



April 11, 2018

Christopher N. Ruszkowski  
Secretary-Designate  
State of New Mexico  
Public Education Department  
300 Don Gaspar  
Santa Fe, NM 87501

Dear Secretary-Designate Ruszkowski:

Enclosed you will find the Albuquerque Public Schools' resubmission of the Most Rigorous Intervention Applications for the Restructuring (option 4) of Hawthorne, Los Padillas, and Whittier Elementary Schools. We are grateful for the opportunity to resubmit these plans and also very thankful for the feedback you provided to us at our recent meeting on April 4, 2018.

While the framework for the three plans we are submitting for your consideration is similar they will prove to be very different in their implementation. For example, the uniqueness of each individual school's culture, community, and student data will quickly make the implementation of the plans specific to the school and individual student. Another example of differences will be the identity of the community partners who will support each school. Many of these partners have already come forward and are ready to get to work. Finally, our recruitment plans will be specifically tailored to attract highly effective and exemplary teachers to these specific schools. I would like to invite you to visit our MRI schools as we start the work of restructuring these schools. I am confident that you will observe the uniqueness of these schools, their plans, and the excitement for the work ahead.

I am hopeful that you will find that the school plans provide for:

- a more rigorous education that centers on the needs of students, both academically and emotionally.
- a well-rounded education that focuses not just on math and language arts, but also on social studies, science, physical education and the arts.
- extra daily learning time, which we are calling The Genius Hour, to help students apply core knowledge to real-world and to promote enriching activities.
- a strong start to the school year, 10-days before other schools in the district begin their school year.
- a strong principal who shares school leadership with parents and teachers and who is well prepared and supported.
- additional full-day Preschool classes.



April 11, 2018

Re: MRI Applications

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- additional support and training for educators with an expectation that more will become National Board-Certified Teachers.
- a community school with an integrated focus on academics, youth development, family support, health and social services.

These enclosed materials include:

- Summary Document that will directly address the eight overarching areas of focus outlined in your March 21, 2018 letter.
- Updated Applications for each school.
- Supplemental documentation (Appendices) to support the narrative within the aforementioned.

I look forward to our continued collaboration and am hopeful that these plans will be approved.

Please do not hesitate to be in touch with me should you need further clarification or should you have any questions.

Sincerely yours,

Raquel M. Reedy  
Superintendent of Schools

# Response to NMPED Eight Overarching Areas

**Albuquerque Public Schools' Response to New Mexico Public Education Department Eight Overarching Areas of Focus in providing an updated plan for the Most Rigorous Intervention Schools.**

**1) Ensuring that every teacher at the school has a track record of Highly Effective or Exemplary performance by the beginning of the 2018-19 school year. Clear evidence (Kane, 2008; Chetty, Rivkin, and Rockoff, 2014, Hanuschek, 2017, e.g.) exists that prioritizing access to high-performing educators will eliminate the opportunity gap for traditionally underserved students. Given the district's stated commitment to equity for our students, this should be the minimum standard for students in a high-need school.**

- The District 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 100% of the staff at the three MRI schools are Highly Effective or above by December 2018. This date allows the district to use the 2017-2018 NMPED Summative Teacher Evaluation in making personnel decisions.
- The District invests heavily in the NMTEACH evaluation system and Peer Assistance Review process because we share the Public Education Department's belief that every student deserves access to a quality teacher.
- The current principal, as direct supervisor, will staff the school with teachers committed to equity for each and every student in their classroom. Upon immediate approval of the Plan, the principal will give all current teachers who choose not to be part of the Plan, the opportunity to voluntarily transfer from the MRI school at the end of the 2017-2018 school year.
- The District will ensure that teachers in the school will have a high level of knowledge, skills, abilities, and are reflective in their practice. Upon approval of the MRI plan from the PED, the District and school will immediately seek out teachers who are committed to the vision and able to execute the mission of the school.

In accordance with the New Mexico ESSA Plan (PED, 2017), APS recognizes the importance of "Excellent Educators for All." ESSA requirements seek to reduce the disproportionality of low-income, minority, EL, and SWD students taught by teachers who are ineffective, out-of-field, and inexperienced when compared with the quality of teachers who serve their non-low-income and non-minority peers.

PED identifies four likely causes for these significant differences: poor school leadership, lockstep compensation systems, poor quality mentorship/induction, and recruitment and retention of high-quality teachers in schools with higher at-risk factors (p. 127). APS agrees

with these root causes with regard to its MRI schools and will take specific steps to address each one; provision of quality school leadership, changes to compensation and recruitment and retention of high quality teachers are addressed elsewhere in the MRI application and the response to the 8 overarching points of focus.

### Timelines and Targets

In keeping with the timelines and targets set by the Public Education Department to reduce differences in quality of service to students, the MRI schools propose accelerated staffing procedures designed to meet the targets by December 2018 so that all students will be served by a highly effective or exemplary teacher.

\*The target dates can be accelerated if PED provides the NMPED Summative 2017-2018 Evaluation form for each teacher in the MRI schools by June 1, 2018.

Given that the first contract day for MRI teachers is July 23, 2018, this timeline is aggressive, while ensuring that the 2018-2019 school year begins with a highly qualified teacher, rather than a substitute, in every classroom on the first day of school. If for some reason some teachers who are not highly effective or exemplary remain in the school on July 23, these teachers will be placed on Peer Assistance Review (PAR) or participate in Teachers Pursuing Excellence to ensure that they are getting appropriate support. The PAR process is set out in the Application.

**2) Ensuring that the school-based teacher compensation system proposed is designed as a means to recruit, champion, reward, and retain teachers demonstrating substantial impact on student achievement growth. Teacher compensation should be dramatically higher at this school than anywhere else in the district, in order to address the students' unequal access to effective education. Note: It is an expectation that the district align and allocate all available state and federal funds to promote stronger student performance. The core compensation system should reward outcomes, not inputs, and be in full alignment with state statute and regulation. Additional state funds will also be made available by the PED for those teachers who earn an Exemplary distinction (in New Mexico such teacher achieves 25 months of learning in a single school year) in the current school year.**

- The District will include state funds available by PED. At the time of submission of the application, this money was not secured. Including:
  - NM Exemplary Teacher Awards
  - Teachers Pursuing Excellence
- The school compensation for teachers at this school will be on average \$15,000 higher than other teachers in the district receive.

- Teachers will be compensated additionally for:
  - National Board Certification
  - Lengthened work day
  - Lengthened work year
  - Positive increase in student achievement based on:
    - PARCC and I-Station (implemented with the assistance of APS Office of Accountability and Reporting)
    - Increase in school letter grade

Example of an APS Level 2 Teacher (with the following endorsements: National Board Certified, Bilingual, Exemplary)

	Non-MRI School	MRI School
Base Salary	\$44,000	\$44,000
Extra Time	\$44,000	\$56,010
Bilingual class	\$44,500	\$59,510
National Board Certification	\$49,900	\$69,510
Exemplary	\$54,900	\$74,510
Increase in student achievement	\$54,900	\$75,510
Increase in school grade	\$54,900	\$76,510

- The District recognizes the need for an aggressive recruitment plan to attract highly effective and exemplary teachers, with the proper endorsements, to these schools. Line items will be reflected in the adjusted budget to support these initiatives. See proposed budget in the response to overarching item 8 of these responses. Upon approval of the application, the District will execute the following activities immediately, highlighting the comprehensive compensation package created for these particular schools:
  - \$1,000 recruitment incentive will be provided.
  - Create a recruitment video, individually tailored for each school, which will be made accessible to state and regional areas.
  - Recruit teachers in the District who meet the appropriate endorsements and are Highly Effective and Exemplary.
  - Receive a list from the NMPED of Highly Effective and Exemplary teachers from throughout the state with appropriate license and endorsements to recruit.\*
  - Place ads in bilingual newspapers
  - Look internationally for bilingual teachers.
  - Recruit through National Board-Certified Teachers Database.
  - Assign NBCT to connect with other NBCT's for recruiting.
  - Highlight MRI job opportunities on school and district website, noting incentives.
  - Hold hiring fairs at individual schools.
  - Strategically invite prospective teachers to school.

- Attend both local and regional job fairs.

\* The district requests from the Public Education Department a list of all highly qualified and exemplary teachers in New Mexico in order to accelerate the district's recruiting efforts.

**3) Ensuring significantly more instructional time with the school's highest-performing teachers, not with outside entities or consultants. Enrichment opportunities should be in addition to, not a substitute for, increased instructional time with the school's highest performing teachers. Further, the school should ensure that it has strong protocols in place to communicate student progress and provide students and families the option of additional years of instruction.**

- The school year will begin 10 days before all other schools in the District.
- The instructional school day for students will increase from 5.5 hours to 6.5 hours.
- A Block Schedule will include:
  - 150 minutes for ELA (currently 60 ELA)
  - 90 minutes for Math (currently 60)
  - 60 minutes for intervention (currently 0)
  - 45 minutes for writing across content area (currently 0)
- Genius Hour will be staffed and taught by teachers. The Genius Hour is designed to add time to the day to provide all students enrichment opportunities as appropriate for each student. The Genius Hour will provide additional instruction time for students at the MRI schools to help insure that the students do not miss out on opportunities due to their socio-economic status and ability to access enrichment opportunities similar to their peers with more social and economic capital. Each MRI school will work with their individual Community School Council to leverage the community partnerships specific to their community. Therefore, the Genius Hour classes will be specific to the individual MRI school.
- The teachers will teach all Genius Hour classes with support from community partners. The section on Community Schools in the full application further explains how community partners are an integral part of the school.

4) **Ensuring that the selected school principal has a multi-year track record of increasing student performance and is compensated at a higher salary than any other school principal in the district. Our students need more support, which starts with our leaders. Given the district's stated commitment to equity for our students, it would reason that the principals at MRI schools be compensated in alignment with the expectation of more services leading to rapid improvement in student performance.**

- The District recognizes the necessity of a high-quality leader for the school and therefore recruited a principal with experience in school transformation. The principals were hired and began the work in the schools at the beginning of the spring semester due to the urgency of the school transformation.
- These three principals will be the highest paid elementary school principals in the district, making approximately \$20,000 more than their peers.
- The principals are not eligible for transfer for three years.
- Please see specific bios for each principal in the individual school MRI application.

5) **Ensuring that curriculum, instruction, and assessment are evidence-based, vertically aligned, and standards-aligned. This includes utilizing state-approved, rigorous, and common formative and interim assessments, with clear structures for data-driven analysis and instructional planning and evaluating effectiveness of curriculum. Our students and families deserve to know how they are doing in school at all times, which requires embracing meaningful assessment as the foundation of instructional decision-making. The district's commitment to this for this school is unclear.**

- Common Core Standards, as adopted by the State, will be used as the state-approved curriculum. Instructional materials will be aligned to the standards and systemically used by teachers in the school. These materials are to be vertically and horizontally aligned to provide equity and consistency to all students.
- Formative assessments are aligned to Common Core Standards and used to evaluate materials and monitor progress towards proficiency for all students.
- The schools will follow the District Pacing Guide and Units of Study for each subject and grade level. Please see attached.
- Upon approval of the plan, The Units of Study for ELA and Math will be revised with the support of the WestEd/Dana Center, which is reflected in the budget. After the Units of Study are revised, new instructional materials will be purchased with District operational monies to support the continued and enhanced implementation of these new Units of Study by the beginning of the school year.
- The District 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.

- The school 90-Day Plan will include aggressive growth targets to increase student achievement - 1 year within each semester for an increase of two grade levels per year for every student who is not on grade level.
- The District will replace DataWise as an Improvement Process for these schools and use Driven By Data with the NM DASH 90-Day Plan to have a clear structure for data-driven analysis and instructional planning.
- The school has incorporated time into the work day for teachers to analyze data and collaborate to change instruction by increasing the day to an 8-hour work day.

Below you will find a sample of a daily schedule:

Grade	7:30	8:00	8:30	8:45	9:00	9:25	9:30	9:45	10:00	10:35	10:30	10:45	11:00	11:35	11:30	11:45	12:00	12:25	12:30	12:45	1:00	1:15	1:30	1:45	2:00	2:25	2:30	2:45
Kindergarten	507	Related Arts		ELA												Lunch/Recess	Writing	Mathematics				Genius Hour						
First	507	ELA			Related Arts		ELA						Lunch/Recess	Writing	Mathematics				Genius Hour									
Second	507	ELA						Related Arts		ELA		Lunch/Recess	Writing	Mathematics				Genius Hour										
Third	507	ELA/Writing												Related Arts		Lunch/Recess	Mathematics				Genius Hour							
Fourth	507	Mathematics						ELA						Lunch/Recess	Related Arts	Writing		Genius Hour										
Fifth	507	Mathematics						ELA						Lunch/Recess	Writing	Related Arts		Genius Hour										
Related Arts			Kindergarten			First				Second				Third		Lunch		Fourth						Fifth				

Block: 90min/day

ELA: 150 min/day (primary) 120 min/day (intermediate)

Writing: 30 min/day (Primary) 45 min/day (Intermediate)

Related Arts: 45 min (all grades)

Genius Hour: 45 min (all grades)

6) **Eliminating any parallel or redundant assessment or accountability systems that duplicate effort at the school and district level, which causes confusion among stakeholders. Unnecessarily creating parallel structures compromises student equity by potentially lowering common statewide expectations for students at the school.**

Assessment and accountability systems will include:

- iReady
- iStation
- PARCC
- NM DASH 90-Day Plan
- ACCESS
- Classroom formative assessments

Attached you will find a calendar which illustrates the formative assessments, data dialogue and analysis (WOW Days), and pacing guides for Math and English Language Arts. Please note that upon approval of the plan, the Units of Study for ELA and Math will be revised with the support of the WestEd/Dana Center, which is reflected in the budget.

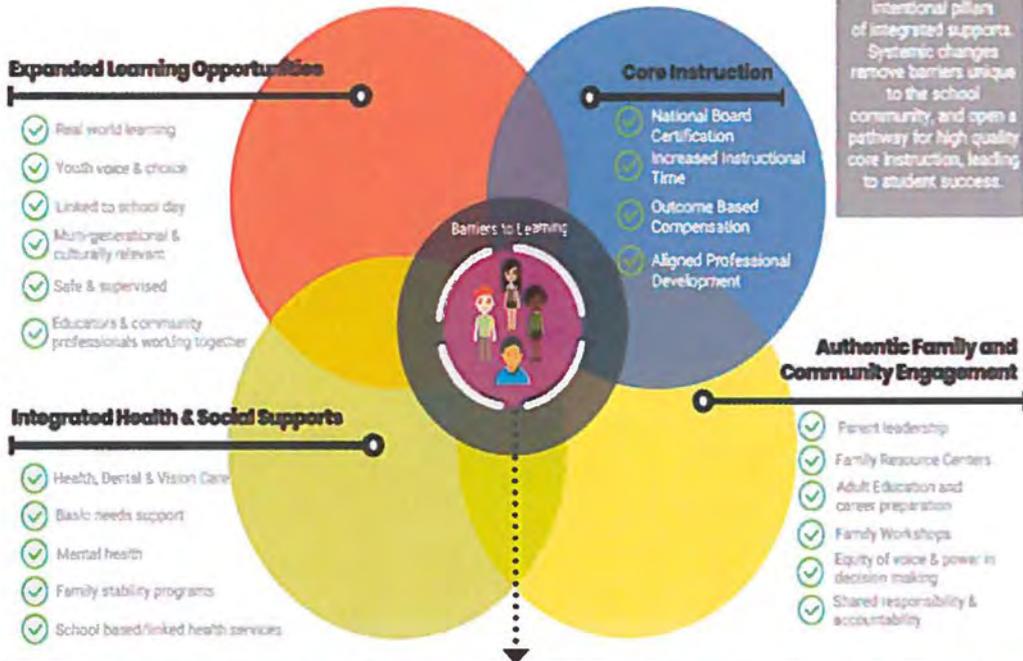
**7) Clearly delineating the expected outcomes of any community partnerships, external resources, and national partnerships that the district and school plan to access and coordinate with, as well as a direct connection to the root cause(s) of school underperformance. To be a true community school and to leverage all resources, the plan should identify clear metrics for development of the whole child—academic, cultural, social emotional, etc. Ensuring equitable access to content paired with more resources to meet students' needs at this school is imperative, and the plan structure should allow for innovative deployment of resources available to the community.**

- Research of inner-city transformation schools included the use of the Community Schools Framework as a successful model for achieving improvement in schools.
- Through the Community Schools Framework and in conjunction with community partners, it is our expectation that there will be enhanced outcomes for students, teachers, and the communities. Research on Community Schools shows that through these unique and intentional partnerships, attendance for teachers and students will improve leading to a positive school culture that will ultimately result in a reduction in negative student behaviors. These realities will lead to the removal of fundamental barriers to learning that will maximize student academic outcomes.
- Below is the Framework developed as a strategy for organizing school and leveraging community resources around student success at the MRI school:

# Community Schools By Design

A strategy for organizing school and community resources around student success

Community Schools keep students at the center by focusing on whole child efforts implemented through intentional pillars of integrated supports. Systemic changes remove barriers unique to the school community, and open a pathway for high quality core instruction, leading to student success.



## DATA INFORMED DECISION MAKING

Data is vital to creating student-centered learning opportunities in Community Schools. Coordinators, educators and partners work together to share and use data to make decisions. Response is differentiated based on student-centered data. Programs and partners are based on data-driven planning that meets the unique needs of individual students and target populations, while also attending to school-wide needs.



- The school will use the Community Schools Results Framework to focus on specific results related to the learning and well-being of students. These results will be measured using Results-Based Accountability in both short term and long-term results using indicators listed below:

Implementation of Community Schools Framework for MRI Schools:

## Community School Results & Indicators

	Definition	Result	Indicator Group 1	Indicator Group 2	Indicator Group 3
Expanded Learning Time	Introduces learning activities beyond academics that enrich and engage during after-school, weekend, and summer programs. Programs should provide academic and/or academic outcomes, including interventions for student attendance, behavior, and academic achievement.	Students are actively involved in learning and their community	Schools are open to the community Attendance in and after-school programs	Students have access to a variety of learning opportunities that address multiple competencies	Students participate in decisions about learning opportunities during and outside of the school day.
Integrated Student Supports	In a community school setting the basic physical, mental, and emotional health needs of young people and their families are recognized and addressed as a core aspect of its work.	<ul style="list-style-type: none"> <li>• Students are healthy: physically, socially and emotionally Results</li> <li>• Students live and learn in stable &amp; supportive environments</li> </ul>	<ul style="list-style-type: none"> <li>• Families provide basic needs</li> <li>• Students, staff and families feel safe</li> </ul>	<ul style="list-style-type: none"> <li>• Positive adult and positive peer relationships</li> <li>• Access to health care</li> </ul>	Students and their teachers and families are knowledgeable about the services and supports that are available at, or through, school.
Family & Community Engagement	Meaningful engagement characterizes all of community schools is associated with positive student outcomes, such as reduced absenteeism & improved academic outcomes.	Families are actively involved in their child's education	<ul style="list-style-type: none"> <li>• Families attend school-wide events</li> <li>• Families participate in school decision making</li> </ul>	Families participate in school decision making	<ul style="list-style-type: none"> <li>• Teacher attendance &amp; turnover</li> <li>• School-Community Partnerships</li> </ul>
Collaborative Leadership	Results culture of professional learning, collective trust and shared responsibility to support and strengthen all site-based leadership and management teams, teacher learning communities, and a community-school coordinator who organizes the multiple, complex, and work of school and community organizations.	Effective organization of resources resulting in students being on track to graduation.	A dedicated full time Community School Coordinator facilitates alignment of school, family & community resources.	Principal works with the CS coordinator, partners and staff to actively integrate families and community partners into the life and work of the school.	Contribution of students, families, school staff and community partners are valued and feel successful.

Four key pillars of community schools—integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practice—promote conditions and practices found in high-quality schools and address out-of-school barriers to learning

**8) Revising the budgetary request to not exceed \$100,000 for the planning period and \$675,000 per implementation year for the school via this submission for supplemental funds and denoting all areas where state (SEG) funds, federal funds, grant funds, and all other funding are being utilized to fuel this plan. This additional application for funding is supplemental to the substantial funding that the district and school already receives for its highest-need schools. Further, the district or school should plan to immediately apply for additional funding through proven targeted investments made possible at the state level.**

- Albuquerque Public Schools has adjusted the requested amount to \$100,000 for the planning period and no more than \$675,000 per year, per implementation year.
- The District does plan on supplemental funding and has already allocated increased funding from operational dollars to these schools beginning this spring. The District has also planned for the use of operational funds for sustainability of the plan. You will see some of these dollars reflected in the attached budget.
- Attached you will find the overall district-wide budget for all three MRI Schools. At the April 4, 2018 meeting with the NMPED authorization was granted to submit the budget in this manner.

# Calendar

Option #2

Final  
MRI  
CALENDAR  
2018/2019

2018																					
July		August					September														
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
																					1
5	6	7	8	9	10	11	12	13	14	15	16	17	18	2	3	4	5	6	7	8	9
8	9	10	11	12	13	14	15	16	17	18	19	20	21	10	11	12	13	14	15	16	17
15	16	17	18	19	20	21	19	20	21	22	23	24	25	16	17	18	19	20	21	22	23
22	23	24	25	26	27	28	26	27	28	29	30	31		16	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30	31		16	17	18	19	20	21	22	23
July Instructional Days = 2							Aug. Instructional Days = 23					Sept. Instructional Days = 19									
2018																					
October		November					December														
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
	1	2	3	4	5	6															1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	9
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	16
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	23
28	29	30	31				18	19	20	21	22	23	24	16	17	18	19	20	21	22	23
Oct. Instructional Days = 21							Nov. Instructional Days = 19					Dec. Instructional Days = 14									
2019																					
January		February					March														
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
	1	2	3	4	5																1
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	10
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	17
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	24
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	31
Jan. Instructional Days = 18							Feb. Instructional Days = 19					Mar. Instructional Days = 16									
2019																					
April		May					June														
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
	1	2	3	4	5	6															1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	9
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	16
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	23
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	30
April Instructional Days = 21							May Instructional Days = 16					June Instructional Days = 0									

1st semester  
96  
days

2nd semester  
90 days

July 23, 24, 25, 26, 27, 2018	July 30, 2018
September 3, 2018	October 1, 2018
October 11 - 12, 2018	October 30 - 31, 2018
November 19-20, 2018	November 21 - 23, 2018
December 21, 2018 to January 4, 2019	January 4, 2019
January 7, 2019	January 21, 2019
January 26 - February 1, 2019	February 18, 2019
March 7-8, 2019	March 11-15, 2019
April 15 - 16, 2019	April 19, 2019
May 13-17, 2019	May 22, 2018
May 23-24, 2019	May 27, 2019

188 Instructional Day; (6 Student Registration, Professional Development Days and/or Preparation Days)	186
190 Instructional Day; (6 Student Registration, Professional Development Days and/or Preparation Days)	
First Day of School /First Semester	
Labor Day (schools and administrative office closed)	
WOW Day analysis (5 day for school and district for data analysis and planning)	
Fall Break (schools closed)	
Middle School Student-Led Conferences	
Elementary School Parent Teacher Conferences	
Thanksgiving Break (schools closed, administrative offices closed Nov. 22-23)	
Winter Break (schools closed, administrative offices closed Dec. 24-Jan. 1)	
No School for Teachers - District-wide Professional Development Days (10 days total)	
First Day of Second Semester	
Marin Luther King Jr. Day (schools closed)	
WOW Day analysis (5 day for school and district for data analysis and planning)	
Presidents' Day (schools and administrative offices closed)	
High School, Middle School, and Elementary School Conferences	
Spring Break (schools closed)	
WOW Day analysis (5 day for school and district for data analysis and planning)	
Vernal Holiday (schools and administrative offices closed)	
High School Graduations	
Last day of School	
Weather Make-up Day (if necessary)	
Memorial Day (schools and administrative offices closed)	

Ready for APS Traditional and Alternative Calendar Schools SY 2018-19

Fall	July 23 - September 28, 2018
Winter	December 3, 2018 - January 25, 2019
Spring	April 1 - May 22, 2019

Istation / iReady assessment dates for MRI schools SY 2018-19

Fall	September 24-28
Winter	January 21-25
Spring	May 6-10

State Assessments & NAEP (Estimated Dates for SY 2018-19)

ACCESS	January 21 - March 15, 2019
NAEP	January 28 - March 15, 2019
SBA Science	March 4 - 29, 2019
NMAPA	March 11 - April 5, 2019
PARCC	April 15 - May 10, 2019
Spanish Reading	April 15 - May 3, 2019
EOCs	April 29 - May 17, 2019

# Revised Budget

**Planning Period: March - June 2018  
Most Rigorous Intervention BUDGET**

<i>Category</i>	<i>Description</i>	<i>Notes</i>	<i>Amount</i>
Professional Development	AVID Professional Development	National Conference	\$69,000
Professional Development	Ed West/Dana Center	Revise units of study	\$27,000
Professional Development	Blended Learning Coaching Contract	Instructional Support	\$6,000
Recruitment	Recruitment of High Effective (and above) teachers	Execute Recruitment Plan	\$36,312
Staffing	Community School Liaison	PSN4/85 day contract	\$54,000
Professional Development	Harvard University Turnaround Summer Program	\$5,675 per person	\$68,100
Professional Development	Substitute Teachers	\$85 daily rate/4 days	\$20,088
Staffing	Teacher Stipends	To support PD/training	\$19,500
		<b>TOTAL</b>	<b>\$300,000</b>

**Albuquerque Public Schools  
Most Rigorous Intervention BUDGET**

<i>Category</i>	<i>Description</i>	<i>Notes</i>	<i>Amount</i>
Professional Development	Blended Learning Coaching Contract	Instructional Support	\$18,000
Staffing	Community School Liaison (1 per school)	PSN4/256 day contract	\$166,800
Professional Development	Harvard University Year Round Mentoring	Year Round Support	\$30,000
Incentive	National Board Certification Stipend	50% @ \$5,000 / 50% @ \$2,000	\$294,000
Staffing	Recruitment	Ongoing	\$50,000
Incentive	Performance Pay	Potential for \$3,000 per employee	\$252,000
Professional Development	Substitute Teachers	\$85 daily rate/4 days	\$20,088
Staffing	10 day extension to contract	184 day contract to 194 day contract	\$266,656
Programming	8 Hour Contract for Teachers	\$9,200 per employee	\$772,800
Staffing	Teacher Stipends	To support professional development/training	\$60,000
Programming	Transportation for Extended School Year (10 days)	333.00 a day	\$9,999
		<b>TOTAL</b>	<b>\$1,940,343</b>
	Budget Based on 84 (A Schedule) Employees		

**Albuquerque Public Schools**  
**Operational Budget Support of Most Rigorous Intervention Schools**

<i>Category</i>	<i>Description</i>	<i>Notes</i>	<i>Amount</i>
Staffing	Bilingual Resource Teacher	Hawthorne and Los Padillas	\$141,500
Programming	Instructional Materials	To support turnaround	\$298,800
Programming	Transportation for Extended School Year (10 days)	333.00 a day	\$3,333
Staffing	Principal	Highest Paid Elementary School Principal in District	\$49,167
Staffing	Assistant Principal (2.5 FTE)	To support turnaround	\$235,605
Staffing	8 Hour Contract for Educational Assistants	30 Educational Assistnats	\$170,130
Staffing	Turnaround Coach	3 schools	\$212,250
		<b>TOTAL</b>	<b>\$1,110,785</b>

**Albuquerque Public Schools**  
**Title I Support of Most Rigorous Intervention Schools**

<i>Category</i>	<i>Description</i>	<i>Notes</i>	<i>Amount</i>
Programming	Pre-K	Start Up Costs	\$38,500
Programming	Pre-K	2 teachers/2 Educational Assistants/Materials	\$271,560
		TOTAL	\$310,060