



**Cuba High School
Application for
Comprehensive Support & Improvement
Schools (CSI) Funds
Title I Sec.1003[a]**

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

February 26, 2018

**Cuba Independent School District
PO Box 70
Cuba, NM 87501**

LEA Comprehensive Support and Improvement Competitive Grants Application Cover Sheet

LEA Information		
LEA/State Charter Name: Cuba Independent Schools		LEA NCES ID #: 3500660
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Comprehensive Support and Improvement Schools LEA Lead: Adan Delgado		Email: adelgado@cuba.k12.nm.us
LEA will Apply for the Following Eligible School(s)		
Name of School	School NCES ID #	Proposed Intervention Model
Cuba High School	350066000234	Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.

LEA Comprehensive Support and Improvement Competitive Grants Application

LEA Name:	Cuba Independent School District
Submitting on Behalf of (name of school):	Cuba High School
Number of Students Served:	245
Number of Certified Licensed Staff:	18

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.

Summary

Cuba High School has been identified as a Comprehensive Support & Improvement (CSI) school based on its graduation rate. This application will outline Cuba High School’s intervention plan, meant to make dramatic gains in its graduation rate – the goal is to increase graduation rate above 90% by the end of the grant period. The application will focus only on the intervention recommendation identified as having earned the rating of “Strong Evidence” from the US Department of Education’s What Works Clearinghouse:

Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school.

Introduction

The Cuba Independent School District is in the process of a transformational improvement process. With motivated support from the Board of Education, the District’s new Superintendent, Adan Delgado is bringing years of experience in school turnaround to the District. Cuba Independent Schools serves one of the most, if not the most, challenging settings in public education. The Cuba Independent School District serves 1,764 square miles of a sparsely populated area of New Mexico. Included in this region are vast areas of the southern border of the Navajo Reservation. This part of the Navajo Reservation is far from the Navajo Nation capital in Window Rock, Arizona and therefore it is often difficult to get support from the Navajo Nation. The area that the school District serves, on and off of the reservation, is challenged with very high poverty and unemployment rates. The unemployment rate in the Census Tracts representing the school district boundaries is 20.5% (average of Census Tracts 109 and 9409 – 2010 Census) – this is compared to an unemployment rate of 6.1% for New Mexico and 4.1% for the United States (October 2017 – United States Bureau of Labor). The Cuba Independent School District has the second highest At-Risk-Index rating of all Districts in the state of New Mexico according to the most recent data from the New Mexico Public Education Department (NMPED 2016-2017). At-

Risk-Index is calculated using the percentage of English Language Learners, Free and Reduced Lunch Program qualifications, and student mobility data – in other words, Cuba serves a high rate of students with low English skills (affected by a home language other than English), a high rate of poverty, and students who enter and leave the district at a high rate. Another very significant complication affecting the school setting is the fact that many of the District's students live far from the school in very isolated locations. Many District students travel over an hour each way to get to school and many of them live on long stretches of dirt roads, which turn to muddy trails when any precipitation falls. It is not uncommon for young elementary students to leave their homes at 6:00 am in the dark to walk nearly a mile to a bus stop where they will ride an hour and a half across a rough dirt road to get to school by 8:00 am. After school, they face the opposite trek. The complications of transportation make participation in before-school or after-school programs extremely difficult.

Cuba High School began the 2017-2018 school year with a comprehensive Root Cause Analysis (RCA) to investigate challenges facing the school. The RCA process was facilitated by an experienced outside consultant, Dr. Matt Williams. The RCA identified a lack of processes to assure Data Driven Instruction (DDI) as a primary root cause. The District invested in creating an unbudgeted position for an instructional data coach to help address this challenge as soon as possible and get teachers more access and guidance in the use of instructional data. The implementation of DDI practices and procedures are in an emerging stage and will be much more refined in the upcoming school year. Planned summer activities include locally developed/vetted interim assessments items to be combined with or replace standardized common interim assessments that are already in place. The District has also invested in a data warehousing solution that will allow simultaneous access to multiple data points for students in the District – the transition to this solution will take place during the spring and summer for live operation in the 2018-2019 school year. For example, a student profile will be available, which will allow a teacher to simultaneously see a student's Access scores, End Of Course (EOC) scores, PARCC scores, attendance patterns, and even discipline history in a single database. A second root cause identified at Cuba High School is a lack of student engagement due to limited connections with future plans, i.e., college or career.

School leadership has formed action teams that have used comprehensive data to determine action steps. Strategic planning meetings with the specific goal of root cause analysis have also been conducted. These meetings consisted of parents, certified staff, non-certified staff and administration at various levels. District data coordinators were able to provide an in-depth picture of District math and reading data. District PARCC scores demonstrated extremely low pass rates, in some cases less than five per cohort. The scores for ELA were slightly higher but not satisfactory. Through District's in-depth root cause analysis and the addition of a professional statistician trained in root cause analysis, our district team was able to identify major issues specific to math and ELA courses and how these issues impact schools as whole.

At a District level, the Cuba Independent Schools has conducted a comprehensive Needs Analysis along with its Strategic Planning efforts. The entire initiative was developed with

the concept of the student as the starting point for investigation. The Needs Analysis included the following component activities:

- Evaluation of Data Driven Instruction Implementation using Rubric from Paul Bambrick-Santoyo
- Student Interviews (Focus Groups at Each School)
- Student Surveys
- Teacher Interviews (Focus Groups at each School)
- Teacher Surveys
- ELA Strategy Session (ELA teachers and contracted external experts)
- Parent Surveys
- Stakeholder Goal Setting Meeting (Parents, Students, Teachers, Staff, School Board, Community Leaders)

The culmination of the Needs Analysis was a focus on five primary goals that are closely aligned with this grant application.

- Enhancement of Curriculum and Instruction with state standards through the development of a standards-aligned curriculum map, including pacing guides.
- Enhancement of Career Technical opportunities at Cuba High School with connections to workforce readiness skills.
- Improved offerings in STEAM-H to encourage engagement in career focused pathways.
- Development of extended opportunities for engagement through co-curricular activities, such as music, art, science, agriculture, specifically in clubs, organizations, and through competitions outside of the school.
- Parent and community involvement through parent classes and parent organizations.

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

The Needs Analysis process described above identified very specific needs in the District. The information below is specific to Cuba High School. At the beginning of the 2017-2018 school year, there was limited implementation of best practices defined by Paul Bambrick-Santoyo's Data Driven Instruction Implementation Rubric. The District began the process of implementing efforts to strengthen our efforts in terms of curriculum, instruction, and assessment.

Strengths - Curriculum, Instruction, and Assessment

The most outstanding strengths at Cuba High School are:

- Exceptionally Qualified Faculty: 60% of Faculty have either a Master's Degree or Bachelor's Degree +45 hours
- Exceptionally Qualified Principal: Completed Principal Development Program through New Mexico State University
- Exceptionally Qualified Principal C&I Collaborator: Principals Pursuing Excellence (PPE) Program Graduate

- Exceptionally Qualified Superintendent: Principals Pursuing Excellence Mentor and Turnaround Leader for five years
- Current and Historical data from NWEA MAP assessment (however, does not provide test-in-hand target for instruction)
- Rollout of Advanced Placement (AP) offerings in 2017-2018 school year.
- Several faculty members serve as adjunct faculty for regional universities.
- Ongoing collaborations with multiple Institutions of Higher Learning to offer dual-credit courses, including: University of New Mexico, New Mexico Highlands University, Eastern New Mexico University, CNM, Institute of American Indian Art (IAIA), and Navajo Technical University

Weaknesses - Curriculum, Instruction, and Assessment

The most outstanding weaknesses at Cuba High School are:

- The lack of a standards aligned core curriculum with pacing guides.
- 90-Day Plan is in the emerging stage and must be more rigorous.
- The lack of a test-in-hand interim assessment or at least supplemental questions, which allow for direct item analysis.

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.

Cuba High School has teams consisting of certified staff for each content area. Each of these teams has been charged with the responsibility of collaborating to create and submit curriculum maps that are specifically designed to ensure that our students are receiving instruction that is aligned to Common Core State Standards or other appropriate standards. These curriculum maps have thus been the backbone for instructional planning. Site administrators have been able to utilize these maps to analyze and critique lesson plans and provide feedback based on relevance to the specific instructional goals based on the scope and sequence based curriculum maps. This work was facilitated by a consultant from Jim Shipley and Associates. The work is in progress and is not yet complete; the completion will take place during the Summer Teacher Academy.

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

Teachers and school leaders have been provided rigorous professional development specific to designing relevant instruction and have been placed into Professional Learning Communities (PLC), where teachers and leaders are provided the opportunity to share best practices. Site administrators are then able to observe each group and provide feedback. Each of these teams have identified a leader who then participates in a site leadership team that shares the direction and progress of the group with site administration and leaders. The site leadership teams then use information provided by PLC groups to ensure that scope and sequence are being followed. Members of site leadership teams are then selected to be part

of the district leadership team that reports directly to district administrators. The specific goal of the district leadership team is to make action plans to ensure that our teachers are providing our students with instruction targeted to Common Core State Standards and other state standards.

The Principal and teachers of Cuba High School are provided four levels of support.

- CHS Principal and teachers are supported by Superintendent Adan Delgado, who is a seasoned instructional leader. Having been involved in school turnaround since the NCLB era, Superintendent Delgado expanded his school turnaround expertise through five years of involvement in NMPED's Principals Pursuing Excellence program. This involvement has included dozens of training sessions from national experts in educational leadership, including a live training with Paul Bambrick-Santoyo. Training has focused on important skills, such as the coaching continuum, data-driven instruction, evaluation, organizational motivation, curriculum development, DASH plans, and instructional skills. Superintendent Delgado is also a doctoral candidate in the dissertation phase within the Educational Leadership Doctoral program at the University of New Mexico. His doctoral coursework has developed skills in the area of educational research and curriculum development to help support Cuba High School.
- Dr. Jaime Tamez, an expert in English Language acquisition, has been assigned as a mentor and coach for the principal at Cuba High School. Dr. Tamez has collaborated with the CHS principal on the refinement of leadership skills and program development.
- CHS Principal and teachers are supported through the Cooperative Educational Services (CES) School Improvement Technical Expertise (SITE) program. Veteran APS principal, Elena Salazar and her team, provide support through direct observation and coaching. Elena Salazar provides the principal coaching in classroom observation. Content experts in English Language Arts and Mathematics provide observation and coaching to teachers.
- The District has developed a Master Teacher Series professional development program. The program focuses on NMTEACH Observation protocols. Teachers participate in sessions that parallel the certification training that principals complete during their initial NMTEACH Educator Effectiveness certification.
 - Teachers are given an overview of the NMTEACH Teacher Effectiveness System including observation, attendance, student achievement (VAS/STAM), and attendance.
 - Teachers practice scoring using the NMTEACH rubric on video lessons.
 - Teachers calibrate their scoring with fellow teachers.
 - Teachers video record one of their own lessons and score the lesson using NMTEACH rubric.
 - Teachers discuss the results of their self-scoring.

Accountability is addressed through the use of the following mechanisms:

- NMTEACH Educator Effectiveness System
- Quarterly Interim Assessment Data Reviews using *Four Steps for Leading Data Driven Analysis* protocol from Bambrick-Santoyo (included below)

- NMTEACH School Leader Summative Evaluation
- 90-Day Plan Quarterly Progress Reviews

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

The District is currently using NWEA MAP at Cuba High School and iVisions at the Middle School and Elementary. It has been determined that NWEA MAP is not alone adequate to implement sufficient item-analysis-level reflection on progress for the implementation of true Data-Driven Instruction (DDI). In order to achieve higher levels of DDI, MAP will need to be supplemented or replaced. The selection of an interim assessment for the coming year will be made in the late spring for purchase in the new fiscal year. Once a test-in-hand assessment is purchased/developed, the full capability of DDI can be implemented. This process is detailed further below, but includes all aspects of Paul Bambrick-Santoyo’s best practices for DDI as described in the rubric below:

IMPLEMENTATION RUBRIC

DATA-DRIVEN INSTRUCTION & ASSESSMENT

Paul Bambrick-Santoyo & New Leaders for New Schools

The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.

4 = Exemplary Implementation 3 = Proficient Implementation 2 = Beginning Implementation 1 = No Implementation

DATA-DRIVEN CULTURE		
1. Highly active Leadership Team: facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year		/4
2. Introductory Professional Development: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction		/4
3. Implementation Calendar: Begin school year with a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/mandates)		/4
4. Ongoing Professional Development: PD calendar is aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs		/4
5. Build by Borrowing: Identify and implement best practices from high-achieving teachers & schools: visit schools/classrooms, share & disseminate resources/strategies		/4
ASSESSMENTS		Lit. Math
1. Common Interim Assessments 4-6 times/year		/4 /4
2. Transparent Starting Point: teachers see the assessments at the beginning of each cycle; they define the roadmap for teaching		/4 /4
3. Aligned to state tests and college readiness		/4 /4
4. Aligned to instructional sequence of clearly defined grade level/content expectations		/4 /4
5. Re-Assess previously taught standards		
ANALYSIS		
1. Immediate turnaround of assessment results (ideally 48hrs)		/4
2. User-friendly, succinct data reports include: item-level analysis, standards-level analysis & bottom line results		/4
3. Teacher-owned analysis facilitated by effective leadership preparation		/4
4. Test-in-hand analysis between teacher(s) & instructional leader		/4
5. Deep: moves beyond “what” students got wrong and answers “why” they got it wrong		/4
ACTION		
1. Plan new lessons collaboratively to develop new strategies based on data analysis		/4
2. Implement explicit teacher action plans in whole-class instruction, small groups, tutorials, and before/after-school supports		/4
3. Ongoing assessment: utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments		/4
4. Accountability: instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs		/4
5. Engaged Students know the end goal, how they did, and what actions they are taking to improve		

TOTAL: /100

Revised- November 10, 2008

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

The Turnaround Specialist for the school will use the planning period of the grant to evaluate the current interim assessment and potentially select a replacement/complementary interim assessment. If the choice is made to adopt a new interim assessment, the assessment will be adapted from one of several interim assessments available from other sources. For example, the interim assessment from Paul Bambrick-Santoyo's organization has been obtained for consideration. This assessment will be used as a starting point for the new assessment. Teachers will review all test items and then will remove items or add items in order to assure familiarity and to develop buy-in.

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

Interim assessments will be administered quarterly in October, December, March and May.

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).

The *Driven by Data Culture Implementation Calendar* will be used to implement the tasks necessary to implement a data culture at Cuba High School. The calendar includes tasks that build buy-in, provide professional development, administer assessments, evaluate instruction based on interim assessment outcomes, re-teach content not mastered, and adjust instructional practices to increase mastery. Below is a sample of the calendar for the time from the summer thru the week after the first quarterly administration of the interim assessment. The calendar will be adapted to our specific activities once the annual District calendar is finalized.

Data-Driven Instruction Entry Plan: Implementation Calendar

CATEGORIES:	TASKS	SUMMER:	August 15-30:	Sept 1-15:	Sept 15-30:	Week before 1st Asst	First Interim Asst Wk
Assessments: * Aligned * Interim * Reassess * Transparent	* Review Interim Assessments; check against Interim Assessment Rubric * Adjust assessments, create new interim assessments, or supplement assessments			* First interim assessment in teachers' hands for review * Make adjustments to align to instructional sequence * Teachers develop answer key as method for reviewing test	* Make any assessment adjustments needed * Assessment schedule ready	* Copies of assessments done * Assessment schedule ready	* Administer assessments
Analysis: * Quick & User Friendly * Teacher-owned * Test-in-hand * Deep	Embed time in Asst. calendar for grading & analysis			* Agree upon Results Analysis Template with teachers and principal and complete template		* Analysis template & protocol ready	* Teachers complete results template
Action: * Action Plan * Lesson Plans * accountability * Observe changes in teaching * Engaged students	Embed time in Asst. calendar for re-teach and results meetings			* Finish Action Plan template			* Teachers complete Action Plan
Data-Driven Culture: * Vision * Trained Leadership * Calendar * Prof. Dev. aligned	* Plan Assessment and PD Calendar (align 100%) * Plan first PD sessions for leadership team	* Plan opening PD for staff (see PD guide) * ID "Real" leaders and get them on board; mention purpose, invite them to help lead		* Run opening PD (have "real" leaders help present) * Present yearlong calendar with int. assts and PD		* PD: re-visit assessment and mark each question: -confident, not sure, no way	* PD: model analyzing results and making action plan
Observation/ Supervision: * Walk-throughs * Formal observations * Timely feedback * Weekly Lesson Plans	(Sketch out in similar detail as above)						
Literacy or Math: * Instructional program * Pedagogy * Wrap-around * Resources	(Sketch out in similar detail as above)						

Data-Driven Instruction Entry Plan: Implementation Calendar

CATEGORIES:	TASKS	Week after 1st Asst	Begin Second & WK Cycle	4-6 weeks	Week before 2nd Asst	2nd Interim Asst Wk	Week after 2nd Asst	Rest of Year
Assessments: * Aligned * Interim * Reassess * Transparent			* Second interim assessment in teachers' hands for review * Teachers develop answer key as method for reviewing test	REPEAT CYCLE:	* Copies of assessments done * Assessment schedule ready	Administer assessments		REPEAT CYCLE:
Analysis: * Quick & User Friendly * Teacher-owned * Test-in-hand * Deep				REPEAT CYCLE:	* Analysis template & protocol ready	* Teachers complete results template * New Leader compares results to previous asst		REPEAT CYCLE:
Action: * Action Plan * Lesson Plans * accountability * Observe changes in teaching * Engaged students	* Teacher/Principal meetings and/or Results Meetings	* Walk-throughs with results in mind (check Do Now's, assts) * Review lesson plans with results in mind		* Have difficult conversations if teachers not following action plan		* Teachers complete Action Plan	* Teacher/Principal meetings and/or Results Meetings	REPEAT CYCLE:
Data-Driven Culture:	* PD: model results meetings	* PD: Saphier work on clarity, checking for understanding		* PD: 2nd results meeting on how well teachers implemented ideas from results meeting 2 wks ago * PD: content-specific strategies to address areas you see in results & observations	* PD: re-visit assessment and mark each question: -confident, not sure, no way	* PD: celebrate improvements of teachers	* PD: results meetings on areas of weakness * Content-specific PD to tackle weaknesses	REPEAT CYCLE:
Observation/ Supervision: * Walk-throughs * Formal observations * Timely feedback * Weekly Lesson Plans	(Sketch out in similar detail as above)							
Literacy or Math: * Instructional program * Pedagogy * Wrap-around * Resources	(Sketch out in similar detail as above)							

Data analysis meetings will take place in the week following the completion of each quarterly assessment. The Four Steps for Data-Driven Analysis Meetings: Leading Effective Meetings around Interim Assessment Results protocol from Paul Bambrick-Santoyo will be used as the protocol for all results meetings. The protocol is include below:

FOUR STEPS FOR DATA-DRIVEN ANALYSIS MEETINGS:
Leading Effective Meetings around Interim Assessment Results

	LEADER SHOULD BRING:	TEACHER SHOULD BRING:
Prep Work:	<ul style="list-style-type: none"> Teacher's Six-Week Analysis & Action Plan Copies of Interim Assessment and Results Pre-planned question script for meeting. 	<ul style="list-style-type: none"> Six-Week Analysis & Action Plan Copies of Interim Assessment and Results with key Qs highlighted
1 Praise	Starters	
	<ul style="list-style-type: none"> "Congratulations on the improvement on ____ from last time!" "What are you most proud of?" or "What were the highlights-what made you successful?" 	
2 Probe on Analysis	Probing Analysis – Deep Dive On Key Standards	
	<p><i>Teacher submits analysis/action plan & student work samples prior to meeting; leader checks for alignment with own analysis. If analysis is strong, focus on the action steps. If not, probe on the analysis that was limited.</i></p> <p>Opening probe:</p> <ul style="list-style-type: none"> "Let's dive in by looking at..." [prioritize the standard whose analysis or action plan needs the greatest attention] <p>Add depth or precision:</p> <ul style="list-style-type: none"> "What do you want students to be doing when they answer a question like this? What is the gap between those actions and what they did on the assessment?" "What did the students need to be able to do to get that question right? How was this more than what they are able to do with you in class?" "Let's look at question _____. Did all students choose the same wrong answer?" "Compare results on question number ____ to question _____. What cause their results to be so different on these two questions?" "Let's look at questions #_ and _____. What pattern do you see in the error students made?" OPEN-ENDED ANALYSIS: "What was the gap between your strongest writers and the ideal response? What was the gap between high/medium/low performing students?" <p>Model/state the analysis (if the teacher still struggles):</p> <ul style="list-style-type: none"> "One of the trends I noticed was _____, which was addressed by question numbers _____, and _____. How does that impact student learning?" "We should/need to focus on..." 	
	Make Explicit Action Steps – Review Six-Week Plan	
3 Plan Your Actions	<ul style="list-style-type: none"> "What should students do when they hit this struggle the next time? What strategy do you want them to use?" "Let's talk through what a re-teach lesson on _____ might look like. What will be different about your approach to teaching_____? What does that look like (that worksheet / re-teaching lesson)?" "What needs explicit instruction? How will you check for understanding and assess mastery?" "Let's write down these action steps and add them to your plan." [Put priority standards in the first few weeks of the action plan] 	
4 Follow-up	Schedule Follow-Up	
	<ul style="list-style-type: none"> Embed 6-week plan into upcoming lessons. Check off standards on plan as you go. Schedule observation to see plan in action. Establish how plan will be assessed. "For next meeting, please bring: [choose—exit slips, independent work, video, quiz or other major assessments]." 	
Repeat steps 1-4 for major standards missed		

All core subject teachers will be provided with intense DDI training during the Summer Teacher Academy. This training will include the following topics:

- Curriculum Mapping and Pacing Guides
- Interim Assessment Development/Refinement
- Item Analysis
- Rigorous Instructional Methodologies
- Development of Questioning Techniques
- Re-teaching Strategies

C. LEA Support and Accountability

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

LEA direction and coordination will come from Superintendent, Adan Delgado.

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

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

Planning, action, evaluation, feedback and adaptation define a continuous improvement cycle. For this CSI project a significant amount of front loading will take place relative to planning. The planning period of the grant will allow for heavy investment in strategic planning, professional development, and buy-in. The most significant milestones in the continuous improvement cycle are:

- March-April 2018: During budget planning, funds will be identified to complement CSI funds in order to support efforts for project.
- May-June 2018: A full day retreat will take place to plan action steps for the summer, based on strategic planning data (including stakeholder input), needs analysis data, teacher input, and summative assessments (PARCC, NMSBA, ACT, PSAT, ASVAB, EOCs). Included in the action planning process will be the targeting of clear departure from business as usual and the identification of quick wins to kick-off the school year. Professional Development Calendar for the school year will be developed.
- July-August 2018
 - 90-Day Plan will be developed to capture the efforts to be implemented throughout the 2018-2019 school year.
 - Summer Teacher Academy will take place.
- August 2018 – May 2019: 90-Plan Progress will be monitored on a quarterly basis, after each quarterly interim assessment administration and following teacher feedback meetings. Minor adaptations to the 90-Day Plan will be considered at mid-point

reviews. More significant adaptations to the 90-Day Plan will be considered for the second 90-Day Plan.

- Quarterly 90-Day Plan Review (October 2018, December 2018, March 2019 and May 2019)
 - Review of Interim Assessment Results from 1st Quarter and Review of 1st Quarter Walk-Through Results (paying special attention to implementation of topics covered in Summer PD)
 - Leading Indicators:
 - Student attendance and school average daily attendance
 - Attendance by instructional staff and staff average daily attendance
 - 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
 - Dropouts
 - Progress on advanced coursework by subgroup (e.g., advanced Placement, college pathways or dual enrollment classes)

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.**

Cuba High School has an intense parent engagement process that devotes four days per year to parent nights; the parent nights follow the end of each grading period. During parent nights, parents are presented with updates on leading indicator data as well as adjustments being made to improve outcomes. These sessions also provide opportunity for parents to make recommendations to school leadership. Time is also dedicated to allowing parents time to meet with each teacher to discuss student progress.

Three times per year (January, May, August), Cuba High School will report to the Board of Education on progress made on all leading indicators. This information will also be reported out in a community stakeholder meeting held at the Cuba High School Cafeteria. Invitations will be posted in town and in the local newspaper. Leading indicators to be reported are:

- Student attendance and school average daily attendance

- Attendance by instructional staff and staff average daily attendance
- 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
- Dropouts
- Progress on advanced coursework by subgroup (e.g., advanced Placement, college pathways or dual enrollment classes)

The August report will include updates on 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

At each step in the process, adjustments will be considered for any goals and/or targets that were not met in the preceding quarter.

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).

Click or tap here to enter text.

Cuba High School PARCC Results Spring 2017					
Subject	Level 1	Level 2	Level 3	Level 4	Level 5
Algebra I	32.8%	55.2%	10.3%	1.7%	0%
Algebra II	52.5%	22.5%	22.5%	2.5%	0%
Geometry	4.3%	54.3%	37.0%	4.3%	0%
9th ELA	35.2%	35.2%	21.1%	8.5%	0%
10th ELA	27.8%	20.4%	24.4%	24.1%	3.7%
11th ELA	24.6%	14.0%	38.6%	21.1%	1.8%

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.

NMTEACH Educator Effectiveness Results for Cuba High School Teachers:

Effective Rating	Average
Exemplary	0%
Highly Effective	5.60%
Effective	55.60%
Minimally Effective	33.30%
Ineffective	5.60%

Average VAS Score = -0.233

(Expected VAS when compared to academic peer group / grew as expected = 0; negative VAS Score Indicates that Students Grew Less Than Expected)

Average Teacher Absences = 7.03 (State Average = 5.27)

These data show clear need in adjustment to practices that affect student achievement. It is believed that the efforts to improve curriculum and instructional practices along with DDI best practices will make a significant impact.

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.**

Teachers and school leaders have been provided rigorous professional development specific to designing relevant instruction and have been placed into Professional Learning Communities (PLC), where teachers and leaders are provided the opportunity to share best practices. Site administrators are then able to observe each group and provide feedback. Each of these teams have identified a leader who then participates in a site leadership team that shares the direction and progress of the group with site administration and leaders. The site leadership teams then use information provided by PLC groups to ensure that scope and sequence are being followed. Members of site leadership teams are then selected to be part of the district leadership team that reports directly to district administrators. The specific goal of the district leadership team is to make action plans to ensure that our teachers are

providing our students with instruction targeted to Common Core State Standards and other state standards. The North Star *Results Meeting Protocol* will be used for all meetings. The protocol is included below:

RESULTS MEETING PROTOCOL: Agenda for Teacher Teams When Looking at Interim Assessment Data	
<ul style="list-style-type: none"> • IDENTIFY ROLES: timer, facilitator, recorder (2 min) • IDENTIFY OBJECTIVE to focus on (2 min or given) • WHAT WORKED SO FAR (5 min) [Or: What teaching strategies did you try so far] • CHIEF CHALLENGES (5 min) • BRAINSTORM proposed solutions (10 min) • REFLECTION: feasibility of each idea (5 min) • CONSENSUS around best actions (15 min) • PUT IN CALENDAR: when will the tasks happen? When will the teaching happen? (10 min) <p style="text-align: center; color: white;">(TOTAL TIME: 55 minutes: can be adjusted for more/less time)</p>	
<p style="text-align: center;">BRAINSTORMING PROTOCOL:</p> <ul style="list-style-type: none"> • Go in order around the circle: each person has 30 seconds to share a proposal • If you don't have an idea, say "Pass" • No judgments should be made; if you like the idea, when it's your turn simply say, "I would like to add to that idea by..." • Even if 4-5 people pass in a row, keep going for the full brainstorming time. 	<p style="text-align: center;">REFLECTION PROTOCOL:</p> <ul style="list-style-type: none"> • 1 minute—silent personal/individual reflection on the list: what is doable and what isn't for each person • Go in order around the circle once: depending on size of group each person has 30-60 seconds to share their reflections • If a person doesn't have a thought to share, say "Pass" and come back to him/her later.
<p style="text-align: center;">CONSENSUS/CALENDAR GUIDELINES:</p> <ul style="list-style-type: none"> • ID key actions from brainstorming that everyone will agree to implement <ul style="list-style-type: none"> ○ Make actions as specific as possible within the limited time • ID key student/teacher guides or tasks needed to be done to be ready to teach <ul style="list-style-type: none"> ○ Identify WHO will do each task ○ Identify WHEN each task will be done • Put date for re-teaching on CALENDAR • Spend remaining time developing concrete elements of lesson plan: <ul style="list-style-type: none"> ○ Do Now's ○ Teacher guides (e.g., what questions to ask the students or how to structure the activity) ○ Student guides, HW, etc. 	

Adapted from Brazosport Texas School District Protocol



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).

Cuba High School began the 2017-2018 school year with a comprehensive Root Cause Analysis (RCA) to investigate challenges facing the school. The RCA process was facilitated by an experienced outside consultant, Dr. Matt Williams. The RCA identified a lack of processes to assure Data Driven Instruction (DDI) as a primary root cause. The District invested in creating an unbudgeted position for an instructional data coach to help address this challenge as soon as possible and get teachers more access and guidance in the use of instructional data. The implementation of DDI practices and procedures are in an emerging stage and will be much more refined in the upcoming school year. Planned summer activities include locally developed/vetted interim assessments items to be combined with or replace standardized common interim assessments that are already in place. The District has also invested in a data warehousing solution that will allow simultaneous access to multiple data points for students in the District – the transition to this solution will take place during the spring and summer for live operation in the 2018-2019 school year. For example, a student profile will be available, which will allow a teacher to simultaneously see a student’s Access scores, End Of Course (EOC) scores, PARCC scores, attendance patterns, and even discipline history in a single database. A second root cause identified at Cuba High School is a lack of student engagement due to limited connections with future plans, i.e., college or career.

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 table below includes the four recommendations made by the What Works Clearinghouse. Three of the four recommendations meet the top three tiers of evidence.

Table 1. Recommendations and corresponding levels of evidence

Recommendation	Levels of Evidence		
	Minimal Evidence	Moderate Evidence	Strong Evidence
1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.	◆		
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.		◆	
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.			◆
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.		◆	

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

All three recommendations are relevant and appropriate to the needs of the school.

Identify the school's chosen intervention(s).

The recommendation with the highest level of evidence is recommendation is: *Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.*

In order to implement this recommendation, Cuba High School will accomplish the following:

- Develop curriculum maps and pacing guides for core content classes that are aligned with state standards
- Develop an interim assessment system that will allow for Data-Driven Instruction best practices identified by Paul Bambrick-Santoyo
- Develop a well-defined and distinct college focused program as defined by WWC Practice Guide, including a diploma of distinction program of study
- Develop a well-defined and distinct career focused program as defined by WWC Practice Guide
- Implement four career cluster offerings each semester at Cuba High School
- Offer Social Emotional Learning skill development following CASEL framework in planned sessions throughout the school year
- Offer an experiential learning framework to students through strategic partners.

Effective College Focused Program	
Adapted Key Elements of Career Focused Programs From What Works Clearing House <i>Educator</i>	Proposed District Intervention Activities

<i>Practice Guide for Preventing Secondary Dropout In Secondary Schools (2017)</i>	
All students receive college preparation coursework and any additional academic support needed to meet these expectations.	Each student’s graduation plan aligns with course requirements for admission to the state’s university system, such as a minimum of 4 years of math and 2 years of a laboratory science. Students who enter 9th grade behind in math get a daily supplemental math course to get them back on track for meeting college entrance requirements.
The school has an established partnership with a local college. As part of this partnership, a college faculty member serves as a liaison between the college and the school.	School leadership partners with liaisons at NM Institutions of Higher Education (IHE). The liaison acts as the primary contact for designing a dual-enrollment course, facilitating college tours, and establishing dual-credit agreements.
Students’ course of study includes dual-enrollment courses that allow students to experience college-level coursework.	School leadership and IHE liaisons work together to identify college courses that teach critical-thinking skills, with a focus on writing and presentations. The courses introduce students to the rigors of college coursework and shows students that they belong in a college environment.
Students’ course of study allows them to earn college credits, with an explicit goal of having a degree or certain number of transferable credits upon graduation.	Each student’s graduation plan results in up to 2 years of college credit that can be transferred to a 4-year institution and/or result in an associate’s degree. Credit is earned through dual-enrollment courses offered at a nearby college and dual-credit classes offered at the high school that qualify for both high school and college credit.
Advanced Placement (AP) courses are offered through live instruction, blended learning, and/or online instruction.	A robust system of advisement and support is created to offer AP courses with ample support to assure student success.
Students participate in co-curricular clubs that expose them to different aspects of a career cluster.	Students compete in competitions that require content area skill, teamwork, and expose them to students from other schools that are interested in the same field.

Effective Career-Focused Program	
Adapted Key Elements of Career Focused Programs From What Works Clearing House <i>Educator Practice Guide for Preventing Secondary Dropout In Secondary Schools (2017)</i>	Proposed District Intervention Activities
Learning materials are chosen and adapted to focus on an industry that is connected to regional workforce needs.	The school reviews data from the local and state economic and workforce-development agencies and identifies health science as a high-demand

	industry in their area. The school then chooses learning materials that focus on careers within the high demand industries. Target industries are health sciences, information technology, construction trades, and agriculture.
The career coursework and experiences are aligned with industry standards.	A petroleum industry program aligns coursework with the petroleum production industry standards for entry-level employment. The school establishes an industry advisory board with local employers to identify relevant certification standards. Similar efforts are made in each of the four career clusters.
The academic curriculum enables students to learn skills related to the industry.	Students in a medical sciences program learn to calculate medication dosages in their Algebra I class or study biometrics in their statistics class. Similar efforts are made in each of the four career clusters.
Local community colleges or technical schools advise on the industry-related curriculum and relevant student outcomes.	Cuba High School will focus on computer coding along with partners from UNM and Los Alamos National Labs (LANL) to offer a dual-credit course in computer support with real life exposure to applications at the Lab. Representatives from LANL and NMOGA serve on the school's industry advisory board to advise on the manufacturing training curriculum.
Students participate in work-based learning that links classroom activities with work experiences, such as job shadowing and career mentoring.	Cuba High School partners with Presbyterian Medical Services to offer job-shadowing experiences at area hotels and tourist attractions over spring break.
Counselors create an individualized graduation plan for each student based on students' career and education goals.	Starting in 9th grade, students work with their counselors to complete an individual graduation plan. Plans align students' career goals with their course of study, work, and extracurricular experiences, as well as giving students feedback on how their academic progress relates to their post-high school goals.
The career coursework is regularly evaluated against student outcomes and the needs of local industry and partners.	At the end of every year, a team of school staff examines academic outcomes, such as test scores, and measures of student engagement, such as climate surveys and attendance rates, to evaluate how the program can better meet student needs. Data are shared with the industry advisory board for input on how the program can be more relevant to local employers.
Students participate in co-curricular clubs that expose them to different aspects of a	Students compete in competitions that require content area skill, teamwork, and expose them to

career cluster.	students from other schools that are interested in the same field.
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Experiential Learning			
9th Grade	10th Grade	11th Grade	12th Grade
Build Awareness	Explore Options	Develop Relevant Knowledge/Skills	Gain Hands On Experience

How This Will Be Implemented In Our School District:				
Health Sciences Cluster – Partnering Entities: UNM Health Sciences Department, UNM SEPA Program, United Blood Services, Presbyterian Medical Services, Native American Health Council	Employees from the local clinic discuss their professions at career day.	Students complete a spring break job shadow at the local clinic, learning about different medical careers.	Students take a medical clinical class that combines instruction in clinical skills with a twice weekly internship at the local hospital.	The summer after junior year, students complete an internship in the medical field.
Information Technology Cluster – Partnering Entity: Los Alamos National Laboratories	Alumni who are enrolled in college return to talk with students about their experience.	Students tour area colleges and LANL to prepare a presentation about a career they are interested in attending, including college admissions requirements, academic programs, and extracurricular opportunities.	Students complete college essays during their English language arts class and compare financial aid packages during math or social studies class.	Students complete a dual-enrollment course through a partnering IHE.
Architecture and Construction Career Cluster – Partnering Entity: Job Corps	Alumni who are enrolled in college return to talk with students about their experience.	Students tour area colleges and Job Corps to prepare a presentation about a career	Students complete college essays during their English language arts class and	Students complete a dual-enrollment course through a partnering IHE.

		they are interested in attending, including college admissions requirements, academic programs, and extracurricular opportunities.	compare financial aid packages during math or social studies class.	
Agriculture, Food & Natural Resources Career Cluster – Partnering Entities: Farm Bureau, US Forest Service, NM Oil and Gas Association, Valles Calderas National Park	Alumni who are enrolled in college return to talk with students about their experience.	Students tour area colleges and LANL to prepare a presentation about a career they are interested in attending, including college admissions requirements, academic programs, and extracurricular opportunities.	Students complete college essays during their English language arts class and compare financial aid packages during math or social studies class.	Students complete a dual-enrollment course through a partnering IHE.

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.

In order to identify evidence-based practices that support the objectives of this grant, the Cuba Independent Schools consulted the US Department of Education’s Using Evidence to Strengthen Education Investments; this guidance document includes the following recommendation:

SEAs and LEAs should look for interventions supported by strong evidence or moderate evidence in a similar setting and/or population to the ones being served. The What Works Clearinghouse (WWC) uses rigorous standards to review evidence of effectiveness on a wide range of interventions and also summarizes the settings and populations in the studies. (Page 4)

Taking this guidance, the District investigated the What Works Clearinghouse (WWC) to find their document, *Institute of Education Practice Guide: Preventing Dropout in Secondary Schools*. The WWC is a resource that does meta-analyses of research to determine levels of

evidence to support specific activities in the realm of education. The practice guide includes four recommendations for preventing dropout in secondary education. Of the four recommendations, only one attained the summary of evidence level of “Strong Evidence.” The recommendation is:

Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school. Students are engaged in school when they are interested in their classes and see them as important to their future, and when they feel they belong in school. Engaged students have good attendance, come to class prepared, and are able to navigate daily challenges in and out of school. These behaviors, in turn, improve course pass rates and help students establish positive relationships with teachers and peers, reinforcing students’ sense of belonging in school. (page 28)

Of this recommendation, the practice guide states the following regarding the determination of the level of evidence:

Fourteen studies contributed to the level of evidence for this recommendation (see Appendix D for more information). Eleven studies meet WWC group design standards without reservations, which is the highest possible rating for group design studies and indicates the highest degree of confidence that the observed effects were caused by the interventions. Three studies meet WWC group design standards with reservations, which indicates a lower degree of confidence that the observed effects were caused by the interventions. Nine studies found that the recommended practices improved student outcomes in at least one of the three outcome domains related to dropout prevention, and six of the seven studies that examined outcomes in graduating school found positive effects on high school graduation. Four of the nine studies that found positive results provide direct tests of the recommendation, evaluating interventions that are closely aligned with all of the recommendation’s steps and do not include components of other recommendations. The study findings are collectively generalizable across different students and settings. The consistently positive effects on outcomes, strong internal and external validity, and repeated direct tests of the recommended practices indicate a strong level of evidence. (page 29)

**More detail can be found in the endnotes of the Practice Guide:*

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf

Based on this information, this recommendation was selected for the intervention to be used in this grant project.

D. Theory of Action

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

If Cuba High School implements the strongest evidence-based recommendation from the What Works Clearinghouse’s *Institute of Education Practice Guide: Preventing Dropout in Secondary Schools* to “engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage

challenges in and out of school,” fundamental curriculum and instruction best practices as recommended by Paul Bambrick-Santoyo, and fundamental Data-Driven Instruction practices as presented by Paul Bambrick-Santoyo, then we can expect increased engagement, standard mastery, and student skills in CASEL framework SEL skills thereby reaching the goal of increasing graduation rate at Cuba High School above 90% in three years.

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).

PLANNING PHASE: *(Indirect Cost Rate = 7% Of Total Grant Funding Received)*

TURN AROUND SPECIALIST (04-06/2018): \$12,000

The Cuba Independent School District will recruit and hire a turnaround specialist. This individual will be highly certified and demonstrate experience and knowledge specific to school intervention strategies. This individual will be responsible for planning and management of our proposed teacher academy.

PROFESSIONAL TRAINER: \$1995.51

The Cuba Independent School District will recruit and hire a professional trainer who demonstrates knowledge and experience in event planning and professional development to facilitate meaningful professional development specific to school interventions strategies as they relate to curriculum planning and classroom instruction.

NEXT GENERATION SCIENCE STANDARDS (1) DAY PLANNING (3) SCIENCE TEACHERS: \$758.43

High school science department members will be provided one day to collaborate and develop strategies for curriculum planning focused on next generation science standards prior to the start of the high school teacher academy.

TEACHER ACADEMY: \$13,062.47

The Cuba Independent School District will host a 4-day teacher academy for a total of 13 certified core high school teachers. These teachers will be responsible for developing curriculum maps and pacing guides that specifically target common core state standards for their content areas. These teachers will also discuss and identify specific interim assessments that will be implemented to aid the intervention process at the high school. After identifying interim assessments these teachers will then identify the specific means by which these assessments will be delivered over the course of the academic year. The specific delivery method will also be identified to ensure that students are receiving multiple choice and open-ended response questions and varied academic levels. Specific timelines will be identified to ensure that regular

data meetings are planned where un-mastered standards are clearly identified for reteach interventions. The final task of this group will be to develop schedules based on specific programs of study and to begin the process of identifying effective career and college pathways for success as well as the addition of a proposed Diploma of Distinction.

THREE YEAR INTERVENTION PLAN: *(Indirect Cost Rate = 7% Of Total Grant Funding Received)*

TURN AROUND SPECIALIST ANNUAL CONTRACT: \$56,250.00 (.75 Of Annual Contract: To Be Paid By Grant)

*(.25 Of Annual Contract: To Be Payed By District)
Contact Calculated Based On: \$60,000 Annual Contract With Additional .25 To Cover Employee Benefits.*

The Cuba Independent School District will recruit and hire a turnaround specialist. This individual will be highly qualified and demonstrate experience and knowledge specific to school intervention strategies. This individual will be responsible for ensuring that the resulting strategies and curriculum/pacing guides and interim assessment strategies are being implemented in an effective manner over the course of the academic year. This individual will be required to work closely with district and site administrators to support all aspects of the proposed intervention plan through efficient and effective data collection and reporting.

CERTIFIED STAFF CAREER TECHNICAL EDUCATION: \$43,750.00

Annual Contact Calculated Based On: \$35,000 Annual Contract With Additional .25 To Cover Employee Benefits.

The Cuba Independent School District will recruit and hire a licensed vocational teacher. This individual will provide direct instruction specific to career and technical education over the course of the three year grant period. This position is essential to the success of the planned intervention strategy in which our district will be adding additional pathways of success for our students. The addition of planned career pathways will require additional career and technical courses not currently feasible in our current schedule be added to our proposed schedule for the upcoming academic year's schedule.

CERTIFIED STAFF HIGH SCHOOL SCIENCE: \$32,143.00
(3 Instructional Period (.4286) Of Annual Contract: To Be Paid By Grant)

Annual Contact Calculated Based On: Level III \$60,000 Annual Contract With Additional .25 To Cover Employee Benefits.

The Cuba Independent School District will recruit and hire a highly qualified/certified teacher with endorsement in science. This individual will be responsible for providing three periods of direct instruction over the course of the three year grant period. The additional three periods of

science instruction will allow for current science teachers to teach courses specific to career technical education courses in the planned agriculture, health science, and information technology career clusters of the proposed intervention plan.

INSTRUCTIONAL MATERIALS: \$3,000

Instructional materials will include but will not be limited to curriculum and supplies needed to initiate the proposed course additions in agriculture and health science courses as well as materials needed to support the addition of new Advanced Placement Courses.

ACADEMIC COMPETITIONS: \$3,939.06

In order to support and foster the proposed career and technical courses Cuba High School will be participating in rigorous academically based annual contests such as Future Farmers of America career competitions, New Mexico Science and Engineering Fair, Science Olympiad.

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

CISD will provide funding support for this project through operational funds, SDAA Funds, Title II funds, SB-9 funds, Instructional Material Funds; these funds will provide:

- A full or part-time computer science teacher will be funded through operational funds.
- A part-time Social Emotional teacher will be funded through operational funds.
- 25% of funding for the Turnaround Specialist position for years 1 through 3:
- Supplies and Materials for Next Generation standards adoption: TBD
- School year In-service Professional Development to support curriculum improvements and instructional practices.
- Renovation and furniture necessary for vocational classes to expand course offerings.

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.

Several grant activities are intended as capacity building activities; these include the Summer Teacher Academy training sessions, the efforts of the Turnaround Specialist, the development of Curriculum Maps and Pacing Guides, and the developed interim assessments. Once these items are implemented or have had an opportunity to become routine their effects will only need to be updated and modified. The District will have three years to prepare for the cost of ongoing maintenance and updating of skills and materials. It is predicted that the efforts of the Turnaround Specialist will not be required beyond the three years of the grant. The operational budget for the district will be modified to absorb the new vocational arts teaching position, the computer science teaching position, and the partial FTE for the science position.

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.

Only state calculated indirect cost rates will be applied to this grant; no other administrative costs will be charged to the grant.

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

Each year, the District undergoes a federal program analysis to determine how federal funds will be used to supplement efforts funded through operational and other funding sources. This process takes place in April and May and will focus on the goals and objectives of the Strategic Planning / Needs Analysis process described above. Through this process all federal supplemental funds will be used to support. Since the Strategic Planning goals and objectives closely align with the interventions outlined in this application it will be very easy to assure that the federal funding sources align with the objectives of this grant.

B. Budget Forms

A complete Budget Summary Chart for the entire project period (planning period and three 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 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: Cuba Independent School District

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

Dianna L. Maestas

President, Board of Education Signature

2/26/18

Date

John W. [Signature]

Superintendent Signature

2/26/18

Date

[Signature]

School Leadership Signature

2/26/18

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.

<i>Adan Delgado</i>	<i>2/26/18</i>
Superintendent/Charter Director Printed Name	Date

<i>Adan Delgado</i>	<i>2/26/18</i>
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.

<i>Dianna L. Maestas</i>	<i>2.26.18</i>
Board President Printed Name	Date

<i>Dianna L. Maestas</i>	<i>2/26/18</i>
Board President Signature (blue ink)	Date

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Comprehensive Support Improvement Schools (CSI) Overall Budget Summary								
Budget Expenditures	FY 2018 Planning Period (March to June, 2018)		FY 2019 Year One Implementation (July, 2018 to June, 2019)		FY 2020 Year Two Implementation (July, 2019 to June, 2020)		FY 2021 Year Three Implementation (July, 2020 to June, 2021)	
	Budget	Percent	Budget	Percent	Budget	Percent	Budget	Percent
School-Level Expenditures	\$ 27,816.41	92.72%	\$ 132,143.00	88.10%	\$ 132,143.00	88.10%	\$ 132,143.00	88.10%
Supplies and Materials	\$ -	0.00%	\$ 6,939.06	4.63%	\$ 6,939.06	4.63%	\$ 6,939.06	4.63%
TOTAL SCHOOL FUNDING REQUEST	\$ 27,816.41	92.72%	\$ 139,082.06	92.72%	\$ 139,082.06	92.72%	\$ 139,082.06	92.72%
LEA-Level Expenses (Indirect Costs)	\$ 2,183.59	7.85%	\$ 10,917.94	7.85%	\$ 10,917.94	7.85%	\$ 10,917.94	7.85%
TOTAL BUDGET	\$ 30,000.00		\$ 150,000.00		\$ 150,000.00		\$ 150,000.00	

Appendix C:

Comprehensive Support and Improvement Schools (CSI) Budget Summary Chart



Planning Period for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Turn Around Specialist	\$ 12,000.00
Professional Trainer	\$ 1,995.51
Next Generation Science Standards (1) Day Planning (3) Teachers	\$ 758.43
Teacher Academy	\$ 13,062.47
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 27,816.41
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ -
TOTAL PLANNING PERIOD FUNDING REQUEST FOR SCHOOL	\$ 27,816.41
LEA-Level Activities (Indirect Costs)	
Indirect Costs (7.85%)	\$ 2,183.59
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ 2,183.59
TOTAL PLANNING PERIOD BUDGET	\$ 30,000.00

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Year One Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Turnaround Specialist	\$ 56,250.00
Certified Staff Career Technical Education	\$ 43,750.00
Certified Staff High School Science	\$ 32,143.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 132,143.00
Supplies and Materials	
Instructional Materials	\$ 3,000.00
Academic Competitions	\$ 3,939.06
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 6,939.06
TOTAL YEAR-ONE FUNDING REQUEST FOR SCHOOL	\$ 139,082.06
LEA-Level Activities (Indirect Costs)	
Indirect Costs (7.85%)	\$ 10,917.94
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ 10,917.94
TOTAL YEAR-ONE BUDGET	\$ 150,000.00

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart



Year Two Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Turnaround Specialist	\$ 56,250.00
Certified Staff Career Technical Education	\$ 43,750.00
Certified Staff High School Science	\$ 32,143.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 132,143.00
Supplies and Materials	
Instructional Materials	\$ 3,000.00
Academic Competitions	\$ 3,939.06
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 6,939.06
TOTAL YEAR-TWO FUNDING REQUEST FOR SCHOOL	\$ 139,082.06
LEA-Level Activities (Indirect Costs)	
Indirect Costs (7.85%)	\$ 10,917.94
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ 10,917.94
TOTAL YEAR-TWO BUDGET	\$ 150,000.00

Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart

Year Three Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Turnaround Specialist	\$ 56,250.00
Certified Staff Career Technical Education	\$ 43,750.00
Certified Staff High School Science	\$ 32,143.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 132,143.00
Supplies and Materials	
Instructional Materials	\$ 3,000.00
Academic Competitions	\$ 3,939.06
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 6,939.06
TOTAL YEAR-THREE FUNDING REQUEST FOR SCHOOL	\$ 139,082.06
LEA-Level Activities (Indirect Costs)	
Indirect Costs (7.85%)	\$ 10,917.94
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ 10,917.94
TOTAL YEAR-THREE BUDGET	\$ 150,000.00

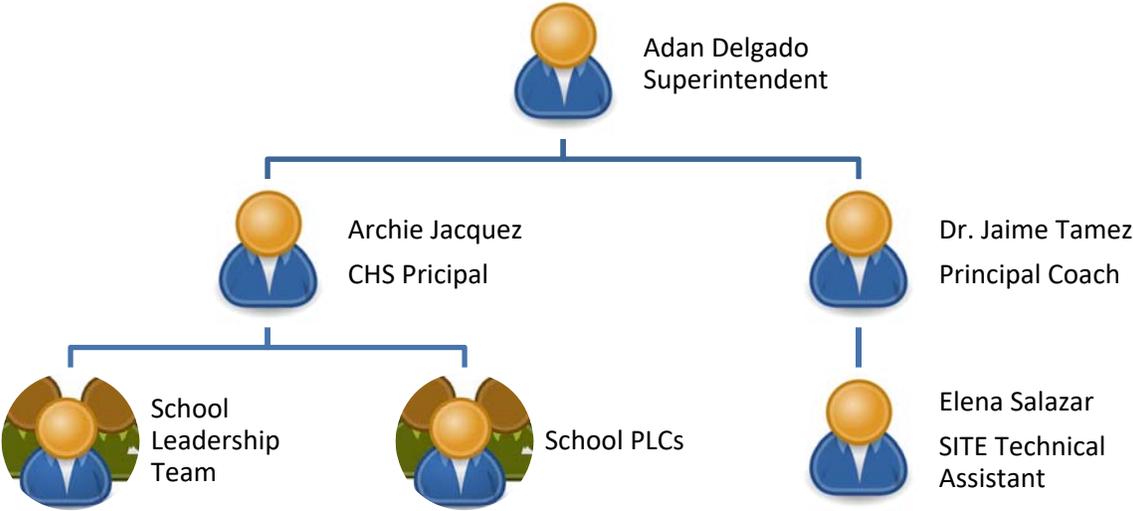
Appendix D: Attachments

1. Interim Assessment Calendar
2. Organizational Chart
3. Completed NM DASH Offline Planning Process Workbook or 90-day Complete Detail Printout
4. Completed NM DASH Feedback Tool

Data-Driven Instruction Entry Plan: Implementation Calendar

CATEGORIES:	TASKS						CATEGORIES:	TASKS						
	SUMMER:	August 15-30:	Sept 1-15:	Sept 15-30:	Week before 1st Asst	First Interim Asst Wk		Week after 1st Asst	Begin Second 8 Wk Cycle	4-6 weeks	Week before 2nd Asst	2nd Interim Asst Wk	Week after 2nd Asst	Rest of Year
Assessments: *Aligned *Interim *Reassess *Transparent	* Review Interim Assessments: check against Interim Assessment Rubric * Adjust assessments, create new interim assessments, or supplement assessments		* First interim assessment in teachers' hands for review * Make adjustments to align to instructional sequence * Teachers develop answer key as method for reviewing test	* Make any assessment adjustments needed * Ensure assessment/curriculum alignment	* Copies of assessments done * Assessment schedule ready	Administer assessments	Assessments: *Aligned *Interim *Reassess *Transparent		* Second interim assessment in teachers' hands for review * Teachers develop answer key as method for reviewing test	REPEAT CYCLE:	* Copies of assessments done * Assessment schedule ready	Administer assessments		REPEAT CYCLE:
Analysis: *Quick & User Friendly *Teacher-owned *Test-in-hand *Deep	Embed time in Asst. calendar for grading & analysis		* Agree upon Results Analysis Template with teachers and principal and complete template		* Analysis template & protocol ready	* Teachers complete results template	Analysis: *Quick & User Friendly *Teacher-owned *Test-in-hand *Deep			REPEAT CYCLE:	* Analysis template & protocol ready	* Teachers complete results template * New Leader compares results to previous asst		REPEAT CYCLE:
Action: * Action Plan * Lesson Plans accountability * Observe changes in teaching * Engaged students	Embed time in Asst. calendar for re-teach and results meetings		* Finish Action Plan template			* Teachers complete Action Plan	Action: * Action Plan * Lesson Plans accountability * Observe changes in teaching * Engaged students	* Teacher/Principal meetings and/or Results Meetings	* Walk-throughs with results in mind (check Do Nows, assts) * Review lesson plans with results in mind	* Have difficult conversations if teachers not following action plan		* Teachers complete Action Plan	* Teacher/Principal meetings and/or Results Meetings	REPEAT CYCLE:
Data-Driven Culture: * Vision * Trained Leadership * Calendar * Prof Devt. aligned	* Plan Assessment and PD Calendar (align 100%) *Plan first PD sessions for leadership team	* Plan opening PD for staff (see PD guide) * ID "Real" leaders and get them on board: mention purpose, invite them to help lead	* Run opening PD (have "real" leaders help present) * Present yearlong calendar with int. assts and PD		* PD: re-visit assessment and mark each question: --confident, not sure, no way	* PD: model analyzing results and making action plan	Data-Driven Culture:	* PD: model results meetings	* PD: Saphier work on clarity, checking for understanding	* PD: 2nd results meeting on how well teachers implemented ideas from results meeting 2 wks ago * PD: content-specific strategies to address areas you see in results & observations	* PD: re-visit assessment and mark each question: --confident, not sure, no way	* PD: celebrate improvements of teachers	* PD: results meetings on areas of weakness * Content-specific PD to tackle weaknesses	REPEAT CYCLE:
Observation/Supervision: * Walk-throughs * Formal observations * Timely feedback * Weekly Lesson Plans	(Sketch out in similar detail as above)						Observation/Supervision: * Walk-throughs * Formal observations * Timely feedback * Weekly Lesson Plans	(Sketch out in similar detail as above)						
Literacy or Math: * Instructional program * Pedagogy * Wrap-around * Resources	(Sketch out in similar detail as above)						Literacy or Math: * Instructional program * Pedagogy * Wrap-around * Resources	(Sketch out in similar detail as above)						

Cuba Independent Schools / Cuba High School Organizational Chart





**New Mexico 90-day Plan
 Offline Planning Process Workbook**

ANNUAL PLAN

Step 1 – Build Core Team

With district support, the school leader(s) identify critical members to bring together as a team to co-construct the school vision for dramatic change and establish a 90-day Plan that will increase achievement for all students.

Guiding Questions –

- ✓ District Level:
 - To what extent does the district representative need to be involved in the planning process?
 - Should Core Teams look the same at every school?
- ✓ School Level:
 - To what extent does the Core Team represent diverse backgrounds and viewpoints, in order to consider challenges from many perspectives?
 - Are there representatives from across grade levels?
 - Is the group representative of the student body and community?
 - Is the Core Team the same as the school leadership team?
 - Are the strongest teacher-leaders on the Core Team?

Core Team Notes

Team Member	Position	<u>Rationale:</u> What strengths/perspective does this person bring to the team? How will including this individual help the team address the school’s current reality?
Arsensio Jacquez	Principal	As Instructional Leader of the building it is imperative that the Principal have a firm grasp on what is going on academically in the building.
Olivia Casaus	Teacher/Science	Teacher has taught for 7 years. Teacher is currently the Instructional Data Coach for the district and is obtaining her Administrative Licensure through the CES-PLD program. Parent of student enrolled in 9 th grade courses
Laura Saucedo	District Special Education Coordinator	Head of Special Services at Cuba Independent School District. She has taught for 30 plus years. She will be able to bring a different perspective to the team and will help keep our goals grounded and on track. She is obtaining her Administrative Licensure through the CES-PLD program.
Matt Pribble	Lead Teacher/Dual Credit Coordinator	Teacher has taught for 20 plus years. He will bring the perspective to the team and will help keep our goals grounded and on track.



Mary Ann Ga	Teacher/Math	Teacher has taught 20 plus years. Teacher has a vast knowledge of Stats and will help develop target numbers that are obtainable and realistic. She is also a parent of a high school senior and she will bring a unique perspective.
Monique Anderson	Counselor	She has 22 years of experience. She has a vast experience not only in guidance counseling but also social-emotional counseling. Her vast knowledge in different areas will be a great contribution to the team.
Abigail Gurule	Student	As Student Senate President Abigail will bring the student voice to the team. She is comfortable voicing student concerns and is articulate and mature enough to hear some of the issues being discussed and not taking them outside the meeting space.

Step 2 – Analyze Data & Set Student Achievement Goals

With the Core Team, analyze student achievement data (e.g. interim assessment results, common formative assessments, student work samples, summative results). Through deep data analysis and reflection, set up to 3 Summative Student Achievement Goals. The goals should be clear and satisfy SMART criteria.

Once Summative Goals have been established, set Benchmark Goals to monitor progress toward Summative Goals. Benchmark Goals should be clearly articulated in both ELA and math (and for an optional third goal), align with summative goals, and be connected to the most current interim or formative assessment data. Benchmark Goals should also satisfy SMART criteria.

Data Analysis Notes

Schools and teachers are evaluated by the percent proficient of students. The percent proficient is the sum of Level 4 and 5 on the 2016-2017 PARCC test. The Core Team believes that as this is how we are rated and scored as a school, and for Teacher Evaluation purposes, this should be a focal point. However, the team also feels that to obtain any goal of improvement requires that students at each level increase their individual performance.

PARCC data analysis indicates a problem in math proficiency rates. One possible cause proposed by the team was a lack of alignment in the curriculum and these standardized tests. Another possible cause is that student data has not been properly disturbed to teachers.

Guiding Question – Given the most recent student achievement data, what goals will create a sense of focus and urgency toward actions to increase student achievement?

Student Achievement Goals

Grade/Subject Area	2017 PARCC Results	2018 PARCC Goals	<u>Benchmarks</u> : How will you know you are on track to meet your summative student achievement goals?
Algebra I	1.72%	On the 2018 PARCC, a +n increase of 6% of students will obtain a level 4 or 5 in Algebra I, II and Geometry with individual students growing a minimum of 5 pts per test.	Teachers will receive and review all data such as PARCC, EOC, SBA, and MAP scores on a timely manner. Teacher will create quarterly interim assessments that allow them to know and track student's achievement goals by monitoring the number of proficient students on each of these learning target assessments.
Geometry	4.35%		
Algebra II	2.5%		

SMART Checklist

<u>Specific</u>	Is the goal clearly defined?	Yes
<u>Measurable</u>	Are multiple concrete criteria identified for measuring progress toward attainment of the goal?	Yes
<u>Ambitious</u>	Does the goal stretch the school while still being attainable?	Yes
<u>Relevant</u>	Does the goal relate to student learning and achievement? Is it data-based?	Yes
<u>Time-bound</u>	Is the timeframe appropriate for accomplishment of the goal?	Yes

Step 3 – Identify Focus Areas

Following deep data analysis and reflection on qualitative and quantitative evidence, the Core Team identifies the 2-3 highest-leverage Focus Areas (selected from the 10 that appear below) that will increase student achievement for all students. Focus Areas are best practices that will increase achievement for all students and narrow the scope for Root Cause Analysis, Desired Outcomes, and Critical Actions.

Possible evidence sources to consider include: observation data (evaluative or non- evaluative), lesson/unit plans, student surveys, interim assessment results, common formative assessment results, student work samples, summative results.

Focus Areas & Guiding Questions –

1. *Standards Alignment*

All grade levels have identified essential standards.

Guiding questions –

- How do you ensure that the Tier I (core) curriculum and instruction is aligned with the CCSS and is being implemented with fidelity?
- Do you have a scope and sequence aligned to the CCSS?

2. *Tier I (core) instruction*

There is a dedicated block of time devoted to providing core instruction to all students aligned with grade level standards.

Guiding questions –

- What percent of your students are achieving grade-level expectations or making significant growth? If at least 80% are not attaining proficiency, what are you doing to ensure that your school is making significant progress toward this goal?
- What evidence do you have that the level of rigor of the tasks students perform during the lesson is aligned to the rigor of the CCSS?

3. *Data-driven instruction*

There is a precise, systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis and action.

Guiding questions –

- Are the district's and school's assessment strategies firmly in place? (formative, interim, and summative)
- How do teachers and leadership analyze and act on assessment data?
- Do teacher action plans include focused and targeted whole-group, small-group, and individual interventions?
- How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback?

4. *Tier I interventions*

There are fluid, flexible interventions in place during Tier I (core) instruction for students not progressing as expected.

Guiding questions –

- How do you identify students in need of Tier I (core) interventions?

- How do you differentiate instruction based on the screening results, as well as the abilities and needs of all students in the core program?
- To what extent are Tier I (core) interventions successful in addressing student needs based on data?

5. *Observation and feedback cycles*

Principal and other instructional leaders devote time daily to non-evaluative classroom walkthroughs and provide face-to-face feedback to teachers in a timely manner.

Guiding questions –

- Are frequent and regular non-evaluative walkthroughs built into the leaders' schedules?
- Do leaders give face-to-face direct feedback to teachers focused on specific action steps for improvement?
- To what extent do leaders hold teachers accountable to translate feedback into practice?

6. *Collaboration*

Teachers have time during the week to work together to promote student success.

Guiding questions –

- What evidence do you have that your teacher teams work together weekly to analyze data, share strategies, plan collaboratively, and debrief the outcomes of instruction?
- How do school leaders support and hold teacher teams accountable?

7. *Ongoing, job embedded professional development*

Teacher professional development is grounded in day-to-day teaching practice and is designed to enhance student learning.

Guiding questions –

- Describe the process for identifying and providing job-embedded, ongoing, professional development informed by the teacher evaluation system.
- How is professional development for teachers tied to student needs as identified by assessment data?

8. *Tier II (SAT) process*

There is a system in place to provide strategic and individualized support to students for whom Tier I instruction and interventions have proven insufficient.

Guiding questions –

- What criteria does the SAT team use to identify students in need of TIER II support?



- To what extent are Tier II interventions successful at addressing skill gaps to allow students to master CCSS? What specific research-based interventions are provided?
- Is progress monitoring frequent enough to ensure fluidity and that the RtI process is working?

9. *School leadership and systems*

There is a school leadership framework that supports increasing and sustaining student achievement.

Guiding questions –

- Is there a school leadership team in place comprised of key instructional leaders?
- To what extent does the leadership team focus on data-driven instruction, observation and feedback, standards-aligned planning and instruction, and job-embedded professional development?

10. *School culture*

All students, staff and stakeholders are aware that student achievement is the top priority of school.

Guiding questions –

- Do students receive the continual message that nothing is as important or engaging as learning?
- How do consistent minute-by-minute systems and procedures support a student culture focused on achievement?
- How does leadership monitor and maintain a positive student and staff culture?

Focus Areas	
<i>Focus Area:</i> What are the 2-3 highest-leverage Focus Areas (best practices – see pp. 3-5) that must be addressed to reach the student achievement goals?	<i>Data Connection:</i> What quantitative and qualitative data led you to these Focus Areas? How do you know that these are the highest-leverage areas of focus?
Tier I Instruction	Math proficiency rates are remarkably below state average. Elective EOC AVG below state average.
Data-Driven Instruction	School grade has dropped over the course of three years from a “B” to a “C” followed by a “D” last year. Walkthroughs indicate teachers not using differentiated instruction.

	<p>Department meetings not focusing enough on interim assessments.</p>
<p>Collaboration</p>	<p>Current schedule does not allow weekly uninterrupted time for grade level and/or content level teams to collaborate.</p> <p>Without time to collaborate teachers are less likely to stick to aligned curriculum. Requiring teacher to come early and stay late has negative impact on morale.</p>



Step 4 – Conduct Root Cause Analysis

After identifying 2-3 high-leverage Focus Areas in Step 3, the Core Team engages in Root Cause Analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge. Ideally one root cause will be identified to address the performance challenge for each Focus Area, however, two closely linked root causes may be identified based on deep qualitative and quantitative analysis.

Resources: Fishbone template, 5 Whys Guidance, Role Play Script

Guiding Questions –

- What do you believe is at the heart of the problem for this focus area?
- What qualitative and quantitative evidence do you have to support this hypothesis?
- Would the problem/challenge have occurred if that cause had not been present?
- If the cause is corrected, will the problem/challenge reoccur?

Root Cause Analysis Notes		
<i>Focus Area (selected in Step 3)</i>	<i>Root Cause Statement</i>	<i>Evidence to Support</i>
Data-driven Instruction	Analysis showed that data isn't shared with all staff on a timely manner, and data needs to be clarified for better understanding. Teachers are not currently using data to drive instruction, and data is not being analyzed to determine students specific learning needed.	Root cause analysis conducted by core team.
Collaboration	Teachers lack common planning periods, and are not given enough time during early release days to meet as departments. In addition, PLCs have not been created to allow teachers to collaborate and create common lesson plans to ensure everyone in on the same page.	Root cause analysis conducted by core team.
Instruction and Assessment	Teachers need professional development in creating more effective lesson plans that include assessments and the use of common core standards that best align to standardize testing.	Root cause analysis conducted by core team.

90-DAY PLAN

Step 5 – Create Desired Outcomes & Define Critical Actions

Create Desired Outcomes:

Based on each Root Cause Analysis, the Core Team identifies a 90-day Desired Outcome for each Focus Area. Specifically, the team identifies the *change in adult behaviors* that will result in increased student achievement in math and reading.

Then, the Core Team determines the Critical Actions that need to be taken in order to achieve the Desired Outcomes.

Guiding Questions for Setting Desired Outcomes –

- What is it you are hoping to achieve?
- What specific outcome do you want?
- What is the most important problem you want to solve?
- What does this goal look like for you?
- How will you know when you have reached this goal?
- Are there any barriers that might keep you from reaching this goal?
- Can you see yourself achieving this?

Desired Outcomes

Desired Outcomes	
<i>Focus Area</i>	<i>Draft Desired Outcome (change in adult behavior):</i> What is the Desired Outcome? What will be different if you are successful in focusing on this area of practice? After 90 days, what changes in practice will be observed?
Data-driven Instruction	Teachers will be given real time data to indicate up to date progress in achieving CHS objectives using quarterly assessments and MAPs scores. Once completed teachers will know their students will perform on state mandated standardized test and standards will need to be addressed before the test.
Collaboration	Teachers will have a department based common planning period for the 2018-2019 school year.
Instruction and Assessment	Teachers will create and use quarterly assessments to drive instruction and to will have a better understanding of each student’s growth and content knowledge level.



Define Critical Actions:

After identifying the Desired Outcomes (changes in adult behaviors), the Core Team determines the Critical Actions that will promote a sense of urgency toward addressing root cause(s) and achieving each Desired Outcome.

Guiding Questions for Critical Actions (Options) -

- What are some possible ways to achieve...?
- What will you do to move yourself closer to the goal?
- What have you done in similar situations in the past?
- What is something you have never tried?
- What else?

Guiding Questions for Critical Actions (Decisions) -

- What stands out for you?
- Which would be most impactful?
- What exactly will you do?
- Who will be involved?
- Who will be responsible?
- What obstacles do you need to address in order to get this done?
- What support/resources will you need to make this happen?

Focus Area: Data-driven Instruction				
Desired Outcome: Teachers will be given real time data to indicate up to date progress in achieving CHS objectives using quarterly assessments and MAPs scores.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Within 1 week after quarterly assessments results are available	Teachers will be given real time data to indicate up to date progress in achieving CHS objectives using quarterly assessments and MAPs scores. Once completed teachers will know their students will perform on state mandated standardized test and standards will need to be addressed before the test.	Standards, Scope and Sequence; Quarterly Assessments; MAPs Scores;	Principal	Principal / All Teachers

Focus Area: Collaboration				
Desired Outcome: Teachers will have a department based common planning period for the 2018-2019 school year.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Beginning with the first week of school (SY 2018-2019)	Teachers will have a department based common planning period for the 2018-2019 school year.	School Calendar; Daily School Schedule	Principal	Principal / All Teachers

Instruction and Assessment				
Desired Outcome: Teachers will create and use quarterly assessments to drive instruction and to will have a better understanding of each student’s growth and content knowledge level.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Within 2 weeks of start of grading period	Teachers will create and use quarterly assessments to drive instruction and to will have a better understanding of each student’s growth and content knowledge level.	Data from quarterly assessments	Teachers	All Teachers / Principal

Step 6 – Monitor Implementation

After creating a Desired Outcome for each Focus Area and defining the Critical Actions, the Core Team strategically selects Progress Indicators – the metrics and evidence that will be used to measure progress toward the Desired Outcomes and Goals. The Core Team identifies how the plan might be adjusted due to accelerated progress and unanticipated barriers.

The Core Team, then, also devises a system to Monitor Implementation of the plan.



Guiding Questions –

- What are the metrics, feedback, observations, etc. the core team will use to determine progress toward the desired outcome?
- How will you know the Critical Actions are having a positive impact?
- What is the evidence of progress?
- How might the plan be adjusted due to accelerated progress or unanticipated barriers?
- How will the Core Team systematize implementation and monitoring of the plan?

Focus Area: Data-driven Instruction		
Desired Outcome: Teachers will be given real time data to indicate up to date progress in achieving CHS objectives using quarterly assessments and MAPs scores.		
PROGRESS INDICATORS (should be aligned with Critical Actions developed in Step 5)		
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>
Within 1 week after quarterly assessments results are available	Teachers have created and are using quarterly assessments to drive instruction	Teachers may need more time to develop assessments; modifications may be needed after review for adherence to rigor and alignment to core standards and PARCC requirements.

Focus Area: Collaboration		
Desired Outcome: Teachers will have a department based common planning period for the 2018-2019 school year.		
PROGRESS INDICATORS (should be aligned with Critical Actions developed in Step 5)		
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>
Beginning with the first week of school for SY 2018-2019	Teachers have a department based common planning period and are collaborating.	Scheduling of required courses may cause conflicts with a department based common planning period. Alternative times or additional times slots may be needed.



Focus Area:

Instruction and Assessment

Desired Outcome:

Teachers will create and use quarterly assessments to drive instruction and to will have a better understanding of each student’s growth and content knowledge level.

PROGRESS INDICATORS

(should be aligned with Critical Actions developed in Step 5)

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome</i>	<i>Potential Adjustments</i>
Developed within 2 weeks of start of grading period and used on quarterly basis	Quarterly assessments to drive instruction have been created by teachers and are being used to better understand each student’s growth and content knowledge level.	Teachers may need more time to develop assessments; modifications may be needed after review for adherence to rigor and alignment to core standards and PARCC requirements.

System to Monitor Implementation

Within 1 week after quarterly assessments results are available

Core Team meets to discuss/review teachers- created assessments and their use.

Beginning with the first week of school for SY 2018-2019

Core Team meets to discuss/review the department based common planning periods and collaboration.

Within 2 weeks of start of grading period and on a quarterly basis

Core Team meets to review quarterly assessments to drive instruction created by teachers and determine if assessments are being used to better understand each student’s growth and content knowledge level.

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

District: Cuba Schools
School: Cuba High School
Completed By: Jaime Tamez

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

Your plan:		
Solid Progress	Limited Progress	Not Evident
16	0	0

<u>Step 1 - Build Core Team</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
Diverse backgrounds and viewpoints	In addition to principal and district representative, the core team includes teachers or instructional leaders 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:

Item #1: Diverse Backgrounds and Viewpoints

The Core Team includes all required representatives. This results in a rating of “Solid Progress” for Item #1.

Item #2: Representation

The Core Team has representation across grade levels and includes counselor, SPED and parent. This results in a rating of “Solid Progress” for Item #2.

¹ Title I schools shall assure meaningful input and involvement of stakeholders listed in Section 1118(b)(2) of ESSA Guidance
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<u>Step 2 – Analyze Data & Set Student Achievement Goals</u>	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:

All items for Step 2 of the Plan meet requirements for “Solid Progress”.

<u>Step 3 – Focus Areas</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
High leverage and aligned	The 2-3 highest-leverage focus areas selected are aligned to deep data analysis and include qualitative and quantitative evidence.	The 2-3 focus areas selected are aligned to data analysis and include qualitative and/or quantitative evidence.	2-3 focus areas are selected.	Shows lack of attempt or action

Step 3 Reflections and Feedback:

All focus areas meet requirements for “Solid Progress”.

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

<u>Step 4 – Root Cause Analysis</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
Clear hypothesis	Each focus area has a clear hypothesis of the deepest underlying root cause or causes of school performance challenges that will result in a substantial reduction of the performance challenge.	Each focus area has a clear hypothesis of the underlying root cause or causes of school performance challenges.	Some or all of the focus areas have a hypothesis of the cause or causes of school performance challenges.	Shows lack of attempt or action
Evidence to support	Root causes seem to have been generated through thoughtful analysis of qualitative and quantitative data and are supported by evidence.	Root causes seem to have been generated through thoughtful analysis of qualitative and/or quantitative data.	Root causes are identified, but are not connected to data analysis.	Shows lack of attempt or action

Step 4 Reflections and Feedback:

All focus areas meet requirements for “Solid Progress”.

<u>Step 5 – Desired Outcomes & Critical Actions</u>	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:

Item #1: Observable Changes in Adult Behavior

All focus areas meet requirements for “Solid Progress”.

Item #2: Specific Focus on Student Achievement

All focus areas meet requirements for “Solid Progress”.

Item #3: Sense of Urgency Toward Action

All focus areas meet requirements for “Solid Progress”.

Item #4: Timelines and Resources

All focus areas meet requirements for “Solid Progress”.

<u>Step 6 - Monitor Implementation</u>	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:

All focus areas meet requirements for “Solid Progress”.