



**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 12, 2018**

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

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

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

I. Background

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

II. Purpose

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

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

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

III. Eligibility

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

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

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

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

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

IV. Evidence-based Interventions¹

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

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 Program²

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

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

¹ Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.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 system³.

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

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

VII. Maximum Funding Amounts

- The planning period total funding requested may be no greater than \$30,000.00.
- The year-one implementation period total funding request may be no greater than \$150,000⁶.
- The year-two implementation period total funding request may be no greater than \$150,000.
- The year-three implementation period total funding request may be no greater than \$150,000.
- Ninety-percent (90%) of the maximum funding requests for each period must be directed toward school-level activities supporting the implementation of the evidence-based intervention.
- Applicants must describe and justify in the budget narrative any specific LEA-level expenses (indirect cost) to be supported by funds at no more than 10% of total request for each period.

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 PED⁷.

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

NM DASH

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

Leading Indicators

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

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 conditions¹⁰ as needed, which may include the following:

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

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

LEA Comprehensive Support and Improvement Competitive Grants Application Cover Sheet

LEA Information		
LEA/State Charter Name:		LEA NCES ID #:
Mailing Address:		
Phone:		Fax:
Superintendent/Charter Director: Micaela "Mickey" Smith		Email: msmith@lospuentes.org
Title I Director: Laurie Everhart		Email: everhart@aps.edu
Federal Programs Director:		Email:
Business Manager: Patricia Garrett		Email: Patricia@schoolability.com
Comprehensive Support and Improvement Schools LEA Lead: Eileen Maddock		Email: emaddock@lospuentes.org
LEA will Apply for the Following Eligible School(s)		
Name of School	School NCES ID #	Proposed Intervention Model
Los Puentes Charter School	0017	Computer Assisted Intervention (CAI) Instructional Process Strategies (IP) Cooperative Learning (CL)

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:	Albuquerque Public Schools
Submitting on Behalf of (name of school):	Los Puentes Charter School
Number of Students Served:	190
Number of Certified Licensed Staff:	12 teachers

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.

In 2014, key members of Los Puentes Charter School attended a two-day workshop, sponsored by NM PED. This workshop was the first time our school had used PED’s methodology to look at root causes and to set priorities based upon these root causes. The root cause workshop sparked the beginning of the leadership team and the first retreat for our Governing Council. In order for transparency to happen, the Governing Council had to know how and why we were setting priorities. This eventually morphed in to both NM DASH Offline Workbook and 90-Day Plan. The formation of the Leadership Team, is the first in the school’s history, made up of both instructional and support staff.

Our principal, Micaela Smith, was accepted into the Principals Pursuing Excellence (PPE) program in the 16-17 school year; she is now in the second, and final, year. She has also started the application to be a part of the New Mexico Leadership Innovation Program which is akin to the Principals Pursuing Excellence Program.

All of these have strengthened our school’s understanding of the comprehensive needs assessment (including data analysis), determining root causes, and setting priorities for action. Over the summer, administration and the leadership analyze school data. This is brought to the staff at the beginning of the school year.

A week of professional development is now built into the beginning of the school year, with much of this time devoted to data analysis. This year we had the PARCC data back in time to analyze and review. This information drove the PLC and NMDASH to create common assessments. This has been a struggle since our PLC is only in its 3rd year, the 90 Day Plan in its 3rd Semester and our teachers teach a variety of preps.

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

Los Puentes Charter School (grades 7-12) specializes in students who have not been successful in traditional district schools. Many of these students come to us an average of 2-4 years behind in Reading and/or Math; some students are 5 or more years behind; a handful of students are at or above grade level. The reasons for students' lack of success are varied, but often come down to mental health and/or circumstances: trauma, treatment foster care; foster care; frequent eviction, homelessness, incarceration (student and/or parent(s)); addiction; teen pregnancy; parental mental illness; no parent/guardian guidance (many students with deceased or absent parents); lack of extended support; poverty; no community involvement/support/access to resources.

In order to effectively meet the needs of our students, LPCS was designed with mental health counselors (LPCC, social workers, therapists, etc.) rather than traditional school counselors. Additionally, teachers receive training on how to teach and work with our unique population.

Los Puentes Charter has a higher-than average percentage of Special Education students – approximately 32% at the peak. Approximately 31% of our students are English Language Learners, at the peak. Our school also has a great deal of mobility, with new students coming in almost every week.

The mission of Los Puentes Charter School, founded in 2002, is: Los Puentes Charter School provides personalized, structured, academic and extracurricular activities integrated with mental, emotional and behavioral health therapy, in a personalized and structured environment. Los Puentes will teach academic, social, and coping skills to youth at risk, based on educational and life goals, provide vocational and school-to-work opportunities, and instill within each student a renewed belief of their individual potential.

The systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, and assessment include:

ELA & Reading

- In 2013 LPCS determined that our ELA curriculum was neither rigorous nor consistent. To remedy this, we adopted the SpringBoard ELA curriculum in 14-15. All ELA staff were trained. However, newer staff were not a good fit and were not renewed.
- For the 3rd year in a row, our two primary ELA teachers are new to our school.
- These teachers have been trained in SpringBoard.
- However, the learning curve of working with our high-percentage of at-risk students has its own significant learning curve.
- LPCS adopted READ 180 this school year. The teachers received training upfront and have had 2 of 3 of the included on-site trainings this school year.
- Students who read below a 2nd grade level utilize Read Naturally Curriculum; this does not fit with READ 180.

- The five Reading teachers are not dedicated Reading teachers. Instead, they each teach their own contents and one period of Reading. Two of these teachers have their Reading endorsements, but the other three do not.

MATH

- Does not have a rigorous nor consistent Math curriculum
- One math teacher is in his second year at LPCS; the second math teacher is a new teacher and is working under an alternative licensure.
- Both teachers need training to make math more hands-on and listening to students discuss and work through problems.
- While a calculator can overcome foundational skills, such as multiplication and division, the majority of our students have very little experience and/or success with the Mathematical Practices as laid out in the Common Core State Standards for Math:
 - o *Make sense of problems and persevere in solving them.*
 - o *Reason abstractly and quantitatively.*
 - o *Construct viable arguments and critique the reasoning of others.*
 - o *Model with mathematics*
 - o *Use appropriate tools strategically*
 - o *Attend to precision.*

Professional Learning Community

- PLCs do not answer/run by the 4 DuFour questions; 6 out of our 13 teachers are new this year; PARCC data shows vast majority of students did not even attempt the writing portion of ELA tests; and, PARCC data shows vast majority of students did not even attempt the modeling portion of the MATH tests.
- Because we are a small school, teachers have multiple classes for which to prep. It is not uncommon for a teacher to have 3 - 5 different content classes.
- Although, we can discuss and implement a whole school common assessment using the PARCC data, it is inconsistent and most time is spent on which point to teach and assess as whole school.

Assessment

- Assessments used to analyze and develop common school assessments are the PARCC and NWEA
- As we give the NWEA 3 times a year, this does not give the immediate data to make the changes necessary to move students forward, in a sufficient manner.
- The common school assessments we used this year for the 90 Day Plan and NMDASH are short cycled and intended to build up students vocabulary, reading and math terms (now in progress) to strengthen those areas in PARCC that were not even attempted by students.

B. Instructional Infrastructure

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

Los Puentes Charter School uses the Springboard curriculum for ELA in all grades (7-12). This is only the second year of full implementation. Two ELA teachers teach 5 sections of ELA (they also teach one section of Reading Intervention, as well). The Instructional Coach also teaches one section of ELA. Additionally, a section of Credit Recovery ELA is taught after school.

Springboard was not in full implementation during the first year due to the difficulty in finding training. We lost the teacher at the end of the first year and started from scratch again the 2nd year of implementation. During this time the ELA teachers received better training and began to implement Springboard in a better cohesive manner. Unfortunately, 5 of the teachers from that year did not return and two were ELA. This year we have 6 new staff and two are new to Springboard. They have had training, but need more.

Springboard is aligned with the Common Core State Standards and is a rigorous program.

As for Math, we have been inconsistent in curriculum and programs. In the past 3 years, this year included, we have had to rehire one new Math teacher every year. Only one has been here consistently for the past two years. Neither teach the same content, thus finding a good curriculum for them to use is difficult. Math materials are abundant and these teachers have had some Professional Development but not enough. We are currently using a long-term sub due to our Math teacher resigning mid-year. Teachers are required to create Unit and Lesson Plans based on CCSS.

Retaining good teachers who can work with our “high” at-risk youth has been an ongoing issue.

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

Teachers submit to the principal, Unit Plans at the beginning of new units and submit lesson plans each Monday morning. There has also been professional development on effective planning and follow up reflection activities. However, there is no real system of support or accountability. Both the principal and the assistant principal do classroom walk-throughs, but do not have time to provide significant feedback or coaching. The Assistant Principal is also the Special Education. As it is with most charter schools, the principal is bogged down in matters such as facilities, reporting, etc. New teachers are mentored by one experienced teacher.

What has helped is the PPE program, NMDASH and 90 Day Plan implementation. With mentoring from her assigned PPE mentor and PED sponsored trainings, the principal has been able to get handle on goals, analyzing data and the importance of a functioning PLC, strong Leadership Team and common assessments.

Although, the 2 years in the PPE was a good start, more training and support is needed. The

school has just begun making gains in understanding, analyzing and using data to drive instruction and promote growth for our students.

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

Los Puentes Charter School utilizes NWEA’s MAP (Measures of Academic Progress) in Math, Reading, and Language Usage, for short-cycle assessments. Students take the assessment at the beginning of the school year (or when they come to the school, as we take in new students on a regular basis). They take the assessment again mid-year and at the end of the year. This is the only interim assessment being used at this time.

We are, however, using common school assessments, but are at a fledgling level of understanding. As we continue to analyze data, we are getting better at creating common school assessments, however, we are seeking to revise our method of PLC work to create common content assessment, as well.

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

NWEA MAP assessments are 100% aligned to Common Core State Standards. The items in MAP’s Learning Continuum, under Reading, Language Usage, and Math, are broken into the same categories and sub-categories as the CCSS.

Math Categories

Operations and Algebraic Thinking

The Real and Complex Number Systems

Geometry

Reading Categories

Informational Text – Key Ideas and Details

Informational Text – Language, Craft, Structure

Literary Text – Key Ideas and Details

Literary Text – Language, Craft, Structure

Vocabulary – Acquisition and Use

Language Usage categories include:

Math categories include: Operations and Algebraic Thinking;

Language Usage Categories

Writing – Write, Revise Texts for Purpose and Audience

Language – Understand, Edit for Grammar, Usage

Language – Understand, Edit for Mechanics

X 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).

We began PLCs in 15-16 and, while we continue to deepen our understanding of the required work, we still struggle to use PLCs for data analysis and adaptation of instructional plans based upon that data. The first year we looked at the NWEA data closely, it was not exactly test-in-hand, but the struggle we found was that our students were so low in every area we did not know where to start to create instructional plans and a common assessment. That year we chose to work on main idea for the whole school and created a common assessment. That in itself was a struggle trying to get all contents to agree on how to assess all students and teach it whole school. The same year our second attempt on a common school assessment based on the data from NWEA, was sequencing. This year we used the PARCC data which was easier, as the test-in-hand analysis was better due to the break down of the data produced by PARCC. Creating common assessments based on the PARCC data continue to be a struggle. Part of the struggle comes from the lack of staff who teach the same classes. Additionally, as is typical at charter schools, the principal is unable to devote significant time to being a curriculum leader and coach.

The lack of common planning time is another hurdle. In 15-16, Principal Smith actually modified teachers' contracts, requiring them to work an additional 45 minutes on Tuesdays and Thursdays. PLCs are held Tuesdays from 3:30 – 4:15 and Intervention Meetings are held Thursdays from 3:30 – 4:15. This month, five (5) staff, including Principal Smith, are attending a *Professional Learning Communities at Work™ Institute* (by Solution Tree) in Arizona.

Teachers were also required to turn in Unit Plans based on the UDI and SIOP method. This is their first year to turn in a weekly lesson plan based on their Unit Plans. This provides the administrator the opportunity to observe where teachers are headed and if they are following CCSS. There are teacher-administrator one-on-one meetings when questions are raised as to the quality of objectives, instruction, strategies and assessments. However, this does not happen as often as it should.

Group PD falls usually at the beginning of the year. Teachers start a week before students. We also schedule in our school calendar 4 full day PD days. We are seeking to enhance our PD with Summer Institutes, if chosen, for the next 3 years

C. LEA Support and Accountability

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

At this time consideration is having our Instructional Coach be the lead, in coordination with the Principal and support of the Leadership Team.

X 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.

Los Puentes Charter School's principal and other staff work closely with Dr. J Escobedo, the head of the APS Charter School Division. In addition to the required once-a-year site visit and contract management, Dr. Escobedo is involved in yearly Title I meetings, Special Education oversight, etc. Additionally, Dr. Escobedo holds regular meetings for APS-authorized charter schools. Dr. Escobedo has an open door policy and is never difficult to reach or respond to emails. He has consistently offered and made himself available to help and answer questions.

The principal reports to the Governing Council. The Governing Council and principal have an Annual Retreat. At that retreat, the Governing Council and principal set the priorities for the following year. The Governing Council ensures that these priorities are aligned with the root causes spelled out in the NM DASH Annual Plan, the NM DASH Annual Plan (Offline Workbook), the 90-Day Plan, and our contract with Albuquerque Public Schools (APS).

The Principal is the primary liaison between the Governing Council and all staff. The Principal's Leadership Team includes: Assistant Principal/Special Education Coordinator; ELA Teacher/Instructional Coach; Math Teacher; Reading/Art/ELA Teacher; Special Education Teacher; Wellness Team Head (licensed practical clinical counselor); and Interventionist Specialist & Community Contact. The Leadership Team started by meeting once a week the first year and now meets once per quarter with two Saturday Meeting per year. The Leadership Team works with the Principal to create/update the NM DASH Annual Plan and our contract with APS.

From the Leadership Team, the NM DASH, 90-Day Plan, and APS Contract shapes the work of the school's Instructional Council, Professional Learning Communities (PLCs), and RTI/Intervention team. It is within these councils, communities, and teams, the cycle of action, evaluation, feedback, and adaptation takes place.

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.

In addition to the above, Los Puentes Charter School communicates with, involves, and engages stakeholders through:

- PARCC/SBA/EOC/Interim Assessment Data sent to parents
- Annual Open House
- Title I Annual Meeting w/parents invited
- Title I Spring Meeting w/parents invited
- Annual Math & Literacy Night (Fall Semester)
- Family Fitness Night (Spring Semester)
- Two Coffee with the Principal days during two of the P/T Conf.
- Quarterly Parent-Student-Teacher Conferences
- Progress Reports/Report Cards sent home every 9 weeks
- Weekly Quick Lookups sent home with students
- School website
- School Facebook postings
- School Intervention Specialist and Community Contact
- Robo Calls re: Attendance
- Phone Blast System for Special Events/Announcements

II. School-Level Context

A. School Overview

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

Findings of in-depth student achievement data analysis 2017 ELA PARCC showed a disturbing reality – over 85% of students did not even *attempt* the writing portions. Similarly, the modeling sections of Math showed that students did not even make an attempt.

In order to combat this, we have taken several steps this year:

- Covering up student names, teachers showed their Advisory classes the actual PARCC reports. This helped students see that their actions (or inaction) impacted the entire school.
- A member of the Governing Council (also a retired APS principal) met with *every* student, one-on-one to review his or her PARCC and NWEA scores (and ACCESS, when applicable). Students were quite forthcoming that they did not even make an effort. Without prompting, they promised they will actually try next time.
- ELA and Math teachers worked with potential graduates for Fall retesting.
- We are currently developing our plan of attack for Spring PARCC, including incentives.

Percent of students scoring at each level on ELA PARCC:

Grade	ELA PARCC Results 2017
7 th	8 Students Level 1 – 100%
	10 Students

8 th	Level 1 – 50% Level 2 – 40% Level 3 – 10%
9 th	48 Students Level 1 – 54.2% Level 2 – 33.3% Level 3 – 10.4% Level 4 – 2.1%
10 th	28 Students Level 1 – 75% Level 2 – 17.9% Level 3 – 7.1%
11 th	Spring – 18 Students Level 1 – 55.6% Level 2 – 33.3% Level 3 – 5.6% Level 4 – 5.6% Fall 2016 – 29 Students Level 1 – 27.6% Level 2 – 41.4% Level 3 – 27.6% Level 4 – 3.4%

Percent of students scoring at each level on Math PARCC:

Grade	Math PARCC Results 2017
7 th Grade Math	8 Students Level 1 – 50% Level 2 – 50%
8 th Grade Math	11 Students Level 1 – 72.7% Level 2 – 18.2%
Algebra I	59 Students Level 1 – 49.2% Level 2 – 39.0% Level 3 – 10.2% Level 4 – 1.7%
	Spring – 27 Students Level 1 – 33.3% Level 2 – 66.7%

Geometry	Fall 2016 – 29 Students Level 1 – 31.0% Level 2 – 62.1% Level 3 – 6.9%
Algebra II	6 Students Level 1 – 100%

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.

Based upon NM TEACH data analysis for SY 16-17, including only the 7 staff that are with Los Puentes Charter School in 17-18:

Exemplary – 0; Highly Effective – 1; Effective – 3; Minimally Effective – 3; Ineffective – 0

Additionally, for those 7 teachers, teachers received on average only 37.89% of available points for student achievement; with a median of 30.83% of available points for student achievement.

The above student achievement data is more informative than teachers’ scores within individual domains (again, for the 7 teachers who are with our school from last year):

Domain 1 Average – 3.57 points; Domain 2 Average – 3.74 points;

Domain 3 Average – 3.64 points; Domain 4 Average – 3.45 points.

B. NM DASH Plans

For the school the LEA is applying on behalf of, they must submit the following components:

- X** Completed NM DASH Offline Planning Process Workbook or 90-day Complete Detail Printout (as an attachment).
- X** 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.

As discussed throughout this application, our PLCs are making very slow progress. That is why we are seeking assistance via Summer Institutes, Math Coaching, Global PD, etc.

Because the principal of a charter school is a “Jane of all Trades,” an organizational change (if the budget can handle it), would allow the Instructional Coach to teach only two classes. This would allow her to be in classrooms 4 periods per day, working with ELA and content teachers to improve student achievement. This will also ensure that the expectations set up at the beginning of the year (via Summer Institute, etc.) are followed through upon.

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).

As explained above, the combination of Principal Smith’s Leadership Team, Board Retreat, Ms. Smith’s involvement in PPE, APS site visits and monitoring, the NM DASH and 90-Day Plan, and PLC discussions, our root cause analysis brought us to two focus areas:

- Collaboration: Ineffective PLCs; Lack of teacher-created Common Assessments; etc.
- Data-Driven Instruction: NWEA MAP data is not being analyzed in a timely or systemic manner, therefore, it is not driving instruction; minimal growth for both lowest and highest quartiles

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.

From the What Works Clearinghouse and Regional Education Laboratory Program I was able to find research which strongly recommends as “strong evidence of effectiveness” a combination of IP (Instructional Process Strategies or IP programs), CAI (Computer-Assisted Instruction) and Cooperative Learning. The above methods were also noted in a research conducted by John Hopkins University with Math. It was noted that not one curriculum was effective above another. Implications were that strong teaching strategies and these 3 types of approaches to mathematics instruction did not conflict with one another and may have additive effects if used together.

Key findings:

Computer-Assisted Instruction: on its own revealed minimal achievement outcomes.

Mean weighted effect size across 8 studies: +0.10

Instructional Process Strategies: the largest number of high-quality studies evaluated instructional process programs, especially forms of cooperative learning. Mean weighted effect size across 14 studies: +0.21

Combined CAI + IP: Positive effects were found for READ 180. Mean weighted effect size across 9 studies:+0.22

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

As identified in the research, we have identified methodologies that are effective for our students and needs of the school as being a combination of CAI, IP and Cooperative Learning.

Identify the school's chosen intervention(s).

The school has chosen to invest in the research and approaches that will positively effect our students and help our teachers reach our students.

From the What Works Clearinghouse and Regional Education Laboratory Program I was able to find research which strongly recommends as “strong evidence of effectiveness” a combination of IP (Instructional Process Strategies or IP programs), CAI (Computer-Assisted Instruction) and Cooperative Learning. The above methods were also noted in a research conducted by John Hopkins University with Math. It was noted that not one curriculum was effective above another. Implications were that strong teaching strategies and these 3 types of approaches to mathematics instruction did not conflict with one another and may have additive effects if used together.

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.

From the What Works Clearinghouse and Regional Education Laboratory Program I was able to find research which strongly recommends as “strong evidence of effectiveness” a combination of IP (Instructional Process Strategies or IP programs), CAI (Computer-Assisted Instruction) and Cooperative Learning. The above methods were also noted in a research conducted by John Hopkins University with Math. It was noted that not one curriculum was effective above another. Implications were that strong teaching strategies and these 3 types of approaches to mathematics instruction did not conflict with one another and may have additive effects if used together.

Key findings:

Computer-Assisted Instruction: on its own revealed minimal achievement outcomes. Mean weighted effect size across 8 studies: +0.10

Instructional Process Strategies: the largest number of high-quality studies evaluated instructional process programs, especially forms of cooperative learning. Mean weighted effect size across 14 studies: +0.21

Combined CAI + IP: Positive effects were found for READ 180. Mean weighted effect size across 9 studies:+0.22

D. Theory of Action

SUMMER INSTITUTES – Alignment of Standards, Planning, Instruction, and Assessment Designed with Administration, and implemented by, J. Goodman* and K. Tyson*, the weeklong Summer Institute. Although Principal Smith requires unit plans and lesson plans from all teachers, and although we have had several professional development modules on planning, it is

clear that a lack of quality planning, along with the lack of alignment to standards, instruction, and assessment, decreases instructional effectiveness. Teachers will be paid a stipend for giving up a week of their summer. Although we have not had one for the last two years, past summer trainings have had full attendance. Planned during the 17-18 Planning Period, these institutes are built into each of the 3 years in order to ensure continued staff growth.

READING – Student Achievement

This is the first year that we have used READ 180 and we are already seeing improvement in these students. In Semester 1, one teacher had a 25% increase in student achievement, another had a 15% increase in student achievement, and the third teacher had a 10% improvement in student achievement. The teacher with the greatest improvement had utilized READ 180 at another school. Unfortunately, the staff who are teaching reading are also teaching their primary content: They are an Art teacher; a Science teacher; and a (first-year) ELA teacher. We know we would have more success AND be able to serve more students with a dedicated Reading teacher. Under this grant, LPCS would hire a 1.0 FTE Reading Teaching – with both covering 50% of the cost.

Additionally, we will purchase System 44 to address the needs of our lowest-level readers (e.g. 3 grade and below). They program is the complement program to READ 180.

MATH – Student Achievement

Joan Goodman is currently a Visiting Lecturer II at UNM College of Education, Teacher Education, Educational Leadership & Policy. She has over 50 years of classroom experience, based in New Mexico. In particular, she has experience working with high-poverty students. Kersti Tyson is an Association Professor at UNM, in the Math Education, at UNM College of Education. Both Goodman and Tyson promote the philosophy and approach is consistent with the Mathematical Association of America and the National Council of Teachers of Mathematics.

They will provide intensive training and ongoing classroom coaching to the two math teachers. Research shows that it is not a curriculum or a program that ultimately leads to student success in math. Rather, it is the strategies used by the teachers, including (but not limited to) computer-assisted instruction, which raises student achievement.

These same consultants will provide monthly visits to work through the PLC process with the two math teachers. Having someone “hold our hand” will move us forward much more quickly than our current pace.

Global PD with Solution Tree:

Now in our third year of PLCs, we have improved. However, because we don't have content in common and most every teacher teaches all grades (7-12), we have had difficulty getting footing and moving forward. In addition to this resource of PLC-specific professional development, Principal Smith is making the organizational shift that ELA, Math, Science, and Social Studies teachers will share at least one important content. For example, both Math teachers will teach Algebra I or Geometry and both Science teachers will teach Biology. This will allow us to move forward with common assessments and planning.

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).

Reading Teacher: \$61,000 salary, taxes/benefits for a Level-3 Reading teacher. 50% CSI grant and 50% LPCS funded

System 44 Reading Licenses: \$29,046.77 for 30 licenses for lowest-level readers.

Additional READ 180 Licenses: \$30,000 for 30 additional licenses of READ 180. These are in addition to our 60 additional licenses (all of these licenses are perpetual). These additional licenses are necessary because we will be adding more sections of reading to meet the needs of additional students.

Global PD via Solution Tree: \$90/year. This is an annual subscription to Solution Tree's (home of DuFour, et al) to provide unlimited access to PLC-specific professional development for our staff. It also includes on-demand, personalized webinar coaching from certified experts. Online tools to unpack standards, build common assessment, review team data, and manage interventions.

Summer Institute for All Teachers: J. Goodman & K. Tyson, Consultants
\$2,000 - Implementing Summer Institute: 5 days @ \$200/day x 2 consultants
\$12,000 - \$1,000 Stipend/12 teachers for Attending Summer Institute
\$2,000 - \$1,000 Stipend for Principal and Instructional Coach for Attending Summer Institute

Training for Two Math Teachers: J. Goodman & K. Tyson, Consultants
\$400 - Planning for Upfront Math Training: 1 day x 2 people x \$200/day
\$800 – Implementation of Training for both Math teachers (early in the school year): 2 days x 2 people x \$200/day

Ongoing Coaching for Math Teachers: J. Goodman & K. Tyson, Consultants
\$1,600 – One of the above consultants provided ½ day of in-classroom coaching to each of the 2 Math teachers, once per month for 8 months. \$200/day x 1 person x 8 days

Math-Specific PLCs: J. Goodman & K. Tyson, Consultants
\$800 – One of the above consultants working directly with Math teachers to help them learn and excel at the PLC process in order to promote student achievement. \$200/day x 1 person x 8 days

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

Reading Teacher: Our 50% of the Reading Teacher will be covered by SEG Operating Funds

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.

The System 44 and additional READ 180 licenses are perpetual licenses and, therefore, require only student material be purchased each year. Our curriculum materials budget can handle this. The services of Goodman & Tyson, if even still required, will be significantly decreased and can be handled by our budget.

The 50% of the Reading Teacher funded by this grant is the only significant long-term budget item. However, we will align our SEG Operating budget to absorb this cost.

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

N/A

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

CSI funds, along with SEG Operating Funds, Title I, Title II, and Title III funds are aligned to work together to improve student achievement, without supplanting one another. For example, last year Los Puentes used Title I School Improvement funds to make our original purchase of READ 180. If granted, these funds will allow us have a full-time Reading teacher, as well additional sections. Of course, it will also allow us to purchase licenses for System 44, so our Reading program can be consistent. Our regular Title I funds allow us to keep class size small.

Title II funding, for Professional Development, is helpful. But, it is not enough to meet the enhanced needs of our teachers. CSI funds will allow us to have a Summer Institute to ensure that all teachers know how to properly plan, aligning Standards, Instruction, and Assessment. They will also allow us to strengthen Math instruction and improve all our PLC work. Title III funds have been used, this year, to train 5 staff in Project GLAD – an evidence based approach for ELL students.

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:

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

<i>Micaela Smith for Nancy Jo Archer</i>	<i>2/22/18</i>
President, Board of Education Signature	Date
<i>Roguel Ruedy</i>	<i>2/22/18</i>
Superintendent Signature	Date
<i>Micaela Smith</i>	<i>2/22/18</i>
School Leadership Signature	Date

Appendix B: Certification and Approval

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

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

<i>Micaela Smith</i>	<i>2-22-18</i>
Superintendent/Charter Director Printed Name	Date

<i>Micaela Smith</i>	<i>2-22-18</i>
Superintendent/Charter Director Signature (blue ink)	Date

Certification and Approval

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

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

<i>David E Peercy</i>	
Board President Printed Name	Date

<i>David E Peercy</i>	<i>2/21/2018</i>
Board President Signature (blue ink)	Date

Appendix C: Scoring Guide

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

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

<p>administering common interim assessments in ELA and Math</p>	<ul style="list-style-type: none"> • Provides a partial/somewhat convincing description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. • Provides a partial/incomplete schedule for administering common interim assessments in ELA and Math 	<ul style="list-style-type: none"> • Provides a clear and convincing description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data. • Provides a comprehensive schedule for administering common interim assessments in ELA and Math
---	--	--

**I. LEA Organizational Culture:
C: LEA Support and Accountability**

Points: 10 max

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

II. School Level Context:		
A. School Overview		Points: 5 max
Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Does not describe the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC or Istation (if applicable). Does not describe the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, or ineffective as identified by the most recently released NM TEACH data. 	<ul style="list-style-type: none"> Provides partial/somewhat convincing description of the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and/or Istation (if applicable). Provides partial/somewhat convincing description of the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, and/or ineffective as identified by the most recently released NM TEACH data. 	<ul style="list-style-type: none"> Provides clear and convincing description of the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and Istation (if applicable). Provides clear and convincing description of the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, and ineffective as identified by the most recently released NM TEACH data.
II. School Level Context:		
B. NM DASH Plans		Points: 5 max
Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Did not submit a NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. Did not submit a NM DASH Feedback Tool. 	<ul style="list-style-type: none"> Submitted a partial/incomplete NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. Submitted a partial/incomplete NM DASH Feedback Tool. 	<ul style="list-style-type: none"> Submitted a completed NM DASH Offline Planning Workbook or 90-Day Complete Detail Printout. Submitted a completed NM DASH Feedback Tool.
II. School Level Context:		
C. Collaboration Structures		Points: 5 max
Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5 points)
<ul style="list-style-type: none"> Does not describe the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length or a process and procedures utilized during collaboration meetings. Does not describe the systems in place for principal and/or other instructional leaders to support or hold teachers accountable for meeting effectiveness. 	<ul style="list-style-type: none"> Provides partial/somewhat convincing description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length and/or a process and procedures utilized during collaboration meetings. Provides partial/somewhat convincing description of the systems in place for principal and/or other instructional 	<ul style="list-style-type: none"> Provides clear and convincing description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length and a process and procedures utilized during collaboration meetings. 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)
<ul style="list-style-type: none"> Does not describe the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, or identify focus area(s). 	<ul style="list-style-type: none"> Provides partial/somewhat convincing description of the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, and/or identify focus area(s). 	<ul style="list-style-type: none"> Provides clear and convincing description of the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, and identify focus area(s).

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

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

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

Insufficient (0 points)	Approaching (3 points)	Meets Expectations (5points)
<ul style="list-style-type: none"> Does not identify any sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school. 	<ul style="list-style-type: none"> Identifies unvetted or obscure sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school. 	<ul style="list-style-type: none"> Identifies well vetted and reputable sources of evidence used to determine the interventions meeting the top three tiers of evidence that are 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)
<ul style="list-style-type: none"> Does not detail a Theory of Action that will support implementation of the evidence-based intervention. 	<ul style="list-style-type: none"> Somewhat/partially details a Theory of Action that may support implementation of the evidence-based intervention. 	<ul style="list-style-type: none"> Clearly and convincingly details a Theory of Action that will support implementation of the evidence-based intervention.

IV. Budget:		Points: 10max
A. Budget Narrative		
Insufficient (0 points)	Approaching (5 points)	Meets Expectations (10 points)
<ul style="list-style-type: none"> Does not provide a budget narrative and/or does not identify and explain proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). Does not identify any other sources of income that will support and sustain the whole-school change described in this application. Does not describe the strategies for why or how the LEA/school will sustain these actions past the whole project period of the grant. Does not provide description or justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. Normal indirect cost may also be claimed at the PED-approved rate for the district. Does not provide a demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention. 	<ul style="list-style-type: none"> Provides a partial/incomplete budget narrative that identifies and explains some proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). Identifies only one or two other sources of income that will support and sustain the whole-school change described in this application. For each major activity, provides partial/incomplete description of the strategies for why and/or how the LEA/school will sustain these actions past the whole project period of the grant. Provides partial/somewhat convincing description and/or justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. May also include normal indirect costs to be claimed at the PED-approved rate for the district. Provides partial/somewhat convincing demonstration of how the LEA and schools will align other available federal, state, and local resources to support the chosen evidence-based intervention. 	<ul style="list-style-type: none"> Provides an appropriate and complete budget narrative that identifies and explains all proposed costs for LEA and school-level activities for the entire project period (six months of planning, three years of implementation). Clearly and convincingly identifies all other sources of income that will support and sustain the whole-school change described in this application. For each major activity, provides clear and convincing description of the strategies for why and how the LEA/school will sustain these actions past the whole project period of the grant. Provides clear and convincing description and justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. May also include normal indirect costs to be claimed at the PED-approved rate for the district. 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)
<ul style="list-style-type: none"> Did not submit a Budget Summary Chart for the project period (six months of planning and two-years of implementation). 	<ul style="list-style-type: none"> Submitted a partial/incomplete Budget Summary Chart for less than the entire project period (six months of planning and two-years of implementation). 	<ul style="list-style-type: none"> Submitted a complete and detailed Budget Summary Chart for the entire project period (six months of planning and two-years of implementation).

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: Albuquerque Public Schools

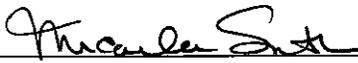
The Board of Education commits to the following:

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	Date
Superintendent Signature	Date
Micaela "Mickey" Smith School Leadership Signature	 2/14/18 Date

Appendix B: Certification and Approval

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

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

_____ Superintendent/Charter Director Printed Name	_____ Date
---	---------------

_____ 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.

_____ Board President Printed Name	_____ Date
---------------------------------------	---------------

_____ Board President Signature (blue ink)	_____ Date
---	---------------

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



Comprehensive Support Improvement Schools (CSI) Overall Budget Summary								
Budget Expenditures	FY 2018 Planning Period (March to June, 2018)		FY 2019 Year One Implementation (July, 2018 to June, 2019)		FY 2020 Year Two Implementation (July, 2019 to June, 2020)		FY 2021 Year Three Implementation (July, 2020 to June, 2021)	
	Budget	Percent	Budget	Percent	Budget	Percent	Budget	Percent
School-Level Expenditures	\$ 3,600.00	100.0%	\$ 109,236.77	99.1%	\$ 5,690.00	85.1%	\$ 5,690.00	85.1%
Supplies and Materials	\$ -	0.0%	\$ 1,000.00	0.9%	\$ 1,000.00	14.9%	\$ 1,000.00	14.9%
TOTAL SCHOOL FUNDING REQUEST	\$ 3,600.00	100.0%	\$ 110,236.77	100.0%	\$ 6,690.00	100.0%	\$ 6,690.00	100.0%
LEA-Level Expenses (Indirect Costs)	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
TOTAL BUDGET	\$ 3,600.00		\$ 110,236.77		\$ 6,690.00		\$ 6,690.00	

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



Planning Period for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Summer Institute Planning: With consultants, Admin, and Inst. Coach	\$ 1,600.00
Planning for Principal & Instructional Coach @ 1,000 each	\$ 2,000.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 3,600.00
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ -
TOTAL PLANNING PERIOD FUNDING REQUEST FOR SCHOOL	\$ 3,600.00
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL PLANNING PERIOD BUDGET	\$ 3,600.00

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



Year One Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
System 44 Reading Program	\$ 29,046.77
30 Additional Licenses for READ 180	\$ 30,000.00
.5 Reading Teacher (School will pick up the other .5 of this position)	\$ 30,500.00
Summer Institute: Joan & Kersti Tyson Implementing Summer Institute 5 days x \$200/day x 2 people	\$ 2,000.00
Summer Institute: 12 Teachers @ \$1,000 each for Summer Institute Stipend	\$ 12,000.00
Summer Institute: Implementation Stipend for Principal & Instructional Coach @ 1,000 each	\$ 2,000.00
Math Professional Development: Planning for Upfront Math Coaching (early in the school year) \$200/day x 1 day x two people	\$ 400.00
Math Professional Development: Upfront Math Coaching (early in the school year) 2 days x \$200/day x 2 instructors	\$ 800.00
Math Professional Development: Classroom Coaching for 2 Teachers (each for 1/2 day) for 8 months; 200 x 8 months	\$ 1,600.00
Consultants designing and help implementing PLCs for Math Teachers 1 time/month x 8 months \$100/time	\$ 800.00
Global PD via Solution Tree	\$ 90.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 109,236.77
Supplies and Materials	
Math Materials, Manipulatives, etc.	\$ 1,000.00
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 1,000.00
TOTAL YEAR-ONE FUNDING REQUEST FOR SCHOOL	\$ 110,236.77
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL YEAR-ONE BUDGET	\$ 110,236.77

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



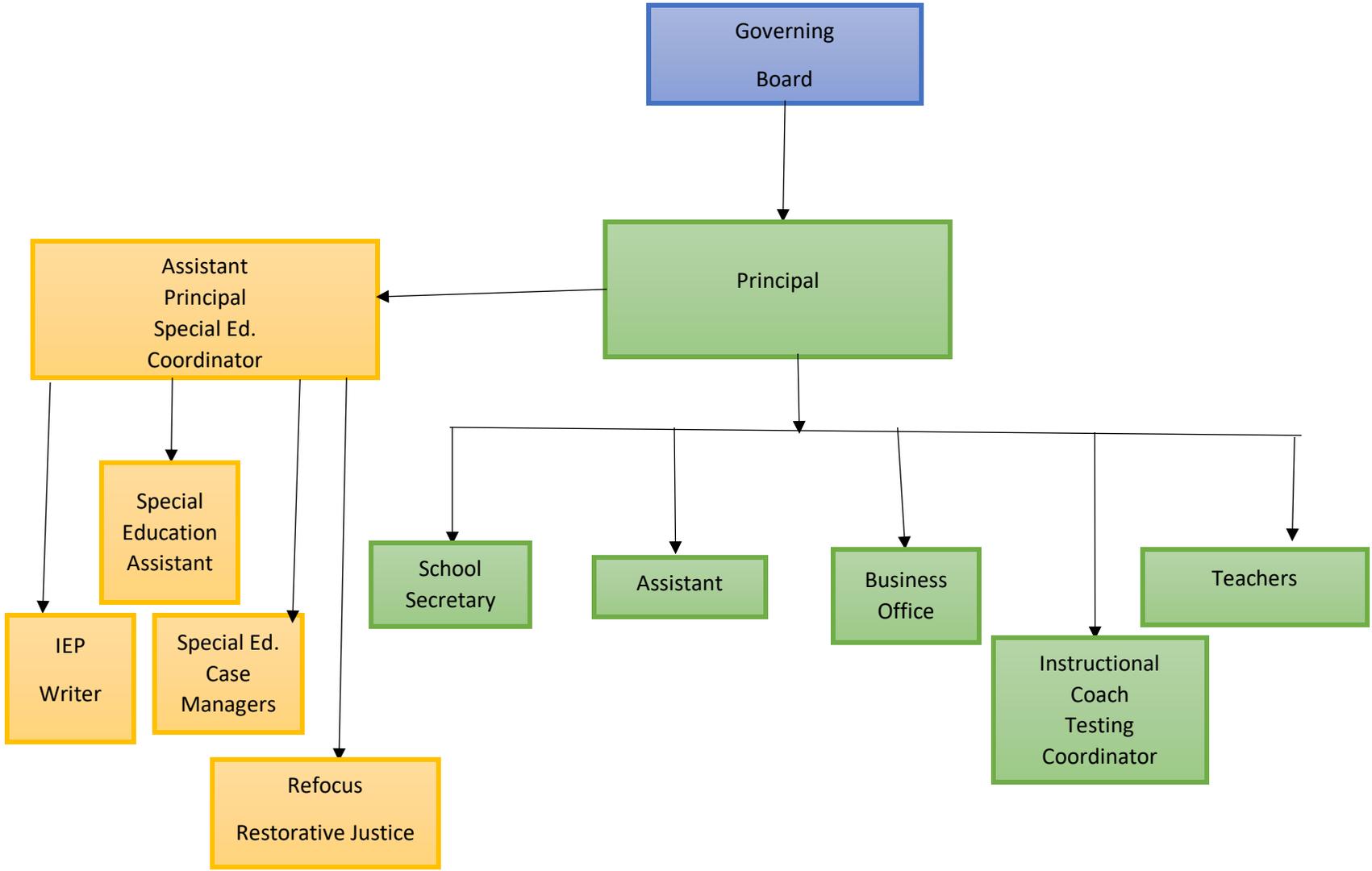
Year Two Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
.5 Reading Teacher (School will pick up the other .5 of this position)	\$ 30,500.00
Summer Institute: Joan & Kersti Tyson Implementing Summer Institute 5 days x \$200/day x 2 people	\$ 2,000.00
Summer Institute: 12 Teachers @ \$1,000 each for Summer Institute Stipend	\$ 12,000.00
Summer Institute: Implementation Stipend for Principal & Instructional Coach @ 1,000 each	\$ 2,000.00
Math Professional Development: Planning for Upfront Math Coaching (early in the school year) \$200/day x 1 day x 2 people	\$ 400.00
Math Professional Development: Upfront Math Coaching (early in the school year) 2 days x \$200/day x 2 instructors	\$ 800.00
Math Professional Development: Classroom Coaching for 2 Teachers (each for 1/2 day) for 8 months; 200 x 8 months	\$ 1,600.00
Consultants designing and help implementing PLCs for Math Teachers 1 time/month x 8 months \$100/time	\$ 800.00
Global PD via Solution Tree	\$ 90.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 5,690.00
Supplies and Materials	
Math Materials, Manipulatives, etc.	\$ 1,000.00
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 1,000.00
TOTAL YEAR-TWO FUNDING REQUEST FOR SCHOOL	\$ 6,690.00
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL YEAR-TWO BUDGET	\$ 6,690.00

Appendix C:

Comprehensive Support and Improvement Schools (CSI)

Budget Summary Chart

Year Three Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
.5 Reading Teacher (School will pick up the other .5 of this position)	\$ 30,500.00
Summer Institute: Joan & Kersti Tyson Implementing Summer Institute 5 days x \$200/day x 2 people	\$ 2,000.00
Summer Institute: 12 Teachers @ \$1,000 each for Summer Institute Stipend	\$ 12,000.00
Summer Institute: Implementation Stipend for Principal & Instructional Coach @ 1,000 each	\$ 2,000.00
Math Professional Development: Planning for Upfront Math Coaching (early in the school year) \$200/day x 1 day x 2 people	\$ 400.00
Math Professional Development: Upfront Math Coaching (early in the school year) 2 days x \$200/day x 2 instructors	\$ 800.00
Math Professional Development: Classroom Coaching for 2 Teachers (each for 1/2 day) for 8 months; 200 x 8 months	\$ 1,600.00
Consultants designing and help implementing PLCs for Math Teachers 1 time/month x 8 months \$100/time	\$ 800.00
Global PD via Solution Tree	\$ 90.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 5,690.00
Supplies and Materials	
Math Materials, Manipulatives, etc.	\$ 1,000.00
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 1,000.00
TOTAL YEAR-THREE FUNDING REQUEST FOR SCHOOL	\$ 6,690.00
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL YEAR-THREE BUDGET	\$ 6,690.00





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

Spring 2017

Los Puentes Charter

Albuquerque Public Schools

March 03, 2017

Core Team

Mickey Smith - Principal
 Valerie Brea - Coach
 Eileen Maddock - Coach
 Irene Otero - Principal

Content Area	Grade(s)	Last Year's Results	This Year's Goals	Benchmark Goals
English Language Arts	7th, 8th, 9th, 10th, 11th, 12th	Grade 8 – 10% proficient Grade 9 – 5% pro Grade 10 -5.5% prof Grade 11 – 18.2% prof	Grade 8 – 15% proficient Grade 9 – 10% pro Grade 10 -10% prof Grade 11 – 22% prof	See improvement in scores for NWEA assessments: In 2015-16 NWEA results showed 60% of students met or exceeded projected growth. ELA goals for NWEA 2016-17: 65% of students will met or exceed projected growth.
Mathematics	7th, 8th, 9th, 10th, 11th, 12th	8th Grade Math – 9% prof Algebra 1 – 3.4% prof Geometry – 10.6% prof	8th Grade Math – 14% prof Algebra 1 – 6% prof Algebra 2- - 2% prof Geometry – 15% prof	See improvement in scores for NWEA assessments: In 2015-16 NWEA results showed 65% of students met or exceeded projected growth. Math goals for NWEA 2016-17: 70% of students will met or exceed projected growth.

FOCUS AREA: Data-driven instruction

Desired Outcome: Teachers will be creating action plans for re-teaching based on NWEA data.

Root Cause(s): In the past teachers were not deeply analyzing data to focus on re-teaching or filling in deficit areas.

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
01/04/2017 - 05/19/2017	All teachers are trained on data analysis.	SWREC/NWEA Data	Mickey Smith	All teachers
01/04/2017 - 03/31/2017	2. Teachers will create school wide action plans.	NWEA Data/Action Plan tool	Mickey Smith	Teachers
01/04/2017 - 03/31/2017	3. Teachers will implement a school wide method of providing targeted instruction in each classroom for filling in skill gaps.	Lesson Plan/NWEA Data/Action Plan Tool	Mickey Smith	Teachers
01/04/2017 - 05/19/2017	4. PLC meetings occurring weekly to visit student data and implementation plans.	PLC agenda protocol/student work samples/ data	Mickey Smith	Teachers

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
01/31/2017	NWEA results	Possible creation of another intervention class
05/19/2017	NWEA results	Possible creation of another intervention class
02/28/2017	PLC: looking at student grades and student work	More training for teachers on data analysis

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
04/28/2017	PLC: looking at student grades and student work	More training for teachers on data analysis

FOCUS AREA: School culture

Desired Outcome: Attendance rates will be 80% or higher. ELA teachers are working as a PLC group to work on engagement. Phone calls by teacher and Power School. Awards for students with Perfect Attendance (weekly, quarterly, and by semester). Letters and conferences with parents/guardians and student. Occasional home visit by Case Worker.

Root Cause(s): Attendance data shows student attendance well below 80%. Los Puentes has a higher concentration of students with a variety of issues, attendance being one. Parents are at odds at what to do and leave it in our hands to encourage their students to come and stay in school. We are working at encouraging these students to come and stay in school with incentive programs and offer “free” monthly city bus passes. Staff calls are made weekly. Power School lets parents know when a student is absent

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
01/04/2017 - 05/19/2017	1. Attendance data collected weekly.	STARS/PowerTeacher	Mickey Smith Irene Otero	Admin. Assistant, Registrar, Social Workers
01/04/2017 - 05/19/2017	2. Weekly awards for weekly perfect attendance.	STARS/PowerTeacher/student graphs	Irene Otero	Teachers
01/04/2017 - 05/19/2017	3. Teams of staff will make phone calls and/or home visits	Staff/Time for visits/calling logs/attendance data	Mickey Smith Irene Otero	Teachers, Social Workers, Security, Attendance Team

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
01/04/2017	Students whose grades being impacted by attendance	Parent Conference/Home visit

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
05/26/2017	Students whose grades being impacted by attendance	Parent Conference/Home visit
01/04/2017	Check data on attendance to determine how close we got to 80% for the semester.	Revisit incentive plans.
05/26/2017	Check data on attendance to determine how close we got to 80% for the semester.	Revisit incentive plans.

FOCUS AREA: Tier I (Core) instruction

Desired Outcome: Teachers will create lesson plans with objectives, activities and assessments that are connected and aligned to standards.

Root Cause(s): PARCC results show students at all grade levels are performing at less than 20% proficiency in ELA and Math.

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
01/04/2017 - 05/26/2017	1. Identify teachers with most critical need for support based on data.	Walk through data, NMTEACH data, PARCC and NWEA scores	Mickey Smith Eileen Maddock Irene Otero	Teachers
01/04/2017 - 05/19/2017	2. Implement weekly collaboration and planning meetings for identified teachers.	Instructional coach/Springboard curriculum/PARCC frameworks and data	Mickey Smith Eileen Maddock Irene Otero	Teachers
01/04/2017 - 05/19/2017	3. Monthly one-on-one support visits for each ELA teacher to improve delivery of instruction.	SWREC staff/Springboard curriculum/lesson plans/and collaborative meeting notes	Mickey Smith Eileen Maddock	ELA teachers/SWREC staff/Principal
01/04/2017 - 05/19/2017	4. Weekly classroom walkthroughs will be done in each ELA classroom to monitor Tier 1 instruction.	Walk through protocol/observation schedule	Mickey Smith Irene Otero	ELA teachers

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
01/04/2017	Meet with IC and review collaborative notes.	Principal or AP may need to sit in on meeting.

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
05/19/2017	Meet with IC and review collaborative notes.	Principal or AP may need to sit in on meeting.
01/04/2017	Walk through and observation data will indicate improved use of instructional strategies and Springboard implementation.	Teachers may need to be placed on a growth plan.
05/26/2017	Walk through and observation data will indicate improved use of instructional strategies and Springboard implementation.	Teachers may need to be placed on a growth plan.