Request for Application (RFA) for More Rigorous Intervention (MRI) Schools

Significantly Restructure & Redesign

Title I Sec.1003 [a]

Every Student Succeeds Act
CFDA Number: 84.010A
Deadline to Submit RFA:
February 26, 2018

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

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

Hawthorne Elementary School

I. Background

Under New Mexico's previously-approved ESEA waiver, the state committed to the following plan for chronically failing schools:

"If after four years of intervention there is not consistent and sustainable growth within a Priority School, or school with an overall grade of F, the PED may consider other options such as school closure, reconstitution, or other external management providers to completely redesign a school."

At present, New Mexico has schools that fall under this legacy policy: Five elementary schools have earned four straight failing (F) ratings while another thirteen have earned three failing ratings (F) in the last four years. It cannot be ignored that schools in this category have failed generations of children[1].

New Mexico has identified a total of four schools for More Rigorous Interventions (MRI), two schools that are chronically failing and have earned six continuous "F" grades since 2012 and two schools that have earned five continuous "F" grades since 2013. LEAs with identified chronically failing schools are required to select one of the following more rigorous interventions:

1. **Closure:** Close the school and enroll the students who attended that school in other schools in the surrounding area that are higher performing.

2. **Restart:** Close the school and reopen it under a charter school operator that has been selected through a rigorous state or local authorizer review process.

3. **Champion & Provide Choice:** Champion a range of choices in an open system that focuses on new approaches to learning; one that keeps the individual student(s) at the center of accessing options that best support their learning path. There must be clear evidence that choice has been championed for the impacted students.
   Choices may include:
   - public charter schools
   - magnet schools
   - private schools
   - online learning
   - homeschooling

4. **Significantly restructure and redesign the vision and systems at a school** including extending instructional time, significantly changing staffing to include only educators earning highly effective ratings and above, state-selected curriculum approaches, and/or personalized learning models for all students.

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[1] New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, pg. 107 (2017). New Mexico Public Education Department, Santa Fe, NM.

This option may also include a hybrid approach of the three options outlined above. The PED will approve all elements and sub-elements of the school's plan.

II. Purpose

The primary purpose of the MRI Request for Application process is to provide LEAs with schools identified as MRI 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.

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

III. Eligibility

Grant funding is available to LEAs with state identified MRI Schools. LEAs are to submit **separate and complete applications for each MRI school in response to this RFA.**

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

IV. 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 Commitment 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

V. Review and Approval

PED will review the proposed MRI and either approve or deny the plan. If the plan is denied, PED reserves the right to select the MRI for the school.

If the district refuses to identify an MRI to participate in, the PED will select the MRI for the school.

Proposal Requirements: Significantly Restructure and Redesign

If the LEA selects the Significantly Restructure and Redesign the vision and systems at the school, they commit to:

1. **School Leadership**
   Recruiting and Sustaining High-Quality Personnel
   The LEA must develop and increase school leader effectiveness.
   a. The LEA describes where and how they will recruit school leaders and how the LEA will differ from its standard recruitment practices to ensure the school is led by an effective leader with a track record of success in changing outcomes for students in struggling schools.
   b. The LEA utilizes evidence-based practices for identifying strong leaders, including multiple points of knowledge and skills assessment.
   c. The LEA describes the incentive plan for recruitment and timeline for hiring a school leader.
   d. The LEAs plan includes a sequence of event and decision-making that is likely to produce a strong leader within the appropriate timeline.

   Leadership Hiring
   The LEA has a comprehensive plan that covers the hiring process from applicant pool to nomination, that focuses equally on experience, knowledge, and skills, capacity to do the work, and alignment with the vision for exceptional student achievement and success for all children in the school community.

   The LEA describes:
   a. The leadership competencies that are most important for the school to improve outcomes for students.
   b. How the LEA will use competency-based interviews as a component of hiring.

   The LEA must indicate its plan for recruitment of a principal with a prior success record of turning around a low-performing school, the minimum qualifications that must be met by the new principal, and the timelines for placement. Principals who have exhibited performance outcomes specified in (i-iii) cannot be placed at the school.

2. **Human Capital**
   Staff Hiring
   Provide additional compensation to attract and retain instructional staff with the skills necessary to meet the needs of the students in a transformation school.

   The LEA describes:
   a. The comprehensive plan that covers the hiring process from applicant pool to nomination, that focuses equally on experience, knowledge and skills, capacity to do the work, and alignment with the vision of exceptional student achievement and success for all children in the school community.
   b. The hiring process that is based on the competencies critical to achieving the mission and vision of the school.

c. The compensation structure to attract and retain staff.
d. The process used to ensure that 100% of the staff are identified as Effective, Highly Effective, or Exemplary on NM TEACH.

Professional Development
The LEA describes:

a. How it will provide staff ongoing, high-quality, job-embedded professional development (e.g. regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
b. The frequency and duration of such professional development, including professional development on lesson study.
c. How common planning time has been established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study.

If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation after school for a minimum of one hour a week on the same day.

Incentives
The LEA describes how it will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school.

The LEA describes:

a. How it will include information on stipends for professional development, signing bonuses, and/or performance pay as a part of recruitment activities.
b. How they will implement performance pay for, at a minimum, ELA/reading and mathematics teachers in grades 3 – 12 based on PARCC learning gains.
c. A system for measuring changes in instructional practices resulting from professional development.
d. The monitoring and measurement system and how the LEA will work with the union (if applicable) to implement such a system.
e. The process the LEA will use to work with the union (if applicable) and the anticipated timelines for such negotiations.

3. **School Program**
The LEA details a comprehensive, explicit theory of action that supports a culture of achievement and will lead to greater results for children and provides a clearly articulated

summary of the school's plan that meaningfully links the work of staff, program, and community towards a common mission and vision.

Mission, Vision, and Theory of Action
The LEA must:
a. Develop a mission and vision that identifies the goals of the school community as well as the way in which those goals will be achieved.
b. Ensure that the philosophical and visionary components of the school plan are clearly identified in a condensed (no more than two pages) and accessible
    format that can be easily reviewed and communicated by school stakeholders.
c. Clear emphasis is placed on <u>students</u> throughout the mission and the vision, in a way that drives a student-centered, achievement-oriented culture.
d. Ensure there is an emphasis on change and growth that clearly highlights the results from the current system and the ways in which the school will make changes to those approaches to drive student outcomes.
e. A theory of action that clearly addresses the methods and philosophy by which it will grow student achievement, improve school culture, and build sustainability for continued performance.

Equity
The LEA must:
a. Detail a specific plan for how it will address the needs of subgroups, using strategies that are more likely to be successful and that align with the mission, vision, and Theory of Action.
b. Ensure that all students are included an aligned, comprehensive, and interwoven plan of how the school will achieve its goals.
c. Considers the performance (proficiency, growth, and trend data) for all of the ethnic, racial, gender, language, and special needs groups at the school, and develops a strategy that will promote gains for each of them and is aligned to the Theory of Action.
d. Addresses the needs of any subgroup that has a population of more than 10 students at the school. Subgroups to consider include those listed above, as well as special populations of students (e.g. foster, homeless, migrant).
i. How will the school address an engagement plan for each subgroup?
ii. How will the school know if each subgroup is learning the skills, concepts, and habits of mind deemed the most essential?
iii. How will the school respond if a specific subgroup is not showing the intended or desired progress?
iv. How will the school enrich and extend the learning for subgroups when they meet and exceed the stated targets?

Curriculum, Instruction, and Assessment
Describe the comprehensive instructional reform strategies that will be implemented. The LEA must describe how it will:
a. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

b. Include a description of the research base that supports its effectiveness with high-poverty, at risk students and how school staff will be involved in the vertical and horizontal alignment of the instructional program and the use of High Quality Instructional Materials.

c. Promote the continuous use of individualized student data (such as formative, interim, and summative assessments) to inform and differentiate instruction to meet individual needs.

d. Describe how the school will use data (formative, interim, and summative assessments), the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored.

e. Describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored. Include strategies for push-in, pull-out, and tutorials.

f. Conduct reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. Describe the frequency of such reviews and who will be responsible for monitoring implementation and conducting data analysis.

g. Implement a school wide Multi-Tiered System of Support (MTSS). Describe how the MTSS will be implemented and the professional development that will be provided to school staff to include new teacher's year over year.

h. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.

i. Use and integrate technology-based supports and interventions as part of the instructional program.

Instructional Time
The LEA must provide more time for instruction in other subjects and enrichment activities that contribute to a well-rounded education.

The LEA must describe:

a. How it will provide more time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

b. How they identified the amount of time the school day or year will be expanded or the amount of instructional time that will be increased, identify the specific activities that will be carried out, and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.

c. The specific enrichment activities that will be offered, the community or business partnerships for mentoring, tutoring, and volunteering that will be negotiated, their purpose, and the expected outcomes.

d. How the school will provide more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Include the frequency and duration of such collaboration.

4. **Budget and Operations**

The LEA drafts a three-year budget that aligned to the programmatic initiatives and priorities outlined in the Significantly Restructure & Redesign Plan. To demonstrate alignment, the budget allocates sufficient funding towards the priorities and programs identified in the plan.

a. The budget allocates sufficient funding towards the priorities and evidence-based interventions (based on data analysis) identified in the plan.

b. The budget clearly utilizes all available funding, in alignment with the priorities of the plan, over the course of three years.

c. Priorities in the plan are linked to specific financial requirements and then prioritized to clarify what can and cannot be included in the final budget, and plan.

d. The plan clearly identifies the governance structure of the school, consistent with regulatory requirements, statute, and law.

e. The plan clearly outlines the management structure, both within the school and related to the school.

5. **Evidence-based Interventions**

   LEAs are charged with implementing ESSA, including 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 MRI, Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) 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.

   It is incumbent upon the LEA to demonstrate that the selected provider and the supporting 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	"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

relevant outcomes based on."	controls for selection bias"

I. 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.

II. Review and Approval

PED will review the proposed MRI and either approve or deny the plan. If the plan is denied, PED reserves the right to select the MRI for the school.

If the district refuses to identify a MRI to participate in, the PED will select the MRI for the school.

Project Period

For MRI proposals the full project period is three years with the first year of implementation the 2018-2019 SY.

Project Period Timeline	
Applications Released by PED	December 5, 2017
Commitment Letter to PED (Example Appendix B)	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	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

III. **Reporting Requirements**

The lead points of contact at the LEA responsible for oversight, monitoring, and support of the MRI School are required to participate in progress site visits and monitoring telephone calls with PED. In addition, LEAs will be responsible for submitting monthly, quarterly and/or annual reports on school progress 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

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 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.

VI. 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 MRI 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.

VII. 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 program[2].

The SEA may impose additional award conditions[3] 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.

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[2] 2 CFR Part 200 §200.338 Remedies for Noncompliance
[3] §200.207 Special Conditions

Significantly Restructure and Redesign
Application Cover Sheet

LEA Information	
LEA Name	**Albuquerque Public Schools**
LEA NCES ID #	**350006000061**
Superintendent	**Raquel Reedy**
Superintendent email	**reedy@aps.edu**
Mailing Address	**6400 Uptown Blvd. NE Albuquerque NM 87110**

Amount the LEA is requesting from Title I School Improvement 1003[a] funds	
March 1, 2018 to June 30, 2018	$ 222,595
July 1, 2018 to June 30, 2019	$ 1,156,259
July 1, 2019 to June 30, 2020	$ 1,156,259
July 1, 2020 to June 30, 2021	$ 1,156,259
Total Funds	$ 3,691,372

LEA MRI Significantly Restructure & Redesign Competitive Grants Application

LEA Name:	Albuquerque Public Schools
Submitting on Behalf of (name of school):	Hawthorne Elementary School
Number of Students Served:	480 Students
Number of Certified Licensed Staff:	34 Certified Staff

1. **School Leadership**

A. **Recruiting and Sustaining High-Quality Personnel**

Describe the process for the recruitment of the school's leaders to include a timeline and where and how the LEA will differ from its standard recruitment practices to ensure the school is led by an effective leader with a track record of success in changing outcomes for students in struggling schools.

Albuquerque Public Schools recognizes the importance of leadership at our Most Rigorous Intervention (MRI) schools. Therefore, much thought and deliberation was given to ensure the schools were led by top school leaders. The principals who opened the 2017-18 school year at all three schools were reassigned shortly after the school designations were released. Following the reassignments, the Associate Superintendents for Leadership and Learning sent out a survey to staff and community to gather input into the needs of the specific school. This needs assessment outlined next steps for the school community in the leadership qualities desired. Next, the Associate Superintendents posted the position through the district website with specific language to recruit a "Turnaround" principal with a record of holding high expectations and achieving significant results in student achievement. The Associate Superintendents reviewed data from schools across the state that had school leaders who participated in Principals Pursuing Excellence, as well as increase in school grades over 3 years. The District reached out to recruit these individuals, as well as others who have shown a track record of changing outcomes for students in struggling schools with similar demographics. The Associate Superintendents interviewed leaders who expressed interest and had a history of turning around schools, to identify leaders for each school. Three school leaders were then chosen and appointed to those schools with the designation of MRI.

Judith Martin Tafoya was appointed to be the new turnaround principal for Hawthorne Elementary School by Associate Superintendent Gabriella Blakey, with the support and approval of Superintendent Raquel Reedy. When interviewed for the position, Principal Martin Tafoya was asked to share how she approaches crucial aspects of the principalship, such as her process for data collection and analysis, her approach for encouraging staff to focus on successful tactics, her approach to creating a positive vision and her evidence of past successes. Below are her responses:

Judith Martin-Tafoya: *Appointed Principal, Hawthorne Elementary School*
Process for data collection and analysis:
· Requires teachers to collect data from District/State/Federal assessments
· Requires teachers to collect classroom formative assessment data
· Attends data meetings by grade levels in order to look for a common denominator
· Creates a weekly action plan for grade level
· Holds school data retreats and creates action plans based on data
· Holds weekly analysis of the grade level action plan to review what worked and what did not work
· Requires learning targets to be posted and discussed in all classrooms
· Requires staff to engage in a self-assessment of their progress toward goals
· Facilitates peer to peer instructional rounds
· Celebrates monumental shifts in data

Encourages staff to change and focus on successful tactics by:
· Establishes a relationship with staff
· Provides transparency in the need for change and the "why"
· Researches successful strategies with teachers and staff to implement
· Gathers data to review strategies and revise
· Utilizes peer teachers to open their classrooms as a model
· Highlights successful strategies used by teachers
· Displays personal enthusiasm and appreciation for the work
· Establishes self as a member of the team
· Shares leadership

Influencing a positive vision:
· Is visible and positive influence for students and staff
· Engages students in their learning via data folders, goal setting and celebration when goals are reached
· Lives the vision, posting the vision, bonding the vision, breathing the vision and stamping it on all work
· Creates successful experiences for teacher and staff
· Praises students and staff for achieving significant results
· Inspects expectations and results and responding with positive praise or criticism

Measuring, Reporting and Improving:
· Creates data walls
· Ensures data posted in hallway
· Communicate data results in newsletters and parent meetings
· Holds regular data meetings with staff

Evidence of successes:
La Luz ES 2003 Terra Nova Scores increased 17 percent.

Truman Middle School raised their SBA Scores from 9.2% proficient in math to 31.58% in a five-year span. SBA reading scores rose from 18.6% to 42.8% in the same time period. PARCC school grade rose from an F to a B.

Truman Middle School was recognized as a Bright Spot School by Dual Language of New Mexico for their successful Dual Language Program, a model for other schools across the nation.

Describe the process to use evidence-based practices for identifying strong leaders, including multiple points of knowledge and skills assessment.

The Associate Superintendents for Leadership and Learning researched evidence-based practices to identify strong leaders for this type of work. In addition to looking for completion of Principals Pursuing Excellence, we found the following qualities were important in identifying a leader (**https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/turnaround-leadership.pdf**):

Initial Analysis and Problem Solving
- Collect and analyze data
- Make action plan based on data

Driving for Results
- Break organizational norms
- Require all staff to change
- Make necessary staff replacements
- Focus on successful tactics; halt others
- Resist touting progress as ultimate success

Influencing Inside and Outside the Organization
- Communicate a positive vision
- Help staff personally feel problems
- Gain support of key influencers

Measuring, Reporting and Improving
- Measure and report progress frequently
- Require decision-makers to share data and solve problems

Describe where and how the LEA will recruit effective school leaders.

Albuquerque Public Schools recognizes the importance of leadership at our Most Rigorous Intervention (MRI) schools. Therefore, much thought and deliberation was given to ensure the schools were led by top school leaders. The principals who opened the 2017-18 school year at all three schools were reassigned shortly after the school designations were released. Following the reassignments, the Associate Superintendents for Leadership and Learning sent out a survey to staff and community to gather input into the needs of the

specific school. This needs assessment outlined next steps for the school community in the leadership qualities desired.

Next, the Associate Superintendents posted the position through the district website with specific language to recruit a "Turnaround" principal with a record of holding high expectations and achieving significant results in student achievement. The Associate Superintendents reviewed data from schools across the state that had school leaders who participated in Principals Pursuing Excellence, as well as increase in school grades over 3 years. The district reached out to recruit these individuals, as well as others who have shown a track record of changing outcomes for students in struggling schools with similar demographics. The Associate Superintendents interviewed leaders who expressed interest and had a history of turning around schools, to identify leaders for each school. Three school leaders were then chosen and appointed to those schools with the designation of MRI.

Describe the incentive plan for recruitment and timeline for hiring a school leader.

The Principal will be paid on a 216-day contract and salary band, which bolsters the contract days and pay over and above that of other elementary school principals in the district, who are typically paid on a 206-day contract. The newly appointed school principal was assigned to the school site, as of February 9, 2018.

Describe the sequence of events and decision-making that is likely to produce a strong leader within the appropriate timeline.

Prior to the PED identification of MRI schools, Albuquerque Public Schools posted two positions for ESSA Principal Support Specialists to provide intensive support to schools in need of improvement and transformation. Albuquerque Public Schools intentionally set apart monies out of the current Operational Budget to hire the ESSA Support Principals to be actively involved in the identification, selection, and transitioning of appointed principals to each school, as well as working alongside the school site principal, educational team, community, and district leadership throughout the change implementation process. This support will offer sustainability to the school principals and support their professional growth. The ESSA Principal Support Specialist will work alongside the site administration through the planning, implementing, and monitoring the process toward transformation.

ESSA Principal Support Specialists have been hired and are guiding the work being done as the principal is identified and on-boarded at the school site. Albuquerque Public Schools expects embedded professional development for the school principal and staff, which will lead to higher expectations for all students. The ESSA Principal Support Specialist will provide real time modeling and observational inquiry, which will afford ongoing growth and development for the school principal.

Albuquerque Public Schools will ensure appropriate supports for Albuquerque Public Schools at the school by assigning an ESSA Principal Support Specialist to the school. This

Principal Support Specialist has experience with successful turnaround and follows the principles set forth through the Public Impact School Turnaround Competencies for Success (http://publicimpact.com/web/wpcontent/uploads/2009/09/Turnaround_Leader_Compe tencies.pdf).

Gene Saavedra: *ESSA Principal Support Specialist*
Process for data collection and analysis:
- Relied heavily on both quantitative and qualitative data from analysis through school report cards from recent years, which he developed a root cause analysis about what might be happening within a school and various classroom.
- Created action plans along with individual grade levels and teachers based on which hypotheses are demonstrated to be accurate. The instructional grade levels, departments and instructional councils develop plans during monthly meetings to follow through. Actions are determined along with outcomes and accomplished through weekly professional development, using an inquiry based model.
- Analyzed PARCC data, and available benchmark data such as iReady or iStation, ACCESS, classroom walk-throughs, attendance data, and behavior data.
- Inquiry based PD in the school is centered on data protocols, including item analysis, development of common formative assessment, and examining student work. These processes included plans to support students' needs to provide Tier I and Tier II instruction.

Encourage staff to change and focus on successful tactics:
- Believes strongly in collaborative staff input and collaboration, helping staff through the usage of data understand the need for change in the school and build supports to drive the change.
- Facilitates transparent operations in all parts of the school including data conversations.
- Uses the school instructional council as the governing body in all major decisions regarding curriculum, instruction, assessment, and professional development by using data to drive instructional change.
- Used a collaborative process for determining budget priorities that are student centered.
- Utilized collaborative processes that require staff to focus on student work and data.
- Clearly defined expectations for all staff and develop processes and protocols that everyone knows and understands, so that changes are sustainable and ongoing.
- Exercised distributed leadership thought-out the building

Influencing a positive vision:
- Visionary Leadership, setting a clear vision that all students in every classroom, every day will be provided with a rigorous education. As a leader, he believes strongly in being visible to students, staff, and parents, and has an open-door policy.
- Community School Driven, ensuring that partners understand the vision and work of the school

Measuring, Reporting, Improving and evidence of success:
Some key results that his schools have accomplished:

- Positive enrollment trends at all schools where he has been a principal.
- Significant reduction in the truancy at all four schools.
- Kit Carson Elementary School, moved from a R2 designation to a Pinon Award recognized school.
- Pajarito Elementary in reading from 33% to 41% and 14% to 38% proficiency over a 3-year period.
- Growth of La Mesa Elementary from and R2 designated school, to a B letter grade as the state moved to a different rating system.
- Continued Growth at Ernie Pyle Middle School, maintain a B letter grade through 3 years of SIG.
- Low rates of teacher turnover at all three schools where he has been a principal, with no turnover the last 3-years at Pajarito and last year at La Mesa, and only 2 teachers during a 3-year period at Ernie Pyle. At George I. Sánchez the school was fully staffed each year with 8 teachers leaving over a 3-year period.
- Progress Terra Nova, SBA, PARCC scores, iStation data, and iReady data were consistently made.

Katherine House ESSA Principal Support Specialist (Previously RRPS)
Process for data collection and analysis:
- Gathered state, district, and school-wide data for comprehensive data analysis. Review Quality of Education data for input from parents.
- Determined school strengths and areas for growth based on analysis of school data vs. those data of high performing schools; aggregate and disaggregate, content area, attendance.
- Determined points of growth needed to push school and students toward the end goal of both proficiency and 100% student growth toward individual growth targets.
- Developed school-wide, grade level, and student goals based on data. Align a plan to monitor progress toward those goals.
- Developed short term and long term instructional plan and budget to support plan
- Encouraged staff, students and families to be engage in the process through ongoing discussions about data trends.
- Provided a full half day per trimester for data analysis, goal setting, lesson study, and calibration of student work for instructional staff.

Encourage staff to change and focus on successful tactics:
- Everyone knew the "end in mind" and where the school was going.
- Approached the work with collective responsibility and as a team invested and rooted in the vision.
- Leadership, leadership, leadership - distributive leadership with staff, students, and parents
- Coaching discussions with instructional staff that were ongoing and layered; small group grade level, cross grade level, individual and cross discipline, around current trends, root cause analysis, and next steps. These discussions encompass those trends that were moving toward proficiency/growth and those trends that were not showing growth.
- Observation and walk-through conversations become ongoing and pivoted on tailored feedback.
- Celebrated school, grade, and class successes; academic, behavior, and attendance.

- Student engagement through student data gathering, goal setting and self-directed monitoring.
- Defined parameters of expectation for school-wide student behavior, aesthetics, adult professional behavior, meeting content, data gathering and analysis, and use of asset-based conversation. The school culture became one of setting goals, monitoring progress toward goals, and setting new goals once met. And always making time to celebrate each other, support community service, and encourage each other to do the best work possible.

Influencing a positive vision:
- School mission was visible, spoken often, and becomes the impetus of why we do what we do.
- Communication with parents, community members, and district staff was often and intentional.
- The message was always geared toward the value of every minute and working together.
- Action was always rooted in advocacy of students and staff meeting personal and academic goals.
- Maintained a balance of setting boundaries and expectations with support to get there.

Measuring, reporting, improving and evidence of success:
- Moved Martin Luther King, Jr. Elementary School (Rio Rancho Public Schools) from a low "C" Report Card grade to an "A" within 3 year period and built enough sustainability the school has continued to maintain an "A" for the last 3 Report Cards. Report Card grade at Maggie Cordova showed an upward trend last year, the first year assigned to turn the school around.
- Decreased truancy by largest percentage margin in the district for elementary schools at both Martin Luther King, Jr and Maggie Cordova Elementary during her tenure. Maggie Cordova decreasing truancy by 3% in year one of her tenure.
- Percentage of proficiency increased markedly during her tenure at Martin Luther King, Jr. Elementary and trends at Maggie Cordova Elementary are now on the rise.
- Quality of Education survey results showed increase in parent participation and approval of changes in the school throughout the 5 years of my tenure at Martin Luther King, Jr.
- Community partnerships increased significantly through community events such as our Martin Luther King, Jr. Career Day, which started with less than 15 community members participating to over 30 who came and engaged in our annual event.

B. Leadership Hiring

The LEA has a comprehensive plan that covers the hiring process from applicant pool to nomination, that focuses equally on experience knowledge and skills, capacity to do the work, and alignment with the vision for exceptional student achievement and success for all children in the school community.

Describe the leadership competencies that are most important for the school to improve outcomes for students.

The Associate Superintendents for Leadership and Learning researched evidence-based practices to identify strong leaders for this type of work. They found the following qualities were important in identifying a leader (https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/turnaround-leadership.pdf):

Initial Analysis and Problem Solving
- Collect and analyze data
- Make action plan based on data

Driving for Results
- Break organizational norms
- Require all staff to change
- Make necessary staff replacements
- Focus on successful tactics; halt others
- Resist touting progress as ultimate success

Influencing Inside and Outside the Organization
- Communicate a positive vision
- Help staff personally solve problems
- Gain support of key influencers

Measuring, Reporting and Improving
- Measure and report progress frequently
- Require decision-makers to share data and solve problems

Describe how the LEA will use competency-based interviews as a component of hiring.

Based on the competencies listed above, Albuquerque Public Schools did begin the recruiting and hiring process as defined by APS Human Resources Department but was unable to identify a competitive enough pool of leadership applicants of such high caliber. Therefore, the Associate Superintendents actively identified individuals from throughout the state who met the criteria set for a "turnaround" model of transformation and had proven results for students. Individuals were interviewed and selected by the Associate Superintendents after appropriate, concrete examples were provided in regards to the following:

Initial Analysis and Problem Solving
- Collect and analyze data
- Make action plan based on data

Driving for Results
- Break organizational norms
- Require all staff to change
- Make necessary staff replacements

- Focus on successful tactics; halt others
- Resist touting progress as ultimate success

Influencing Inside and Outside the Organization
- Communicate a positive vision
- Help staff personally solve problems
- Gain support of key influencers

Measuring, Reporting and Improving
- Measure and report progress frequently
- Require decision-makers to share data and solve problems

Therefore, the Associate Superintendents took advantage of falling outside the restrictions of the typical hiring process defined by the APS Human Resources Department to find principals to lead these schools.

In researching successful turnaround schools, it was clearly discovered that the principal is essential in planning and preparing for school turnaround. Therefore, it was determined to replace the current principals quickly and select new principals poised and able to work with the school staff on the redesign. The following steps took place to find an appropriate principal:

> December 5th - Notification of MRI designated schools
> January 2nd - Begin reassignment of current principals
> January 2nd - January 24th - Recruitment of new principals
> January 24th - January 31st - Interview principals
> February 1st - Select new principals

In an effort to identify a school leader with the appropriate training, experience, and success, the Associate Superintendents posted for and recruited a principal who had already completed the Aspiring Superintendents cohort work through New Mexico Coalition of Educational Leaders and had success turning a school around. The Principal appointed not only has successful experience with school turnaround, they will complete, along with the 2 Principal Support Specialists and Associate Superintendents, a weeklong Institute for Turnaround School Leaders through Harvard Graduate School of Education.

Finally, Albuquerque Public Schools has positioned MRI schools to be overseen by Principal Support Specialists (PSS) with a proven record of turning around a low-performing school and define the PSS role in the process to not only manage through to completion of the plan but also in the day-to-day operations as the plan is implemented and carried out.

☒ The LEA will replace the current principal

☐ The LEA will retain the current principal

2. Human Capital
A. Staff Hiring

Describe the hiring process that based on the competencies critical to achieving the mission and vision of the school.

Utilizing a competency-based interview, teachers will be selected based on the Five Core Propositions for Teaching (http://accomplishedteacher.org/):

Proposition 1 - Teachers are committed to students and their learning
Proposition 2 -Teachers know the subjects they teach and how to teach those subjects to students
Proposition 3 - Teachers are responsible for managing and monitoring student learning
Proposition 4 - Teachers think systematically about their practice and learn from experience
Proposition 5 - Teachers are members of learning communities

The following steps will take place to hire teachers:
- Post teaching positions with criteria outlined above, additional responsibilities, and extended work year to the District website
- Conduct reference checks from applicant pool
- Form an interview committee of 3-5 representative staff members and parents
- Conduct a competency-based interview utilizing interview questions tailored to glean the experience and knowledge aligned to the expectations of the school based on the redesign and the Five Core Propositions for Teaching
- Utilize a rubric to score each candidates responses to the interview questions
- Conduct the three-part interview process:
  - interview by committee
  - observation by committee members
  - final interview by administrative team

Describe the compensation structure to attract and retain staff.
- Five days a week work day lengthened by one hour
- $5,000 per year/teacher for National Boards Certification
- Multi-Tiered System of Support (MTSS)
- $2,000 for National Board Certification Application
- Increased pay based on positive increase of PARCC/iStation assessment results, up to $1000 per staff member

Five days a week lengthened by one hour
- One day for Collaborative Time
- One day for School Leadership Time
- Third day for Committee Time
- Fourth day for Professional Duties Time
- Fifth day for Planning and Preparing Time

Definitions:

Collaborative Time – a team of educators committed to working together and collaborating in an ongoing process of collective inquiry and action research in order to improve teaching and learning. Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by the individuals in the collaborative team.

Collaborative time aligns with the following Domains and Elements in the NM TEACH Teacher Evaluation System:

Domain	Element
Domain 1: Planning and Preparation	NMTEACH 1C: Setting Instructional Outcomes NMTEACH 1F: Designing student assessment NMTEACH 1B: Designing Coherent Instruction
Domain 2: Creating an Environment for Learning	NMTEACH 2D: Managing Classroom Procedures NMTEACH 2E: Managing Student Behavior NMTEACH 2C: Establishing a culture for learning
Domain 3: Teaching for Learning	NMTEACH 3B: Using questioning and discussion techniques NMTEACH 3C: Engaging students in learning NMTEACH 3D: Assessment in Instruction NMTEACH 3E: Demonstrating flexibility and responsiveness

Domain 4: Professionalism	NMTEACH 4B: Participating in a Professional Community: How willing and eager is the teacher to participate in the professional community? How collegial and productive are teacher's relationships with their colleagues? NMTEACH 4C: Reflecting on Teaching: How accurate and thoughtful is the teacher's reflection on their lesson? How detailed and thoughtful are the teacher's strategies for improving their lesson? NMTEACH 4E: Growing and Developing Professionally: To what degree does the teacher seek out and share professional learning? How well does the teacher utilize feedback?

School Leadership Time – building school culture, visioning, district/state mandates, building goal setting and implementation, staff meetings
Committee Time – Department Meetings, Instructional Council, other committees, SAT Planning and Preparing Time – self-directed instructional planning and prep
Professional Duties Time - family communication, grading, entering data, mandatory paperwork, etc.

National Board Certification for all staff:
Albuquerque Public Schools recognizes the strongest predictor of student performance is the percentage of qualified, content-certified teachers in a school (Darling-Hammond, 2003) and understands the importance of having highly qualified teachers in all classrooms for every child. The District is committed to ensuring that our teachers have high levels of knowledge, skills, abilities, and are reflective in their practice. Therefore, the District will seek out teachers who are committed in the pursuit of their National Board Certification which allows teachers to demonstrate that their teaching meets the profession's standards for accomplished practice through a rigorous, peer-reviewed and performance based process. More than a decade of research reveals an increase of learning of an additional one to two months of instruction for students taught by a National Board Certified Teacher. This impact is even greater for minority and low income students.

The Five Core Propositions will also be used as a Framework for Quality Teaching in the classroom (http://www.nbpts.org/standards-five-core-propositions/):

Proposition 1: Teachers are committed to students and their learning	Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students	Proposition 3: Teachers are responsible for managing and monitoring students learning	Proposition 4: Teachers think systematically about their practice and learn from experience	Proposition 5: Teachers are members of learning communities

Therefore, National Board-Certified Teachers who work at the school and will be paid an additional stipend of $5000 each school year while teaching at Hawthorne. Teachers who wish to apply for National Board Certification will have their application paid for by the district, costing approximately $2000. Teachers will be asked to sign a memorandum of understanding that they will teach 3 years at the designated school after receiving their National Board Certification and to receive the stipend, if they are already certified.

Albuquerque Public Schools strongly believes that by providing our teachers with the opportunity to take part in the researched-based National Board for Teaching Standards Certification Program we will advance the quality of teaching and learning in all classrooms with all student (http://www.nbpts.org/wp-content/uploads/impact_brief_final.pdf).

Multi-Tiered System of Support (MTSS)

Teachers who are new to the teaching profession will be part of a three year, new teacher cohort program that is led by a Zone Master Teacher and School Transformation Coach
The three-year program will be broken into three stages:
STAGE FOCUS
First Stage
Practical skills and information:
- Where to order supplies
- How to organize a classroom
- Where to find instructional resources
- What kind of assistance the teacher association can provide

Second Stage- The art and science of teaching and on polishing classroom management skills

*Third Stage-*A deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students and redesign.
Source: National Foundation for the Improvement of Education
(https://www.neafoundation.org/)

Link to study:
best practices in teacher and administrator induction programs

(http://ccsesa.org/wp-content/uploads/2016/06/Best-Practices-in-Teacher-and-Administrator-Induction-Programs.pdf)

This mentoring will be done in a seminar setting, one-on-one mentor/mentee meetings, and a co-teacher environment.

During the third year of the program, the teacher will be assigned a school based mentor who is highly qualified National Board Certified Teacher and prepare for their National Board Certification.

Performance Pay for all staff:

Standards-based education reform requires that teachers develop a new array of professional knowledge and skills to teach a thinking-oriented curriculum, engage in the organization and management of schools, and produce higher levels of student achievement. Such a change is systemic and requires that all aspects of the school organization be restructured.

Group-based performance awards, or collective performance-pay plans, recognize that student outcomes are the joint product of many teachers and support staff working together in a school. They explicitly encourage school staff to work together towards common goals—such as improving student performance. Collective incentives provide an important symbolic focus on outcomes while avoiding the divisive aspects of *individual* performance incentives.

Based on the PARCC learning gains in ELA/reading and mathematics teachers in grades 3 – 5 and on formative assessment data in pre k- 5 collected over the year in conjunction with the school's New Mexico 90-day Plan, we will establish collective rewards for adding value to students' performance.

The collective reward structure will be based on the following as per the PED's 90-day Plan Template:
- The summative and benchmark goals that meet SMART criteria.
- The 2-3 highest-leverage focus areas that will increase student achievement for all students identified based on deep data analysis and reflection on qualitative and quantitative evidence.

Evidence that will be considered will include, but not be limited to:
- observation data (evaluative or non)
- lesson/unit plans
- student surveys
- interim assessment results
- common formative assessment results
- student work samples
- summative results

Based on the research on collective performance-pay plans that show improvements toward performance standards over time we will provide these funds, for as salary bonuses, professional development, or as school improvement funds. In this plan, the performance-pay will be used to foster collective responsibility and accountability.

Collective performance-pay will be $1,000 per staff member for a 10% increase averaged among all students on all assessment measures, including PARCC.

Describe the process used to ensure that 100% of the staff are identified as Effective, Highly Effective, or Exemplary on NM TEACH.

Support & Accountability for Teachers : Albuquerque Public Schools uses the NMTEACH educator effectiveness system required by the New Mexico Public Education Department. The NMTEACH framework uses multiple indicators, including student test scores, principal observations, student surveys and attendance, to generate a score and corresponding label for each teacher. Teachers can be characterized as Ineffective, Minimally Effective, Effective, Highly Effective and Exemplary by the NMTEACH system.

Albuquerque Public Schools utilizes, and trains teachers, on the observation portion of the rubric to focus on improving teachers' implementation of the instructional core. The teacher evaluation process requires two walkthroughs and two formal scored observations using the NMTEACH rubric. If the evaluator identifies any element of Domains 2 or 3 that is below effective (3), the evaluator provides strategic feedback with specific supports and expectations of outcomes based on that support. Outcomes are assessed through walkthroughs or observation.

The scores for each teacher's observation are reviewed annually with the school administrator in the fall and spring. If the teacher's average scores on the observation are ineffective or minimally effective (below 2.5 on a 5 point scale), an improvement plan is written and support is provided by a Consulting Teacher through the Peer Assistance and Review (PAR) process. Consulting teachers are master teachers who have been selected for their skill with content and pedagogy. The consulting teacher works with the classroom teacher with the plan as the guide for approximately 90 days. At the 45-and-90-day targets, a PAR panel convenes to listen to reports from the consulting teacher and school administrator for evidence of progress. The PAR panel makes recommendations based on that evidence to either discontinue the plan, continue the plan, move to more intensive support or discharge the classroom teacher. All improvement plan and PAR processes are systematic, transparent and well documented.

Albuquerque Public Schools invests heavily in the NMTEACH evaluation system and the Peer Assistance and Review process because the district shares the Public Education Department's belief that every student deserves access to a quality teacher. APS believes that supporting educators through professional development, high-quality and frequent feedback based on observations and intensive intervention when needed is the best way to meet that goal.

Additional to the district support program (PAR) teachers that are currently at the school and choose to stay based on the redesign may be asked to apply for the Teacher Pursuing Excellence Program through PED. The Teachers Pursuing Excellence Program, which is modeled after Principals Pursuing Excellence, provides mentorship and training to minimally effective and ineffective teachers to help them become more effective in the classroom. Participants in this program saw their English language arts scores 101 increase

4.5 times the statewide average growth and their math scores improve by 2.7 times the state average.

We believe the combination of the two programs will support the school in ensuring that 100% of all teachers are Effective, Highly Effective, or Exemplary on NM TEACH.

B. Professional Development

Describe how the LEA will provide staff ongoing, high-quality, job-embedded professional development (e.g. regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

The principal, along with the Transformational Instructional Coach of the school, and with support of various departments such as Language and Cultural Equity, Special Education, Technology, and Curriculum and Instruction will deliver high quality, job embedded professional development in various settings using Instructional Rounds and Lesson Study based on actual practice and individual student needs.

This embedded professional development will:
- Take place in the classroom, in real time, with current students and is centered on issues of actual practice
- Take place in the classroom, nearly real time, away from students, and is centered on issues of actual practice
- Take place in the school, shortly before or after instruction, away from students, and is centered on issues of actual practice

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

APS adopted instructional rounds as a part of an initiative to strengthen Albuquerque Public Schools culture in the district. After observing the instructional rounds process used by Santa Fe Public Schools, district leadership did a book study on Instructional Rounds in Education and attended a week-long instructional rounds institute at Harvard. As district leadership trained principals in the model of instructional rounds, leadership emphasized the opportunity to look at a specific problem and benefit from one another's expertise,

allowing school leaders to see what other schools are doing and be reflective about their own work.

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

Hawthorne was a Deep Dive Schools in the 2017-18 school year. The Deep Dive model has allowed for intentional vertical articulation across the district's four Learning Zones. There have been both formal and informal conversations about feeders developing common problems of practice and strategies to address and build on as they go through the continuum. To build leadership capacity in the district, district leadership expanded instructional rounds to include assistant principals at all levels. This supports the connections across Albuquerque Public Schools Learning Zones in terms of alignment to the district's priorities and learning that supports best practices and, ultimately, student achievement.

Hawthorne will also participate in high level professional development in partnership with the Albuquerque Public School AVID department along with other state and national AVID trainers. They will also team with other schools that fall within their Learning Zone and feeder school structure, which are already aligned with AVID school practices. This model will allow the school to link with the schools that their students will attend for middle and high school, which will provide students a consistent ongoing presence of AVID strategies throughout their educational journey.

Hawthorne Elementary School will become a Community School that will focus on the four pillars of community school proven to provide positive educational outcomes for students in low-income neighborhoods. The four pillars that will guide this work will be:
- Integrated Student Supports
- Expanded Learning Time and Opportunities
- Family and Community Engagement
- Collaborative Leadership and Practice

As a Community School, Hawthorne will have a full time Community Coordinator who will lead the community collaboration work, in partnership with Albuquerque/Bernalillo County Community School Partnership (ABC) to provide professional development to the school, which will enable the school to capitalize on the community partnerships that support schools on various levels, and are tailored to the needs of each school. This partnership will support the Social Emotional Learning of our students.

Describe how common planning time has been established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. *It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study implementation.*

Consistent Common Planning Time:

K-5 grade teachers will use common planning time to collaborate as grade levels and across grade levels. The staff also has biweekly collaborative meetings with the school turnaround coach. The staff also attends monthly group professional development meetings and professional learning community meetings. The Instructional Council will meet bi-monthly to discuss the 90-day plan and outcomes based on assessment data. A block schedule that will have a separate block of time for interventions and include 60 minutes of prep time a day with one day being used for lesson study. The school will provide two PE classes, Art, Music, Computer, Library, section and teachers would not be required to do AM or PM duty. Each grading period teachers at each grade level will be provided with a ½ day substitute for a Work on the Work day (WOW day). This time that will be used to work specifically on looking at data, creating lessons, studying lessons, looking at student work and aligning instructional standards based on the lesson study model.

Five days a week lengthened by one hour
- One day for Collaborative Time
- One day for School Leadership Time
- Third day for Committee Time
- Fourth day for Professional Duties Time
- Fifth day for Planning and Preparing Time

Definitions:

Collaborative Time – a team of educators committed to working together and collaborating in an ongoing process of collective inquiry and action research in order to improve teaching and learning. Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by the individuals in the collaborative team.

Collaborative time aligns with the following Domains and Elements in the NM TEACH Teacher Evaluation System:

Domain	Element
Domain 1: Planning and Preparation	NMTEACH 1C: Setting Instructional Outcomes NMTEACH 1F: Designing student assessment NMTEACH 1B: Designing Coherent Instruction

Domain 2: Creating an Environment for Learning	**NMTEACH 2D: Managing Classroom Procedures** **NMTEACH 2E: Managing Student Behavior** **NMTEACH 2C: Establishing a culture for learning**
Domain 3: Teaching for Learning	**NMTEACH 3B: Using questioning and discussion techniques** **NMTEACH 3C: Engaging students in learning** **NMTEACH 3D: Assessment in Instruction** **NMTEACH 3E: Demonstrating flexibility and responsiveness**
Domain 4: Professionalism	**NMTEACH 4B: Participating in a Professional Community:** **How willing and eager is the teacher to participate in the professional community?** **How collegial and productive are teacher's relationships with their colleagues?** **NMTEACH 4C: Reflecting on Teaching:** **How accurate and thoughtful is the teacher's reflection on their lesson?** **How detailed and thoughtful are the teacher's strategies for improving their lesson?** **NMTEACH 4E: Growing and Developing Professionally:** **To what degree does the teacher seek out and share professional learning?** **How well does the teacher utilize feedback?**

School Leadership Time – building school culture, visioning, district/state mandates, building goal setting and implementation, staff meetings
Committee Time – Department Meetings, Instructional Council, other committees, SAT
Planning and Preparing Time – self-directed instructional planning and prep
Professional Duties Time - family communication, grading, entering data, mandatory paperwork, etc.

Scheduling

The school will operate on a block schedule that will have a separate block of time for interventions to include 60 minutes of prep time a day with one day being used for lesson study.

Each grading period teachers at each grade level will be provided with a ½ day substitute for a Work on the Work day (WOW day). This time that will be used to work specifically on data review, creating lessons, studying lessons, looking at student work and aligning instructional standards based on the lesson study model.

Leveraging Time White Paper
(http://generationschools.org/assets/resourcefiles/pdfs/SOAR_Leveraging-Time_WhitepaperView%20FINAL%20COPY.pdf)

Incentives
How is the LEAs leveraging stipends for professional development, signing bonuses, performance pay, or other recruitment activities to build an effective team for the school?

Albuquerque Public Schools understands the importance of having highly qualified teachers in all classrooms. Ensuring that our teachers have a high level of knowledge, skills, abilities, and are reflective in their practice Albuquerque Public Schools will seek out teachers who are committed to the vision and mission of the school.

Albuquerque Public School will include in the MRI Application all stipends that will support professional development for teachers in all classrooms as additional compensation provided to those selected to work at said school, for professional development, extended day, NBTC, MTSS, and performance pay.

How will the LEA implement performance pay for, at a minimum, ELA/reading and mathematics teachers in grades 3 – 12 based on PARCC learning gains?

Performance Pay for all staff:
Standards-based education reform requires that teachers develop a new array of professional knowledge and skills to teach a thinking-oriented curriculum, engage in the organization and management of schools, and produce higher levels of student achievement. Such a change is systemic and requires that all aspects of the school organization be restructured.

Group-based performance awards, or collective performance-pay plans, recognize that student outcomes are the joint product of many teachers and support staff working together in a school. They explicitly encourage school staff to work together towards common goals—such as improving student performance. Collective incentives provide an important symbolic focus on outcomes while avoiding the divisive aspects of individual performance incentives.

Based on the PARCC learning gains in ELA/reading and mathematics teachers in grades 3 – 5 and on formative assessment data in pre k-5 collected over the year in conjunction with the school's New Mexico 90-day Plan, we will establish collective rewards for adding value to students' performance.

The collective reward structure will be based on the following as per the PED's 90-day Plan Template:
- The summative and benchmark goals that meet SMART criteria.
- The 2-3 highest-leverage focus areas that will increase student achievement for all students identified based on deep data analysis and reflection on qualitative and quantitative evidence.
    - Evidence that will be considered will include, but not be limited to:
        - observation data (evaluative or non)
        - lesson/unit plans
        - student surveys
        - interim assessment results
        - common formative assessment results
        - student work samples
        - summative results

Based on the research on collective performance-pay plans that show improvements toward performance standards over time we will provide these funds, for as salary bonuses, professional development, or as school improvement funds. In this plan, the performance-pay will be used to foster collective responsibility and accountability.

Collective performance-pay will be $1,000 per staff member for a 10% increase averaged among all students on all assessment measures.

Describe the system for measuring changes in instructional practices resulting from professional development.

Hawthorne will use continue the use of Instructional Rounds 3 times per year including weekly Inquiry Based Rounds for teachers focusing on the Seven Principal of the Instructional Core:
1. Increases in student learning only occur as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
2. If you change any single element of the instructional core, you have to change the other two.
3. If you can't see it in the core, it's not there.
4. Task predicts performance.
5. The real accountability system is in the tasks that students are asked to do.
6. We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work.

7. Description before analysis, analysis before prediction, prediction before evaluation.

Hawthorne leadership will also analyze data from NMTEACH and Instructional Walkthroughs to measure implementation of strategies gained through professional development. Schools will also analyze student data as evidence strategies gained through professional development is positively impacting student learning, as measured by iReady, ACCESS and/or PARCC. Continuous improvement will cycle through the analysis of above data, with opportunity to tailor refinement as needed.

How will the LEA monitor this system and how will the LEA work with the union (if applicable) to implement such a system?

Albuquerque Public Schools will analyze data from the NMTEACH Educator Effectiveness Summative Teacher Report as a way to measure the impact of changes in instructional practices and the professional development system, which in turn will positively impact student growth and outcomes. APS will utilize Datawise (Kathryn Parker Boudett) in conjunction with the NM 90-day Plan to measure the effectiveness of the Instructional Rounds and response to the identified Problem of Practice to ensure student growth and achievement.

Describe the process the LEA will use to work with the union (if applicable) and the anticipated timelines for such negotiations.

Any provision of the APS/ATF Negotiated Agreement may be waived or altered with the written consent of both the District and the Federation (Article 31 C.).

Article 31, DURATION OF AGREEMENT
1. This Agreement shall be effective upon ratification by the parties as of August 16, 2017, and shall remain in full force and effect through July 1, 2018. If a successor Agreement is not agreed to and ratified by July 1, 2018, this Agreement shall remain in effect until agreement and ratification occur or either party gives notice in writing of its desire to terminate such Agreement.
2. Salaries, pay differentials and insurance premiums shall be opened each year of this Agreement. Such negotiation shall begin on or before April 1 of each year or as agreed to by the parties.
3. This Agreement may be altered by mutual consent of the District and the Federation. Such alterations will replace or add to this Agreement and be in full force and effect only upon approval in writing of both parties.

3. School Program
A. Mission, Vision, and Theory of Action

Describe the school's mission and vision that identifies the goals of the school community as well as the way in which those goals will be achieved with a clear emphasis on students throughout the mission and the vision, in a way that drives a student-centered, achievement-oriented culture.

Mission:
Dragons learn best when we blend.

Vision:
Hawthorne promotes a blended learning environment that incorporates partnerships in a unified multicultural community in which students achieve necessary competencies to become 21st century innovators.

This will be demonstrated by, but not limited to, students' enhanced communication skills, self-advocacy skills, note taking strategies, critical thinking, study skills, time management and goal setting.

Belief Statements: Hawthorne believes that development and growth of the whole child are best addressed when the community embraces the needs of the child. Additionally, when their learning is tangible and relevant to the real world, students are more engaged.

Hawthorne believes in a blended learning approach, in which the needs of the whole child can be met when all stakeholders are involved in student-centered learning, and social

emotional learning. We encourage curiosity and wonder in which students will be empowered with their own learning, intrinsically engaging in their own success, while developing collaborative teamwork and creative problem solving skills.

We believe that it is critical to utilize data from formative assessments (as well as summative assessments) to drive our instruction. Backwards planning and standards-based cross-curricular planning are essential tools for designing curriculum that meet the individual needs of students. These tools also provide valuable information, which challenge students to become problem solvers and critical thinkers.

At Hawthorne we believe that leadership is most effective when it is distributed among a team of individuals with different skill sets and experiences and a shared mission to ignite and maintain a school-wide culture of learning and improved outcomes for students. Our instructional leadership teams focus on literacy, math, science, technology, student success and community schools. Through these teams, we promote a positive change throughout Hawthorne. Distributed leadership includes not only teachers, but also other professional staff, support staff, families, stakeholders, and students.

Instruction is driven by a variety of computer-based programs that support intervention and curriculum. Hawthorne tries to use District written Units of Study. However, we have a fragmented curricular structure. We will begin to be more focused on the Common Core State Standards using the Blended Learning Model. This will foster more student-centered learning. There will be more consistency across grade levels using lesson studies, teacher-teacher observations, vertical and horizontal yearlong alignments, collaborative planning and assessments, as well as data driven instruction.

How has the LEA ensured that the philosophical and visionary components of the school plan are clearly identified in a condensed (no more than two pages) and accessible format that can be easily reviewed and communicated by school stakeholders?

Our focus on teaching and learning at Hawthorne Elementary is a set of interrelated believes and a transformation plan that will describe and guide how the work of our teachers and administrators will cause improvement in learning for students over time. We have outlined our thinking and demonstrate how we will restructure our school and enhance teaching and learning for students.

At Hawthorne, we want our students to progress with pride and a global understanding of how to access different resources for their own learning and enhance critical thinking skills. We expect all students will have access to learning within a diverse learning model, affording them the opportunity to engage in building 21st century learning skills. Students will be empowered with their own learning, which will intrinsically engage students in their own success.

Therefore, if we create a Blended Learning Instructional Model with an intentional focus and implementation of AVID strategies (WICOR) using the Blended Learning Instructional Model, then we will allow instructors to work more intensely with our diverse student population by providing instruction that is focused on students' individual learning styles and students will have the opportunity to learn through differentiated learning methods that are aligned to the Common Core State Standards.

School-wide instruction will incorporate technology to support teaching and learning. The result will be increased cross-curricular student achievement, due to a higher level of rigor for students. This will be demonstrated by, but not limited to, students' enhanced communication skills, self-advocacy skills, note taking strategies, critical thinking, study skills, time management and goal setting.

This transformation will take place through successful partnerships between Hawthorne and the APS AVID Department, state and national trainers, community partners, families, students, educators, and feeder school partners. Students will be actively engaged in their learning through goal setting and monitoring their own progress toward their goals. Measurement of progress toward growth targets will include, but not be limited to, iReady, iStation, ACCESS, Common Formative Assessments, and PARCC.

Bilingual Program
Hawthorne Elementary currently has a school-wide 3-hour Heritage Program. All grades have at least one Bilingually endorsed teacher providing Spanish Language Arts instruction. Many students in the program are native Spanish speakers. Currently there are 15 TESOL endorsed teachers in general education with seven of the teachers providing instruction in Spanish.

We believe that if we provide a rigorous bilingual education program, then we will provide students with opportunities to engage in learning that engages, enriches, and encourages multilingualism. Students will have an expanded worldview and appreciation of their culture and community. At Hawthorne we will commit to the implementation of a high quality, highly effective 3 hour dual language program in Kindergarten and 1st grade for the 2018-19 school year and add additional grade levels each year.

Information for a Bilingual program will be shared with staff, students and families beginning in Spring 2018, particularly for students currently in kindergarten and incoming kindergarteners. Additional grades will be added each year until the school is a comprehensive Kindergarten through 5th grade Dual Language School. Upon completion through 5th grade, students will earn an Elementary Bilingual Seal and be prepared for the Middle School Dual Language program and the High School Bilingual Seal.

At Hawthorne Elementary we will design a Community School that operationalizes the four pillars of: Integrated Student Supports (addresses out of school barriers to learning through partnerships with health service providers); Expanded Learning Opportunities (enrichment activities during non-school hours to provide additional learning time); Family and Community Engagement (brings families into the school as partners in

children's education); and Collaborative Leadership and Practices (utilizes site-based, interdisciplinary, cross-sector community leadership to build collective trust and shared accountability). The four pillars provide an evidence-based infrastructure to provide students and families supports and services intentionally aligned to address individual barriers to learning. Fully implemented community schools provide significantly greater benefit for students. [1]

Oakes, J., Maier, A., & Daniel, J. (2017, June 05). *Community Schools: An Evidence-Based Strategy for Equitable School Improvement.*

Community Schools alignment with ESSA Tiers of Intervention (http://nepc.colorado.edu/files/publications/Community%20Schools.pdf)
As a Community School, Hawthorne will have a dedicated full time Community School Coordinator who will facilitate alignment of school, family and community resources. In partnership with the ABC Community School Partnership the Community School Coordinator will utilize data to determine service and program needs and gaps. ABC will provide professional development in partnership with the district to ensure continuous quality improvement throughout the development process.

Community Schools in action (https://www.districtadministration.com/article/schools-provide-community-coverage)

THEORY OF ACTION

COMMUNITY SCHOOL PILLARS

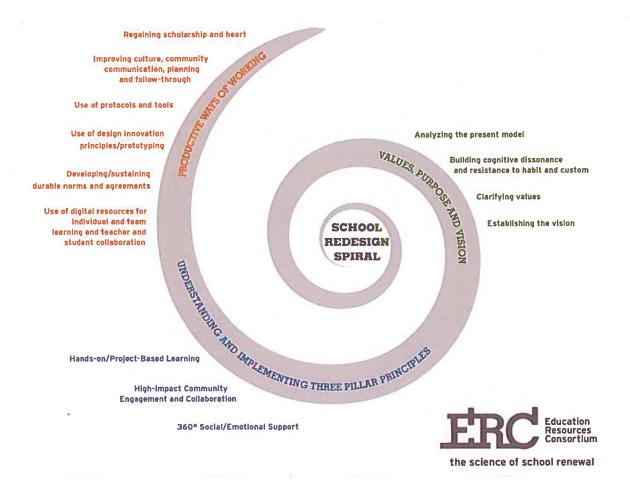| Integrated Student Support	Expanded Learning Time & Opportunities	Family and Community Engagement	Collaborative Leadership & Practice

WE BELIEVE OUR SCHOOLS SHOULD BE DESIGNED AROUND:

- Student-Centered Learning
- Social Emotional Learning
- Formative Assessment
- Backward Planning
- Standards-Based Cross-Curricular Planning & Teaching
- Distributive Leadership

Regaining scholarship and heart

Improving culture, community communication, planning and follow-through

Use of protocols and tools

Use of design innovation principles/prototyping

Developing/sustaining durable norms and agreements

Use of digital resources for individual and team learning and teacher and student collaboration

PRODUCTIVE WAYS OF WORKING

Analyzing the present model

Building cognitive dissonance and resistance to habit and custom

Clarifying values

Establishing the vision

VALUES, PURPOSE AND VISION

SCHOOL REDESIGN SPIRAL

UNDERSTANDING AND IMPLEMENTING THREE PILLAR PRINCIPLES

Hands-on/Project-Based Learning

High-Impact Community Engagement and Collaboration

360° Social/Emotional Support

ERC Education Resources Consortium

the science of school renewal

☒   Provide a copy and link to where this can be found on the school's webpage.

Home Page: Hawthorne Home Page

In conjunction with the school leadership, develop a theory of action that clearly addresses the methods and philosophy by which it will grow student achievement, improve school culture, and build sustainability for continued performance.

If we change the instructional pedagogy, with and intentional focus of AVID strategies and Project Based Math Instruction, provide targeted professional development, challenge teacher thinking about core content, task, and reflection on student outcomes using data driven decisions, then improved instructional outcomes will result for all students.

B. Equity

Detail a specific plan for how the LEA and school will address the needs of subgroups, regardless of current performance, using strategies that are more likely to be successful and that align with the mission, vision, and Theory of Action.

Albuquerque Public Schools recognizes there are gaps that need to be addressed and access must be provided to all students. The Department of Language and Cultural Equity recently participated in a needs assessment for the two schools with Dual Language programs and generated a report that outlines the needs and recommendations. In addition, the Department of Special Education has taken steps to meet students where they are and provide assistance to schools whereby several Special Education Educational Technicians will be assigned to each school to provide professional development and teach strategies for the implementation of Universal Design for Learning (UDL) into planning and preparation, which will afford access to learning for students with disabilities.

Ongoing professional development opportunities will be conducted by a Special Education Principal Support Specialist in the areas of differentiating instruction, using Universal Design for Learning (UDL), and providing accommodations in the general education setting.

How will the LEA ensure that all students are included in the aligned, comprehensive, and interwoven plan for how the school will achieve its goals?

Tier 1 instruction is addressed via the school's NM 90 day Plan, and will be at the forefront of all collaborative conversations, as well as within the teacher feedback provided by the school leader during observations and walkthroughs. Albuquerque Public Schools believes that schools rooted in Universal Design for Learning and grounded in Common Core State Standards, will ensure all students are supported to reach a higher standard of learning.

https://www.evidenceforessa.org/programs/math/elementary/math-focus

How has the LEA considered the performance (proficiency, growth, and trend data) for all of the ethnic, racial, gender, language, and special needs groups at the school, and developed a strategy that will promote gains for each of them and is aligned to the Theory of Action?

PARCC Analysis

Over the last three administrations of PARCC (i.e., Spring 2015, Spring 2016 and Spring 2017), Hawthorne Elementary School has seen improvements in the percentage of students who met or exceeded expectations in the areas of English Language Arts 5th Grade, Mathematics 3rd Grade and Mathematics 5th Grade (see Table 1). However, despite these gains, Hawthorne's PARCC passing rates remain below 11 percent in all subjects except for Mathematics 3rd Grade.

Table 1. Overall PARCC Performance

Subject	Year	PARCC Performance Level				
		1	2	3	4	5
English/ Language Arts 3rd Grade	2015	44.1%	33.9%	16.9%	5.1%	
	2016	65.4%	18.5%	7.4%	8.6%	
	2017	57.1%	17.5%	17.5%	7.9%	
English/ Language Arts 4th Grade	2015	43.1%	24.6%	26.2%	6.2%	
	2016	38.7%	33.9%	22.6%	4.8%	
	2017	54.7%	26.7%	12.8%	5.8%	
English/ Language Arts 5th Grade	2015	44.9%	30.4%	20.3%	4.3%	
	2016	53.3%	31.7%	10.0%	5.0%	
	2017	31.8%	36.4%	21.2%	10.6%	
Mathematics 3rd Grade	2015	26.7%	38.7%	28.0%	6.7%	
	2016	21.9%	38.5%	21.9%	17.7%	
	2017	23.5%	27.2%	30.9%	17.3%	1.2%
Mathematics 4th Grade	2015	39.7%	42.6%	14.7%	2.9%	
	2016	29.9%	39.0%	26.0%	5.2%	
	2017	31.5%	42.7%	21.3%	4.5%	
Mathematics 5th Grade	2015	51.3%	32.1%	14.1%	2.6%	
	2016	37.1%	43.5%	16.1%	3.2%	
	2017	36.1%	37.5%	18.1%	8.3%	

Disaggregating Hawthorne Elementary School's PARCC results by gender shows persistent gender gaps in English/Language Arts 4th Grade, Mathematics 3rd Grade with female students outperforming their male peers (see Table 2).

Table 2. PARCC Peformance by Gender

Subject	Year	Gender	PARCC Performance Level				
			1	2	3	4	5
English/ Language Arts 3rd Grade	2015	Female	43.8%	37.5%	9.4%	9.4%	
		Male	44.4%	29.6%	25.9%		
	2016	Female	58.5%	22.0%	12.2%	7.3%	
		Male	72.5%	15.0%	2.5%	10.0%	
	2017	Female	60.0%	13.3%	13.3%	13.3%	
		Male	54.5%	21.2%	21.2%	3.0%	
English/ Language Arts 4th Grade	2015	Female	41.2%	23.5%	26.5%	8.8%	
		Male	45.2%	25.8%	25.8%	3.2%	
	2016	Female	42.9%	31.4%	20.0%	5.7%	
		Male	33.3%	37.0%	25.9%	3.7%	
	2017	Female	47.7%	27.3%	18.2%	6.8%	
		Male	61.9%	26.2%	7.1%	4.8%	
English/ Language Arts 5th Grade	2015	Female	39.4%	39.4%	18.2%	3.0%	
		Male	50.0%	22.2%	22.2%	5.6%	
	2016	Female	53.3%	30.0%	10.0%	6.7%	
		Male	53.3%	33.3%	10.0%	3.3%	
	2017	Female	27.3%	30.3%	24.2%	18.2%	
		Male	36.4%	42.4%	18.2%	3.0%	
Mathematics 3rd Grade	2015	Female	26.3%	34.2%	28.9%	10.5%	
		Male	27.0%	43.2%	27.0%	2.7%	
	2016	Female	20.8%	33.3%	27.1%	18.8%	
		Male	22.9%	43.8%	16.7%	16.7%	
	2017	Female	18.4%	26.3%	28.9%	23.7%	2.6%
		Male	27.9%	27.9%	32.6%	11.6%	
Mathematics 4th Grade	2015	Female	41.7%	41.7%	13.9%	2.8%	
		Male	37.5%	43.8%	15.6%	3.1%	
	2016	Female	17.9%	46.2%	28.2%	7.7%	
		Male	42.1%	31.6%	23.7%	2.6%	
	2017	Female	36.4%	36.4%	25.0%	2.3%	
		Male	26.7%	48.9%	17.8%	6.7%	
Mathematics 5th Grade	2015	Female	50.0%	33.3%	16.7%		
		Male	52.4%	31.0%	11.9%	4.8%	
	2016	Female	41.9%	35.5%	16.1%	6.5%	
		Male	32.3%	51.6%	16.1%		
	2017	Female	30.6%	33.3%	22.2%	13.9%	
		Male	41.7%	41.7%	13.9%	2.8%	

Because the student population of Hawthorne Elementary is over 80 percent Hispanic, is it difficult to analyze differences between race/ethnicity student groups (see Table 3).

Table 3. PARCC Performance by Race/Ethnicity

Subject	Year	Race Ethnicity	PARCC Performance Level				
			1	2	3	4	5
English/ Language Arts 3rd Grade	2015	American Indian/Alaskan Native	100.0%				
		Asian	50.0%	50.0%			
		Black/African American		100.0%			
		Hispanic	45.5%	31.8%	15.9%	6.8%	
		White/Caucasian	40.0%	30.0%	30.0%		
	2016	American Indian/Alaskan Native	80.0%		20.0%		
		Black/African American	50.0%			50.0%	
		Hispanic	67.2%	18.8%	4.7%	9.4%	
		White/Caucasian	50.0%	30.0%	20.0%		
	2017	American Indian/Alaskan Native	100.0%				
		Asian		50.0%	50.0%		
		Hispanic	53.1%	20.4%	18.4%	8.2%	
		White/Caucasian	66.7%		16.7%	16.7%	
English/ Language Arts 4th Grade	2015	American Indian/Alaskan Native	83.3%	16.7%			
		Black/African American	100.0%				
		Hispanic	34.6%	26.9%	32.7%	5.8%	
		White/Caucasian	66.7%	16.7%		16.7%	
	2016	American Indian/Alaskan Native		100.0%			
		Asian			100.0%		
		Black/African American		50.0%	50.0%		
		Hispanic	50.0%	25.0%	18.8%	6.3%	
		White/Caucasian		70.0%	30.0%		
	2017	American Indian/Alaskan Native	66.7%	16.7%		16.7%	
		Black/African American	50.0%	25.0%	25.0%		
		Hispanic	53.7%	28.4%	11.9%	6.0%	
		White/Caucasian	55.6%	22.2%	22.2%		
English/ Language Arts 5th Grade	2015	American Indian/Alaskan Native	100.0%				
		Black/African American	100.0%				
		Hispanic	42.6%	31.1%	23.0%	3.3%	
		White/Caucasian	40.0%	40.0%		20.0%	
	2016	American Indian/Alaskan Native	83.3%	16.7%			
		Black/African American	100.0%				
		Hispanic	47.8%	34.8%	13.0%	4.3%	
		White/Caucasian	57.1%	28.6%		14.3%	
	2017	American Indian/Alaskan Native			100.0%		
		Asian			100.0%		
		Black/African American	50.0%	50.0%			
		Hispanic	33.3%	37.0%	18.5%	11.1%	
		White/Caucasian	25.0%	37.5%	25.0%	12.5%	
Mathematics 3rd Grade	2015	American Indian/Alaskan Native		100.0%			
		Asian	50.0%	50.0%			
		Black/African American	50.0%		50.0%		
		Hispanic	24.6%	41.0%	29.5%	4.9%	
		White/Caucasian	33.3%	22.2%	22.2%	22.2%	
	2017	Free & Reduced-Price		36.1%	37.5%	18.1%	8.3%
		Hispanic	33.7%	12.1%	20.0%	0.0%	
		White/Caucasian	22.2%	11.1%	66.7%		

Comparing Hawthorne Elementary students by special education status reveals that not a single student with a disability has met or exceeded expectations on PARCC across the last three administrations except on the Spring 2016 Mathematics 3rd Grade assessment (see Table 5). This

general pattern persists when the results are disaggregated by English Learner (EL) status except EL students met or exceeded expectations on the Spring 2016 English/Language Arts 3rd Grade, Spring 2016 English/Language Arts 4th Grade and for all three administrations of the Mathematics 3rd Grade exam.
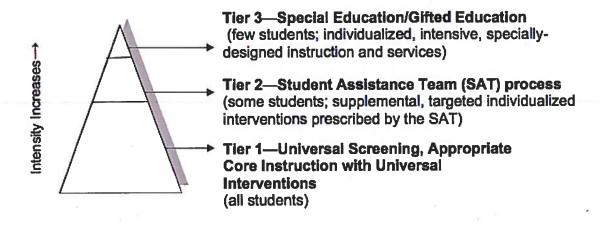
Table 5. PARCC Performance by Special Education Status

Subject	Year	Special Education	PARCC Performance Level				
			1	2	3	4	5
English/ Language Arts 3rd Grade	2015	Regular Education and Gifted-only..	37.7%	37.7%	18.9%	5.7%	
		Students with Disabilities	100.0%				
	2016	Regular Education and Gifted-only..	60.0%	21.4%	8.6%	10.0%	
		Students with Disabilities	100.0%				
	2017	Regular Education and Gifted-only..	54.7%	17.0%	18.9%	9.4%	
		Students with Disabilities	70.0%	20.0%	10.0%		
English/ Language Arts 4th Grade	2015	Regular Education and Gifted-only..	29.4%	29.4%	33.3%	7.8%	
		Students with Disabilities	92.9%	7.1%			
	2016	Regular Education and Gifted-only..	30.2%	39.6%	24.5%	5.7%	
		Students with Disabilities	88.9%		11.1%		
	2017	Regular Education and Gifted-only..	41.8%	34.3%	16.4%	7.5%	
		Students with Disabilities	100.0%				
English/ Language Arts 5th Grade	2015	Regular Education and Gifted-only..	31.5%	37.0%	25.9%	5.6%	
		Students with Disabilities	93.3%	6.7%			
	2016	Regular Education and Gifted-only..	37.8%	42.2%	13.3%	6.7%	
		Students with Disabilities	100.0%				
	2017	Regular Education and Gifted-only..	22.6%	37.7%	26.4%	13.2%	
		Students with Disabilities	69.2%	30.8%			
Mathematics 3rd Grade	2015	Regular Education and Gifted-only..	22.1%	39.7%	30.9%	7.4%	
		Students with Disabilities	71.4%	28.6%			
	2016	Regular Education and Gifted-only..	16.5%	41.2%	23.5%	18.8%	
		Students with Disabilities	63.6%	18.2%	9.1%	9.1%	
	2017	Regular Education and Gifted-only..	21.1%	22.5%	35.2%	19.7%	1.4%
		Students with Disabilities	40.0%	60.0%			
Mathematics 4th Grade	2015	Regular Education and Gifted-only..	28.3%	49.1%	18.9%	3.8%	
		Students with Disabilities	80.0%	20.0%			
	2016	Regular Education and Gifted-only..	22.4%	41.8%	29.9%	6.0%	
		Students with Disabilities	80.0%	20.0%			
	2017	Regular Education and Gifted-only..	21.7%	46.4%	26.1%	5.8%	
		Students with Disabilities	65.0%	30.0%	5.0%		
Mathematics 5th Grade	2015	Regular Education and Gifted-only..	41.3%	38.1%	17.5%	3.2%	
		Students with Disabilities	93.3%	6.7%			
	2016	Regular Education and Gifted-only..	27.7%	46.8%	21.3%	4.3%	
		Students with Disabilities	66.7%	33.3%			
	2017	Regular Education and Gifted-only..	25.4%	42.4%	22.0%	10.2%	
		Students with Disabilities	84.6%	15.4%			

How will the school address an engagement plan for each subgroup?

Three-Tier Model Design: The school will use the New Mexico's RtI Framework RtI frameworks that features a conceptualized model of at least three tiers where the academic and/or behavioral interventions change, or become more intense, as student needs are addressed in each successive tier. The term "three-tier model of intervention" is borrowed from public health triage models that focus on levels of treatment based on need. Simply put, it is a model consisting of three well-defined and separate processes running on different levels within a system. The different tiers represent a change in how something is done or how supports are delivered. In New Mexico (as well as in other states), this principle has been applied to develop a model of student intervention in all public schools for all students K–12. In some states, the model has also been applied to preschool.

The model has three distinct levels, or tiers, of instructional and/or behavioral interventions that account for all students and practices within a learning system. Each tier has a layer of instruction, intervention, and/or services that responds to student needs. That is, instruction and services in tier—not students. In each tier, student progress is screened multiple times a year to see if students are progressing at an adequate rate. As data shows that a student has more intense learning or behavioral needs, his or her program is addressed by a team in the next higher tier and is provided more intense instruction, intervention, or services. Conversely, as student performance data shows that the need for a higher level of intervention is reduced because the student's performance can be maintained with less intervention, his or her needs are addressed in the interventions and/or services from a lower tier. Currently, most states have defined their own RtI framework, as federal law does not mandate the use of a particular model. Nevertheless, using an RtI framework is strongly encouraged by the federal government. So, in New Mexico, the RtI framework is set forth in state rule at Subsection D of 6.29.1.9 NMAC for all district and charter schools, and is known as the three-tier model of student intervention. State rule describes the model as shown below.
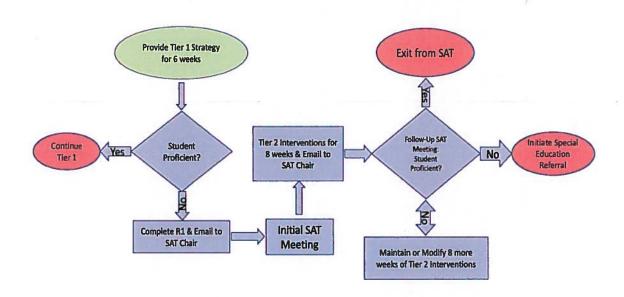

Tier 3—Special Education/Gifted Education
(few students; individualized, intensive, specially-designed instruction and services)

Tier 2—Student Assistance Team (SAT) process
(some students; supplemental, targeted individualized interventions prescribed by the SAT)

Tier 1—Universal Screening, Appropriate Core Instruction with Universal Interventions
(all students)

How will the school know if each subgroup is learning the skills, concepts, and habits of mind deemed the most essential?

Through ongoing analysis of progress monitoring of intervention effectiveness as measured by formative and benchmark assessments and exemplars of grade level student work. The school will use Data Wise and the 90 Day Plan to review data individually and within subgroups. Habits of mind will be measured through enhanced performance task that under challenging conditions demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve complex problems.

NM RTI SAT PROCESS (http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf)

How will the school respond if a specific subgroup is not showing the intended or desired progress?

Academic Referral Flowchart - SAT

How will the school enrich and extend the learning for subgroups when they meet and exceed the stated targets?

During the intervention block, students who have met or exceed the stated learning targets will be assigned intervention at an enriched level to support their individual learning

needs. Students will be placed in interest learning cohorts that can be multi-aged grouped, multi-language, product and service learning oriented.

C. Curriculum, Instruction, and Assessment

Describe how the LEA and school will use data to identify and implement an instructional program that is evidence-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

Albuquerque Public Schools believes that all students should be supported and reach the bar of expectation set with relation to grade level proficiency. To that end, Albuquerque Public Schools is committed to pursuing systemic introduction of "strong" interventions to compliment the Focus area of Tier I Core Instruction, which is found within the 90 Day Plan of the NM Dash. Based on the Evidence for ESSA, Albuquerque Public Schools will determine the most promising intervention for Mathematics and Reading based on the most current data.
Evidence for ESSA

Within the context of the instructional framework, Albuquerque Public Schools is committed to training around and implementation of AVID strategies school-wide, allowing for continuity from the time a student arrives at the door until the student promotes or is disenrolled from the school. Students continuing on to the next level middle school will have the opportunity to transition to secondary schools utilizing the same strategies and framework.

Evaluation of AVID Effectiveness
(https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/avid_effectiveness_oct_2015.pdf)

Describe the evidence base that supports the program the school will implement and the effectiveness with high-poverty, at-risk students and how school staff will be involved in the vertical and horizontal alignment of the instructional program and the use of High Quality Instructional Materials.

Attached is the evidence that each school instructional team researched in order to identify high quality programs and materials.
- AVID: AVID Elementary Case Study
- Blended Learning Model: Effectiveness of Blended Learning Model for English Language Learners
- Project Based Learning: Effectiveness of Problem Based Learning for K-8 learning and retention
- Singapore Math: Assessing Impacts of Math in Focus
- Read 180: Read 180 results in Deer Valley upper elementary

- Guided Reading: Research Base for Guided Reading as an Instructional Approach

Describe the process for the continuous use of individualized student data (such as formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual.
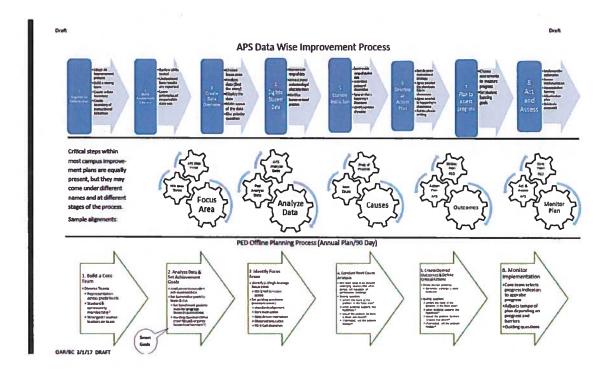
Albuquerque Public Schools have been using Harvard's Data Wise Project to inform its cycle of data-drive instruction. The Data Wise Project supports educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. Since the NM Public Education Department has introduced the NM DASH 90-Day Plan process, the district has aligned its Data Wise protocols with the NM DASH, as they both support schools in the process of building capacity, examining data, developing action plans, making interventions and restarting the cycle. The school recognizes the need to build capacity for teachers and leaders around data-driven instruction, NM DASH 90-Day plans. At Hawthorne, K-5 grade teachers will use common planning time to collaborate as grade levels and across grade levels. The staff will also have biweekly collaborative meetings with the School Transformation Coach. The staff will also attend monthly group professional development meetings and professional learning community meetings. The Instructional Council will meet monthly to discuss instructional direction based on assessment data.
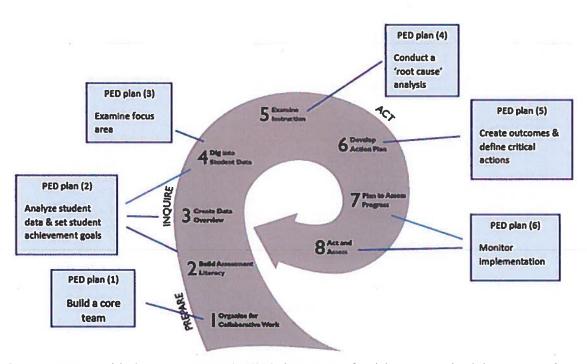
Describe how the school will use data (formative, interim, and summative assessments), the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored.

Albuquerque Public Schools believes schools are the unit of change and has invested significantly in the district's capacity to assist schools in using the NM DASH 90-Day Plan to drive the school improvement process. To specifically address school growth and achievement within the NM DASH 90-Day Plan process, APS established a School Accountability Support (SAS) Department. SAS is the premier data-coaching team in the district. The SAS Department applies research-based practices in their work with APS schools. Specifically, SAS introduces processes and protocols from *Data Wise* (Parker Boudette, City, & Murnane, 2008) to enhance the 90-Day Plan process. Figure 1 displays the alignment of these two programs.

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

*Note: APS annotated the Data Wise model (Parker Boudette, City, & Murnane, 2008) with the PED 90-Day Plan process to facilitate robust school improvement.
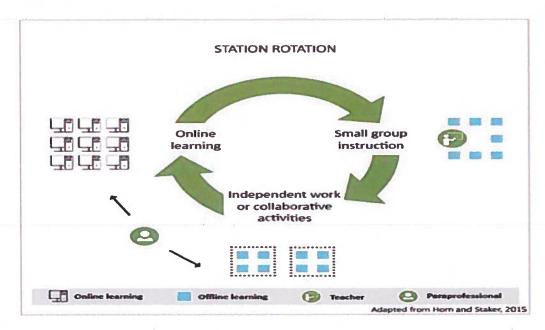
In concurrence with these resources, the SAS department furnishes customized data reports for schools. For example, SAS generates an evidence statement analysis report that elucidates source

data for school-wide analysis and planning. SAS also generates reports based on PARCC school student content roster data. By intertwining this data with class rostering, SAS empowers teachers to think about their approach to differentiated instruction. SAS also infuses school data analysis opportunities with the school report card, the performance level summary for each assessment, and individual student reports. With these in-hand resources, SAS conducts whole-staff professional development, training for school-based core teams, and coaching to instructional coaches and lead teachers.

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

Describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored. Include strategies for push-in, pull-out, and tutorials.

The school will use a Blended Learning Rotational Model which allows students to rotate through stations on a fixed schedule, where at least one of the stations is an online learning station that can be directly connected to interventions that are based on the student learning needs. Students can receive interventions with a push-in, pull-out, or afterschool.

STATION ROTATION

Online learning — Small group instruction — Independent work or collaborative activities

| Online learning | Offline learning | Teacher | Paraprofessional |

Adapted from Horn and Staker, 2015

How will LEA leadership and school leadership conduct reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective?

The school will use Instructional Rounds 3 times per year including weekly Inquiry Based Rounds for teachers focusing on the Seven Principal of the Instructional Core.
1. Increases in student learning only occur as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
2. If you change any single element of the instructional core, you have to change the other two.
3. If you can't see it in the core, it's not there.
4. Task predicts performance.
5. The real accountability system is in the tasks that students are asked to do.
6. We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work.
7. Description before analysis, analysis before prediction, prediction before evaluation.

The school will also analyze data from NMTEACH and Instructional Walkthroughs to measure implementation of strategies gained through professional development. Schools will also analyze student data as evidence strategies gained through professional development is positively impacting student learning, as measured by iReady, ACCESS and/or PARCC. Continuous improvement will cycle through the analysis of above data, with opportunity to tailor refinement as needed.

Describe the frequency of such reviews and who will be responsible for monitoring implementation and conducting data analysis.

Using the NM Dash 90 day plan the school will set weekly, monthly, and quarterly review dates. Reviews will be done by the Design Leadership Team (DLT), Instructional Leadership Team (ILT), School Principal and ESSA Principle Support Specialist (PSS) and Associates of Leading and Learning.

Describe the process to implement a school wide Multi-Tiered System of Support (MTSS). Describe how the MTSS will be implemented and the professional development that will be provided to school staff to include new teacher's year over year.

Teachers who are new to the teaching profession will be part of a three year, new teacher cohort program that is led by a Zone Master Teacher and School Transformation Coach

The three year program will be broken into three stages:

STAGE FOCUS
First Stage
Practical skills and information:
- Where to order supplies
- How to organize a classroom
- Where to find instructional resources
- What kind of assistance the teacher association can provide

Second Stage The art and science of teaching and on polishing classroom management skills

Third Stage A deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students and redesign.
Source: **National Foundation for the Improvement of Education**

Link to study:
best practices in teacher and administrator induction programs

This work will be done in a seminar setting, one on one mentor/mentee and co-teacher environment.

During the third year the teacher will be assigned a school based mentor who is highly qualified for and prepare for the National Board Certification Program.

Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.

The Special Education Department for APS has assigned a Principal Support Specialist to the MRI schools to provide professional development opportunities in the areas of differentiating instruction, using Universal Design for Learning (UDL), and providing appropriate accommodations in the general education setting. Additional supports will be provided with Special Education Educational Technicians whose role will be to assist staff and students with accessing computer-based curriculum and universal design for learning tools.

The teachers at Hawthorne will be provided professional development opportunities for staff giving them priority for signing up: GLAD, AIMS4S3, LCE continued training with ACCESS scores and Can-Do descriptors. Continued professional development with Language and Cultural and Equity Department and Dual Language of New Mexico will be

provided monthly to include bilingual team, TESOL teachers and leadership in a cohort with other schools. New leadership to take part in Dual Language principal training in April, 2018. The following additional support will be given to the school from Language and Cultural Equity Department (LCE).

1. Schedule a bilingual retreat in April for bilingual staff to develop a Curriculum Alignment Plan for the Bilingual Program and plan for recruitment and training for the Kindergarten and 1st grade dual language program to begin next school year.
2. Schedule and complete a follow-up ACCESS training for all staff in February/March by EL coaches from LCE
3. Create an ELD model in a third grade classroom. The teacher will co-plan, co-teach and implement ELD strategies in classroom instruction with district EL coach and will be provided a stipend for continued PD/reflection and for allowing other SLA teachers in the district to observe her classroom.
4. Create an SLA model classroom in a first grade bilingual class. teacher will co-plan and co-teach with a district bilingual resource teacher and will be provided a stipend for continued PD/reflection and for allowing other SLA teachers in the district to observe her classroom.
5. LCE Family Liaison will collaborate with school's community coordinator to support needs and partnerships.

Use and integrate technology-based supports and interventions as part of the instructional program.

The challenges our classroom teachers face is increased by learner diversity. We realize that our current model of education may not be adequately meeting these challenges. At Hawthorne, we will use Universal Design for Learning (UDL), that is grounded in science and leveraging multimedia technology. UDL is a framework that will guide the design of instructional approaches and curricular materials that scaffold and support learning for all students. UDL will provides a systematic framework for addressing the complex, but often-subtle, obstacles that can prevent students' access to skills, content knowledge, and rigorous learning opportunities.

We will use personalized materials that accommodate diverse learners through. For example, the Higher Education Opportunity Act defines UDL as an educational framework that: (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient (Higher Education Opportunity Act, PL 135-122).

Universal Design for Learning: Cognitive Theory into Practice for Facilitating Comprehension in Early Literacy

Providing New Access to the General Curriculum

D. Instructional Time

How will the LEA/school provide more time for instruction in core academic subjects including English, reading or language arts, mathematics, science?

- A block schedule with extended time will be created at each school to provide more instructional time in reading and math.
- One hour of intervention time will be included daily in each grade level.
- The school year will be extended 10 days for all Kindergarten-5th grade students.
- Genius Hour will be included after school for all students and will be offered under the following categories: Art, Culture, and History; Sports and Wellness; Science, Technology, Engineering, and Math (STEM); Academics, and Leadership. Students will be able to choose areas of interest.

Students will attend school an additional five hours more per week and have ten additional school days per year which will allow time for additional academic instruction, advanced classes, interventions for students who need additional support, as well as additional enrichment.

How will the LEA/school identify the amount of time the school day or year will be expanded or the amount of instructional time that will be increased?

The extension of the school day was identified through data including academic growth, attendance, and school and community input. One strategy we will employ is to compensate teachers for the additional time added to contact day and extended work year.

We believe that by adding a Genius Hour to extend our school day, we will have the platform to provide enrichment opportunities for students who might otherwise miss out. Students will have the opportunity to rotate through additional learning to include classes for intervention in core content areas, but also extend learning for students who require more depth in their core instruction through various content areas and activities. It also affords a dedicated time for community partners to come in and work with students on career centered content such as: Robotics, writing code, virtual field trips, engineering, biology, creative arts, student leadership, music, dance, and community service projects. These Genius Hour options will be taught and sponsored by community members from partnerships developed through our Community Coordinators. (http://www.geniushour.com/)

During the Genius Hour for students, school staff will participate in professional development tailored toward teaching for student growth and recognizing

proficiency. This professional development may include special attention to the Five Core Propositions:

Proposition 1 - Teachers are committed to students and their learning
Proposition 2 -Teachers know the subjects they teach and how to teach those subjects to students
Proposition 3 - Teachers are responsible for managing and monitoring student learning
Proposition 4 - Teachers think systematically about their practice and learn from experience
Proposition 5 - Teachers are members of learning communities

This professional learning time may also include lesson study, guided discussions around observational inquiry, calibrating feedback and grading of student work, and exemplars of high achieving environments and learning.

Research to support Genius Hour and Inquiry Based Learning

Extended Learning will give Hawthorne the ability to partner with a number of individuals, businesses and organizations along with support staff and teachers of sister schools to offer enrichment classes to students. These enrichments give students a chance to try something new, explore new interests or expand on what they have learned in school.

Students choose two enrichments activities each quarter and participate in one enrichment activity on Mondays and Wednesdays and the other on Tuesdays and Thursdays. Enrichments activities will vary from year to year. Support with classwork will be done on Fridays. Enrichment Programs will be offered under the following categories: Art, Culture, and History; Sports and Wellness; Science, Technology, Engineering, and Math (STEM); Academics, and Leadership.

Albuquerque Public Schools will extend the school year ten days for all students. The purpose of the extended year is to increase time in kindergarten and the early grades, which narrows the achievement gap between at-risk students and other students, increases cognitive skills and leads to higher test scores for all participants.

Identify the specific activities that will be carried out, and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.

Genius Hour is designed to extend our school day, then we will have the platform to provide enrichment opportunities for students who might otherwise miss out. Students will have the opportunity to rotate through classes, to include classes to intervene in core content areas, but also extend learning for students who require more depth to their core. It also affords a dedicated time to community partners to come in and volunteer with students on career centered content, such as Robotics, writing code, or other science based classes taught by scientists from Sandia National Labs (http://www.geniushour.com/).

Extended Learning will give schools the ability to partner with a number of individuals, businesses and organizations along with support staff and teachers of sister schools to offer enrichment classes to students. These enrichments give students a chance to try something new, explore new interests or expand on what they have learned in school.
Students choose two enrichments each quarter and participate in one enrichment activity on Mondays and Wednesdays and the other on Tuesdays and Thursdays. Enrichments activities will vary from year to year. Tutoring and Support with classwork will be done on Fridays. Enrichment Programs will be offered under the following categories: Art, Culture, and History; Sports and Wellness; Science, Technology, Engineering, and Math (STEM); Academics, and Leadership.

The Extended Learning opportunities may boost academic performance, reduce risky behaviors, promote physical health, and provide a safe, structured environment for the children of working parents. Extend Learning programs can play an important role in encouraging physical activity and good dietary habits. The activities will allow children the opportunity to explore diverse interests and discover what they are passionate about and help build their confidence and self-esteem.

Identify the specific enrichment activities that will be offered, the community or business partnerships for mentoring, tutoring, and volunteering that will be negotiated, their purpose, and the expected outcomes.

Genius Hour is designed to extend our school day, then we will have the platform to provide enrichment opportunities for students who might otherwise miss out. Students will have the opportunity to rotate through classes, to include classes to intervene in core content areas, but also extend learning for students who require more depth to their core. It also affords a dedicated time to community partners to come in and volunteer with students on career centered content, such as Robotics, writing code, or other science based classes taught by scientists from Sandia National Labs.

Extended Learning will give schools the ability to partner with a number of individuals, businesses and organizations along with support staff and teachers of sister schools to offer enrichment classes to students. These enrichments give students a chance to try something new, explore new interests or expand on what they have learned in school and apply it in a Students choose two enrichments each quarter and participate in one enrichment activity on Mondays and Wednesdays and the other on Tuesdays and Thursdays. Enrichments activities will vary from year to year. Tutoring and Support with classwork will be done on Fridays. Enrichment Programs will be offered under the following categories: Art, Culture, and History; Sports and Wellness; Science, Technology, Engineering, and Math (STEM); Academics, and Leadership.

The Extended Learning opportunities may boost academic performance, reduce risky behaviors, promote physical health, and provide a safe, structured environment for the children of working parents. Extend Learning programs can play an important role in encouraging physical activity and good dietary habits. The activities will allow children the

opportunity to explore diverse interests and discover what they are passionate about and help build their confidence and self-esteem.

How will the school provide more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects? Include the frequency and duration of such collaboration.

Five days a week lengthened by one hour
- One day for Collaborative Time
- One day for School Leadership Time
- Third day for Committee Time
- Fourth day for Professional Duties Time
- Fifth day for Planning and Preparing Time

Definitions:

Collaborative Time – a team of educators committed to working together and collaborating in an ongoing process of collective inquiry and action research in order to improve teaching and learning. Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by the individuals in the collaborative team.

Collaborative time aligns with the following Domains and Elements in the NM TEACH Teacher Evaluation System:

Domain	Element
Domain 1: Planning and Preparation	NMTEACH 1C: Setting Instructional Outcomes NMTEACH 1F: Designing student assessment NMTEACH 1B: Designing Coherent Instruction
Domain 2: Creating an Environment for Learning	NMTEACH 2D: Managing Classroom Procedures NMTEACH 2E: Managing Student Behavior NMTEACH 2C: Establishing a culture for learning

Domain 3: Teaching for Learning	NMTEACH 3B: Using questioning and discussion techniques NMTEACH 3C: Engaging students in learning NMTEACH 3D: Assessment in Instruction NMTEACH 3E: Demonstrating flexibility and responsiveness
Domain 4: Professionalism	NMTEACH 4B: Participating in a Professional Community: How willing and eager is the teacher to participate in the professional community? How collegial and productive are teacher's relationships with their colleagues? NMTEACH 4C: Reflecting on Teaching: How accurate and thoughtful is the teacher's reflection on their lesson? How detailed and thoughtful are the teacher's strategies for improving their lesson? NMTEACH 4E: Growing and Developing Professionally: To what degree does the teacher seek out and share professional learning? How well does the teacher utilize feedback?

School Leadership Time – building school culture, visioning, district/state mandates, building goal setting and implementation, staff meetings
Committee Time – Department Meetings, Instructional Council, other committees, SAT
Planning and Preparing Time – self-directed instructional planning and prep
Professional Duties Time - family communication, grading, entering data, mandatory paperwork, etc.

Additional Time
Each grading period teachers at each grade level will be provided with a ½ day substitute for a Work on the Work day (WOW day). This time that will be used to work specifically on looking at data, creating lessons, studying lessons, looking at student work and aligning instructional standards.

How has common planning time been established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level? It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study. If the master schedule prevents this from occurring, the district must establish weekly lesson

study implementation after school for a minimum of one hour a week on the same day.

Collaborative Time – a team of educators committed to working together and collaborating in an ongoing process of collective inquiry and action research in order to improve teaching and learning. Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by the individuals in the collaborative team. Collaborative time aligns with the following Domains and Elements in the NM TEACH Teacher Evaluation System.

4. **Budget and Operations**
   The LEA must attach a detailed budget worksheet that meets the criteria below.
- The budget allocates sufficient funding towards the priorities and evidence-based interventions (based on data analysis) identified in the plan.
- The budget clearly utilizes all available funding, in alignment with the priorities of the plan, over the course of three years.

*See attached budget

- **Priorities in the plan are linked to specific financial requirements and then prioritized to clarify what can and cannot be included in the final budget, and plan.**
   Priorities outlined in the budget section of this plan reflect an emphasis on:

1. Supporting the human capital necessary to carry out the plan.
2. Supporting quality teaching or extended day.
3. Supporting the instructional programing of the plan.
4. Supporting the monetary incentives for personnel.

*See attached budget

- **The plan clearly identifies the governance structure of the school, consistent with regulatory requirements, statute, and law.**

The Albuquerque Public Schools is governed by a dually elected seven-member board of education. The Board of Education members serve four year terms and are elected on a rotating basis on odd based years. Per state statute, the APS Board of Education is charged with selecting a superintendent of schools who is charged with the instructional, financial, and organizational leadership of the district.
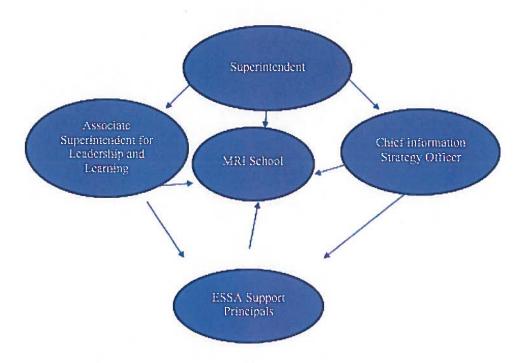
- **The plan clearly outlines the management structure, both within the school and related to the school.**

Support for schools identified as needing Most Rigors Intervention (MRI) will come from the highest level of district leadership. Each MRI school will be supported by one of the district's Associate Superintendent for Leadership and Learning: Dr. Gabriella Duran Blakey. Please see the included organizational charts which show which MRI school is assigned to which Associated Superintendent. The Associate Superintendents are responsible for hiring and supervising the principal of each MRI school, approving the school's NM DASH 90-Day Plan, and approving each school's allocation of resources through its approved budget. Each Associate Superintendent is supervised by the district's Superintendent.

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

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

5. 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).

The schools and district support teams have gone through intensive weekly meetings to identify their performance challenges, complete root cause and identify focus areas, in the creation of their 90 day plans. When the schools were identified in December by the NMPED as MRI Designated Schools, the schools began the work on creating their Theory of Action and completion of their MRI Application. During this time period, staff provided feedback and community meetings for input were held in order to collect data. District administrators continued to research best practices and models of schools that have seen success in student achievement. This work took place over a five week period and consisted of 3 joint meetings with all three MRI schools and 3 individual school staff team meetings. The joint meetings were held in collaboration with the Teachers, Support Staff, Teacher Federation, APS Board Members, Support Principals, and District Leadership. During these meetings, specific training and focus on transformation was conducted. Schools worked to define the framework and beliefs based on the root cause analysis completed for the school. In addition to school meetings, community meetings were held in collaboration with ABC Community Schools to gather input from the community as to the hopes and dreams of the schools.

The school followed the 90-day plan template in creating a data analysis to identify performance challenges and then identified two high-leverage focus areas. The core team

for the school engaged in thoughtful root cause analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, would result in elimination or substantial reduction of the performance challenge. The school used the 5 Whys Guidance, as a tool to complete their task.

The school used the following:

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

Based on the root cause analysis, the following framework was developed to address the root cause:

THEORY OF ACTION

COMMUNITY SCHOOL PILLARS

Integrated Student Support	Expanded Learning Time & Opportunities	Family and Community Engagement	Collaborative Leadership & Practice

WE BELIEVE OUR SCHOOLS SHOULD BE DESIGNED AROUND:

• Student-Centered Learning
• Social Emotional Learning
• Formative Assessment
• Backward Planning
• Standards-Based Cross-Curricular Planning & Teaching
• Distributive Leadership

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.

AVID: AVID Elementary Case Study
Evaluation of AVID Effectiveness
Blended Learning Model: Effectiveness of Blended Learning Model for English Language Learners
Project Based Learning: Effectiveness of Problem Based Learning for K-8 learning and retention

Singapore Math (Math in Focus): Assessing Impacts of Math in Focus   http://www.evidenceforessa.org/programs/math/elementary/math-focus
Read 180: Read 180 results in Deer Valley upper elementary
Guided Reading: Research Base for Guided Reading as an Instructional Approach Universal Design for Learning: Universal Design for Learning: Cognitive Theory into Practice for Facilitating Comprehension in Early Literacy
Providing New Access to the General Curriculum

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

- AVID
- Blended Learning Model
- Project/Problem Based Learning
- Universal Design For Learning
- Read 180
- Focus in Math

Identify the school's chosen intervention(s).

AVID, Blended Learning, Project Based Learning, Universal Design for Learning

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.

- AVID: AVID Elementary Case Study
            Evaluation of AVID Effectiveness

- Blended Learning Model: Effectiveness of Blended Learning Model for English Language Learners
- Project Based Learning: Effectiveness of Problem Based Learning for K-8 learning and retention
- Universal Design for Learning: Universal Design for Learning: Cognitive Theory into Practice for Facilitating Comprehension in Early Literacy
       Providing New Access to the General Curriculum

Research and Study Links tied to MRI Applications for Hawthorne, Los Padillas, and Whittier Elementary Schools

Describe the process to use evidence-based practices for identifying strong leaders, including multiple points of knowledge and skills assessment. (page 15)
https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/turnaround-leadership.pdf

Describe the sequence of events and decision-making that is likely to produce a strong leader within the appropriate timeline. (pg. 17)
http://publicimpact.com/web/wp%20content/uploads/2009/09/Turnaround_Leader_Competencies.pdf)

Describe the leadership competencies that are most important for the school to improve outcomes for students. (Pg. 21)
https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/turnaround-leadership.pdf

Staff Hiring
Describe the hiring process that based on the competencies critical to achieving the mission and vision of the school. (Pg. 26)
(http://accomplishedteacher.org/)

National Board Certification for all staff (Pg. 29)
http://www.nbpts.org/standards-five-core-propositions/
http://www.nbpts.org/wp-content/uploads/impact_brief_final.pdf

Best Practices for teacher and administration induction (Pg. 30)
http://ccsesa.org/wp-content/uploads/2016/06/Best-Practices-in-Teacher-and-Administrator-Induction-Programs.pdf

Common Planning Time and Scheduling (Pg. 34-36
http://generationschools.org/assets/resourcefiles/pdfs/SOAR_Leveraging-Time_WhitepaperView%20FINAL%20COPY.pdf

Community Schools and Alignment with ESSA (Pg.42)
http://nepc.colorado.edu/files/publications/Community%20Schools.pdf
https://www.districtadministration.com/article/schools-provide-community-coverage

NM RtI Process (Pg. 52)
http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf

Attached is the evidence that each school instructional team researched in order to identify high quality programs and materials. (Pg. 54)
AVID:
https://pilotscholars.up.edu/cgi/viewcontent.cgi?article=1043&context=etd
https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/avid_effectiveness_oct_2015.pdf

Blended Learning:
http://www.tandfonline.com/doi/full/10.1080/00220671.2017.1302914

Effectiveness of Project Based Learning:
https://docs.lib.purdue.edu/ijpbl/vol11/iss2/3/

Land Based Pedagogy:
https://nycstandswithstandingrock.files.wordpress.com/2016/10/wildcat-et-al-2014.pdf

Singapore Math (Math in Focus):
https://www.empiricaleducation.com/pdfs/MIFrs.pdf
http://www.evidenceforessa.org/programs/math/elementary/math-focus

Read 180:
http://www.hmhco.com/products/read-180/efficacy-results.php#modal-lightbox002

Guided Reading Instructional Model:
http://emea-qa-ph.ws-sandbox.com/sites/default/files/GR_Research_Paper_2010_3.pdf

Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content. (Pg. 60-62)
Universal Design for Learning (UDL)
https://files.eric.ed.gov/fulltext/EJ979433.pdf
http://journals.sagepub.com/doi/abs/10.1177/004005990203500201?journalCode=tcxa

December 15, 2017

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

Dear Secretary Ruszkowski:

Albuquerque Public Schools commits to implementing the following More Rigorous Intervention at Hawthorne Elementary School for the 2018-2021 school years:

Option #4 significantly restructure and redesign the vision and systems

Sincerely,

Raquel Reedy
Superintendent

c: Dr. Gabriella Blakey, Associate Superintendent of Leadership and Learning Zone 1
   Dr. David Peercy, APS School Board President
   Barbara Petersen, APS School Board Member District 4
   Penelope Buschardt, Principal, Hawthorne Elementary School

Appendix B: More Rigorous Intervention (MRI) 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 **More Rigorous Intervention 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:

Board of Education commits to the following:
Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
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.
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.
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.
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.
The BOE commits to successful completion of the evidence-based intervention in the event of LEA or school leadership changes.

LEA commits to the following:
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
Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
Partner with principal to establish a comprehensive school 90-day plan that is aligned with the LEA's strategic plan
Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues
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
Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school
Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA
Ensure that conditions are in place at the school level to support turnaround, including:
Rigorous aligned interim assessments 3-4 times per year

Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
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
Structured weekly collaboration time for ongoing data analysis by PLCs
Student and staff culture of learning
Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
Develop a sustainability plan prior to the end of Year 3

School Leadership Commits to the Following:
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:
Rigorous aligned interim assessments 3-4 times per year
Timely dissemination of interim assessment data to teachers
Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
Teacher action plans addressing root cause analysis of interim assessment data developed by all teachers prior to one-on-one teacher-leader analysis meetings
Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time
Student and staff culture of learning
Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention

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

Superintendent Signature | 2/22/18 | Date

School Leadership Signature | 2/22/18 | Date

Appendix C: Certification and Approval

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

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

Raquel Reedy   2/22/18
Superintendent/Charter Director Printed Name | Date

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

Certification and Approval

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

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

David E. Peercy   2/21/18
Board President Printed Name | Date

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

Appendix C:

More Rigorous Interventions (MRI) Schools
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	$ 222,595.00	97.1%	$ 1,156,259.00	97.2%	$ 1,156,259.00	97.2%	$ 1,156,259.00	97.2%
Supplies and Materials	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
TOTAL SCHOOL FUNDING REQUEST	$ 222,595.00	97.1%	$ 1,156,259.00	97.2%	$ 1,156,259.00	97.2%	$ 1,156,259.00	97.2%
LEA-Level Expenses (Indirect Costs)	$ 6,566.55	2.9%	$ 33,531.51	2.9%	$ 33,531.51	2.9%	$ 33,531.51	2.9%
TOTAL BUDGET	$ 229,161.55		$ 1,189,790.51		$ 1,189,790.51		$ 1,189,790.51	

Appendix C:

Comprehensive Support and Improvement Schools (CSI)

Planning Period for LEA/Schools Budget Summary

Expenditure Description	TOTAL BUDGET
School-Level Activities	
Professional Development AVID Professional Development National Conference/Team of 8	$ 32,000.00
Professional Development Blended Learning Coaching Contract Instructional Support	$ 2,000.00
Staffing Bilingual Resource Teacher Level 3 Teacher/64 day contract	$ 23,583.00
Staffing Community School Liaison PSN4/85 day contract	$ 18,533.00
Professional Development Harvard University Turnaround Summer Program $5,675 per person; Team of 4	$ 22,700.00
Professional Development Substitute Teachers $85 daily rate/4 days	$ 6,696.00
Staffing Teachers Stipends to support professional development/training	$ 6,500.00
Staffing Transformational Coach Level 3 Teacher/64 day contract	$ 23,583.00
Programming 1 school bus to support extended hour	$ 87,000.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	#################
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	$ -
TOTAL PLANNING PERIOD FUNDING REQUEST FOR SCHOOL	$ 222,595.00
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	$ 6,566.55
TOTAL PLANNING PERIOD BUDGET	$ 229,161.55

Appendix C:

Comprehensive Support and Improvement Schools (CSI)

Year One Implementation for LEA/Schools Budget Summary

Expenditure Description	TOTAL BUDGET
School-Level Activities	
Professional Development *AVID Professional Development	$ 32,000.00
Professional Development Blended Learning Coaching Contract Instructional Support	$ 6,000.00
Staffing Bilingual Resource Teacher Level 3 Teacher/194 day contract	$ 70,750.00
Staffing Community School Liaison PSN4/256 day contract	$ 55,600.00
Professional Development *Harvard University Year Round Mentoring Year Round Support	$ 10,000.00
Professional Development Harvard University Turnaround Summer Program $5,675 per person; Team of 4	$ 22,700.00
Incentive National Board Certification Stipend 50% @ $5,000 / 50% @ $2,000	##############
Incentive Performance Pay Potential for $3,000 per employee	##############
Professional Development Substitute Teachers $85 daily rate/4 days	$ 6,696.00
Staffing 10 day extension to contract 184 day contract to 194 day contract	##############
Staffing Teacher Stipends To support professional development/training	$ 20,000.00
Programming Extended Day/Supporting Quality Teaching (SQT) $5,000 per employee	##############
Programming Transportation for extended school year 333.00 a day	$ 3,333.00
Staffing Turnaround Coach Level 3 Teacher/194 day contract	$ 70,750.00
Programming 1 School Bus To support extended hour	$ 87,000.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	$ 1,156,259.00
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	$ -
TOTAL YEAR-ONE FUNDING REQUEST FOR SCHOOL	$ 1,156,259.00
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	$ 33,531.51
TOTAL YEAR-ONE BUDGET	$ 1,189,790.51

Appendix C:

Comprehensive Support and Improvement Schools (CSI)

Year Two Implementation for LEA/Schools Budget Summary

Expenditure Description	TOTAL BUDGET
School-Level Activities	
Professional Development *AVID Professional Development	$ 32,000.00
Professional Development Blended Learning Coaching Contract Instructional Support	$ 6,000.00
Staffing Bilingual Resource Teacher Level 3 Teacher/194 day contract	$ 70,750.00
Staffing Community School Liaison PSN4/256 day contract	$ 55,600.00
Professional Development *Harvard University Year Round Mentoring Year Round Support	$ 10,000.00
Professional Development Harvard University Turnaround Summer Program $5,675nperperson; Team of 4	$ 22,700.00
Incentive National Board Certification Stipend 50% @ $5,000 / 50% @ $2,000	############
Incentive Performance Pay Potential for $3,000 per employee	############
Professional Development Substitute Teachers $85 daily rate/4 days	$ 6,696.00
Staffing 10 day extension to contract 184 day contract to 194 day contract	############
Staffing Teacher Stipends To support professional development/training	$ 20,000.00
Programming Extended Day/Supporting Quality Teaching (SQT) $5,000 per employee	############
Programming Transportation for extended school year 333.00 a day	$ 3,333.00
StaffingTurnaround Coach Level 3 Teacher/194 day contract	$ 70,750.00
Programming 1 School Bus To support extended hour	$ 87,000.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	**$ 1,156,259.00**
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	**$ -**
TOTAL YEAR-TWO FUNDING REQUEST FOR SCHOOL	**$ 1,156,259.00**
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	**$ 33,531.51**
TOTAL YEAR-TWO BUDGET	**$ 1,189,790.51**

Appendix C:

More Rigorous Interventions (MRI) Schools

Expenditure Description	TOTAL BUDGET
School-Level Activities	
Professional Development *AVID Professional Development	$ 32,000.00
Professional Development Blended Learning Coaching Contract Instructional Support	$ 6,000.00
Staffing Bilingual Resource Teacher Level 3 Teacher/194 day contract	$ 70,750.00
Staffing Community School Liaison PSN4/256 day contract	$ 55,600.00
Professional Development *Harvard University Year Round Mentoring Year Round Support	$ 10,000.00
Professional Development Harvard University Turnaround Summer Program $5,675nperperson; Team of 4	$ 22,700.00
Incentive National Board Certification Stipend 50% @ $5,000 / 50% @ $2,000	$ 164,920.00
Incentive Performance Pay Potential for $3,000 per employee	$ 182,280.00
Professional Development Substitute Teachers $85 daily rate/4 days	$ 6,696.00
Staffing 10 day extension to contract 184 day contract to 194 day contract	$ 120,430.00
Staffing Teacher Stipends To support professional development/training	$ 20,000.00
Programming Extended Day/Supporting Quality Teaching (SQT) $5,000 per employee	$ 303,800.00
Programming Transportation for extended school year 333.00 a day	$ 3,333.00
Staffing Transformational Coach Level 3 Teacher/194 day contract	$ 70,750.00
Programming 1 school bus to support extended hour	$ 87,000.00
	$ 1,156,259.00
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	$ -
TOTAL YEAR-THREE FUNDING REQUEST FOR SCHOOL	$ 1,156,259.00
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	$ 33,531.51
TOTAL YEAR-THREE BUDGET	$ 1,189,790.51