PARCC Test Run to ensure that lessons and instruction are aligned with types of questioning for student practice.
- Prepare NMCCSS pacing guide and course outline for all Kindergarten through Grade 5 ELA and Math Classes

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

Shiwi Ts’ana Elementary provides the following support to teachers to implement rigorous standards-aligned instruction:

- Each teacher is required to complete a Professional Development Plan (PDP) by the 40th day of each school year. For those teachers who have not mastered an “effective” or “highly effective” summative evaluation through the New Mexico Teach Observation protocol, they are placed on a Professional Growth Plan. The school site principal then conducts a mid year review of PDP/PGP teacher progress. An individual meeting takes place to discuss and review teaching competencies (based on the NMTeach Professional Domain Rubrics.) More frequent progress monitoring can be/may be implemented depending upon individual teacher needs and summative evaluation scores.
- Each teacher is required to submit weekly lesson plans. The Instructional Coach and Principal review for quality, size and scope, as well as to provide instructional coaching. Lesson plans offer rigor, content and language objectives that adhere to SWD and ELL standards and needs. Lesson plan content includes: sheltered instruction protocols, scaffolding strategies, differentiated instructional practices, sensory learning practices, and accommodations/modifications for students with disabilities.
- Frequent weekly/daily walkthroughs conducted, and scheduled formal observations are completed 3 times a year as the district NM Teach Option 1 mandates.

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



Shiwi Ts'ana Elementary currently utilizes the STAR Assessments for Reading and Mathematics and I-Stations for Reading. With the implementation of CSI, we would like to convert to utilizing I-Ready. They are short cycle assessment tests consisting of Beginning of Year, Middle of Year and End of Year, as well as interim progress monitoring benchmarks that provide teachers with reading and math proficiency data. Tests are computer adaptive, which means they adjust to each answer students provide. Once data is collected, teachers have availability to download data charts to review, analyze and desegregate data. Scores of pretest and posttest are compared to determine whether there's progress on the academic performance of the students, to determine whether reteaching of lessons are necessary, and to determine if the teaching strategies were effective.

Teachers then convene in grade level professional learning communities (PLC) for data discussion and information decision making regarding instruction.

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

Shiwi Ts'ana Elementary interim and short cycle assessments will be implemented via two modalities:

- Formalized computerized SCA will be administered 3-4 times a year. The first assessment will provide the baseline piece of data teachers need to develop lessons and instruction. Thereafter, 2-3 more SCA will be administered to monitor student progress and check for NMCCSS mastery by students.
- Teacher developed interim assessments will be conducted in the classroom setting at various times, for example: end of study for one particular NMCCSS, end of unit, end of lesson reflecting NMCCSS. Interim assessments are administered to monitor student progress and check for understanding and mastery of NMCCSS.

Interim assessment data and SCA data will equally be analyzed and desegregated by teachers during their grade level and departmental PLCs. Review of either pieces of data will be inclusive of checking for particular trends regarding master, or not of the NMCCSS. These two modalities of assessments are particularly effectual because data driven decisions can be made at the district, school site and classroom levels. Particular students can also be clearly identified for better Tier 1 or more intensive Tier 2 interventions.

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



Zuni Public School District Schedule of Short Cycle Interim Assessments for ELA/Math



Short Cycle Interim Assessment	Date of Implementation
STAR Math	<ul style="list-style-type: none"> ● Week of November 27, 2017 ● Week of January 15, 2018 (this will be our MOY data) ● Week of Week of February 26, 2018 ● The final window will be from April 30, 2018 through May 11, 2018 (2 week window for EOY)
STAR Reading	<ul style="list-style-type: none"> ● Week of November 27, 2017 ● Week of January 15, 2018 (this will be our MOY data) ● Week of Week of February 26, 2018 ● The final window will be from April 30, 2018 through May 11, 2018 (2 week window for EOY)
I-Station	<ul style="list-style-type: none"> ● Beginning of Year: September 2017 ● Middle of Year: January 2018 ● End of Year: May 2018

**Monthly progress monitoring for Tier 2 and Tier 3 students*

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).

Shiwi Ts'ana Elementary administers short cycle assessments and teacher driven interim assessments to students on a routine basis to provide initial baseline data as well as mastery, or not of NMCCSS. Teachers have the opportunity and availability of SCA data and classroom teacher driven interim data to review and analyze, looking for trends and Q3 and Q4 students with grade level and department level colleagues during their PLC scheduled time frames. Master instructional scheduled is structured so that department/subject level teachers have common planning periods in which they can review/analyze data, structure lesson plans/teaching strategies based on data. Instruction decisions can be made using available data for professional development needs, for example. Our Level III, highly qualified Instructional coach conducts routine classroom observations, sets weekly meetings with grade/department level teams, as well as to provide 1:1 coach-teacher time. School site administrator reviews necessary data from SCA, Teacher Driven interim assessment data, PARCC, Science SBA, and teacher summative data driving 1:1 administrator-teacher meetings, develops PDP and PGP's for teachers. Administrator conducts progress monitoring of teachers dependent upon varied needs of teachers.

C. LEA Support and Accountability

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

The following senior leadership will direct and coordinate our CSI school:

- Superintendent Daniel P. Benavidez
- Director of Curriculum and Instruction, Randy Stickney
- Shiwi Ts'ana Elementary(STE) Principal, Leslie Damon
- STE Instructional Coach, Coleen Vicenti
- STE Dean of Students, Janis Bowekaty & Rhianna Green

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)).

Shiwi Ts'ana Elementary LEA Directional Flow Chart



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.

Shiwi Ts'ana Elementary Cycle of Planning between the LEA and School Leadership					
Type	Directors Meeting	Principals Meeting	Staff Meetings	School Site PLC Meetings	Parent-Teacher Organization Meetings
School Leadership	Chair – Superintendent, Daniel P Benavidez	Chair – Director of Student Support, Randy Stickney	Chair – STE Principal, Leslie Damon	Chair: Department heads, Team Chair (varies) Instructional Coach leads and coaches Chair	STE Principal, Leslie Damon, Chair - PTO President/VP
Stakeholders	All District Director Heads: SPED, Bilingual, Federal Programs, Facilities, Finance	All School Site Principals: Elementary, Middle School, High School and Alternative High School	All staff: teachers, Educational Assistants, custodians, support, counselors, home liaison	Teachers and EA's, support	PTO Officers, Parents, and Teachers

Frequency	Every Monday 2:00 p.m.	Every Thursday 3:00 p.m.	Every Tuesday 3:15 p.m.	Mondays or Thursdays	Monthly
Cycle of Planning, Action(s), and Feedback	Superintendent as well as all participants are apprised of operations of each program/operations. Directors inform colleagues of systems and protocols or up and coming events. Information is cross referenced and each director is aware of district wide functions and needs.	School site principals report to Student Services Director of school operations and needs. Director of Student Services apprises principals of Superintendent mandates and requirements as well as up and coming events or developments. Director of SS also provides guidance and reflection to principals. Principals share ideas and practices.	Staff meetings are conducted to provide information on operational, and academic information all staff. Guidance and directives are issued to staff as well as celebrations.	Grade level and department level PLC's discuss data, best teaching practices and Q3 and Q4 intervention systems.	PTO meetings are conducted to provide information on operational, school celebrations, and academic information to parents. Monthly community presentations vary according to parent needs.

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.

Shiwi Ts’ana Elementary will consult and collaborate with the key education stakeholders on CSI school information and implementation utilizing in various modalities of communication:

- Parent Teacher Conferences that take place each quarter. Stakeholder meetings will be established each quarter when parent teacher conferences are held. For the first quarter: Initial Overview of PED policies for school CSI status will be provided with an overview of Shiwi Ts’ana Elementary School 90-Day plan and school data.
- Thereafter, each consecutive quarter during parent teacher conferences, a forum again will be held to provide information of status of interventions and any new developments.

- Specific time will be scheduled for stakeholders to view school site data (no individual student data) such as: School Report Card, PARCC, Science SBA and EOC scores that lends into the CSI Status.
- Each quarter, stakeholders, in forum setting, will have opportunity to view and discuss evidence of SCA and any progress made for school improvement.
- Monthly Parent Teacher Organization meetings will be held to include CSI status and information.
- Updates and CSI goals will also be posted on our school website.
- If needed, specific grade level planned family/stakeholder nights can be held to discuss above information.

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).

Shiwi Ts'ana Elementary review of 2017 PARCC results indicate that we are an extremely low performing school in ELA and Math.

The following data analysis describes our students low proficiency:

STE PARCC Data

- 80.4% of our 3rd grade students are not proficient in ELA and 92.8% of them are not proficient in Mathematics
- 96.8% of our 4th grade students are not proficient in Mathematics and 94.3% of them are not proficient in ELA
- 90.9% of our 5th grade students are not proficient in ELA and 96.3% of them are not proficient in Mathematics

Results Driven Accountability Report (RDA)

- Our RDA visit was on September 6, 2017 and our school average was a 1.11; a decrease from Spring 2017 school average of 1.55

NMPED School Grade

- Shiwi Ts'ana Elementary 2017 school grade was an F

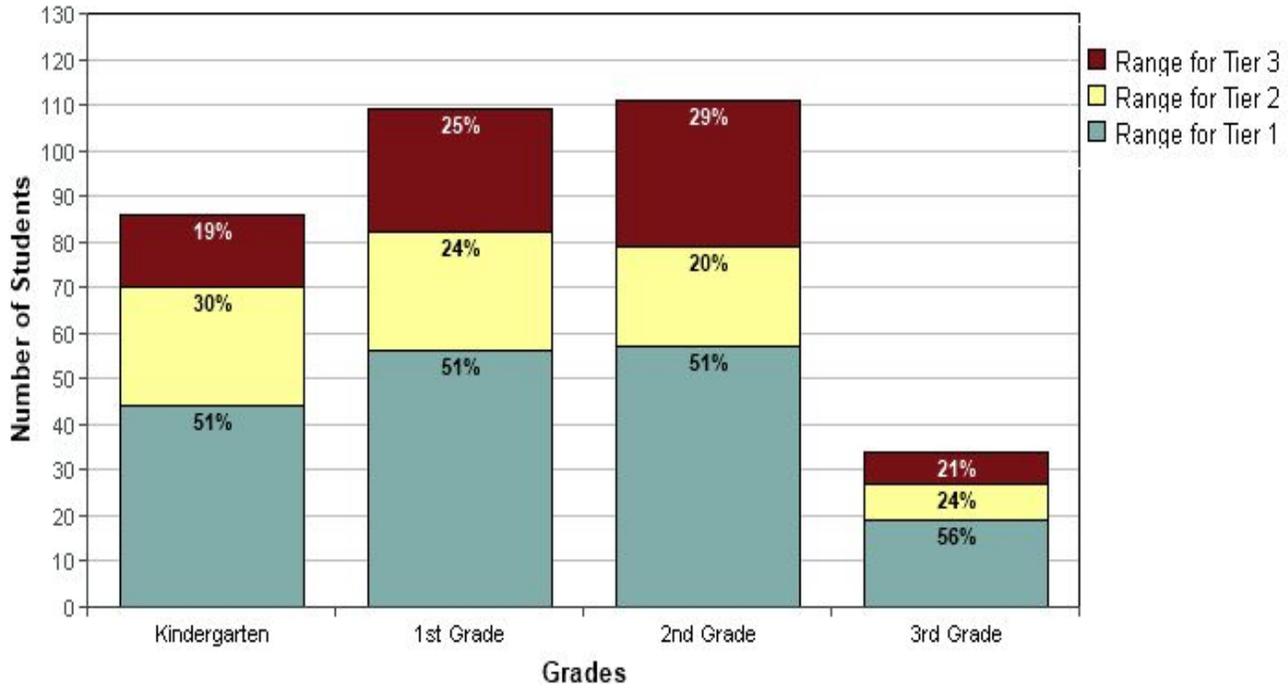
In analyzing NM Teacher summative evaluations, data shows that teachers are not performing in instruction and planning because their student achievement scores indicate low proficiency levels.

Teachers are desperately in need of quality professional development in: pedagogy, best teaching practices, differentiated instruction, sensory instruction, modification and accommodations implementation for students with disabilities and ELL students.

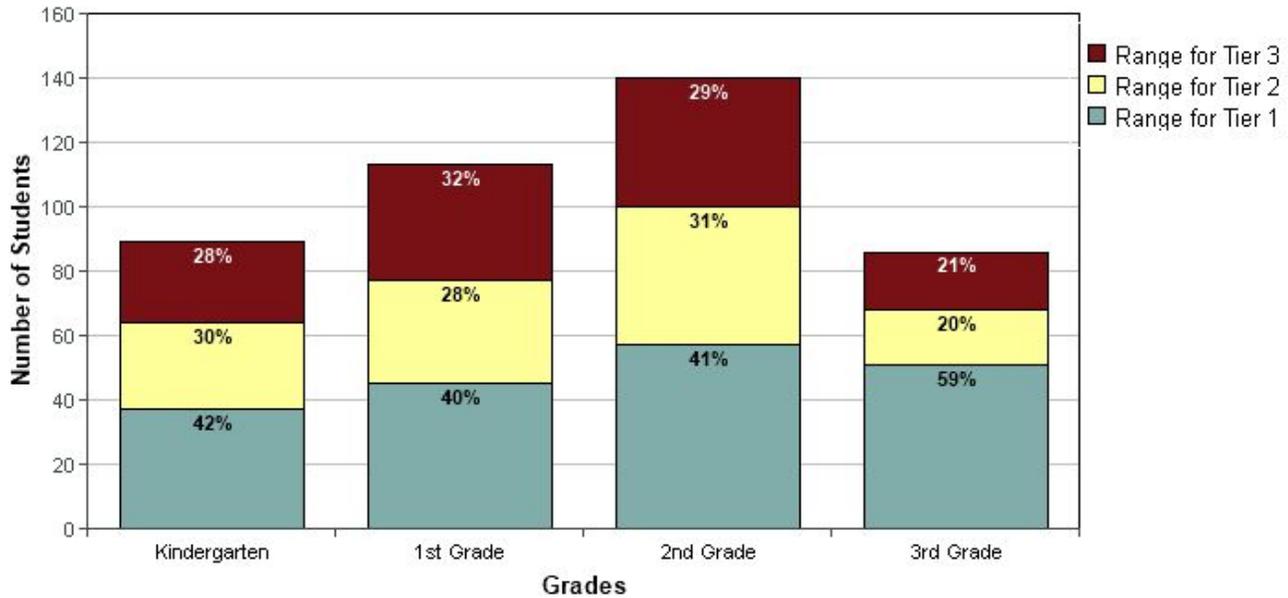
Grade/Subject Area	2017 PARCC Results	2018 PARCC Goals	Benchmark Goals: How will you know you are on track to meet your summative student achievement goals?
3rd Grade / English Language Arts / Literacy	19.6% Proficient	29.6% Proficient	Using our STAR Interim Assessment for Reading, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC.
3rd Grade / Mathematics	7.2% Proficient	17.2% Proficient	Using our STAR Interim Assessment for Mathematics, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC.
4th Grade / English Language Arts / Literacy	5.7% Proficient	15.7% Proficient	Using our STAR Interim Assessment for Reading, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC.
4th Grade / Mathematics	3.3% Proficient	13.3% Proficient	Using our STAR Interim Assessment for Mathematics, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC.
5th Grade / English Language Arts / Literacy	9.1% Proficient	19.1% Proficient	Using our STAR Interim Assessment for Reading, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC.
5th Grade / Mathematics	3.7% Proficient	13.7% Proficient	Using our STAR Interim Assessment for Mathematics, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC.

The following charts reflect our student reading data for I-Station for October 2017 and January 2018 for Kindergarten through Grade 3:

All Grades - October 2017



All Grades - January 2018



Shiwi Ts'ana Elementary I-Stations Data Comparison for October 2017 and February 2018							
Grade/Subject Area	Tier 1 Percentage		Tier 2 Percentage		Tier 3 Percentage		Summary of I-Station Data
	Oct. 2017	Jan. 2018	Oct. 2017	Jan. 2018	Oct. 2017	Jan. 2018	
Kindergarten / Reading	51%	42%	30%	30%	19%	28%	The data indicates an increase in Tier 3 students for reading from October 2017 to January 2018. Our Tier 1 students shows a decrease in student percentage. Tier 1 and Tier 2 should increase while Tier 3 should decrease.
1st Grade /Reading	51%	40%	24%	28%	25%	32%	The data indicates an increase in Tier 3 students for reading from October 2017 to January 2018. Our Tier 1 students shows a decrease in student percentage as Tier 2 increases.
2nd Grade / Reading	51%	41%	20%	31%	29%	29%	The data indicates no change in Tier 3 students for reading from October 2017 to January 2018. Our Tier 1 students shows a decrease in student percentage as Tier 2 increases.
3rd Grade / Reading	56%	59%	24%	20%	21%	21%	The data indicates no change in Tier 3 students for reading from October 2017 to January 2018. Our Tier 1 students shows an increase in student percentage as Tier 2 decreases.

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.

The teachers presented below are the current NMTeach Summative Data constituting our Ineffective, Minimally Effective, Effective, and Highly Effective teachers for school year 2016-2017 at Shiwi Ts'ana Elementary. There are 17 teachers of 43 of whom we do not have NMTeach Summative data because they are new to the district or new first year teachers.

	Average: 25	T10 - 24 T11 - 24 T12 - 24 T13 - 24 T14 - 18 Average: 25.27	Average: 26.89	Average: 49.87	
Teacher Attendance (10 Points Possible)	Teacher 1 - 10 T2 - 4.65 Average: 7.33	T1 - 5 T2 - 10 T3 - 5.55 T4 - 10 T5 - 6.05 T6 - 6.15 T7 - 10 T8 - 10 T9 - 10 T10 - 6.10 T11 - 4.90 T12 - 10 T13 - 6.20 T14 - 4.53 Average: 7.46	T1 - 6.10 T2 - 10 T3 - 5.15 T4 - 4.65 T5 - 1.25 T6 - 5.25 Average: 5.4	T1 - 10 T2 - 10 T3 - 6.5 T4 - 4.15 Average: 7.66	0 (Zero) Teachers
NMTeach Summative Data Summary	<p>Our data for student achievement is below average for our Ineffective/Minimally Effective teachers while our Effective/Highly Effective teachers are averaged.</p> <p>Data shows that Student Achievement points do not correlate to points given for Domains 2 & 3 as well as for Domains 1 (planning and preparation) & 4.</p> <p>Our data for Teacher Attendance is average or above average in each effective level. There were 10 teachers of 26 who received the total 10 points. Only 38% of our teachers received the total 10 points.</p> <p>The data concludes that Shiwi Ts’ana Elementary:</p> <ul style="list-style-type: none"> • Observations and/or scores are not authentic in reality (student achievement scores); • Lesson planning and/or execution of lesson in classroom is not authentic. <p>Our evidence shows a great disparity with the actual student achievement scores versus the scores given to classroom observations and planning.</p> <p>Our data indicates the following school improvements need to be implemented:</p> <ul style="list-style-type: none"> • Administrators may need further calibration training for Observations and NMTeach Protocol. • Teachers need more professional development on NMTeach Protocol and review of NM Rubrics • More frequent walkthroughs and feedback to teachers from evaluators/principals is 				

required

- More instructional coaching of best teaching practices and strategies must be provided to teachers on routine basis
- Impromptu observations need to be implemented so as to provide and authentic evaluation of real life classroom observation and not “song and pony show.”

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.

Shiwi Ts’ana Elementary School incorporates the following schedule for grade level and department level meetings:

Grade Level:

Grade level meetings are held on Thursdays or Mondays.

Monthly Department Level:

Departmental level meetings are held on the second Wednesday of each month

Each grade level PLC’s are required to meet weekly, develop agenda, and provide meeting minutes. STE instructional coach and/or Dean of Student(s) attends PLC meetings and grade level and department level to provide PLC coaching and instructional coaching. STE principal and/or instructional coach review agenda and minutes, as well as to meet with grade level and department level participants.

STE Principal develops initial BOY PDP, review of MOY PDP and EOY PDP. The Principal will meet with teachers three times per year to discuss their PDP implementation and progress.

Principal develops a Professional Growth Plan for teachers that have a score of Ineffective and Minimally Ineffective. Instructional coach provides PLC training strategies to grade & department level teams.

Below is an example of required PLC agenda school-wide template for Shiwi Ts'ana Elementary School:

Shiwi Ts'ana Elementary

Grade Level PLC Meeting Agenda

Thursday,
January 18, 2018

3:24 pm meeting starts

Goal Team Members/Attendees (print name)

Grade Level 4th

1. *Samantha Vicenti*
2. *Charlotte Tsethikai*
3. *Carrie Loretto*
4. *Vicky Allapowa*
5. *Suzette Delgado*
6. *Marije Santos*
7. *Janis Bowekaty*

Meeting Purpose: *To bring grade level team up to speed on STAR MOY testing, follow up on previously discussed items and address new items.*

Advance Preparation: *prepare agenda for January 25, 2018*

General Information:

Meeting Goals (Agenda)	Duration	Presenter	Outcome
1. Review of Norms, Agenda, and Grade Level meeting purpose.			
2. 4th Grade EA Situation- Ms. Bowekaty			Create a plan for EA; Ms. Bowekaty will advocate. Bring a planned schedule for EA. Share schedule

3. STAR MOY Data--Per Ms. Damon, please bring MOY data, if your students have tested.			
4. Lesson Plans- upcoming week topics. Math: Chapter 6 fractions; at least a month ELA: Poetry Science: Energy and Ecosystems Unit 4; Non renewable resources, pollution. Finish off next week then go into force and motion, then human body. SBA- week after spring break; T,W,Th. Online. Social Studies : United States Regions			
5. United front to families Being consistent as a grade level. Stay with pre-established guidelines.			
6. 100 Day Activities Shirts should be done Friday 1/19 Hand out Monday 1/22 Write reminder in agenda 100 day glasses. Classes do 100 day related			
7. ZETAC Field Trip February 15th @ 12:15 Doktor Kaboom!			
5. Wrap up/Questions/Comments/concerns			

Next Steps	Assignee	Due Date	Comments
Bring EA schedules	Everyone	1/25/18	
Upload current class schedules	Everyone	1/25/18	

Next Meeting Scheduled for:	January 25, 2017
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Adjourned at 4:24

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).

District and school based staff worked together over the course of several months to identify and target specific school needs. The school leadership team collaborated with grade-level teams to further investigate and propose solutions. After considerable analysis and discussion, the school leadership team brought ideas to district leadership formulating a comprehensive plan for improvement.

Through comprehensive root cause analysis (RCA), several areas were identified in which to strategically focus. RCA revealed the following as the most pressing issues to address:

1. Rigorous instruction that includes higher-level depth of knowledge lessons (both in math and literacy)
2. Data collection and analysis that translates to differentiated instruction
3. Mindsets that embrace growth and excellence, expecting greatness

In relation to specific content, instruction, and assessment issues teacher retention is a constant concern. The leadership team recognizes that increasing retention and building a stronger school culture will significantly impact the root causes identified.

Considering the results of the RCA, the school has chosen the following areas in which to focus:

1. Math instruction
2. Literacy instruction
3. School culture, including SEL development
4. Data collection, analysis, and strategic interventions

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.

The school has chosen several evidence-based interventions (both programs and practices) to address root cause and support focus areas. The following organizations/programs were chosen by the school/district team because they provide proven expertise.

Math Solutions -- Lead by the renown Marilyn Burns, Math Solutions provides in-depth analysis and support of quality math instruction.

6 + 1 Writing -- Proven program that provides strong literacy support and direction

iReady -- Provides both an effective diagnostic and tiered support in literacy and math instruction

Panorama ED -- Stakeholder survey tool, utilizing research-based measurements of Social and Emotional Learning for students, staff, and families

Windmill Education -- Provides high quality professional development focused on increasing student achievement through an emphasis on school culture, social and emotional learning for all school stakeholders, and culturally responsive instruction

Caring Schools Community -- SEL curriculum designed for diverse educational communities

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

Interventions:

1. Math instructional support, including observation and modeling
2. Comprehensive literacy support, with a focus on writing
3. Effective and consistent math and literacy diagnostics, along with targeted intervention
4. Collecting comprehensive stakeholder data related to culture, climate, and social and emotional learning
5. High-quality professional development that supports building a culture of excellence
6. Culturally responsive SEL curriculum

Identify the school's chosen intervention(s).

Chosen interventions:

1. Math Solutions
2. 6 + 1 Writing
3. iReady
4. Panorama ED
5. Windmill Education
6. Caring Schools Community - SEL curriculum

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.

Math Solutions: https://mathsolutions.com/case_study/osceola_fl_case_study/

Case study on district implementation of math solutions PD: Outstanding implementation. Outstanding results.

https://mathsolutions.com/case_study/north-kansas-city-schools/

Building a culture of success in North Kansas City.

6 + 1 Writing: <https://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=52>

A scientific study conducted in 74 Oregon elementary schools showed that the 6+1 Trait Writing® Model caused a statistically significant increase in student writing scores during the year in which it was studied (2010). The REL Northwest study examined first-year implementation of the model, in which teachers were provided with additional writing instruction and assessment strategies that were intended to complement whatever writing curricula and strategies were already in use at their schools. The two-year randomized controlled trial involved 102 teachers and 2,230 students in the treatment condition and 94 teachers and 1,931 students in the control condition (Coe, Hanita, Nishioka, & Smiley, 2011).

iReady: <http://www.casamples.com/downloads/iready-essa-brochure-2017.pdf>

Research on iReady program impact; research support for iReady and ESSA

Panorama ED: <https://panorama-www.s3.amazonaws.com/files/sel/SEL-Validity-Report.pdf>

Researched-based survey tool used in measuring SEL

https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2017/rwjf441241

Robert Wood Johnson Foundation comprehensive study on impact of SEL focused instruction and assessment

Windmill Education: Provider of high-quality professional development that utilizes evidence-based approaches such as:

- authentic activities rooted in teachers’ inquiry and reflection about practice within the context of the curriculum and students they teach
- linking to analysis of teaching and student learning, including the formative use of assessment data
- supported by coaching, modeling, observations, and feedback

<https://eric.ed.gov/?id=EJ1067213>

Dunst, C.J., Bruder, M. & Hamby, D.W. (2015). Metasynthesis of in-service professional development research: Features associated with positive educator and student outcomes, *Educational Research and Reviews*, 10(12), 1731-1744.

<https://www.learningforward.org/docs/default-source/pdf/nsdcstudytechnicalreport2010.pdf>

Wei, R.C., Darling-Hammond, L. & Adamson, F. (2010). *Professional development in the United States: Trends and challenges*. Dallas, TX. National Staff Development Council.

https://www.researchgate.net/publication/265980001_Performance_Feedback_and_Teachers'_Use_of_Praise_and_Opportunities_to_Respond_A_Review_of_the_Literature

Cavanaugh, B. (2013). Performance feedback and teachers’ use of praise and opportunities to respond: A review of the literature. *Education and Treatment of Children* 36(1), 111-136.

Caring Schools Community

https://www.collaborativeclassroom.org/wp-content/uploads/2017/11/evidence_from_the_field.pdf

Research overview of several studies verifying impact of the Caring Schools Community SEL curriculum.

D. Theory of Action

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

STE has a comprehensive plan to utilize a variety of interventions intended to address root cause issues over the course of several years. Through a coordinated, systemized process that includes providing teachers with direction, support, and time to plan and integrate targeted interventions, STE feels confident the impact will be substantial. Addressing focus areas, the school will leverage additional staff training days, leadership team targeted work, instructional coach support, and grade-level capacity building.

Coordinating support for teachers in math, literacy, and SEL has necessitated a strategic, wholistic plan designed for maximum effectiveness. In coordination with intervention providers, approximate training dates include:

Year 0

<u>Intervention</u>	<u>Learning provider</u>	<u>Dates</u>
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Math - instructional assessment	Math Solutions	April-May, 2018
Literacy - instructional assessment	6 + 1 Writing	April-May, 2018
School culture development	Windmill Education	May, 2018
SEL benchmarking	Panorama ED	April, 2018

Year 1

<u>Intervention</u>	<u>Learning provider</u>	<u>Dates</u>
Math - content mastery and instructional support - strategies for supporting fraction sense	Math Solutions	Aug., Oct., Dec. 2018; Feb., April, June, 2019
Literacy - content mastery and instructional support - identified traits	6 + 1 Traits	Sept., Nov., Dec. 2018; Jan., March, May, 2019
Math & Literacy assessment & intervention	iReady	Fall 2018; Spring 2019
School culture & SEL integration Focus area: Self-efficacy	Windmill Education	Aug., Dec. 2018; Feb., June, 2019
SEL curriculum	Caring Schools Community	Fall 2018; Spring 2019
SEL assessment	Panorama ED	Sept., Dec. 2018; April 2019

Year 2

<u>Intervention</u>	<u>Learning provider</u>	<u>Dates</u>
Math - content mastery and instructional support - Math workshops: structures and practices for student learning	Math Solutions	Aug., Oct., Dec. 2019; Feb., April, June, 2020
Literacy - content mastery and instructional support; additional trait focus	6 + 1 Traits	Sept., Nov., Dec. 2019; Jan., March, May, 2020
Math & Literacy assessment & intervention	iReady	Fall 2019; Spring 2020
School culture & SEL integration; Focus area: Self-management	Windmill Education	Aug., Dec. 2019; Feb., June, 2020

SEL curriculum	Caring Schools Community	Fall 2019; Spring 2020
SEL assessment	Panorama ED	Sept., Dec. 2019; April 2020

Year 3

<u>Intervention</u>	<u>Learning provider</u>	<u>Dates</u>
Math - content mastery and instructional support; Number talks - whole number computation	Math Solutions	Aug., Dec. 2020; Feb., April, June, 2021
Literacy - content mastery and instructional support; Workshops and differentiation	6 + 1 Traits	Sept., Dec. 2020; Jan., March, May, 2021
Math & Literacy assessment & intervention	iReady	Fall 2020; Spring 2021
School culture & SEL integration; Focus areas: Social awareness & Sense of belonging	Windmill Education	Aug., Dec. 2020; Feb., June, 2021
SEL curriculum	Caring Schools Community	Fall 2020; Spring 2021
SEL assessment	Panorama ED	Sept., Dec. 2020; April 2021

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).

In coordination with chosen interventions and support organizations, the following budget has been created using project scope proposals from each of the participating organizations.

Year 0

<u>Scope of work</u>	<u>Organization</u>	<u>Cost</u>
*Additional staff training day (1 day)	ZPSD	\$19,508
Math - instructional assessment	Math Solutions	\$3,750
Literacy - instructional assessment	6 + 1 Traits	\$1,700

School culture development	Windmill Education	\$4,000
SEL benchmarking	Panorama ED	\$1,000
		Total = \$29,958

*This would include an additional training day for all teaching and support staff.

Year 1

<u>Scope of work</u>	<u>Organization</u>	<u>Cost</u>
*Additional staff training days (5 days)	ZPSD	\$81,635
Math - content mastery and instructional support	Math Solutions	\$22,500
Literacy - content mastery and instructional support	6 + 1 Traits	\$10,000
Math & Literacy assessment & intervention	iReady	\$15,305
School culture & SEL integration	Windmill Education	\$10,000
SEL curriculum	Caring Schools Community	\$8,000
SEL assessment	Panorama ED	\$2,200
		Total = \$149,640

*Includes 5 additional training days for teachers and 2 additional training days for support staff.

Year 2

<u>Scope of work</u>	<u>Organization</u>	<u>Cost</u>
*Additional staff training days (5 days)	ZPSD	\$84,138
Math - content mastery and instructional support	Math Solutions	\$18,500
Literacy - content mastery and instructional support	6 + 1 Traits	\$12,000
Math & Literacy assessment & intervention	iReady	\$15,305

School culture & SEL integration	Windmill Education	\$8,500
SEL curriculum	Caring Schools Community	\$8,000
SEL assessment	Panorama ED	\$2,500
		Total = \$148,943

*Includes 5 additional training days for teachers and 2 additional training days for support staff.

Year 3

<u>Scope of work</u>	<u>Organization</u>	<u>Cost</u>
*Additional staff training days (5 days)	ZPSD	\$86,708
Math - content mastery and instructional support	Math Solutions	\$18,500
Literacy - content mastery and instructional support	6 + 1 Traits	\$11,000
Math & Literacy assessment & intervention	iReady	\$15,305
School culture & SEL integration	Windmill Education	\$7,500
SEL curriculum	Caring Schools Community	\$8,000
SEL assessment	Panorama ED	\$2,500
		Total = \$149,513

*Includes 5 additional training days for teachers and 2 additional training days for support staff.

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

In addition to grant funds, focused intervention support will come from both state and federal allocated funds, including per/student calculations and Title I, Title II, Title III, Title IV, and Bilingual (ELL Student population), Rural Schools Grant, and Indian Ed Grant.

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.

Recognizing the capacity building process designed by both Math Solutions and 6 + 1 Traits, a train-the-trainer element will assist in continuing the support given by these organizations. Undoubtedly, continuing to strengthen both math and literacy instruction will be ongoing beyond the time frame of the grant.

The value of diagnostic / survey tools such as iReady and Panorama Ed will be evaluated each year. Upon the conclusion of the grant, the LEA will be in a place to design some of their own, specific measurement tools that could be informed by the partnerships.

Both Caring Schools Community and Windmill Education will provide guidance in building a more resilient, stronger culture that embraces excellence while believing the capacity of all students. The three-year window will be an opportunity to build leaders and strengthen a culture that could internally build on this momentum.

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.

N/A.

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

Shiwi Ts'ana Elementary will utilize Title I, Title II, Title VIII, and Results Driven Accountability (RDA) resources to support our chosen evidence-based intervention.

B. Budget Forms

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

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

Appendix A: Letter of Intent Example

Insert Date

Secretary-Designate Christopher N. Ruszkowski
Public Education Department
300 Don Gaspar Avenue
Santa Fe, NM, 87501

Dear Secretary Ruszkowski:

The *(insert district)* intends to apply for a CSI competitive grant for the 2018-2021 school years on behalf of the following school(s):

(insert name of school or schools)

Sincerely,

Insert name of Superintendent
Superintendent, *(insert district name)*

cc: insert names of school board president, school principal, and any other locally identified district, community or school board members.

Appendix B: Comprehensive Support and Intervention Assurances

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

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

LEA: Zuni Schools

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

	02/26/2018
President, Board of Education Signature	Date

	02/26/2018
Superintendent Signature	Date

	02/26/2018
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.

Daniel P. Benavidez	02/26/2018
Superintendent/Charter Director Printed Name	Date

_____	02/26/2018
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.

Stephanie Vicenti	02/26/2018
Board President Printed Name	Date

_____	02/26/2018
Board President Signature (blue ink)	Date

Appendix C: Scoring Guide

CSI RFA Title I Sec. 1003[a] Scoring Guide	Points	Percent
I. LEA Organizational Culture	30	30%
A. LEA Overview	10	
B: Instructional Infrastructure	10	
C. LEA Support and Accountability	10	
II School Level Context	15	15%
A. School Overview	5	
B. NM DASH Plans	5	
D. Collaboration Structures	5	
III Evidence-Based Interventions	40	40%
A. Root Cause and Focus Areas	10	
B. Choice of Evidence-Based Interventions	20	
C. Sources of Evidence	5	
D. Theory of Action	5	
IV. Budget	15	15%
A. Budget Narrative	10	
B. Budget (Excel Files)	5	
Total	100	100%

I. LEA Organizational Culture: A: LEA Overview			Points: 10 max
Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)	
<ul style="list-style-type: none"> Does not 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. Does not describe a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, or assessment. 	<ul style="list-style-type: none"> Provides a partial or somewhat convincing description of 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. Provides a partial or somewhat convincing description of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, and/or assessment. 	<ul style="list-style-type: none"> Provides a clear and convincing description of 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. Provides a clear and convincing description of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, and assessment. 	
I. LEA Organizational Culture: B: Instructional Infrastructure			Points: 10 max
Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)	
<ul style="list-style-type: none"> Does not describe the process used to ensure alignment between grade level scope and sequence and the CCSS for ELA/Reading or math. Does not describe the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction. Does not describe the LEA's cycle of data-driven instruction or identify interim assessments being used. Does not describe the process used to ensure interim assessment alignment with CCSS at each grade level's scope and sequence. Does not describe the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. 	<ul style="list-style-type: none"> Provides a partial/somewhat convincing description of the process used to ensure alignment between grade level scope and sequence and the CCSS ELA/Reading and/or math. Provides a partial/somewhat convincing description of the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction. Provides a partial/somewhat convincing description of the LEA's cycle of data-driven instruction and/or identification of interim assessments being used. Provides a partial/somewhat convincing description of the process used to ensure interim assessment alignment with 	<ul style="list-style-type: none"> Provides a clear and convincing description of the process used to ensure alignment between grade level scope and sequence and the CCSS ELA/Reading and math. Provides a clear and convincing description of the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction. Provides a clear and convincing description of the LEA's cycle of data-driven instruction including identification of interim assessments being used. Provides a clear and convincing description of the process used to ensure interim assessments alignment with 	

<ul style="list-style-type: none"> Does not provide a schedule for administering common interim assessments in ELA and Math 	<p>CCSS at each grade level’s scope and sequence.</p> <ul style="list-style-type: none"> Provides a partial/somewhat convincing description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. Provides a partial/incomplete schedule for administering common interim assessments in ELA and Math 	<p>CCSS at each grade level’s scope and sequence.</p> <ul style="list-style-type: none"> Provides a clear and convincing description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. Provides a comprehensive schedule for administering common interim assessments in ELA and Math
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**I. LEA Organizational Culture:
C: LEA Support and Accountability**

Points: 10 max

Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)
<ul style="list-style-type: none"> Does not identify specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school. Does not provide an organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools. Does not describe/discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. Does not describe 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. (No analyses of evidence and leading indicator data to determine the impact of key strategies or planned/approved course-corrections as applicable) 	<ul style="list-style-type: none"> Identifies only one or two specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school. Provides a partial/incomplete organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools. Provides a partial/somewhat convincing description/discussion of the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. Provides a partial/somewhat convincing description of 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. (May include analyses of evidence and leading indicator data to determine the impact of key strategies and/or planned/approved 	<ul style="list-style-type: none"> Clearly identifies all specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school. Provides a comprehensive organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools. Provides a clear and convincing description/discussion of the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. Provides a clear and convincing description of 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. (Includes analyses of evidence and leading indicator data to determine the impact of key strategies and planned/approved

	course-corrections as applicable)	course-corrections as applicable)
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II. School Level Context: A. School Overview Points: 5 max		
Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Does not describe the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC or Istation (if applicable). Does not 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, or ineffective as identified by the most recently released NMTEACH data. 	<ul style="list-style-type: none"> Provides partial/somewhat convincing description of the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and/or Istation (if applicable). Provides partial/somewhat convincing description of 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/or ineffective as identified by the most recently released NMTEACH data. 	<ul style="list-style-type: none"> Provides clear and convincing description of the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and Istation (if applicable). Provides clear and convincing description of 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 NMTEACH data.
II. School Level Context: B. NM DASH Plans Points: 5 max		
Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Did not submit a NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. Did not submit a NM DASH Feedback Tool. 	<ul style="list-style-type: none"> Submitted a partial/incomplete NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. Submitted a partial/incomplete NM DASH Feedback Tool. 	<ul style="list-style-type: none"> Submitted a completed NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. Submitted a completed NM DASH Feedback Tool.
II. School Level Context: C. Collaboration Structures Points: 5 max		
Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Does not describe the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length or a process and procedures utilized during collaboration meetings- Does not describe the systems in place for principal and/or 	<ul style="list-style-type: none"> Provides partial/somewhat convincing description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length and/or a process and procedures utilized during collaboration meetings. 	<ul style="list-style-type: none"> Provides clear and convincing description of 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-

<p>other instructional leaders to support or hold teachers accountable for meeting effectiveness.</p>	<ul style="list-style-type: none"> Provides partial/somewhat convincing description of the systems in place for principal and/or other instructional leaders to support and/or hold teachers accountable for meeting effectiveness. 	<ul style="list-style-type: none"> Provides clear and convincing description of the systems in place for principal and/or other instructional leaders to support and hold teachers accountable for meeting effectiveness.
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III. Evidence-Based Interventions		
A. Root Cause and Focus Areas		Points: 10 max

Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)
<ul style="list-style-type: none"> Does not describe the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, or identify focus area(s). 	<ul style="list-style-type: none"> Provides partial/somewhat convincing description of the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, and/or identify focus area(s). 	<ul style="list-style-type: none"> Provides clear and convincing description of 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).

III. Evidence-Based Interventions		
B. Choice of Evidence-Based Interventions		Points: 20 max

Insufficient (0 points)	Approaching 10 points)	Meets Expectations (20 points)
<ul style="list-style-type: none"> Does not identify interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause. Does not determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school. Does not identify the school's chosen intervention(s). 	<ul style="list-style-type: none"> Identifies only one or two interventions that may or may not meet the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause. Provides partial/somewhat convincing determination of the interventions meeting the top three tiers of evidence that may be relevant and appropriate to the needs of the school. Provides partial/incomplete identification of the school's chosen intervention(s). 	<ul style="list-style-type: none"> Clearly and convincingly identifies interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause. Provides clear and convincing determination of the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school. Provides clear and complete identification of the school's chosen intervention(s).

III. Evidence-Based Interventions		
C. Sources of Evidence		Points: 5 max

Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Does not identify any 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. 	<ul style="list-style-type: none"> Identifies unvetted or obscure sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and 	<ul style="list-style-type: none"> Identifies well vetted and reputable sources of evidence used to determine the interventions meeting the top three tiers of evidence that are

	appropriate to the needs of the school.	relevant and appropriate to the needs of the school.
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III. Evidence-Based Interventions		
D. Theory of Action		Points: 10 max
Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)
<ul style="list-style-type: none"> Does not detail a Theory of Action that will support implementation of the evidence-based intervention. 	<ul style="list-style-type: none"> Somewhat/partially details a Theory of Action that may support implementation of the evidence-based intervention. 	<ul style="list-style-type: none"> Clearly and convincingly details a Theory of Action that will support implementation of the evidence-based intervention.

IV. Budget:		Points: 10max
A. Budget Narrative		
Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)
<ul style="list-style-type: none"> Does not provide a budget narrative and/or does not identify and explain proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). Does not identify any other sources of income that will support and sustain the whole-school change described in this application. Does not describe the strategies for why or how the LEA/school will sustain these actions past the whole project period of the grant. Does not provide description or justification of 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. Does not provide a demonstration of how the LEA and schools will align other available federal, state, and local resources to support the 	<ul style="list-style-type: none"> Provides a partial/incomplete budget narrative that identifies and explains some proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). Identifies only one or two other sources of income that will support and sustain the whole-school change described in this application. For each major activity, provides partial/incomplete description of the strategies for why and/or how the LEA/school will sustain these actions past the whole project period of the grant. Provides partial/somewhat convincing description and/or justification of 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. May also include normal indirect costs to be claimed at the PED-approved rate for the district. 	<ul style="list-style-type: none"> Provides an appropriate and complete budget narrative that identifies and explains all proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). Clearly and convincingly identifies all other sources of income that will support and sustain the whole-school change described in this application. For each major activity, provides clear and convincing description of the strategies for why and how the LEA/school will sustain these actions past the whole project period of the grant. Provides clear and convincing description and justification of 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. May also include normal indirect costs to be claimed at the PED-approved rate for the district.

<p>chosen evidence-based intervention.</p>	<ul style="list-style-type: none"> Provides partial/somewhat convincing demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention. 	<ul style="list-style-type: none"> Provides clear and convincing demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention.
<p>IV. Budget: B. Budget Forms (Excel File) Points: 5 max</p>		
<p>Insufficient (0 points)</p>	<p>Approaching (3 points)</p>	<p>Meets Expectations (5 points)</p>
<ul style="list-style-type: none"> Did not submit a Budget Summary Chart for the project period (six months of planning and two-years of implementation). 	<ul style="list-style-type: none"> Submitted a partial/incomplete Budget Summary Chart for less than the entire project period (six months of planning and two-years of implementation). 	<ul style="list-style-type: none"> Submitted a complete and detailed Budget Summary Chart for the entire project period (six months of planning and two-years of implementation).

Attachment

Shiwi Ts'ana Elementary 90 Day Plan



Shiwi Ts'ana Elementary School 90-Day Plan (Spring 2018)

Shini Ts ana Elementary

Zuni Public Schools

February 26, 2018

Core Team

Randy Stickney - District
Leslie Damon - Principal
Janis Bowekaty -
Rhianna Dewa -
Coleen Vicenti - Coach
Chris Stickney -
Darrow Paynetsa -
Marife Santos - Teacher
Cleofe Apura - Teacher
Louise Tekele - Teacher
Desiree Harjo - Teacher
Reynelle Lowsayatee - Teacher
Amanda Arnold - Teacher
Mary Tsikewa - Teacher
Charlotte Tsethlikai - Teacher
Andrea Sparks - Teacher

Content Area	Grade(s)	Last Year's Results	This Year's Goals	Benchmark Goals
English Language Arts	3rd, 4th, 5th, Pre-K, K, 1st, 2nd	Shiwi Ts'ana Elementary results for 3rd Grade 2017 PARCC - English Language Arts were 19.6% Proficient. Our 4th Grade 2017 PARCC - English Language Arts were 5.7% Proficient. Our 5th Grade 2017 PARCC - English Language Arts were 9.1% Proficient.	Shiwi Ts'ana Elementary results for 3rd Grade 2018 PARCC - English Language Arts will be 29.6% Proficient. Our 4th Grade 2018 PARCC - English Language Arts will be 15.7% Proficient. Our 5th Grade 2018 PARCC - English Language Arts will be 19.1% Proficient.	Using our 3rd Grade STAR Interim Assessment for Reading, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC. Using our 4th Grade STAR Interim Assessment for Reading, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC. Using our 5th Grade STAR Interim Assessment for Reading, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC.
Mathematics	Pre-K, K, 1st, 2nd, 3rd, 4th, 5th	Shiwi Ts'ana Elementary results for 3rd Grade 2017 PARCC - Mathematics were 7.2% Proficient. Our 4th Grade 2017 PARCC - Mathematics were 3.3% Proficient. Our 5th Grade 2017 PARCC - Mathematics were 3.7% Proficient.	Shiwi Ts'ana Elementary goals for 3rd Grade 2018 PARCC - Mathematics will be 17.2% Proficient. Our 4th Grade 2018 PARCC - Mathematics will be 13.3% Proficient. Our 5th Grade 2018 PARCC - Mathematics will be 13.7% Proficient.	Using our 3rd Grade STAR Interim Assessment for Mathematics, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC. Using our 4th Grade STAR Interim Assessment for Mathematics, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC. Using our 5th Grade STAR Interim Assessment for Mathematics, our Beginning of Year (BOY) Fall 2017 and Middle of Year (MOY) Spring 2018 will increase 15% to result in a 10% increase in proficiency on PARCC.

FOCUS AREA: Data-driven instruction

Desired Outcome: Teachers will:
 Increase use of school/classroom data through Professional Learning Communities (PLCs) and monitoring student performance in reading and mathematics
 Use data to drive quality classroom instruction
 Provide parents quarterly updates on classroom student performance in reading and mathematics
 Increase their knowledge of reading and mathematics strategies through district and school professional development

Root Cause(s): Our students lack of proficiency in PARCC are 90% and above in both ELA and Mathematics with only 10% of our students proficient.

There was little to no documentation on data use or documentation on grade level PLCs to incorporate data collaboration.

During PDP mid year review, conversations with teachers indicated more professional development in data analysis and how to use data to drive their classroom instruction this area is needed.

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
03/09/2018 - 03/09/2018	Provide teachers training in data analysis expectations	RDA Professional Development	Leslie Damon Coleen Vicenti	Teaching staff
02/28/2018 - 02/28/2018	Provide teachers with data review template	Data Review template	Leslie Damon Janis Bowekaty Rhianna Dewa Coleen Vicenti	Teaching staff
01/08/2018 - 03/21/2018	3rd Quarter Monitor data quarterly review	Data Review template	Leslie Damon Coleen Vicenti	Teaching staff
03/21/2018 - 05/25/2018	4th Quarter Monitor data quarterly review	Data Review template	Leslie Damon Coleen Vicenti	Teaching staff

Shini Ts'ana Elementary - Shiwi Ts'ana Elementary School 90-Day Plan (Spring 2018) - 02/26/2018

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
03/21/2018 - 03/21/2018	Provide 3rd Quarter student performance data to parents	Data	Leslie Damon Janis Bowekaty Rhianna Dewa Coleen Vicenti	Teaching Staff
02/01/2018 - 05/25/2018	Weekly Professional Learning Community (PLC) Meetings Teaching Staff	Data, Google Docs	Marife Santos Cleofe Apura Louise Tekela Desiree Harjo Reynelle Lowsayatee Amanda Arnold Mary Tsikewa Charlotte Tsethlikai Andrea Sparks	Principal Instructional coach
05/24/2018 - 05/24/2018	Provide 4th Quarter student performance data to parents	Data	Leslie Damon Janis Bowekaty Rhianna Dewa Coleen Vicenti	Teaching Staff
12/15/2017 - 12/15/2017	Kagan Cooperative Learning Training Day 1	Funding, Kagan Trainers	Leslie Damon Janis Bowekaty Rhianna Dewa Coleen Vicenti	Principal, Dean of Students, Instructional Coach and Teaching Staff
05/04/2018 - 05/04/2018	Kagan Cooperative Learning Training Day 2	Funding, Kagan Trainers	Leslie Damon Janis Bowekaty Rhianna Dewa Coleen Vicenti	Principal, Dean of Students, Instructional Coach and Teaching Staff
08/18/2017 - 08/18/2017	Review effective PLCs videos and roles of PLC members	Videos, Roles of Members	Leslie Damon Janis Bowekaty Rhianna Dewa Coleen Vicenti	All Teaching Staff

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
09/15/2017 - 09/15/2017	Presentation on School Grade, RDA Site Visit, and School Focus Areas	Powerpoint Presentation	Leslie Darnon	All Teaching Staff
11/10/2017 - 11/10/2017	WIDA Training	WIDA Trainer - Dr. Cooper	Leslie Darnon Randy Stickney	Team Leaders
10/12/2017 - 10/12/2017	Renaissance Learning - STAR Training	Renaissance Learning Trainer	Leslie Darnon Randy Stickney	Team Leaders
09/12/2017 - 02/22/2018	I-Stations Training	NMPED Dates of Training, NMPED I-Stations Trainer	Leslie Darnon Randy Stickney Coleen Vicenti	All Teaching Staff
01/26/2018 - 01/26/2018	Guided Reading Strategies	Bureau of Educational Research Trainer	Leslie Darnon Coleen Vicenti	Reading Content Teachers

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
02/01/2018	Quarterly beginning February 2018 Teachers will be able to provide documentation of data analysis on their individual classroom data	Teachers will adjust instructional practices as needed based on data analysis

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
02/01/2018	Quarterly beginning February 2018 Teachers will provide parents with individual student data information and posted classroom data during parent teacher conferences.	Teachers and students will adjust classroom goals based on data presented.
02/01/2018	Weekly Staff Meetings, upon return of PD Teachers will present to their colleagues on the out of district professional development they attend.	Teachers will adjust days and times of professional development sharing based on attendance.

FOCUS AREA: School culture

<p>Desired Outcome: Teachers will: Increase use of school/classroom data through Professional Learning Communities (PLCs) and monitoring student performance in reading and mathematics Use data to drive quality classroom instruction Provide parents quarterly updates on classroom student performance in reading and mathematics Increase their knowledge of reading and mathematics strategies through district and school professional development</p> <p>Root Cause(s): PBIS was incorporated, but not used as a whole school with fidelity. There was insufficient training on the use of PBIS within the school.</p> <p>At the beginning of 2017-18 school year, Shiwi Ts'ana Elementary School lacked eight various grade level classroom teachers. These classes had substitutes for almost half a semester.</p>

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
01/08/2018 - 03/30/2018	Provide training to Team Leaders on PBIS	PBIS Presentation	Leslie Damon Janis Bowekaty Rhianna Dewa	All staff
10/03/2017 - 10/03/2017	PBIS Training	RDA Trainers	Leslie Damon Janis Bowekaty Rhianna Dewa	Principal, Deans of Students
02/12/2018 - 02/13/2018	Provide training on PBIS to Team Leaders	RDA Trainers	Leslie Damon Janis Bowekaty Rhianna Dewa	Principal, Deans of Students, and Team Leaders
08/18/2017 - 08/18/2017	Provide all school expectations	Posters and presentations	Leslie Damon Janis Bowekaty Rhianna Dewa Coleen Vicenti	All Staff

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
08/07/2017 - 08/18/2017	Model and teach all school expectations to students	Posters and Presentations	Leslie Damon Janis Bowekaty Rhianna Dewa Coleen Vicenti Marife Santos Cleofe Apura Louise Tekela Desiree Harjo Reynelle Lowsayatee Amanda Arnold Mary Tsikewa Charlotte Tsethlikai Andrea Sparks	All Staff
01/23/2018	Provide presentation on data collection on discipline referrals to STE staff	Office Discipline Referrals	Janis Bowekaty Rhianna Dewa	Deans of Students Principal
05/18/2018 - 05/18/2018	Provide presentation on data collection on discipline referrals to PTO	Office Discipline Referrals	Janis Bowekaty Rhianna Dewa	Principal
09/15/2017 - 09/15/2017	Introduction to PBIS	Powerpoint Presentation, Hand-Outs	Leslie Damon Janis Bowekaty Rhianna Dewa	All Teaching Staff
01/16/2018 - 01/16/2018	Provide presentation on data collection on discipline referrals to PTO	Office Discipline Referrals	Janis Bowekaty Rhianna Dewa	Principal, Deans of Students, and PTO
01/23/2018 - 01/23/2018	Provide presentation on 5:1 Positives to Negatives Ratio to STE staff	Office Discipline Referrals	Janis Bowekaty Rhianna Dewa	Deans of Students, Instructional Coach, and All Staff

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
03/23/2018 - 05/11/2018	Provide student quarterly incentives for meeting expectations	GROWL tickets and GROWL store	Janis Bowekaty Rhianna Dewa	All staff
05/21/2018 - 05/23/2018	Analyze behavior data to consider revision of policies	Office Discipline Referrals	Leslie Darnon Janis Bowekaty Rhianna Dewa	Leadership Team
02/08/2018 - 02/09/2018	CHAMPS Classroom Management training and Classroom Observations	Funding, Safe and Civil Schools Trainer	Leslie Darnon Janis Bowekaty Rhianna Dewa Coleen Vicenti	Principal, Dean of Students, Instructional Coach and Teaching Staff
10/27/2017 - 10/27/2017	CHAMPS Classroom Management	Funding, Safe and Civil Schools Trainer	Leslie Darnon Janis Bowekaty Rhianna Dewa Coleen Vicenti	Principal, Dean of Students, Instructional Coach and Teaching Staff

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
02/01/2018	Monthly <input type="checkbox"/> Dean of Students will provide presentation to students on discipline data.	Student goals and incentives will be discussed and adjusted accordingly monthly.
02/01/2018	Monthly <input type="checkbox"/> Dean of Students will provide presentation to teachers on discipline data.	Monthly discussion on discipline data and problem solving related to data presented.

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
01/08/2018	Dean of Students will provide presentation to PTO on discipline data.	Discussion on discipline data and problem solving related to data presented.

Attachment

Shiwi Ts'ana Elementary 90 Plan Feedback Tool



District: Zuni Public School District
 School: Shivi Ts'ana Elementary
 Date: February 2, 2018
 Completed By: Randy Stickney

Shivi Ts'ana Elementary School Zuni Public School District New Mexico 90-day Plan Offline Planning Process Workbook Feedback Tool

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

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

Your plan (as reviewed by your district designee)		
Solid Progress	Limited Progress	Not Evident
16	-0-	-0-

For PED use only		
Solid Progress	Limited Progress	Not Evident

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

Step 1 Reflections and Feedback:
 In moving forward, STE needs to include presentation from the community.

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



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 connected to the most current interim assessment data.	Benchmark goals to monitor progress are clearly articulated in both ELA and math, align with summative goals, and are connected to interim or formative assessment data.	Benchmark goals to monitor progress are articulated in both ELA and/or math.	Shows lack of attempt or action
SMART: Specific, Measurable, Ambitious & Attainable, Relevant, Time-bound	Summative and benchmark goals have been written to satisfy all SMART criteria and create a sense of focus and urgency towards action.	Summative and benchmark goals have been written to satisfy all SMART criteria.	Summative and benchmark goals have been written to satisfy 4 or fewer SMART criteria.	Shows lack of attempt or action
Step 2 Reflections and Feedback: Revise to include I-Stations and STAR Reading and Mathematics data.				
Step 3 – Focus Areas	Exemplary	Solid Progress	Limited Progress	Not Evident
High leverage and aligned	The 2-3 highest-leverage focus areas selected are aligned to deep data analysis and include qualitative and quantitative evidence.	The 2-3 focus areas selected are aligned to data analysis and include qualitative and/or quantitative evidence.	2-3 focus areas are selected.	Shows lack of attempt or action
Step 3 Reflections and Feedback: N/A				
Step 4 – Root Cause Analysis	Exemplary	Solid Progress	Limited Progress	Not Evident

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



Clear Root Cause Statement	Each focus area has a clear statement of the deepest underlying root cause or causes of school performance challenges that will result in a substantial reduction of the performance challenge.	Each focus area has a clear statement of the underlying root cause or causes of school performance challenges.	Some or all of the focus areas have a statement of the cause or causes of school performance challenges.	Shows lack of attempt or action
Evidence to support	Root causes seem to have been generated through thoughtful analysis of qualitative and quantitative data and are supported by evidence.	Root causes seem to have been generated through thoughtful analysis of qualitative and/or quantitative data.	Root causes are identified, but are not connected to data analysis.	Shows lack of attempt or action
Step 4 Reflections and Feedback:				
N/A				
Step 5 – Desired Outcomes & Critical Actions	Exemplary	Solid Progress	Limited Progress	Not Evident
<i>Desired Outcomes</i> – observable changes in adult behavior	Each focus area has a 90-day desired outcome identifying the specific observable change(s) in adult behaviors, which creates focus and urgency toward action.	Each focus area has a 90-day desired outcome identifying specific observable change(s) in adult behavior.	Desired outcomes do not identify specific observable changes in adult behavior.	Shows lack of attempt or action
<i>Desired Outcomes</i> – specific focus on student achievement	Each desired outcome is specific in focus and should logically result in increased student achievement.	Each desired outcome is specific and there is a clear connection between desired outcomes and a focus on increasing student achievement.	The desired outcomes lack specificity about the observable changes in adult behavior. There is no clear connection between desired outcomes and a focus on increasing student achievement.	Shows lack of attempt or action
<i>Critical Actions</i> – sense of urgency toward action	For each focus area, critical actions promote a sense of urgency toward addressing root cause(s) and achieving the desired outcome.	For each focus area, critical actions address clear underlying root cause(s) and are connected to achieving the desired outcome.	It is not clear how critical actions will result in achieving the desired outcome in 90 days.	Shows lack of attempt or action
<i>Critical Actions</i> – person(s) responsible for completing actions	Responsibility for action items are strategically owned by various school/district individuals.	Each critical action identifies a person responsible.	It is not clear who is responsible for completing each critical action.	Shows lack of attempt or action



<i>Critical Actions</i> – timelines and resources	All critical actions have a clear timeline and identify resources needed to support them, including funding sources.	All critical actions have a clear timeline and identify resources needed to support them.	Critical actions do not identify timelines and/or needed resources.	Shows lack of attempt or action
Step 5 Reflections and Feedback:				
N/A				
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
Step 6 Reflections and Feedback: In STE 90 day plan, identify dates of monitor implementation for 30, 60, 90 days.				