Request for Application (RFA) for Comprehensive Support & Improvement Schools (CSI)
Title I Sec.1003 [a]

Every Student Succeeds Act
CFDA Number: 84.010A

Deadline to Submit RFA:
February 26, 2018

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

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

LEA Comprehensive Support and Improvement Competitive Grants Application Cover Sheet

LEA Information	
LEA/State Charter Name: **Santa Fe Public Schools**	**LEA NCES ID #: 071**
Mailing Address: **610 Alta Vista, Santa Fe, NM 87505**	
Phone: 505-467-2000	**Fax:** 505-982-4294
Superintendent/Charter Director: Dr. Veronica C. Garcia	**Email:** vcgarcia@sfps.k12.nm.us
Title I Director: Dr. Melissa Lomax	**Email:** mlomax@sfps.k12.nm.us
Federal Programs Director: Charlene Sanchez	**Email:** charlenes@sfps.k12.nm.us
Business Manager: Carl Gruenler	**Email:** cgruenler@sfps.k12.nm.us
Comprehensive Support and Improvement Schools LEA Lead: Dr. James Lujan	**Email:** jalujan@sfps.k12.nm.us

LEA will Apply for the Following Eligible School(s)		
Name of School	**School NCES ID #**	**Proposed Intervention Model**
Edward A. Ortiz Middle School	110	Comprehensive Support and Improvement
Academy at Larragoite	012	Comprehensive Support and Improvement
Early College Opportunities	071	Comprehensive Support and Improvement
Early College Opportunities	071	Direct Student Services
Nina Otero Community School	170	Direct Student Services
Santa Fe High School	165	Direct Student Services
El Camino Rael Academy	011	Direct Student Services
Salazar Elementary School	143	Direct Student Services

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

I. Background

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

II. Purpose

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

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

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

III. Eligibility

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

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

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

A full list of CSI schools is available on the NM PED ESSA in New Mexico page:
http://www.ped.state.nm.us/ped/ESSA.html

IV. Evidence-based Interventions[1]

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

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

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

The PED will not provide a list of potential evidence-based interventions for school turnaround programs for use by LEAs in schools identified as CSI that choose to apply for the Competitive Grants for School Improvement. It is incumbent upon the LEA to demonstrate that the selected intervention falls into one of the three ESSA tiers of evidence in Category 1 (see table1).

Table 1: Tiers of Evidence in ESSA

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

V. LEA Organizational Conditions

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

- University of Virginia School Turnaround Program
- National Institute for School Leadership Executive Development Program
- New Mexico Leadership Innovation Program[2]

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

Differentiated Support and Accountability Conditions: To achieve ambitious results, LEAs committed to turnaround must prioritize low performing schools and provide both additional,

[1] Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

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

core support beyond what non-turnaround schools receive and individualized supports aligned with unique school needs, including the identification of resource inequities.

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

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

VI. Funding

For the 2017-2018 SY, ESSA requires states to set aside seven percent of Title I, Part A funds for school improvement activities. Ninety-five percent of these funds must pass through to LEAs to support CSI schools, consistent with the state's new accountability system[3].

PED is making multi-year awards (2017-2021), through the period of availability of funds[4], to successful applicants.

Estimated funds available: **$6,121,460.00** (for the 2017-2018 SY[5])

VII. Maximum Funding Amounts

- The planning period total funding requested may be no greater than $30,000.00.
- The year-one implementation period total funding request may be no greater than $150,000[6].
- The year-two implementation period total funding request may be no greater than $150,000.
- The year-three implementation period total funding request may be no greater than $150,000.
- Ninety-percent (90%) of the maximum funding requests for each period must be directed toward school-level activities supporting the implementation of the evidence-based intervention.
- Applicants must describe and justify in the budget narrative any specific LEA-level expenses (indirect cost) to be supported by funds at no more than 10% of total request for each period.

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[3] ESSA § 1003(b)
[4] Continuing awards are dependent upon continued appropriation from congress.
[5] Continuing awards are dependent upon continued appropriation from congress.
[6] Funding will be determined based on school size on a sliding scale.

- Normal indirect cost may also be claimed at the PED approved rate for the district.
- Supplies and materials are allowable for CSI schools, if necessary to meet the project goals and objectives, but must not exceed 10% of the total budget for each project period.

VIII. Project Period

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

Project Period Timeline	
Applications Released by PED	December 5, 2017
Letter of Intent to Apply due to PED (Appendix A)	January 9, 2018
Applications Due to PED	February 12, 2018
Announcement of Awards	March 1, 2018
Planning Period for LEA/Schools	March 1, 2018 to June 30, 2018
Year-One Implementation Period	July 1, 2018 to June 30, 2019
Year-Two Implementation Period	July 1, 2019 to June 30, 2020
Year-Three Implementation Period	July 1, 2020 to June 30, 2021

IX. Application Deadline and Submission Requirements

Letter of Intent

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

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

X. Full Application Submission

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

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

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

Complete hardcopy applications **must** be postmarked by February 12, 2018, and complete electronic copies must be submitted through the Priority Schools email portal (ped.psb@state.nm.us.) no later than 4:00 p.m. on February 12, 2018.

XI. Budget Requirements

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

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

- **Budget Summary Chart (Appendix C)**
  This chart summarizes the budget for the entire project period, three years of implementation.

XII. Additional Budget Guidance

Appropriate Costs

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

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

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

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

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

XIII. Budgeting and Planning for Sustainability

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

XIV. Reporting Requirements

The lead points of contact at the LEA responsible for oversight, monitoring, and support of the CSI School are required to participate in progress site visits and monitoring telephone calls with PED[7].

In addition, LEAs will be responsible for submitting monthly, quarterly and/or annual reports on school progress[8] that may include, but are not limited to:

NM DASH

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

Leading Indicators

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

Lagging indicators

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

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

[8] Templates will be provided by PED.

Behavioral and Academic Data

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

XV. Scoring Guide

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

XVI. Review and Ranking of Applications

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

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

1. The scores of the first two reviewers will be totaled and then averaged to arrive at the final score for each application using the percentage.
2. If there is a difference of 7 points or more between the two reviewers' scores, a third reviewer will review the application.

3. The two scores mathematically closest to each other will be averaged for the final score unless the difference between the third review score and the first two are equidistant; in which case the third reviewer's score will solely be used.
4. Total scores will be rank ordered using the final score on the application.
5. LEAs will be selected in order of rank; however, not all applying schools in a LEA may be selected dependent on funding availability.

XVII. Continuation or Redistribution of Funding

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

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

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

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

The SEA may impose additional award conditions[10] as needed, which may include the following:

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

If any funded LEAs withdraw or become ineligible within the first year of funding due to not progressing toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all grant requirements, the leftover funds may be used to fund the next highest ranking applications.

[9] 2 CFR Part 200 §200.338 Remedies for Noncompliance
[10] §200.207 Special Conditions

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LEA Information	
LEA/State Charter Name: Santa Fe Public Schools	**LEA NCES ID #: 071**
Mailing Address: 610 Alta Vista, Santa Fe, NM 87505	
Phone: 505-467-2000	**Fax:** **505-982-4294**
Superintendent/Charter Director: Dr. Veronica C. Garcia	**Email:** vcgarcia@sfps.k12.nm.us
Title I Director: Dr. Melissa Lomax	**Email:** mlomax@sfps.k12.nm.us
Federal Programs Director: Charlene Sanchez	**Email:** charlenes@sfps.k12.nm.us
Business Manager: Carl Gruenler	**Email:** cgruenler@sfps.k12.nm.us
Comprehensive Support and Improvement Schools LEA Lead: Dr. James Lujan	**Email:** jalujan@sfps.k12.nm.us

LEA will Apply for the Following Eligible School(s)		
Name of School	**School NCES ID #**	**Proposed Intervention Model**
Early College Opportunities HS	071	CSI and DSS

CSI RFA Application

Proposal Requirements

1. The proposal narrative should **not exceed 50 pages** (not including required charts, forms, and requested artifacts submitted as appendices).

2. It should be typed, single-spaced, with LEAs addressing each of the subsections by entering text where indicated.

3. Font may NOT be less than 12 pt. Times New Roman.

4. Charts and forms do not require 12 pt. Times New Roman font.

5. The complete LEA application including budgets, charts, and forms will be posted on the PED ESSA webpage.

LEA Comprehensive Support and Improvement Competitive Grants Application

LEA Name:	**Santa Fe Public Schools**
Submitting on Behalf of (name of school):	**Early College Opportunities High School**
Number of Students Served:	**150**
Number of Certified Licensed Staff:	**12**

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.

Santa Fe Public Schools (SFPS) based the comprehensive needs assessment process on: a data-driven decision-making process for planning and achievement, using research-proven solutions to determine student-achievement challenges and training in and coaching on instructional leadership and achievement monitoring.

SFPS conducted a comprehensive needs assessment in August and September 2017. The SFPS district leadership team and principals carefully reviewed and analyzed student academic data, including ELA and Math trends for all student subgroups. As a Principal Pursuing Excellence district, Executive Directors, Channell Wilson- Segura and Vanessa Romero, met individually with site administrators to review PARCC data, 90-Day Plans and School Report Cards. Conversations included aligning Administrator Professional Development Plans to 90-Day Plan and proficiency goal setting for PARCC. These meetings took place from August 28th-September 29th.

The District's Data and Accountability Division led the data disaggregation overview. District and school administrators analyzed data provided by NMPED titled The School Evidence Statements. Evidence statements provide an item analysis and snapshots of curriculum strengths and weaknesses. Analysis provided leadership teams with information for curriculum mapping and for developing effective teaching strategies. Each school's Academic Core team identified their needs and challenges per the 90-day focus areas to determine progress towards achieving desired outcomes. Needs were identified based on student gaps in academic standards and skills, including their reading and math challenges (i.e. reading comprehension, writing knowledge & literary analysis, modeling & reasoning multi-step problems, number sense, fractions, etc.)

Administrators participated in a workshop led by Lisa Lawrence from Uncommon Schools. The Get Better Faster program focuses on a collaborative coaching and consulting model. Get Better Faster is designed to train administrators in the use of coaching models and curriculum analysis. The model is designed to build a climate of coaching by administrators and teachers at the campus level. Get Better Faster is an integral coaching tool for schools motivated to help their

teachers succeed. The model is used with data from the NM Teacher Evaluations, district walkthroughs and observations to target specific teaching strategies in need of improving.

School leadership teams were formed for each campus. Leadership teams are comprised of: District Administrator, Campus Administrator, Campus Coach, and Teacher (s). District Administrators are responsible for guiding and monitoring results of their campuses. Leadership teams were involved in the comprehensive needs assessment that contributed to collaborative coaching models for the campuses based on the Get Better Faster model.

Every principal developed an English Language Learner (ELL) Plan. The plan provides for appropriate instruction to increase academic performance of ELL students. The plan is designed to enhance the ability of ELL students to meet the level of performance sections established under the guidelines of the NMPED. Plans were submitted to the Multicultural Bilingual Department and are used to support the monitoring of school site programs as required by NMPED and the OCR. District and campus walkthroughs occur regularly. The instructional walkthroughs focus on 3 initiatives: daily learning objectives, evidence from text and school choice initiative. The initiatives will be quantified and monitored for implementation by the Assistant Superintendent.

The district and school core team conducted a root cause analysis using the NMPED Model for Root Analysis. The Root Analysis included data from MAPS, PARRC results, the NM Teacher Evaluations, Observations by District Observation teams and campus Core Teams. The data contributed to the LEA Plan submitted in WebEPSS. The following plan was developed to support the next steps for future action:

SFPS will utilize quantitative and qualitative evidence to determine the underlying cause or causes of school performance needs and challenges. The SFPS district leadership team and principals carefully reviewed and analyzed student academic data, including ELA and Math trends for all student subgroups in August and September. Ongoing Principal Professional Development sessions focus on curriculum mapping. Campus PLC's develop and implement campus improvement plans. Common planning times for staff will maintain focus on improvement. SFPS will utilize the Feedback Tool for all CSI Schools. The Workbook and Feedback Tool will be completed and uploaded to NM DASH filing cabinet by September 15, 2019.

SFPS will prioritize and align the focus areas to the school's professional development training. SFPS developed a schedule of Monthly Principal PD/trainings and professional development schedules for teachers. These sessions include: Carnegie, Curriculum Mapping to understand CCSS; Curriculum mapping in ELA and Rigor of the CCSS and Pacing; District Coaches for support and Coaching for struggling teachers, School Walkthroughs and Instructional Rounds; Monitoring of 90 day plan implementation per the reflections and critical actions within the plans, MATH PARCC Tools, Data Driven Instruction, Lesson Plan Feedback, PARCC Planning & Tools, and ELA PARCC Tools.

SFPS will conduct collegial and district classroom observations and feedback sessions. SFPS will utilize the Principal Pursuing Excellence model based on demographics and school size. Administrators have opportunities to provide feedback to their colleagues based on instruction, as well as to plan and share best practice. Administrator PPE groups visit their

colleagues twice a year. A calendar for conducting district classroom observations and feedback sessions has been developed and is followed. That schedule is included in the attachments.

Maintain district and school focus on teaching and learning utilizing the NMTEACH Domain 3 rubric and providing post debrief sessions. Regular district and campus administrator walkthroughs are set out on a calendar (which is attached in the document). The assistant superintendent and principals conduct classroom walkthroughs. Feedback from District administration is provided to the principal as a walkthrough report. Delivered within 48 hours, walkthrough reports include evidence gathered during the classroom observations that focus on student engagement and rigor. The data collected are quantified using a "1" if the evidence is positive or "0" if absent. The points awarded are calculated and given a percentage divided by the number of classrooms observed. Follow up visit (s) occur within 2-3 weeks to ensure next steps are implemented and monitored.

Strategic Planning

Building on upfront analysis and ongoing collaboration, ICLE will work with each school and/or district to prioritize needs, develop an action plan and determine how to measure our efforts. All of this comes together in the **Strategic Plan**, which serves as a road map for each school improvement initiative. This process can build off existing improvement planning efforts the district already has in place and will be tailored based on the needs of individual schools. Components may include:

- Prioritization of goals to build instructional capacity
- Alignment of assets and resources to the highest priority goals
- Assignment of roles, responsibilities, timelines and budgets to drive improvement efforts
- Development of a communication and continuous improvement systems to ensure that the plan drives day-to-day decisions at the school and district levels

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

SFPS developed a response to the needs related to curriculum, instruction, and assessment by using a comprehensive needs assessment process based on training and coaching, using a data-driven decision-making process for planning and achievement, using research-proven solutions to determine student-achievement challenges, and training in and coaching on instructional leadership, as well as achievement monitoring.

SFPS conducted a review of data with campus administrators in August and September of 2017. District leadership provided a review of the School District Report Card with all school administrators. As a result of the systematic review, SFPS district will focus on ELA, Math and Graduation Rates by implementing the following initiatives:

SFPS will utilize funds to support lowest performing schools to ensure that both funding and additional training and support goes to schools with struggling students. MTSS and

RTI implementation ensures that targeted interventions are provided to students in an effort to meet their individual needs and to close the achievement gap. Principals and Instructional coaches received training on MTSS and RTI as a part of the scheduled Professional Development.

The SFPS district will focus on ELA, Math and Graduation Rates by implementing the following initiatives:

ELA: SFPS will raise student achievement for the subgroups by providing district-level professional development. SFPS Teachers receive professional development in differentiated instruction that the district offers during the 2017-18 SY. Writer's Workshop, Reading Mastery (phonics) and 95% Group (phonics) will be used for EL students during a 45 minute EL development block. Training has a reading and writing component that includes on-going assessment and summative, based on strengths as well as academic need. Every principal will develop an EL Plan. The plan will provide for appropriate instruction in order to increase EL student's academic performance so that they are able to meet the level of performance established under the guidelines of the NMPED. The plan will be submitted to the Multicultural Bilingual Department and used to support the monitoring of school site programs providing services to ELs as required by NMPED and the OCR.

Graduation Rates will continue to be a focus for SFPS. Regular Instructional Walkthroughs will be conducted at every school. The instructional walkthroughs will focus on 3 initiatives: daily learning objectives, evidence from text and meeting a school choice initiative. The initiatives will be quantified and monitored for implementation by the Assistant Superintendent. The action plan will contribute to the increase in graduation rates by maintaining a rigorous, relevant teaching approach.

Math: SFPS will provide training for middle schools using the Math for Carnegie Leaning Plan. Carnegie Learning's instructional approach is based on an ongoing research initiative. It is aligned to current math education standards and based on a scientific approach of how students learn. Math the Carnegie Way has three simple components: Engage, Develop and Demonstrate. At the end of each unit, assessments are provided to check for understanding and mastery.

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.

Common Core standards are a set of nationally developed standards. Full implementation of the Common Core standards (CCS) means that teachers will focus on a mastery of the standards, using materials aligned with the CCS, and that students will be assessed using tests fully aligned to the CCS.

Support for Continued Focus on CCSS Implementation: SFPS will continue to implement specific CCSS pedagogy across core content areas. The effectiveness of implementation of these instructional strategies will be measured from data collected by classroom walkthroughs and

disaggregation of interim assessments such as NWEA/MAP. SFPS has trained K-12 teacher leaders and administrators in CCSS. Teacher leaders developed CCSS-aligned curriculum guides, K-12, for math and ELA. Professional Development in CCSS Implementation is an ongoing process. Teachers and administrators continue to review, revisit and renew knowledge about CCSS with scheduled professional development opportunities and staff meetings. ELA and ELD WIDA standards alignment have been completed for grades K-12. K-12 has fully implemented math and ELA Common Core. Administrators and instructional coaches have been highly trained in close reading strategies and text-dependent questioning. Selected curriculum is aligned to CCSS and a needed support for ELA students. For SY2017-18, SFPS will continue to focus on math with intentional work on math shift three and PARCC tools.

ELA: All of the following initiatives are aligned at grade levels and with CCSS. Each of the initiatives contain assessments as a part of the curriculum. SFPS provides a foundation in literacy in grades K-3 by participating in the statewide reading initiative, **Reads to Lead**, to improve reading proficiency in the state, which includes the following: 1. Conduct consistent assessment and evaluation of student reading levels. 2. Provide appropriate staff development to assist in the instruction of reading. 3. Establish extra time in the student's day or year for implementation of reading programs. 4. Develop criteria for schools to establish an individualized reading plan for students who fail to meet grade level reading proficiency standards. SFPS adopted *ReadyGEN,* an integrated and well-balanced approach to reading and writing instruction for Grades K-6 classrooms. Authentic texts with modeling and teacher-directed activities drive learning and motivate readers. Students read authentic literary and informational texts. Instruction focuses on reading, writing, speaking, and listening in response to authentic texts. Developed by Pearson Learning, the curriculum and strategies align with PARCC. *Imagine Language & Literacy* is a computer aided instructional program in which every student receives explicit, targeted instruction within an individualized learning path that continually adjusts to his or her needs. Over 4,100 engaging activities teach critical language and literacy concepts, such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency. Imagine Language & Literacy provides strategic first-language support in 15 languages to facilitate and enhance English language learning. As students become more proficient in English, this language support gradually fades. Along with strategic translations, the program also uses peer modeling to illustrate concepts more clearly: same-age peers explain the meaning of words and phrases via rich, contextualized examples.

Rigorous Curriculum Design requires common understanding of the steps and tasks that make up this impactful process. ICLE's expert consultants will guide design teams through an orientation to the Rigorous Curriculum Design process connected to your state standards. Through the Overview and Launch Sessions, ELA and Math design teams will come to understand how the Rigorous Curriculum Design process fits into the big picture of standards, instruction, and assessment. They will learn the essential steps in the process:

- **Prioritizing** the standards essential to student success at each grade level.
- **"Unwrapping"** prioritized standards to identify the *key concepts* that students need to know and the *key skills* that students need to be able to do.
- Determining the **Big Ideas** relative to the "unwrapped" concepts.

- Writing **Essential Questions** to establish the learning focus for each unit of study.
- Recognize the **assessment components** that will become the framework for each unit of study.

The Rigorous Curriculum Design Unit Production Sessions consist of:

- 6 on-site productions days with the English Language Arts curriculum design team of teacher leaders, building leaders, and district leaders.
- 6 on-site production days with the Mathematics curriculum design team of teacher leaders, building leaders, and district leaders.

With the foundational knowledge in place through the Overview and Launch Sessions, your design teams will create a series of conceptual units of study anchored by real-world performance assessments and scoring guides. Each unit is also bookended with standards-based pre and post assessments, all of which will help teachers diagnose student-learning needs and select effective teaching strategies to meet those needs. The unit design process supports teachers in using real-time data to make instructional adjustments.

By the end of these production days, a Rigorous Curriculum Design framework will be complete and ready to implement, opening the door to increased teacher collaboration for student achievement within every school and across the district.

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

SFPS has a multilevel system of support and accountability for teachers and leaders in implementation of standards based instruction. The support system includes funding for the identified campuses, professional development and monitoring of campuses initiatives.

Targeted Interventions For Lowest Performing Schools: SFPS allocated federal funds to lowest performing school sites for targeted interventions, instructional coaches, and interventionists, based on levels of performance Indices. Indices include student achievement (PARCC), relative achievement, relative growth, relative growth of struggling students, including those making progress towards English proficiency, parent engagement, as well as parent feedback,

Multitiered Systems of Supports (MTSS): SFPS has adopted a multitiered framework as a school wide improvement process (**MTSS)** to focus on screening all children, improving overall instruction, and making decisions based on data. RTI is still incorporated in the instructional strategies as a district, particularly in the primary grades. SFPS uses multi tiered framework for older students, as well as for different subject areas, as it becomes more challenging with older students to create time for interventions during the school day. Professional Development is provided for administrators and teachers to support students.

RTI: SFPS will provide additional support to students in the bottom quartile needing specific differentiated instruction at Tier I. Such students will be identified through benchmark testing, based on beginning of the year (BOY) data from iStation and NWEA for reading and math. The

district will also identify students in the bottom quartile of the Tier 1 BOY list. An Academic Improvement Plan will be developed in Student Achievement Teams (SAT) to move students into Tier 2 skill-specific interventions at the beginning of the year. SFPS will assist in identifying effective strategies to meet the needs of these students during RTI instruction of all students for reading and math.

Data Reviews: Data review information is reviewed by district leadership and discussed with each principal. The principal shares the information with the school leadership team. The school leadership team creates a plan of action to address the data review gaps, including an implementation plan. NWEA/MAPS data disaggregation occurs three times a year using data from beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). The new initiative(s) are documented in the minutes and monitored by associate superintendents. Associate superintendents conduct instructional walkthroughs at these schools.

Article I. Scorecard Monitoring Tool & Classroom Walkthroughs: **All academic programs will continue to be monitored for effectiveness based on student achievement both at the district and school level using a monitoring tool created by the district. Ineffective monitoring tools will be modified and/or eliminated based on an analysis of the data. Continuation of district walkthroughs also will be used to monitor the effectiveness of our programs and the fidelity of our implementation. Instructional rounds will continue to provide data regarding effectiveness and implementation.**

Site-Based Management & Support: SFPS has embraced site-based management to ensure the maximum effective use of funds to meet student needs. The district has also been strategic in how it applies for grants to expand its services in goal areas. The SFPS School Board has embraced available avenues for additional funding through the Educational Technology Note. SFPS aligned the district vision to the district's budget and made decisions accordingly, prioritizing the funding directly to schools.

Teacher Collaboration at Schools: The district will continue to facilitate and support teacher collaboration at the school level, through grade-level teams, Professional Learning Communities (PLCs), and early release on Fridays allowing for common planning time for teachers.

The ***Foundations of Instructional Excellence*** experience is designed to build the capacity of teachers, coaches, and instructional staff, focusing on developing rigorous and relevant learning experiences empowered through strong relationships. These courses are intended for school/district instructional teams

Creating a Rigorous and Relevant Learning Experience

This one-day course will help K-12 teachers create a more effective learning environment by building upon basic skills and tools to begin to increase rigor, relevance, and relationships in the classroom. With a hands-on approach, this course introduces the Rigor/Relevance Framework®, which teachers can use to establish an aligned and focused approach to increasing student achievement. Teachers will be guided toward identifying more rigorous and relevant learning and will receive support to transform their teaching through rigorous and relevant instructional design.

Following the completion of this course, the participant will be able to:

- Understand how rigor, relevance, and relationships support the foundations of effective instruction
- Establish common definitions and vocabulary for effective instruction
- Begin applying the tools aligned with rigor and relevance to create a more rigorous, relevant, and engaging learning environment
- Develop action items for creating rigorous and relevant instruction

Applying Rigorous and Relevant Instructional Strategies

This one-day course will help teachers better engage students with more effective instruction. Through hands-on learning, participants will model high-impact instructional strategies, focused on the Rigor/Relevance Framework, to best prepare students for fewer, clearer, and higher standards, the aligned assessments, and college and careers. Participants will then begin to plan a lesson that includes elements of high rigor and high relevance.

Following the completion of this course, the participant will be able to:

- Cultivate higher level thinking through purposeful grouping and meaningful academic conversations
- Cultivate higher-level thinking through effective questioning techniques
- Analyze your state standards to raise rigor and extend relevance
- Design a personal plan for implementing rigorous and relevant instruction
- Reflect on the planning process for opportunities to apply effective instructional strategies

Building on the **Foundations of Instructional Excellence**, the **Deepening Practices of Instructional Excellence** experience is designed to sharpen instructional practices, improve relationship development, and developed a high-quality planning process for rigorous and relevant learning.

Designing Quad D Lessons

This one-day course will assist teachers in preparing students for 21st Century Skills for College and Career Readiness. Participants will learn the process to design lessons plans that meet the highest criteria of the Rigor/Relevance Framework®, Quadrant D. Participants will explore lesson plan phases, frameworks for lesson flow, tools, and strategies that support quad D learning. Teachers will observe, experience, and evaluate model lessons that demonstrate high rigor/high relevance and will be guided through the beginning stages of designing their own lesson plan.

Following the completion of this course, the participant will be able to:

- Implement effective instructional strategies to raise rigor and relevance
- Describe the elements of an effective lesson
- Recognize and evaluate with justification the level of rigor and relevance present in a model lesson
- Utilize tools to help construct rigorous and relevant lessons

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

Santa Fe Public Schools assessment program is a combination of National, State and District Level assessments. Assessments are utilized to determine the strengths and weaknesses of students as well as the instructional program.
SFPS is required by statute to measure student achievement through standardized tests administered in public schools. Standardized assessments allow students to demonstrate their abilities, knowledge, aptitude or skills.
Valid and reliable results from standardized assessments provide information that is used by:

- Students: to determine how well they have learned the skills and curriculum they are expected to know;
- Parents: to know whether their student is gaining the skills and competencies needed to be competitive and successful;
- Teachers: to gauge students' understanding and identify potential areas of improvement and teaching;
- District office: to evaluate programs and provide additional support; and the public, to evaluate schools and districts.

Interim Assessments Include:
ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). Administrators and teachers use data from ACCESS to determine instructional strategies that are needed for ELLs and to monitor growth. ACCESS is given to monitor students' progress in acquiring academic English. The purpose and use of ACCESS for ELLs is to: (1) generate results that serve as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on state academic content tests without accommodations, (2) provide districts with information that will aid in evaluating the effectiveness of their ESL/bilingual programs, (3) identify the ELP levels of students with respect to the WIDA ELP Standards' levels 1-6, and (4) provide information that can be used to enhance instruction and learning for ELLs. The test forms are divided into five grade level clusters: Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8 and Grades 9-12. Within each grade-level cluster (except Kindergarten), ACCESS for ELLs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). ACCESS for ELLs test items are derived from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science and Language of Social Studies.

End-of-Course Exams (EoCs) are final exams for specific courses. They measure student proficiency of a subset of the Common Core State Standards (CCSS) for language arts and mathematics, and the New Mexico State Standards (NMSS) for other courses. They are summative assessments that cover a wide range of content, skills, and applications. Most of the assessments are multiple choice style while others include performance-based components or constructed response questions. Scores are reported to the teacher, school, district, and state

levels for various purposes that may include student grades, curriculum review, and student graduation requirements. Students may take an EoC as long as they have completed a course for which the EoC is intended. An EoC may be used for any approved course that aligns with the curriculum outlined in the blueprint. Blueprints are available on the PED website. Teachers access the blueprints to ensure that they are teaching the essential standards that are assessed on the EoCs.

NWEA/MAP tests are interim assessments that are administered in the form of a computerized adaptive test (CAT). MAP tests are constructed to measure student achievement from Grades K to 12 in math, reading, language usage, and science. They are aligned to the CCSS; and the results offer information for predicting the percentages of students who could be proficient on PARCC. MAP assessments are vertically scaled across grades, a feature that supports direct measurement of academic growth and change. MAP scores are reported on a Rasch Unit (RIT) scale with a range from 100 to 350. Each subject has a RIT scale. MAP measures what students know and determines what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Easy-to-use reports help teachers teach, students learn, and administrators lead. SFPS provides data disaggregation training to campus administrators and to instructional coaches within a set professional development schedule. At the campus level, Instructional Leadership Teams guide the data disaggregation for the certified staff.

SBA Science: Administered in Grades 4,7 and 11, this assessment is administered in three sessions. Constructed Response (CR) items may require either Short-Answer responses (SA) or Open-Ended responses (OE). Students can earn up to two points for SA responses and up to three or four points for OE responses. The types of questions that are included in the SBA are multiple choice (MC) and constructed response (CR). For CR items, students write out their responses as opposed to filling in a bubble next to an answer choice for MC items. The ratio of CR/MC items is 80 percent MC and 20 percent CR, but because of the greater number of potential points for CR items, the point ratio for any given content area's test is approximately 45 percent of points from CR items and 55 percent of points from MC items. CR items are scored according to rubrics that are created when the question is written. Although there are generic rubric templates for the SA and OE items, the rubrics are customized for each specific item. Teachers access the blueprints to drive instruction and assess instructional strategies.

iStation: The assessment, known as iStation's Indicators of Progress (ISIP™), is available in both English and Spanish. iStation is an online adaptive assessment that provides reliable data with frequent, age-appropriate measurement for students in kindergarten through third grade. In ISIP, students read a passage and answer cloze type questions. The assessments are available in both English and Spanish. Areas tested in both languages are: Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency. Teachers initially assess an entire class of students in approximately 20-40 minutes. Students who are performing below grade level are monitored monthly. Students who are performing at or above grade level are monitored during the benchmark window three times a year. The ISIP is administered three times a year. The Beginning of Year (BOY) assessment is administered within the first 40 days of instruction. Middle of Year (MOY) assessment is administered in January; and End of Year (EOY)

assessment is in May. These assessments drive reading instruction across grade levels and in individual classrooms. Instructional Leadership Teams guide campus data disaggregation; and PLCs form plans for improvement.

MATH the Carnegie Way: The three components are: (1) *Engage*, which activates student thinking by tapping into prior knowledge and real-world experiences, (2) *Develop*, which builds comprehensive mathematical understand through collaboration and questioning and (3) *Demonstrate*, in which students demonstrate mastery. As a part of this process, assessments aligned to the standards are regularly administered and used as feedback to the teachers and students.

ReadyGen Biliteracy: Biliteracy is an enrichment model that promotes bilingualism, English proficiency, and academic achievement for all students. A Performance-Based Assessment (PBA) appears at the end of each Biliteracy module in the same genre as in English (narrative, informative, or opinion). The Biliteracy PBA was designed to provide a meaningful comparison if students complete PBAs in both English and Spanish. Rather than provide instruction exclusively in Spanish, a biliteracy approach gives students a chance to develop literacy skills in both English and Spanish. The strategic linguistic resources in the Biliteracy Pathway, when used with ReadyGEN, support what the research shows—when students analyze similarities and differences in two languages, their skills can exceed those of monolingual children. All language knowledge is an asset, not a deficit. Bilingual students acquire language differently than monolinguals, strategically using linguistic resources from both languages. The ReadyGEN Biliteracy Pathway provides a complete set of learning resources to help students develop literacy and linguistic skills in both languages.

Imagine Language & Literacy: A computer based reading curriculum, Imagine Language and Literacy, continually evaluates student responses and redirect learning if needed or allows students to proceed if students demonstrate success.
PARCC: The Partnership for Assessment of Readiness for College and Careers (PARCC) is an assessment that replaces previous state standardized tests. It better enables teachers and parents to identify where a student needs help, or is excelling, thereby enhancing identification of instruction to meet individual student needs. State standards set consistent expectations in English and Mathematics for every student, and PARCC provides a valid and reliable evaluation of each student's progress toward them. The test is aligned to what students are learning in the classroom and measures real-world skills, such as problem solving and critical thinking.

Reading Inventory- Based on the Lexile Framework, the Reading Inventory is a universal screener and growth monitor specially designed to help educators get a pulse on performance, target instruction and prepare all students for academic success.
READ 180 Universal includes multiple formal and informal formative assessments to monitor student progress on an ongoing basis. Students can take Interim and End-of-Workshop Assessments during and after each of six Workshops to assess progress in using reading strategies for comprehension. These embedded assessments are designed to monitor progress and support instruction, and are aligned to core Reading and Language Arts Content Standards.

Math Inventory- Based on the Quantile Framework, the Math Inventory is an adaptive screener and growth monitor that shifts the paradigm from focusing on what students have already mastered to identifying what students are ready to learn. With up to the minute reports, teachers are able to effectively target math instruction, accelerate student growth and meet higher standards in preparation for college and career.
mSkills – As a curriculum embedded assessment, mSkills assess for mastery of key, stands-aligned concepts and skills taught during group instruction of MATH180.

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

All assessments align with the Common Core State Standards (CCSS) in accordance with state statute to measure student achievement through standardized tests administered in public schools. The SFPS schedule is designed to reduce interruption of classroom instruction with assessments. This approach is a response to teacher and parent concerns about excessive assessments administered to students.

ACCESS for ELLs is a state mandated assessment for Kindergarten students who are identified on the Home Language Survey form as having a language other than English and are, potentially, English Language Learners. That assessment is named the W-APT. The WIDA Screener is used to identify students in first grade through high school who are English Language Learners. While not specifically aligned with the CCSS, it is a predictor of student success in acquiring the necessary language skills to be successful.

NWEA/MAP or MAP tests are constructed to measure student achievement from Grades K to 12 in math, reading, language usage, and science. They are aligned to the CCSS. Data from NWEA/MAP is aligned to predict student success on the PARCC. That data is presented to campuses, includes item analysis, is designed to drive instruction, and is aligned to the grade level's scope and sequence.

iStation is an assessment that provides data with frequent, age-appropriate reading measurement, designed to assess: Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency. It is administered in K-3. The skills are aligned with CCSS and appropriate grades levels for reading skills.

SBA Science is an assessment of student proficiency in science The SBA assesses students in grades 4, 7 and 11. The Assessment is aligned with CCSS, as well as with grade level scope and sequence.

End-of-Course Exams (EoCs) are final exams for specific courses. They measure student proficiency of a subset of the Common Core State Standards (CCSS) for language arts and mathematics. They are aligned with the grade level scope and sequence.

Math the Carnegie Way is aligned to math standards, PARCC and the grade level scope and sequence.

ReadyGen Biliteracy is an assessment to determine English language growth. Developed by Pearson, it is aligned to PARCC and to the grade level scope and sequence.

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

Describe the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data (e.g. common planning time, teacher-administrator one-on-one meetings, and group professional development).

Data disaggregation overviews are conducted on a district and campus level. Data provided by NMPED, titled The School Evidence Statements, is part of the data disaggregation. Evidence statements provide an item analysis and snapshots of curriculum strengths and weaknesses. Such an analysis provides school leadership teams with information for curriculum mapping and for developing effective teaching strategies. NWEA/MAP data is included and provides projected proficiency summary reports. The campus administrator shares the information with the school Academic Core team and identifies their needs and challenges per the 90 day plan. Focus areas are determined to progress towards achieving desired outcomes. Needs are identified based on student gaps in academic standards and skills, including their reading and math challenges (i.e. reading comprehension, writing knowledge & literary analysis, modeling & reasoning multi-step problems, number sense, fractions, etc.) Data review information is reviewed by district leadership and discussed with each principal. The school leadership creates a plan of action to address the data review gaps, including an implementation plan. The new initiative(s) are documented in the minutes and monitored by associate superintendents. Associate superintendents conduct instructional walkthroughs at schools.

Staff meetings are held on Wednesday afternoons at the middle schools and Fridays at the elementary schools. The Principal, Assistant Principal, and Academic Coaches lead the meetings. The Critical Actions and desired outcomes are reviewed. Data is discussed and shared with the teachers. NWEA/MAPS data disaggregation occurs three times a year using data from beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). A cognitive coaching model is used in which teachers observe and give feedback to colleagues along with administrators. The teachers gather information about the use of strategies such as the use of interactive notebooks. Coaching Notes are then submitted to the DASH website. The circle of constant accountability ensures that teachers and administrators are involved in a constant collaboration. Common planning time is provided together with a collegial coaching model. Using the Get Better Faster model, teachers are coached to develop essential routines and procedures, develop appropriate lesson plans, engage all students, and improve lesson strategies. District and campus administrator walkthroughs are conducted on a regularly scheduled basis.

At Early College Opportunities High School, students are tested on NWEA/MAPs three times a year. PARCC is given once a year, ACCESS is given to determine English proficiency and IPT is given to assess Spanish Language proficiency. EoC's are given at the end of the year.

C. LEA Support and Accountability

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

The Senior Leadership Team that will direct and coordinate LEA participation includes: Deputy Superintendent, Linda Sink, Associate Superintendent, Dr. James Luján, Executive Directors of School Support, Vanessa Romero and Channell Wilson-Segura. Campus Administrator for Edward Ortiz Middle School is Felicia Sena.

Santa Fe Public Schools has been part of the Principal Pursuing Excellence for the past 5 years. SFPS currently has two PPE principal mentee participants (Carl Marano - Santa Fe HS and Julé Skoglund - Salazar Elementary) and 4 former mentee PPE principals (Brenda Korting - Nava Elementary, Laura Jeffrey - Wood Gormley Elementary, Marc Ducharme - Milagro MS, and Boris Costa-Guerra - former principal at Kearny Elementary), including a PPE Turnaround Leader and Associate Superintendent, Dr. James Luján who has been part of the PPE program since the beginning of the program (5 years ago). Superintendent of Santa Fe Public Schools, Dr. Veronica C. García has been an integral participant of many Leadership Development programs, including the University of Virginia School Turnaround Program, National Institute for School Leadership Executive Development Program and New Mexico Leadership Innovation Program. Based on the Principal Pursuing Excellence model, administrators coach other principals toward success.

☐ 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.

Santa Fe Public Schools has developed a yearly schedule for planning, action, evaluation, feedback and adaptation between district and school leadership. Administrators meet on Wednesdays and Instructional Coaches meet on Thursdays. Topics included: ELA Curriculum Mapping, ReadyGen Biliteracy, Math Curriculum Mapping and ELA PARCC Tools. School leadership teams are composed of the administrator, a school instructional coach and leadership staff for every site. School leadership teams conduct staff development at the sites. Staff meetings/staff developments are conducted on Fridays at elementary schools and on Wednesdays at the Middle Schools. Mentee meetings are scheduled and occur bi-weekly. NWEA/MAPS data disaggregation occurs three times a year using data from beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). These meeting include topics such as behavior management, reading and interactive notebooks. The flow for the meetings is quite specific with Administrators and Instructional Coaches receiving in-depth professional development followed by campus presentations by school leadership teams.

District Walkthroughs are scheduled to monitor the progress of the campus. Regular district and campus administrator walkthroughs are set out on a calendar (which is attached in the document). The Assistant Superintendent and principals also conduct classroom walkthroughs. Feedback from District administration is provided to the principal as a walkthrough report. Delivered within 48 hours, walkthrough reports include evidence gathered during the classroom observations focusing on student engagement and rigor. The data collected are quantified by using a "1" if the evidence is positive or "0" if absent. The points awarded are calculated and given a percentage divided by the number of classrooms observed. Follow up visit (s) occur within 2-3 weeks to ensure next steps are implemented and monitored.

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.
- Early College Opportunities High School and Santa Fe Public Schools will inform the school community, students, parents, families and the school board of the CSI grant and grant application in March 2018. District and campus leadership will conduct the meetings and develop communication plans. Communication will be posted on the district and campus website. Parent information meetings will be held in Spring, 2018 at the Early College Opportunities High School and the feeder schools. Information flyers will be distributed at parent meetings in English and Spanish and will be sent home with students. Communication will include PARCC Data, choice of Evidence Based Intervention and plan of action. A CSI Community Advisory Committee will be developed to review and consider the ongoing evaluation for the campus. The advisory group will include: district administrators, campus administrators, teachers, parents, Communities in Schools representatives, student, staff from feeder schools, and staff from the receiving high school. Meetings will be held monthly at Early College Opportunities High School site with all data being considered. The Feedback Tool will be developed with input from the CSI Community Advisory Committee.
-
- The Feedback Tool will be completed and posted to the Workbook and Feedback Tool into District NM DASH filing cabinet by September 15, 2018. Schools' Workbook reviews must have resulted in 13/16 indicators of being rated Solid Progress or better and no Not Evident on the Feedback Tool. District will conduct Thirty-, 60-; 90-day in person on-site meeting and the structure will include the following 2-hour Meeting Structure:
- 30 minute: Progress monitoring of next steps, reflection with Priority Schools Bureau (PSB), Principal, Felicia Sena, and District Representative, Dr. James Lujan.

- 60 minute: Principal, William C. Wade, and District Representative, Dr. James Lujan, lead Core Team meeting at the campus level.
- 30 minute. Debrief and next steps with District Representative, Dr. James Lujan.
-
- The CSI Community Advisory Committee will monitor the progress of implementation that will include data concerning implementation of the Evidence Based Intervention, Embedded Professional Development and attendance. The CSI Community Advisory Committee will make suggestions concerning changes including but not limited to, budget considerations.
-

HMH provides data analytics to all educational partners. These data reports will be presented by a member of the HMH Academic Planning Team, each of whom is a former school district leader. The data provides insight into implementation and allows for strategic planning to ensure the greatest success of students. There are three data reports and a planning meeting that are critical to all implementations:
Utilization Reports (Early Fall)
Mid Year Analysis (January)
End of Year Analysis (May)
Implementation/Planning Meeting (Spring)

ICLE- Spring Strategic planning with site administrators for year 2 and 3 to review PBL units, assessments and rigor/relevance lessons.

Strategic Planning

Building on upfront analysis and ongoing collaboration, ICLE will work with each school and/or district to prioritize needs, develop an action plan and determine how to measure our efforts. All of this comes together in the **Strategic Plan**, which serves as a road map for each school improvement initiative. This process can build off existing improvement planning efforts the district already has in place and will be tailored based on the needs of individual schools. Components may include:

- Prioritization of goals to build instructional capacity
- Alignment of assets and resources to the highest priority goals
- Assignment of roles, responsibilities, timelines and budgets to drive improvement efforts
- Development of a communication and continuous improvement systems to ensure that the plan drives day-to-day decisions at the school and district levels

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 NWEA/MAPS (if applicable).

Click or tap here to enter text.

PARCC DATA:

	2017	2018 (Goals)
Reading	*Too few to report	10%
Mathematics	*Too few to report	10%

NWEA MAP DATA:

map GROWTH

Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Fall 2017-2018
District: Santa Fe Public Schools
Grouping: None
Weeks of Instruction: 2 (Fall 2017)

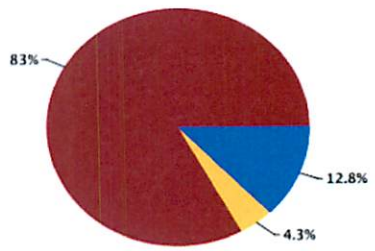
Reading

Early College Opportunities

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
9	19	16	84.2%	1	5.3%	2	10.5%
10	28	23	82.1%	1	3.6%	4	14.3%
Total	47	39	83.0%	2	4.3%	6	12.8%



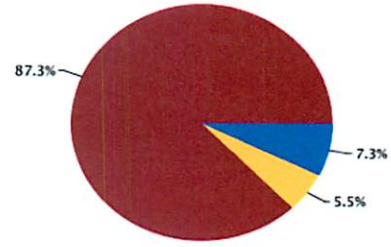
Reading

Early College Opportunities

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
9	25	22	88.0%	0	0.0%	3	12.0%
10	30	26	86.7%	3	10.0%	1	3.3%
Total	55	48	87.3%	3	5.5%	4	7.3%



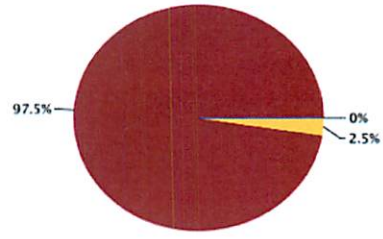
Mathematics

Early College Opportunities

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
9	18	18	100.0%	0	0.0%	0	0.0%
10	22	21	95.5%	1	4.5%	0	0.0%
Total	40	39	97.5%	1	2.5%	0	0.0%



Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Winter 2017-2018
District: Santa Fe Public Schools
Grouping: None
Weeks of Instruction: 16 (Winter 2018)

Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Winter 2017-2018
District: Santa Fe Public Schools
Grouping: None
Weeks of Instruction: 16 (Winter 2018)

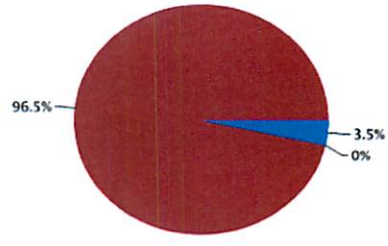
Mathematics

Early College Opportunities

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
9	27	27	100.0%	0	0.0%	0	0.0%
10	30	28	93.3%	0	0.0%	2	6.7%
Total	57	55	96.5%	0	0.0%	2	3.5%



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.

Count of Effective Teachers

Early College Opportunities HS	Exemplar	Highly Effective	Effective	Minimally Effective	Ineffective
2016-2017	0	0	4	0	0
2017-2018					

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.

Early College Opportunities High School is a small school, our instructional team consist of Nine (9) fulltime teachers. Teachers collaborate daily to build multi-standards based projects. Every Monday the entire instructional team meets to discuss planning and the successful implementation of cross curriculum projects. The Principal visits every classroom everyday. The Principal provides feedback and suggestions on how teachers can increase the number of positive student outcomes. Common planning time will be embedded in the 2018-2019 master schedule.

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).

SFPS developed a set yearly schedule for Principal and Instructional Coaches training. Training included disaggregation of data including NWEA/MAP data. The District's Data and Accountability Division led the data disaggregation overview. District and school administrators analyzed data provided by NMPED titled The School Evidence Statements. Evidence statements provide an item analysis and snapshots of curriculum strengths and weaknesses. Analysis provided leadership teams with information for curriculum mapping and developing effective teaching strategies. Following the NMPED's 90 Plan design, each school's Academic Core team identified needs and challenges per the 90-day focus areas to determine progress towards achieving desired outcomes. Needs were identified based on student gaps in academic standards and skills, including their reading and math challenges (i.e. reading comprehension, writing knowledge & literary analysis, modeling & reasoning multi-step problems, number sense, fractions, etc.) Regular district and campus administrator walkthroughs are set out on a calendar. The Assistant Superintendent, Executive Directors and Principals conduct classroom walkthroughs. Feedback from District administration is provided to the principal as a walkthrough report. Delivered within 48 hours, walkthrough report includes evidence gathered during the classroom observations focusing on student engagement and rigor. The data collected are quantified using a "1" if evidence is present or "0" if absent . The points awarded are calculated and given a percentage divided by the number of classrooms observed. Follow-up visit (s) occur within 2-3 weeks to ensure that next steps are implemented and monitored

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.

READ 180 U is the leading blended learning solution that accelerates learning for struggling readers by merging the latest in brain science, adaptive technology, professional development and knowledge for school and life. After 20 years of proven success, *READ 180* remains committed to accelerating struggling students, elevating teachers, and transforming partner schools. *READ 180* is designed for students reading two or more years below grade level, and leverages adaptive technology to personalize instruction for students and provide powerful data for differentiation to teachers. Respectful of students of all ages, *READ 180* is available in three stages, each with unique age-appropriate content.

MATH 180 is a blended-learning intervention program that builds students' confidence and competence in mathematics while providing teachers with comprehensive support. Through a combination of personalized software and teacher-facilitated instruction, students accelerate swiftly and successfully towards grade-level curriculum. *MATH 180* is available in two courses. Designed for students who lack numerical understanding and reasoning skills, Course I focuses on key foundational concepts that enable students to make connections while learning to think algebraically. The Course II curriculum transitions students to pre-algebra with an emphasis on building proportional reasoning with rates, ratios, linear relationships, and functions.

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

Category 1: "demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on."	**Tier 1** "strong evidence from at least 1 well-designed and well-implemented experimental study" READ180	**Tier 2** "moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study" MATH180	**Tier 3** "promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias"

Identify the school's chosen intervention(s).

READ180
MATH180

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.

READ180

https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/665
https://www.evidenceforessa.org/programs/reading/middlehigh-school/read-180
Implementation Matters: PD and Program PDF

MATH180

http://www.hmhco.com/products/math-180/research-results/math-intervention-validation.htm
Results Paper PDF

D. Theory of Action

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

The following theory of action is customized to support two areas of need for Early College Opportunity High School.

NEED 1: Building standards-based units of study for dual credits around Problem Based Learning. These units of study are aligned with the Rigor Relevance Framework and Rigorous Curriculum Design to be developed with potential educational consultant partner, ICLE (International Center for Leadership in Education). This theory of action covers 5 components:
Component 1: Strategic Planning
Component 2: Foundations of *Instructional Excellence*

Component 3: Deepening Practices for *Instructional Excellence*
Component 4: Overview and Launch for Curriculum Design Teams
Component 5: Job-Embedded Coaching program and practiced based

Strategic planning will revolve around the goals of the program and the building of units and the delivery or rigorous instruction evidence based on instructional practices through job embedded coaching for teachers and leadership.

NEED 2: Intensive Intervention- there are 95% of students based on NWEA/MAPS assessments that are still struggling with foundational reading, writing and math skills. The focus will be for these students to participate fully in dual credit classes as well as receive intensive intervention in order to be able to access the core curriculum. Program training and job embedded coaching will be part of the support over a period of 3 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).

Click or tap here to enter text.

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

- General Operating Budget
- General Obligation Bond (GO Bond)
- Title 1 funding
- Carl Perkins Grant

For each major activity, describe the LEA's strategies for why and how the LEA/school will sustain these actions past the whole project period of the grant.

Providing Job-Embedded Professional Development creates a culture of Intervention strategies and language. Training staff to provide rigor and consistent implementation of instructional strategies combined with agreed student evidence of accomplishment will build capacity. By providing continuous professional development, the campus can train and retrain new and returning staff. It is a total cycle of improvement.

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.

Click or tap here to enter text.

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

SFPS and Early College Opportunities High School will align the Title I and General Operating Budget funds to provide student instruction during the student intervention project through the current funded cycle of June 2020. The Carl Perkins grant will provide Project Based Learning professional development during June 2018.

B. Budget Forms

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

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

Appendix A: Letter of Intent Example

Insert Date

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

Dear Secretary Ruszkowski:

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

(*insert name of school or schools*)

Sincerely,

Insert name of Superintendent
Superintendent, (insert district name)

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

Appendix B: Comprehensive Support and Intervention Assurances

The following assurances indicate support of the Board of Education (BOE), Local Education Agency (LEA), and School Leadership for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years in the areas specified. By signing these assurances, the parties agree to three years full participation in the **Comprehensive Support and Improvement Evidence-Based Intervention Implementation.**
If at any time a signed party does not adhere to the agreed assurances, the Request for Application will be deemed incomplete.

LEA: Santa Fe Public Schools

The Board of Education commits to the following:

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

The LEA commits to the following:

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

3. Ensure that conditions are in place at the school level to support turnaround, including:
   a. Rigorous aligned interim assessments 3-4 times per year
   b. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
   c. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings
   d. Structured weekly collaboration time for ongoing data analysis by PLCs
   e. Student and staff culture of learning
   f. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
5. Develop a sustainability plan prior to the end of Year 3

School Leadership Commits to the Following:

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

President, Board of Education Signature	2/22/2018 Date
Superintendent Signature	2.22.18 Date
School Leadership Signature	2/21/2018 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.

Veronica C. Garcia	2-22-18
Superintendent/Charter Director Printed Name	Date

Veronica C. Garcia	2.22.18
Superintendent/Charter Director Signature (blue ink)	Date

Certification and Approval

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

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

For Maureen P. Cashman (Vice-President)	2/22/2018
Board President Printed Name	Date

	2/22/2018
Board President Signature (blue ink)	Date

Appendix C: Scoring Guide

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

I. LEA Organizational Culture: **A: LEA Overview**		**Points: 10 max**
Insufficient (0 points)	**Approaching (5 points)**	**Meets Expectations (10 points)**
• Does not describe the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action. • Does **not** describe a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, **or** assessment.	• Provides a **partial or somewhat convincing** description of the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action. • Provides a **partial or somewhat convincing** description of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, **and/or** assessment.	• Provides a **clear and convincing** description of the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action. • Provides a **clear and convincing** description of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, **and** assessment.
I. LEA Organizational Culture: **B: Instructional Infrastructure**		**Points: 10 max**
Insufficient (0 points)	**Approaching (5 points)**	**Meets Expectations (10 points)**
• Does **not** describe the process used to ensure alignment between grade level scope and sequence and the CCSS for ELA/Reading **or** math. • Does **not** describe the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction. • Does **not** describe the LEA's cycle of data-driven instruction **or** identify interim assessments being used. • Does **not** describe the process used to ensure interim assessment alignment with CCSS at each grade level's scope and sequence. • Does **not** describe the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. • Does **not** provide a schedule for	• Provides a **partial/somewhat convincing** description of the process used to ensure alignment between grade level scope and sequence and the CCSS ELA/Reading **and/or** math. • Provides a **partial/somewhat convincing** description of the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction. • Provides a **partial/somewhat convincing** description of the LEA's cycle of data-driven instruction **and/or** identification of interim assessments being used. • Provides a **partial/somewhat convincing** description of the process used to ensure interim assessment alignment with CCSS at each grade level's scope and sequence.	• Provides a **clear and convincing** description of the process used to ensure alignment between grade level scope and sequence and the CCSS ELA/Reading **and** math. • Provides a **clear and convincing** description of the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction. • Provides a **clear and convincing** description of the LEA's cycle of data-driven instruction **including** identification of interim assessments being used. • Provides a **clear and convincing** description of the process used to ensure interim assessments alignment with CCSS at each grade level's scope and sequence.

administering common interim assessments in ELA and Math	• Provides a **partial/somewhat convincing** description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. • Provides a **partial/incomplete** schedule for administering common interim assessments in ELA and Math	• Provides a **clear and convincing** description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. • Provides a **comprehensive** schedule for administering common interim assessments in ELA and Math
I. LEA Organizational Culture: **C: LEA Support and Accountability**		**Points: 10 max**
Insufficient (0 points)	**Approaching (5 points)**	**Meets Expectations (10 points)**
• Does **not** identify specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school. • Does **not** provide an organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools. • Does **not** describe/discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. • Does **not** describe the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention. (**No** analyses of evidence and leading indicator data to determine the impact of key strategies **or** planned/approved course-corrections as applicable)	• Identifies **only one or two** specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school. • Provides a **partial/incomplete** organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools. • Provides a **partial/somewhat convincing** description/discussion of the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. • Provides a **partial/somewhat convincing** description of the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention. (**May** include analyses of evidence and leading indicator data to determine the impact of key strategies **and/or** planned/approved course-corrections as applicable)	• Clearly identifies **all** specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school. • Provides a **comprehensive** organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools. • Provides a **clear and convincing** description/discussion of the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. • Provides a **clear and convincing** description of the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention. (**Includes** analyses of evidence and leading indicator data to determine the impact of key strategies **and** planned/approved course-corrections as applicable)

II. School Level Context: **A. School Overview**		**Points: 5 max**
Insufficient (0 points)	**Approaching (3 points)**	**Meets Expectations (5 points)**
• Does **not** describe the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC **or** Istation (if applicable). • Does **not** describe the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, **or** ineffective as identified by the most recently released NM TEACH data.	• Provides **partial/somewhat convincing** description of the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC **and/or** Istation (if applicable). • Provides **partial/somewhat convincing** description of the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, **and/or** ineffective as identified by the most recently released NM TEACH data.	• Provides **clear and convincing** description of the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and Istation (if applicable). • Provides **clear and convincing** description of the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, and ineffective as identified by the most recently released NM TEACH data.
II. School Level Context: **B. NM DASH Plans**		**Points: 5 max**
Insufficient (0 points)	**Approaching (3 points)**	**Meets Expectations (5 points)**
• Did **not** submit a NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. • Did **not** submit a NM DASH Feedback Tool.	• Submitted a **partial/incomplete** NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. • Submitted a **partial/incomplete** NM DASH Feedback Tool.	• Submitted a **completed** NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. • Submitted a **completed** NM DASH Feedback Tool.
II. School Level Context: **C. Collaboration Structures**		**Points: 5 max**
Insufficient (0 points)	**Approaching (3 points)**	**Meets Expectations (5 points)**
• Does **not** describe the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length **or** a process and procedures utilized during collaboration meetings. • Does **not** describe the systems in place for principal and/or other instructional leaders to support **or** hold teachers accountable for meeting effectiveness.	• Provides **partial/somewhat convincing** description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length **and/or** a process and procedures utilized during collaboration meetings. • Provides **partial/somewhat convincing** description of the systems in place for principal and/or other instructional	• Provides **clear and convincing** description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length **and** a process and procedures utilized during collaboration meetings. • Provides **clear and convincing** description of the systems in place for principal and/or other instructional leaders to support **and** hold teachers accountable

	leaders to support **and/or** hold teachers accountable for meeting effectiveness.	for meeting effectiveness.

III. Evidence-Based Interventions **A. Root Cause and Focus Areas**		**Points: 10 max**
Insufficient (0 points)	**Approaching (5 points)**	**Meets Expectations (10 points)**
• Does **not** describe the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, **or** identify focus area(s).	• Provides **partial/somewhat convincing** description of the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, **and/or** identify focus area(s).	• Provides **clear and convincing** description of the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, **and** identify focus area(s).
III. Evidence-Based Interventions **B. Choice of Evidence-Based Interventions**		**Points: 20 max**
Insufficient (0 points)	**Approaching 10 points)**	**Meets Expectations (20 points)**
• Does **not** identify interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause. • Does **not** determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school. • Does **not** identify the school's chosen intervention(s).	• Identifies **only one or two** interventions that **may or may not** meet the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause. • Provides **partial/somewhat convincing** determination of the interventions meeting the top three tiers of evidence that **may be** relevant and appropriate to the needs of the school. • Provides **partial/incomplete** identification of the school's chosen intervention(s).	• **Clearly and convincingly** identifies interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause. • Provides **clear and convincing** determination of the interventions meeting the top three tiers of evidence that **are** relevant and appropriate to the needs of the school. • Provides **clear and complete** identification of the school's chosen intervention(s).
III. Evidence-Based Interventions **C. Sources of Evidence**		**Points: 5 max**
Insufficient (0 points)	**Approaching (3 points)**	**Meets Expectations (5points)**
• Does **not** identify **any** sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.	• Identifies **unvetted or obsure** 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.	• Identifies **well vetted and reputable** 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.

III. Evidence-Based Interventions	

D. Theory of Action		Points: 10 max
Insufficient (0 points)	**Approaching (5 points)**	**Meets Expectations (10 points)**
• Does **not** detail a Theory of Action that will support implementation of the evidence-based intervention.	• **Somewhat/partially** details a Theory of Action that **may** support implementation of the evidence-based intervention.	• **Clearly and convincingly** details a Theory of Action that will support implementation of the evidence-based intervention.

IV. Budget: A. Budget Narrative		Points: 10max
Insufficient (0 points)	**Approaching (5 points)**	**Meets Expectations (10 points)**
• Does **not** provide a budget narrative **and/or** does **not** identify and explain proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). • Does **not** identify **any** other sources of income that will support and sustain the whole-school change described in this application. • Does **not** describe the strategies for why **or** how the LEA/school will sustain these actions past the whole project period of the grant. • Does **not** provide description or justification of **any** specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. Normal indirect cost may also be claimed at the PED-approved rate for the district. • Does **not** provide a demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention.	• Provides a **partial/incomplete** budget narrative that identifies and explains **some** proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). • Identifies **only one or two** other sources of income that will support and sustain the whole-school change described in this application. • For each major activity, provides **partial/incomplete** description of the strategies for why **and/or** how the LEA/school will sustain these actions past the whole project period of the grant. • Provides **partial/somewhat convincing** description **and/or** justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. May also include normal indirect costs to be claimed at the PED-approved rate for the district. • Provides **partial/somewhat convincing** demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention.	• Provides an **appropriate and complete** budget narrative that identifies and explains **all** proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). • **Cleary and convincingly** identifies **all** other sources of income that will support and sustain the whole-school change described in this application. • For each major activity, provides **clear and convincing** description of the strategies for why **and** how the LEA/school will sustain these actions past the whole project period of the grant. • Provides **clear and convincing** description and justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. May also include normal indirect costs to be claimed at the PED-approved rate for the district. • Provides **clear and convincing** demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based

		intervention.
IV. Budget: **B. Budget Forms (Excel File)**		**Points: 5 max**
Insufficient (0 points)	**Approaching (3 points)**	**Meets Expectations (5 points)**
• Did **not** submit a Budget Summary Chart for the project period (six months of planning and two-years of implementation).	• Submitted a **partial/incomplete** Budget Summary Chart for **less than** the entire project period (six months of planning and two-years of implementation).	• Submitted a **complete and detailed** Budget Summary Chart for the **entire** project period (six months of planning and two-years of implementation).

New Mexico
DASH
DATA, ACCOUNTABILITY,
SUSTAINABILITY, HIGH ACHIEVEMENT
Educational Plan for Student Success

Data-Driven Instruction 90-Day Plan

Early College Opportunities

Santa Fe Public Schools

February 22, 2018

Core Team

William Wade - Principal
Melissa Lomax - District
Linda Sink - District
Channell Wilson-Segura - District

Content Area	Grade(s)	Last Year's Results	This Year's Goals	Benchmark Goals
Mathematics	9th, 10th, 11th, 12th	Subject ELA Math Number of Students Tested (2016-2017) 124 117 Number of Students Tested (2015-2016) 0 0 Number of Students Who Met or Exceeded Expectations (2016-2017) 14 0 Percentage of Students Who Met or Exceeded Expectations (2016-2017) 11.3% 0.0% Number of Students Who Met or Exceeded Expectations (2015-2016) 0 0 Percentage of Students Who Met or Exceeded Expectations (2015-2016) 0.0% 0.0% Percentage of Students Who Met or Exceeded Expectations (2014-2015) 0.0% 0.0%	Subject (2017-2018) Goal Setting ELA Math Number of Students Tested (2017-2018) 100 100 Number of Students Who Met or Exceeded Expectations (2017-2018) 50 50 Percentage of Students Who Met or Exceeded Expectations (2017-2018) 50% 50%	EARLY COLLEGE OPPORTUNITIES HS / NWEA-MAPS GOALS 2017-2018 MATH MAPS #1 MAPS #2 MAPS #3 9th A 25% G 20% G 30% G 35% 10th A 33% G 25% G 38% G 43% 11th A 29% G 20% G 34% G 39% READING 9th A 50% G 42% G 55% G 60% 10th A 48% G 40% G 53% G 58% 11th A 38% G 32% G 43% G 48%

Content Area	Grade(s)	Last Year's Results	This Year's Goals	Benchmark Goals
English Language Arts	9th, 10th, 11th, 12th	Subject ELA Math Number of Students Tested (2016-2017) 124 117 Number of Students Tested (2015-2016) 0 0 Number of Students Who Met or Exceeded Expectations (2016-2017) 14 0 Percentage of Students Who Met or Exceeded Expectations (2016-2017) 11.3% 0.0% Number of Students Who Met or Exceeded Expectations (2015-2016) 0 0 Percentage of Students Who Met or Exceeded Expectations (2015-2016) 0.0% 0.0% Percentage of Students Who Met or Exceeded Expectations (2014-2015) 0.0% 0.0%	Subject ELA Math Number of Students Tested (2016-2017) 124 117 Number of Students Tested (2015-2016) 0 0 Number of Students Who Met or Exceeded Expectations (2016-2017) 14 0 Percentage of Students Who Met or Exceeded Expectations (2016-2017) 11.3% 0.0% Number of Students Who Met or Exceeded Expectations (2015-2016) 0 0 Percentage of Students Who Met or Exceeded Expectations (2015-2016) 0.0% 0.0% Percentage of Students Who Met or Exceeded Expectations (2014-2015) 0.0% 0.0%	EARLY COLLEGE OPPORTUNITIES HS / NWEA-MAPS GOALS 2017-2018 MATH MAPS #1 MAPS #2 MAPS #3 9th A 25% G 20% G 30% G 35% 10th A 33% G 25% G 38% G 43% 11th A 29% G 20% G 34% G 39% Reading 9th A 50% G 42% G 55% G 60% 10th A 48% G 40% G 53% G 58% 11th A 38% G 32% G 43% G 48%

FOCUS AREA: Data-driven instruction

Desired Outcome: We will create an instructional program that is student-centered. All instructional planning will be aligned with the needs of the student population. Our student outcomes will improve because of our deliberate instructional efforts.
Root Cause(s): 1. Negative School Climate 2. High Teacher Turnover 3. Limited emphasis placed on academic progress 4. Absence of formative assessments 5. High Failure Rate

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
08/16/2017 - 11/16/2017	Teachers will continue to implement action plans based on deep item analysis that will assist them in progress monitoring students for their individual needs. They will also help teachers plan and prepare for quality instruction. Teachers will focus their instruction based on the needs of students as revealed through the analysis of their data. Action plans will be used to place emphasis on differentiation and common formative assessments. Students will take ownership of their data through the use of a classroom data wall. Content area teachers will create a schedule for collaboration focused on formative assessments and data item analysis. The administration will continue to foster and support systems to create teacher buy-in and support time management strategies.	Instructional Materials and Digital Instructional devices	William Wade	The administration will continue to foster and support systems to create teacher buy-in and support time management strategies.

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
08/16/2017	Teachers will implement Bi-weekly Formative assessments to improve student growth levels and teacher effectiveness. Teachers will continue to use MAPS and ixl.com as formative assessment tools.	If alignment is not accurate, the instructional team will consider changing the Bi-weekly formative assessment tool.

New Mexico DASH
DATA, ACCOUNTABILITY, SUSTAINABILITY, HIGH ACHIEVEMENT
Educational Plan for Student Success

Early College Opportunity High School 90 Day Plan-Tier I (Core) Instruction

Early College Opportunities

Santa Fe Public Schools

February 22, 2018

Core Team

William Wade - Principal
Melissa Lomax - District
Linda Sink - District
Channell Wilson-Segura - District

Content Area	Grade(s)	Last Year's Results	This Year's Goals	Benchmark Goals
Mathematics	9th, 10th, 11th, 12th	Subject ELA Math Number of Students Tested (2016-2017) 124 117 Number of Students Tested (2015-2016) 0 0 Number of Students Who Met or Exceeded Expectations (2016-2017) 14 0 Percentage of Students Who Met or Exceeded Expectations (2016-2017) 11.3% 0.0% Number of Students Who Met or Exceeded Expectations (2015-2016) 0 0 Percentage of Students Who Met or Exceeded Expectations (2015-2016) 0.0% 0.0% Percentage of Students Who Met or Exceeded Expectations (2014-2015) 0.0% 0.0%	Subject (2017-2018) Goal Setting ELA Math Number of Students Tested (2017-2018) 100 100 Number of Students Who Met or Exceeded Expectations (2017-2018) 50 50 Percentage of Students Who Met or Exceeded Expectations (2017-2018) 50% 50%	EARLY COLLEGE OPPORTUNITIES HS / NWEA-MAPS GOALS 2017-2018 MATH MAPS #1 MAPS #2 MAPS #3 9th A 25% G 20% G 30% G 35% 10th A 33% G 25% G 38% G 43% 11th A 29% G 20% G 34% G 39% READING 9th A 50% G 42% G 55% G 60% 10th A 48% G 40% G 53% G 58% 11th A 38% G 32% G 43% G 48%

Content Area	Grade(s)	Last Year's Results	This Year's Goals	Benchmark Goals
English Language Arts	9th, 10th, 11th, 12th	Subject ELA Math Number of Students Tested (2016-2017) 124 117 Number of Students Tested (2015-2016) 0 0 Number of Students Who Met or Exceeded Expectations (2016-2017) 14 0 Percentage of Students Who Met or Exceeded Expectations (2016-2017) 11.3% 0.0% Number of Students Who Met or Exceeded Expectations (2015-2016) 0 0 Percentage of Students Who Met or Exceeded Expectations (2015-2016) 0.0% 0.0% Percentage of Students Who Met or Exceeded Expectations (2014-2015) 0.0% 0.0%	Subject ELA Math Number of Students Tested (2016-2017) 124 117 Number of Students Tested (2015-2016) 0 0 Number of Students Who Met or Exceeded Expectations (2016-2017) 14 0 Percentage of Students Who Met or Exceeded Expectations (2016-2017) 11.3% 0.0% Number of Students Who Met or Exceeded Expectations (2015-2016) 0 0 Percentage of Students Who Met or Exceeded Expectations (2015-2016) 0.0% 0.0% Percentage of Students Who Met or Exceeded Expectations (2014-2015) 0.0% 0.0%	EARLY COLLEGE OPPORTUNITIES HS / NWEA-MAPS GOALS 2017-2018 MATH MAPS #1 MAPS #2 MAPS #3 9th A 25% G 20% G 30% G 35% 10th A 33% G 25% G 38% G 43% 11th A 29% G 20% G 34% G 39% Reading 9th A 50% G 42% G 55% G 60% 10th A 48% G 40% G 53% G 58% 11th A 38% G 32% G 43% G 48%

FOCUS AREA: Tier I (Core) instruction

Desired Outcome: A highly effective instructional program, rooted in progress monitoring. This monitored instructional program will produce optimal student outcomes.
Root Cause(s): 1. Disjointed Master Schedule 2. High Student Failure Rate 3. High Number of Ineffective and Minimally Effective Teachers 4. Poor Instructional Administrative Leadership

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
08/16/2017 - 12/18/2017	Informal and Formal teacher observations.	NM Teach domain(s), School created walkthrough instrument aligned with NM Teach expectations and CCSS	William Wade	Will observe teachers instructing and provide immediate feedback that will improve practice.
08/16/2017 - 12/18/2017	Aligned Job-Embedded Professional Development.	Instructional Materials, Smart Boards, Laptops	William Wade Melissa Lomax	The Principal will create professional development calendar aligned with the instructional needs of the instructional team. The Principal and the Assistant Principal will lead most training. Dr. Melissa Lomax will provide additional support for these aligned training sessions.

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
08/16/2017 - 11/16/2017	Teachers will create action plans.	Instructional Materials, Benchmark/Predictive, and Formative Assessment Data	William Wade	Teachers will create and submit action plans that allow for differentiation on the process, the product, the learning environment and the content every 30 days. Teachers will also create a binder for housing walk-through observation forms as a way of documenting qualitative classroom data. The Instructional Team will conduct weekly non-evaluative walk-throughs with 1:1 feedback for each teacher. Teachers will continue to use formative assessment in the classroom. MAPS and ixl.com The Principal and Asst. Principal will model and review the action plans created by the teachers. These action plans will be check for evidence of strategies that will assure student growth

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
08/16/2017	Bi-Weekly Formative Assessments using ixl.com. This CCSS aligned web-based platform will allow teachers and students to chart class and individual progress.	Adjustments will be made if the instructional team does not think the alignment is accurate.
09/11/2017	Statewide NWEA/MAPS benchmarks/predictive test will be administered. The instructional team will use the data produced to make instructional decisions.	The NWEA/MAPS data will provide the instructional team with valuable baseline data that will allow for adjustments to be implemented.

NMPED
Public Education Department

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

District: Santa Fe Public Schools
School: Early College Opportunities
Date: February 16th, 2018
Completed By: Dr. James Lujan

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**
	X	

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

Step 1 Reflections and Feedback: Principal Wade and team have limited progress on their Core Team as there is no content area representation from teachers. They also do not have a community member nor student membership.

Step 2 – Analyze Data & Set Student Achievement Goals	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**

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

Summative goals	In addition to the indicators for solid progress, **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: Continue to analyze data to make academic decisions and/or adjustments to your delivery of instruction.				
Step 3 – Focus Areas	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**
High leverage and aligned	The 2-3 **highest-leverage** focus areas selected are aligned to **deep** data analysis and include qualitative **and** quantitative evidence.	The 2-3 focus areas selected are **aligned to data analysis and include qualitative and/or quantitative evidence.**	2-3 focus areas **are selected.**	Shows lack of attempt or action
Step 3 Reflections and Feedback: Core team has identified Data Driven Instruction and Tier I Core Instruction as their selected focus areas based on their student achievement data.				
Step 4 – Root Cause Analysis	**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	Root causes seem to have been **generated through thoughtful analysis of qualitative and/or**	Root causes are identified, but **are not connected** to data analysis.	Shows lack of attempt or action

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

	and are supported by evidence.	**quantitative data.**		

Step 4 Reflections and Feedback: The Core Team conducted a root cause analysis to identify their two focus areas. They need to It maintain consistency to study, record and analyze qualitative and quantitative data.

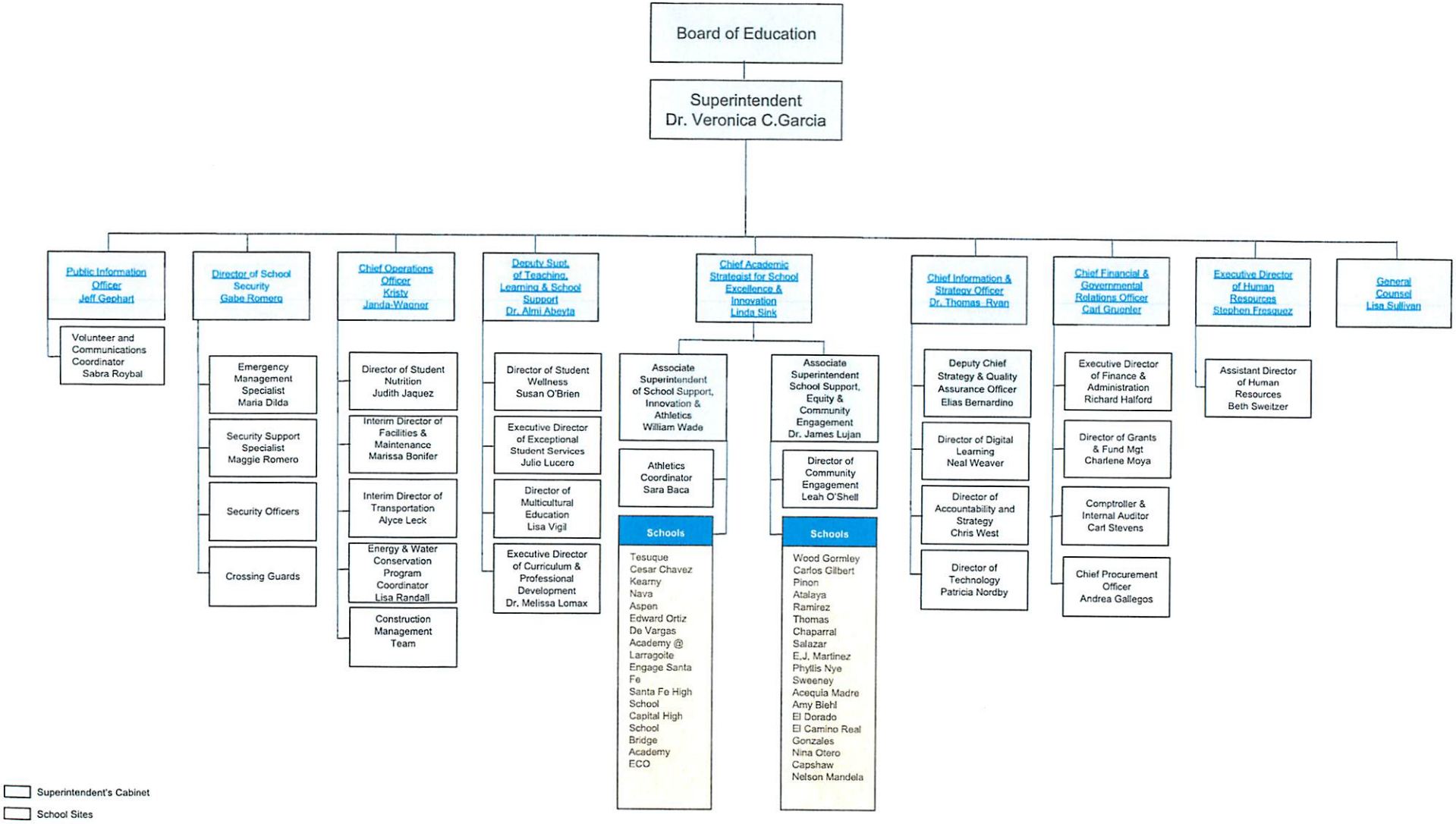
Step 5 – Desired Outcomes & Critical Actions	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**
Desired Outcomes – observable changes in adult behavior	Each focus area has a 90-day desired outcome identifying the specific observable change(s) in adult behaviors, **which creates focus and urgency toward action.**	**Each focus area has** a 90-day desired outcome **identifying specific observable change(s)** in adult behavior.	Desired outcomes **do not** identify specific observable changes in adult behavior.	Shows lack of attempt or action
Desired Outcomes – specific focus on student achievement	Each desired outcome is specific in focus and **should logically result in** increased student achievement.	**Each** desired outcome is **specific** and **there is a clear connection** between desired outcomes and a focus on increasing student achievement.	The desired outcomes **lack specificity** about the observable changes in adult behavior. There is **no clear connection** between desired outcomes and a focus on increasing student achievement.	Shows lack of attempt or action
Critical Actions – sense of urgency toward action	For each focus area, critical actions **promote a sense of urgency toward** addressing root cause(s) and achieving the desired outcome.	**For each focus area**, critical actions **address clear underlying root cause(s)** and **are connected to** achieving the desired outcome.	It is **not clear** how critical actions will result in achieving the desired outcome in 90 days.	Shows lack of attempt or action
Critical Actions – person(s) responsible for completing actions	Responsibility for action items are **strategically owned** by various school/district individuals.	**Each** critical action **identifies** a person responsible.	It is **not clear** who is responsible for completing each critical action.	Shows lack of attempt or action
Critical Actions – timelines and resources	All critical actions have a clear timeline and identify resources needed to support them, **including funding sources.**	**All** critical actions have a **clear** timeline and identify resources needed to support them.	Critical actions **do not identify** timelines and/or needed resources.	Shows lack of attempt or action

Step 5 Reflections and Feedback: Maintaining a calendar is key to ensure that specific outcomes are being completed. Consider including each teacher's academic focus on raising student achievement to each teacher's professional development plan (PDP). Also include when the principal will meet with each individual teacher to monitor the progress of the critical actions as stated above.

Step 6 – Monitor Implementation	**Exemplary**	**Solid Progress**	**Limited Progress**	**Not Evident**
Progress Indicators	**Strategically selected** progress indicators identify the metrics and evidence used to measure progress	**All** progress indicators **identify the metrics and evidence** used to measure progress toward desired	**Some** progress indicators have been identified, and they **may or may not include** metrics or evidence used to	Shows lack of attempt or action

	toward desired outcomes and goals.	outcomes and goals.	measure progress toward desired outcomes and goals.	
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: Include more of the strategies (pedagogy) as evidence to determine progress toward achieving desired outcomes.				

DRAFT


Board of Education
Superintendent
Dr. Veronica C.Garcia
Public Information Officer
Jeff Gephart
Volunteer and Communications Coordinator
Sabra Roybal
Director of School Security
Gabe Romero
Emergency Management Specialist
Maria Dilda
Security Support Specialist
Maggie Romero
Security Officers
Crossing Guards
Chief Operations Officer
Kristy Janda-Wagner
Director of Student Nutrition
Judith Jaquez
Interim Director of Facilities & Maintenance
Marissa Bonifer
Interim Director of Transportation
Alyce Leck
Energy & Water Conservation Program Coordinator
Lisa Randall
Construction Management Team
Deputy Supt. of Teaching, Learning & School Support
Dr. Almi Abeyta
Director of Student Wellness
Susan O'Brien
Executive Director of Exceptional Student Services
Julie Lucero
Director of Multicultural Education
Lisa Vigil
Executive Director of Curriculum & Professional Development
Dr. Melissa Lomax
Chief Academic Strategist for School Excellence & Innovation
Linda Sink
Associate Superintendent of School Support, Innovation & Athletics
William Wade
Athletics Coordinator
Sara Baca
Schools
Tesuque
Cesar Chavez
Kearny
Nava
Aspen
Edward Ortiz
De Vargas
Academy @ Larragoite
Engage Santa Fe
Santa Fe High School
Capital High School
Bridge Academy
ECO
Associate Superintendent School Support, Equity & Community Engagement
Dr. James Lujan
Director of Community Engagement
Leah O'Shell
Schools
Wood Gormley
Carlos Gilbert Pinon
Atalaya
Ramirez Thomas
Chaparral
Salazar
E.J. Martinez
Phyllis Nye Sweeney
Acequia Madre
Amy Biehl
El Dorado
El Camino Real
Gonzales
Nina Otero
Capshaw
Nelson Mandela
Chief Information & Strategy Officer
Dr. Thomas Ryan
Deputy Chief Strategy & Quality Assurance Officer
Elias Bernardino
Director of Digital Learning
Neal Weaver
Director of Accountability and Strategy
Chris West
Director of Technology
Patricia Nordby
Chief Financial & Governmental Relations Officer
Carl Gnoinler
Executive Director of Finance & Administration
Richard Halford
Director of Grants & Fund Mgt
Charlene Moya
Comptroller & Internal Auditor
Carl Stevens
Chief Procurement Officer
Andrea Gallegos
Executive Director of Human Resources
Stephen Frasquez
Assistant Director of Human Resources
Beth Sweitzer
General Counsel
Lisa Sullivan
Superintendent's Cabinet
School Sites

SFPS Principal Professional Learning Communities
2017-2018

Elementary PLC #1	Kim Pietrocci (Carlos Gilbert) Ahlum Scarola (Acequia Madre) Laura Jeffrey (Wood Gormley)
Elementary PLC #2	Theresa Liebert (Sweeney) Carlos Lee (Cesar Chavez) Loretta Booker (Ramirez Thomas)
Elementary PLC #3	Jule' Skoglund (Salazar) Coleen Korce (Chaparral) Brenda Korting (Nava)
Elementary PLC #4	Kate Diaz (Atalaya) Tina Morris (Tesuque) Jill Lee (EJ Martinez)
Elementary PLC #5	Janis Devoti (Pinon) Stephanie Hubley (Kearny) Deanna Ocampo-Moore (Amy Biehl)
Middle School PLC	Felicia Sena (Ortiz) Marc DuCharme (Milagro)
K-8 PLC #1	Jack Lain (El Camino Rael) Pam Hyde (Nina Otero)
K-8 PLC #2	Mike Lee (Gonzales) Gary DeSanctis (Aspen) Anne Darnton (El Dorado) Bryant Ragsdale (Zia)
High School PLC	Carl Marano (SFHS) Mariah Runyan (CAHS) Cynthia Sanchez (Academy) William Wade (ECO) Benjamin Hairgrove (Mandela)

SFPS Instructional PLC Rounds and District Walkthrough Schedule 2017-2018

September: ★ **Instructional PLCs:** ○ Full-day (8 classes per school) ○ Coaching visits at all schools using the **Instructional Observation Form** ○ Debrief at the end of the day ○ Email completed **School Debrief Form** to Channell and Vanessa by end-of-day	❑ **September 7th: Elementary PLC #1** ❑ **September 7th: Elementary PLC #2** ❑ **September 11th: High School PLC** ❑ **September 12th: Elementary PLC #3** ❑ **September 18th: Middle School PLC** ❑ **September 19th: K-8 PLC #1** ❑ **September 20th: K-8 PLC #2** ❑ **September 26th: Elementary PLC #4** ❑ **September 27th: Elementary PLC #5**
October: ★ **Walkthroughs:** ○ AM (9:00-11:00) ○ PM (1:00-3:00) ○ Full-day (8 classes per school) ○ Coaching visits using the **Instructional Observation Form** ○ Debrief at the end of the day ○ Email completed **School Debrief Form** to: Principal(s), Linda, Channell, and Vanessa by end-of-day ○ Observers: ■ Linda Sink ■ Channell Segura ■ Vanessa Romero	❑ **October 3rd:** ❑ **Carlos Gilbert (AM)** ❑ **Acequia Madre (PM)** ❑ **October 4th:** ❑ **Wood Gormley (AM)** ❑ **Tesuque (PM)** ❑ **October 24th:** ❑ **Ramirez Thomas (AM)** ❑ **Cesar Chavez (PM)** ❑ **October 25th:** ❑ **Salazar (AM)** ❑ **November 1st:** ❑ **Amy Biehl (AM)** ❑ **Nava (PM)** ❑ **November 2nd:** ❑ **Chaparral (AM)**

▪ District Instructional Coaches	
<u>November:</u> ★ **<u>Walkthroughs:</u>** ○ AM (9:00-11:00) ○ PM (1:00-3:00) ○ Full-day (8 classes per school) ○ Coaching visits using the **Instructional Observation Form** ○ Debrief at the end of the day ○ Email completed **School Debrief Form** to: Principal(s), Linda, Channell, and Vanessa by end-of-day ○ Observers: ▪ Linda Sink ▪ Channell Segura ▪ Vanessa Romero ▪ District Instructional Coaches	❑ November 8th: ❑ Ortiz (AM) ❑ November 14th: ❑ Gonzales (AM) ❑ Aspen (PM) ❑ November 21st: ❑ Kearny (AM) ❑ November 28th: ❑ Sweeney (AM) ❑ Pinon (PM) ❑ November 29th: ❑ EJ Martinez (AM) ❑ December 5th: ❑ El Camino Rael (AM) ❑ Nina Otero (PM)
<u>December/January:</u> ★ **<u>Instructional PLCs:</u>** ○ Full-day (8 classes per school) ○ Coaching visits at all schools using the **Instructional Observation Form** ○ Debrief at the end of the day ○ Email completed **School Debrief Form** to Channell and Vanessa by end-of-day	❑ December 4th: Elementary PLC #2 ❑ December 5th: High School PLC ❑ December 6th: Elementary PLC #1 ❑ January 9th: Elementary PLC #3 ❑ January 10th: Middle School PLC ❑ January 11th: K-8 PLC #1 ❑ January 16th: K-8 PLC #2 ❑ January 17th: Elementary PLC #4 ❑ January 23rd: Elementary PLC #5

January/February: ★ **Walkthroughs:** ○ AM (9:00-11:00) ○ PM (1:00-3:00) ○ Full-day (8 classes per school) ○ Coaching visits using the **Instructional Observation Form** ○ Debrief at the end of the day ○ Email completed **School Debrief Form** to: Principal(s), Linda, Channell, and Vanessa by end-of-day ○ Observers: ■ Linda Sink ■ Channell Segura ■ Vanessa Romero ■ District Instructional Coaches	❑ January 4th: ❑ Academy (AM) ❑ ECO (PM) ❑ January 9th: ❑ El Dorado (AM) ❑ January 10th: ❑ Tesuque (AM) ❑ January 11th: ❑ Atalaya (AM) ❑ Carlos Gilbert (PM) ❑ January 12th: ❑ Wood Gormley (PM) ❑ January 17th: ❑ Cesar Chavez (AM) ❑ Ramirez Thomas (PM) ❑ January 19th: ❑ Amy Biehl (PM) ❑ February 6th: ❑ CHS (AM) ❑ SFHS (PM) ❑ February 7th: ❑ Nava (AM) ❑ Salazar (PM) ❑ February 13th: ❑ Kearny (AM) ❑ Chaparral (PM) ❑ February 21st: ❑ Milagro (AM) ❑ Mandela (PM) ❑ February 27th: ❑ Ortiz (PM)
March/April: ★ **Walkthroughs:** ○ AM (9:00-11:00) ○ PM (1:00-3:00) ○ Full-day (8 classes per school) ○ Coaching visits using the **Instructional Observation Form** ○ Debrief at the end of the day ○ Email completed **School Debrief Form** to: Principal(s),	❑ March 1st: ❑ Atalaya (PM) ❑ March 7th: ❑ Aspen (AM) ❑ Gonzales (PM) ❑ March 8th: ❑ Nina Otero (AM) ❑ El Camino(PM) ❑ March 13th: ❑ Pinon (AM) ❑ Sweeney (PM) ❑ March 14th: ❑ ECO (AM) ❑ Academy (PM)

Linda, Channell, and Vanessa by end-of-day ○ Observers: ■ Linda Sink ■ Channell Segura ■ Vanessa Romero ■ District Instructional Coaches	❑ March 26th: ❑ Acequia Madre (PM) ❑ March 27th: ❑ SFHS (AM) ❑ CHS (PM) ❑ March 28th: ❑ EJ Martinez (PM) ❑ April 3rd: ❑ El Dorado (PM) ❑ April 5th: ❑ Mandela (AM)

August 2017

- K-12 BOY NWEA/MAPS - 8/29-9/15
  - 3-12 MAPS Reading
  - 3-12 MAPS Language Usage
  - K-12 MAPS Math
  - 4,7, &11 MAPS Science

September 2017

- K-2 BOY Istations (Grade 3 for RDA and K3Plus Schools) - 9/1-9/30
- NMAPA Senior Retest - 9/25-10/13

October 2017

- SBA Science Senior Retest - 10/30-11/17
- IPT Testing - 10/2 - 11/17

November 2017

- PARCC Senior Retest - 11/13-12/15
- SBA Spanish Reading Senior Retest - 11/13-12/15
- One Semester EOC's - 11/27-12/15
- MOY NWEA/MAPS - 11/20-12/8
  - 3-12 MAPS Reading
  - 3-12 MAPS Language Usage
  - K-12 MAPS Math
  - 4,7, &11 MAPS Science

December 2017

- PARCC Senior Retest - 11/13-12/15
- SBA Spanish Reading Senior Retest - 11/13-12/15
- One Semester EOC's - 11/27-12/15
- MOY NWEA/MAPS - 11/20-12/8
  - 3-12 MAPS Reading
  - 3-12 MAPS Language Usage
  - K-12 MAPS Math
  - 4,7, &11 MAPS Science

January 2018

- K-2 MOY Istations (Grade 3 for RDA and K3Plus Schools) - 1/3-17
- ACCESS - 1/22-3/16

February 2018

- ACCESS - 1/22-3/16

March 2018

- SBA Science - 3/5-30
- NMAPA - 3/12-4/6
- EOY NWEA/MAPS - 3/12-4/6
  - 3-12 MAPS Reading
  - 3-12 MAPS Language Usage
  - K-12 MAPS Math
  - 4,7, &11 MAPS Science

April 2018

- PARCC - 4/16-5/11
- SBA Spanish Reading - 4/16-5/4

May 2018

- K-2 EOY Istations (Grade 3 for RDA and K3Plus Schools) - 5/1-11
- EOC's - 5/2-23

Appendices

- SFPS District Organizational Chart
- SFPS Principal Professional Learning Communities Schedule
- SFPS Instructional Professional Learning Communities Rounds and District Walkthrough Schedule
- SFPS District Assessment Schedule
- New Mexico DASH 90-Day Plan