



**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).*

**(REVISION #3)- DULCE ELEMENTARY SCHOOL
RESUBMITTED (5-7-18)**

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

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 children¹.

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.

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 26, 2018
Applications Due to PED	February 26, 2018
Announcement of Awards	March 2018
Planning Period for LEA/Schools	March 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 students 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 relevant outcomes based on.”	“strong evidence from at least 1 well-designed and well-implemented experimental study”	“moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study”	“promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias”

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 M. Rael
 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 26, 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 26, 2018
Applications Due to PED	February 26, 2018
Announcement of Awards	March 2018
Planning Period for LEA/Schools	March 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 program².

The SEA may impose additional award conditions³ 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.

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	Dulce Independent Schools
LEA NCES ID #	054
Superintendent	Pamela Montoya
Superintendent email	pmontoya@dulceschools.com
Mailing Address	P.O. Box 547 Dulce, New Mexico 87528

Amount the LEA is requesting from Title I School Improvement 1003[a] funds	
March 2018 to June 30, 2018	\$ 100,000.00
July 1, 2018 to June 30, 2019	\$ 675,000.00
July 1, 2019 to June 30, 2020	\$ 675,000.00
July 1, 2020 to June 30, 2021	\$ 675,000.00
Total Funds	\$ 2,125,000.00

LEA MRI Significantly Restructure & Redesign Competitive Grants Application

LEA Name:	Dulce Independent Schools
Submitting on Behalf of (name of school):	Dulce Elementary School
Number of Students Served:	327
Number of Certified Licensed Staff:	Certified Teachers: 27 Educational Assistants: 19 Principal: 1 Assistant Principal: 1 Instructional Coaches: 3 School Counselor: 1 Nurse Assistant: 1

Introduction:

Dulce Independent Schools is a public school district located entirely within the Jicarilla Apache Nation. This makes it unique among New Mexico schools. While this uniqueness offers many cultural and community advantages, it also presents many challenges.

The Jicarilla Apache Nation and Dulce in particular, lies in an isolated, mountainous region of Northern New Mexico. Its nearest neighbor, Chama, is 30 minutes away and has half the population of Dulce. The next closest neighbor is Bloomfield, which is one hour away and has about four times the population of Dulce, or a little over 8,000 people. Farmington is the next closest school district with higher rated School Grade Report of “A” or “B.”

In addition to this geographic isolation, the Jicarilla Apache Reservation is one of only two reservations in the entire country where the nation itself owns all the land. This means individuals-including tribal members-cannot purchase property within the nation.

The combination of geographic isolation and lack of property ownership creates the following challenges:

- Non-tribal employees of the District must either rent a residence from the District or commute from neighboring communities, which are at least a half-hour from Dulce.
- Health care services for Non-Native Americans are unavailable within the community. The nearest medical and dental clinics are in Chama, 30 minutes away. The nearest hospitals are in Farmington, 90 minutes away.
- Access to recreational activities within the Jicarilla Apache Nation is limited for non-tribal members.
- The nearest conveniences, such as shopping malls, theaters, and airports are located in Bloomfield, Farmington, and Pagosa Springs, Colorado. Dulce itself has limited options: an independent grocery store, a True Value hardware store, a Family Dollar Store, a casino, and three independent restaurants.

- Non-Native Americans are challenged by the culture, religion, language, and core values of the Jicarilla Apache Nation.
- Acceptance by the community can be difficult. Respect of the community must be earned by submerging oneself in the community, culture, ceremonies, and other aspects of the Jicarilla Apache Nation.

Because of these challenges, recruiting and retaining personnel has been difficult at best. The District understands these challenges and understands that they are a significant factor in the performance of its schools. Dismissing these challenges as “excuses” will simply perpetuate the problems at the schools, regardless of what other plans are implemented. The only way to achieve long-term, sustainable improvement is to recognize these challenges and tackle them head-on. The District’s plan does just that, while also incorporating other elements required by the Department.

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.

The current recruitment process for Dulce Independent School District for school leaders is:

- The position is posted internally/locally and outside of the school. Postings appear on NM REAP, AppliTrack, the district and school websites, newspapers, job fairs and other recruitment resources. The district currently recruits locally, nationally, and internationally.
 - Interested applicants submit the required paperwork.
 - The district reviews and screens the application for required credentials.
 - The district targets 30-60 days from advertisement to placement and final selection.
 - The hiring committee selects applicants who meet the criteria to receive an interview.
 - An interview committee of varying stakeholders conducts the interviews and recommends candidates to the superintendent.
 - The district confirms licensure, runs background checks, talks to references, and reviews other pertinent personnel information.
 - The district sends a written offer of employment to the candidate.

The district will modify its recruitment process to specifically address school reform.

Specific modifications include:

- The selection criteria will include a demonstrated track record of success in reforming a school or schools. Candidates will be asked to show evidence of such success in their portfolios, resumes, PPE experience, or other credentials identified by the candidate.

- Turnaround experience will also be covered during interviews. Sample interview questions include:
 - Why do you want to be part of a school that requires More Rigorous Intervention?
 - How do relationships and relational trusts with colleagues affect efforts to reform a school?
 - What philosophy will you follow and what strategies will you use at our school?
 - How will you use data driven instruction and interpretation of data in our school?
- Human Resources will pre-screen applicants for the hiring committee. In particular, Human Resources will verify that candidates have the necessary background and credentials. Human Resources will also train the hiring committee on specific interview processes.
- The district's attorneys will provide support and training to Human Resources and the hiring committee in the areas of school law, employment laws and regulations, and hiring laws and regulations.
- Candidates will be given information about the community and housing as part of the application process. This information will also be placed on the district website, which is currently being updated. These topics will be covered during interviews.
- Preference will be given to candidates who have proven longevity living or working in rural, isolated areas, and/or proven longevity living or working in culturally homogeneous communities, especially Native American communities.

The district recognizes that administrative turn over has been a root cause of the poor performance of its schools. The district has, in the past, hired highly qualified leaders who are unfamiliar with Dulce's rural community, diversity, and culture. Despite their qualifications, these administrators have not been able to reform Dulce's schools, because of leaving the district after a short period of time. The above modifications to the district's recruitment plan are designed to improve longevity of new hires by addressing the challenges identified in the Introduction, with the intent to provide continuity for all stakeholders resulting in improved student growth and outcomes.

The district will retain the current principal at Dulce Elementary School in an assistant principal role for school year 2018-19. The current principal is already familiar with the community, families, students. As a community member for the past thirty-three years, and has been involved with community organizations and initiatives. She has been in the school district for sixteen years and has demonstrated dependable and reliable workmanship in the school district and knows first-hand the needs of the school community. As a teacher, her Summative Evaluation rating was Highly Effective. In addition, she will be of great value to the turnaround principal in supporting, mentoring and continued professional development to support student growth. She is also involved in the PPE selection process, having completed the interview and awaiting final determination. The current principal has access to training and resources for

implementing school reform. Candidates for other leadership positions will be recruited following the modified process described above.

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

Paul Bambrick-Santoyo, "Leverage Leadership, A Practical Guide to Building Exceptional Schools", identifies seven core levers essential to building an exceptional school: 1) data instruction, 2) feedback and observation, 3) planning, 4) professional development, 5) student culture, 6) staff culture and 7) leadership team management.

The LEA has formed a partnership with Farmington Schools administrative team. They have offered their support, knowledge and training to Dulce Elementary School to share their experience in turnaround model schools. Training will begin with the administration as early as the beginning of June 2018.

The district's recruitment process will look for evidence of past use of these levers, as well as evidence of success in turning around a low performing school, developing turnaround initiatives, implementing leadership action plans, monitoring progress of teachers every 2 to 3 weeks using evidence to support proven data analysis/data-driven instruction practices with students, and longevity in geographically and/or culturally similar districts or regions. Interview questions will be aligned with NMPED administrative competencies.

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

The Dulce Independent School District will recruit effective and qualified school leaders nationally or internationally through the school website, NM REAP, AppliTrack, newspapers, job fairs, networking (standard protocol), Universities and College of Education Departments, social media, Workforce Solutions, Troops to Teachers, AmeriCorps, and other entities aligned with educational leadership. The district will offer a recruitment incentive package, as described below, along with a performance pay package for a three-year period.

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

School leaders will be given an incentive sign-on package of \$5,000 paid over three school years as follows:

- \$1,250 in June of the first contract year
- \$1,250 in June of the second contract year
- \$1,250 in December of the third contract year
- \$1,250 in June of the third contract year

The incentive will be prorated for hires made after the official work calendar start date but prior to August 30, 2018. Any hires made on or after August 30, 2018 will not be eligible to

receive the incentive. Administrators who were previously employed in any capacity by the district will not be eligible to receive the incentive. Failure to complete the terms of the employment contract will result in the forfeiture of the entire signing incentive. The recipient must remain in full-time leadership capacity and comply with the MRI plan and all district initiatives, as deemed by the Superintendent and Dulce School Board of Education, to receive the incentive.

The district will develop a school district leadership action plan similar to the Bambrick-Santoyo model for managing and developing principals for results. New Dulce Elementary School administrators who choose to live in district-owned housing will be given three months of free rent. The free rent will be taxed as a benefit. A housing unit deposit in the amount of \$500 (deducted in four equal payments) is paid by all employees who live in the district-owned housing. Deposits are eligible to be refunded based upon the condition of the unit when a tenant moves out of the unit. All free rent is contingent upon the employee being actively employed; individuals in volunteer status do not qualify.

The Dulce Elementary School principal will be eligible for a bonus of up to \$3,000 annually based on significant proficiency level gains (1 year of growth within each semester for an increase of two grade levels per year for every student who is not on grade level) in student achievement in ELA and Math on state-required tests and an additional \$1,500 for meeting goals in the NM DASH 90-Day Plan.

Incentive payments are part of the annual school budget. Therefore, incentive payments must be approved by the School Board annually along with the rest of the budget. The School Board has approved of this MRI plan and is committed to approving the incentive payments in the future. By providing a robust incentive program to attract and retain school leaders, the intent is to provide continuity for all stakeholders resulting in improved student growth and outcomes.

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

- **Recruitment and Hiring Timeline:** The district's administrative hiring timeline begins in April for the following school year. The administrators contract (220 days) begins mid-July and ends mid-June of each school year. Recruitment and hiring for the 2018-2019 school year is underway.
- The district will support regular observations, administrative meetings (Reference Bambrick-Santoyo: weekly 1-3 week cycles: See Building A Calendar for Success, pg. 20), PLCs, professional development opportunities, progress monitoring throughout the school year, and coaching principals utilizing an action plan and check list from the seven levers (Bambrick-Santoyo).
- The district will collaborate with the Jicarilla Apache Nation and the five-member NM Educator Advisory Council (EAC) that will monitor adherence to the school's MRI.
- The district will collect and review data to measure leadership effectiveness (reference multiple sources of data, short cycle assessments, PARCC, climate surveys, evaluations, reference reviews or professional development plan).
- The district data collected to ensure continuous improvement at restructured school site.
- The measure of success of the school leader will be based on student growth and significant proficiency level gains.

A. 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 leadership competencies that are most important are:

- Instructional Leadership, NM TEACH observation/evaluation, weekly informal observation walkthrough feedback and reflection. Performance monitoring and accountability (monitoring progress of teachers every 2 to 3 weeks using evidence to support proven data analysis/data-driven instruction practices with students, through formative and summative assessments using an in-depth data analysis report reviewed by the teacher and principal. Effective analysis of data reports will be reviewed to be set up

additional instructional strategies to ensure the information reviewed will lead to improved instructional practice and increased student achievement).

BUILDING A CALENDAR FOR SUCCESS: Teacher Performance Monitoring

Time Frame	TASK ASSIGNED	Notes
Yearly Cycle every 1-3 weeks		
Every 1-3 weeks	Classroom Walkthrough/observation	Checking for classroom management; Domains #2-#3
Ongoing Every 1-3 weeks	Lesson Plan/Grade review	Checking for systems; utilize resources: instructional coaches, principals, etc.
Ongoing Every 1-3 weeks	Feedback/Reflection Meeting Review; Data/Data Analysis Reports (Meeting with Principal and Teacher); unit assessments reviewed	Teacher Action Plan, Professional Development Plan (PDP); Analyze data and create teacher action plans for instructional strategies and interventions
Ongoing Every 1-3 weeks	Review BOY, MOY, EOY Interim Assessment Data/Data Analysis Reports (Meeting with Principal and Teacher) Data-Driven Culture	Analyze data and create teacher action plans for improved instructional strategies and interventions
Ongoing Every 1-3 weeks	Assessments Classroom instruction observation,	Differentiated instruction for sub-groups;
September	Review Summative Evaluation of previous year	Summative Evaluation Review
October - November	Observation 1: Domains #2 - #3	Formal Observation
March-April	Observation 2: Domains #2- #3,	Formal Observation
January-February	Observation: Domains #1 and #4	Formal Observation
NM TEACH Final Evaluation Meeting-May	Review all observations, Professional Development Plan and Reflection	Reflection for SY

- Communication with all stakeholders

- Professional Development (securing and facilitating meaningful professional development for staff, as well as personally participating in additional professional development as required by district/NMPED)
- Operations/Facilities Management
- Parent/Community Engagement
- Student Culture and Staff Culture
- Budget
- Data analysis aligned to state mandated tests and other site assessments (monitoring progress of teachers every 2 to 3 weeks using evidence to support proven data analysis/data-driven instruction practices with students, through formative and summative assessments using an in depth data analysis report reviewed by the teacher and principal.)
- Knowledge of CCSS – Common Core State Standards and implementation with a strong emphasis on an alignment plan for reading and math
- Knowledge of curricular/co-curricular activities
- Knowledge of culturally and linguistically appropriate instruction in dual language and culture applicable to the Jicarilla Apache Native American community
- Positive relationships and mentoring opportunities
- Scope of Responsibility in Elementary Schools (Action Plan and Scope of Work)
- Participant of Principals Pursuing Excellence (PPE)

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

HOUSSE competencies will be utilized to align interview questions and will be used during the screening, interview, and scoring process. During the interview process, the HOUSSE scoring rubric will be utilized as a consistent and aligned process for everyone participating.

The LEA will replace the current principal

The LEA will retain the current principal

B. Human Capital

A. Staff Hiring

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

Dulce Independent Schools will take an aggressively recruit teachers with a track record of Highly Effective or Exemplary performance. In-state applicants must submit a copy of their Summative Evaluation. Out-of-state applicants must submit a copy of their evaluation report, along with a description of the evaluation system. While this hiring process is unusual compared to past practices, it does not appear to violate the Collective Bargaining Agreement.

When hiring staff, interview questions will incorporate the competencies that include the four domains of NM TEACH. The interviews will also cover key concepts from Dulce Elementary School's vision and mission statement, including student-centered methods, student and collegial relationships, data driven instruction, high expectations, safe learning environment, collaboration, and cultural sensitivity.

Sample Interview Questions:

- What is your background in teaching reading and math?
- Have you ever worked in a Transformational school? Please describe what a Transformational Model school might look like?
- What are some valuable strategies you might use to teach reading and math?
- Explain strategies you would use to establish a culture for learning and student engagement in your classroom. (NMT 2C; NMT 1C; NMT 3A; NMT 3C)
- How have you encouraged parent partnership and involvement in student learning? (NMT 3D; NMT 4A; NMT 2D)
- How do you plan to engage families in the instructional program at school and provide regular feedback on their child's learning and behavior? (NMT 2A; NMT 2E; NMT 4A; NMT 4F)

Because of the recruitment and retention challenges described in the introduction, Dulce recognizes that it may not be able to recruit only teacher rated Highly Effective or Exemplary, no matter what efforts it makes. The district will therefore also consider teachers who are rated Effective who also show a willingness to commit to the district and who demonstrate a history of continual improvement. As discussed below, the district has developed a plan for moving teachers into higher rating tiers and has had success doing so in the past school year. By providing a robust incentive program to attract and retain teachers, the intent is to provide continuity for all stakeholders resulting in improved student growth and outcomes.

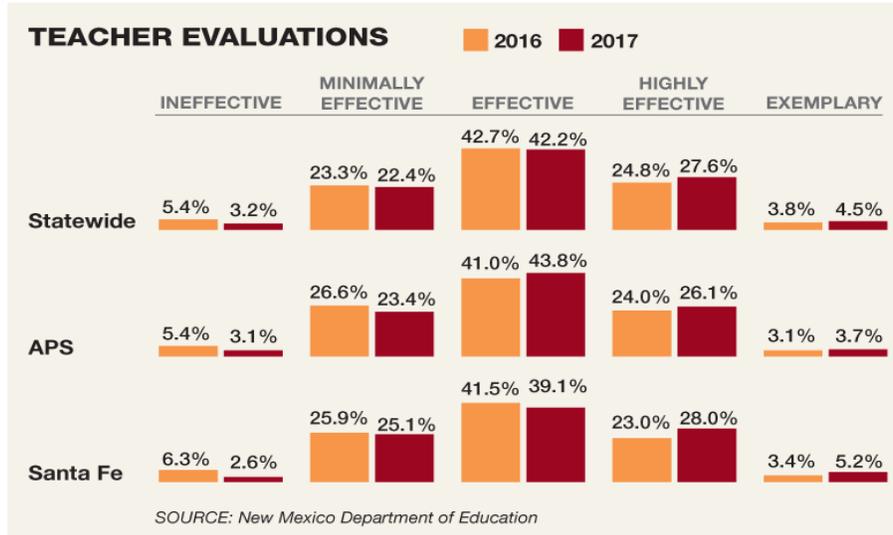
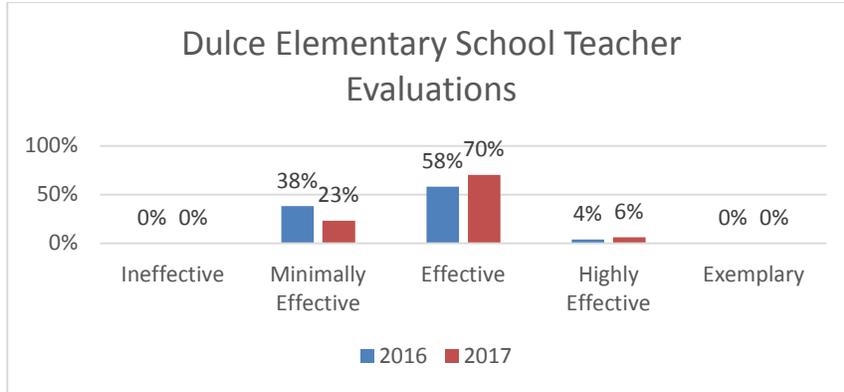
Describe the compensation structure to attract and retain staff.

The Dulce Independent School District will offer a recruitment incentive package, as described in the section labeled Incentives. The district's base salary pay schedule, which is annually adopted by the Dulce School Board of Education, is competitive with rural school settings and surrounding school districts. The proposed budget provides for higher wages for Dulce Elementary school staff.

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

Dulce Elementary School moved teachers to higher tiers in one year's time, decreasing Minimally Effective teachers by 15%, increasing Effective teachers by

12%, and increasing Highly Effective teachers by 2% between school years 2016 and school year 2017. (See graph below).



Ongoing support by the district will ensure that the growth continues. In the spring of 2017, the district provided professional development training presented by Matt Montano, Alicia Duran and team to district teachers on the NM PED Teacher Evaluation process. In the 2017-2018 school year, the Dulce Elementary School Principal has coached school teachers on the NM TEACH Rubric and correlations with instructional best practices with NM TEACH Domains 1-4 Look-For Evidence. On December 8, 2017, Lexie Miles ran a professional development session that focused on the NM TEACH Evaluation Domains 1 – 4. Ms. Miles is often contracted by NMPED to deliver training to administrators in the summer for evaluator’s recertification.

The district will implement a rigorous mentorship program that will ensure that all Dulce Elementary school teachers will attain Highly Effective or Exemplary

ratings. Teachers rated Minimally Effective will receive mentorship through Teachers Pursuing Excellence (TPE) after the district completes the Principals Pursuing Excellence (PPE) program. Through PPE, a two-year program aimed at empowering school leaders, Dulce Elementary School will raise teacher effectiveness and student achievement. Currently, Dulce Elementary School principal has completed the interview in the PPE selection process and is awaiting final determination. Dulce Elementary School has no teachers rated Ineffective. Teachers rated Effective, Highly Effective or Exemplary will continue to participate in targeted professional development provided from their school and LEA leadership. Teachers rated Effective or lower will receive mentoring from district teachers rated Highly Effective or Exemplary, or from external mentors.

Teachers will also be provided evidence-based professional reading, such as Teach Like a Champion and Field Guide, Driven by Data, and Robert Marzano's series: Classroom Instruction That Works; Research-Based Strategies for Increasing Student Achievement and other resources.

Process Description:

- Review summative evaluations with returning and newly hired staff, upon receipt of data from NMPED
- Request summative evaluations from former employers for new staff that have taught in a New Mexico school district or other equivalent documents from schools outside of New Mexico
- Ensure NM TEACH Professional Development Plan(PDPs) are monitored and implemented successfully
- Create Professional Growth Plans(PGPs) that are focused on individual areas for improvement, and are monitored and implemented successfully
- Provide professional development, strong mentorship program, Professional Learning Communities(PLCs), peer classroom observations, instructional coaching through a transformational team model approach and district leadership
- Dulce Elementary School will participate in Teachers Pursuing Excellence (TPE) program for teachers rated Ineffective or Minimally Effective, in order to raise all teachers to Highly Effective or Exemplary ratings.
- Two additional, permanent instructional coaches and an elementary assistant principal that will be trained as part of the transformational team
- Celebrations of success and growth will be communicated to all stakeholders through the district website, local newspaper, radio, school assemblies, and various forms of social media, flyers, and notes to parents, School Messenger (automated phone calls) or other forms of communication. Celebrations will include local traditional activities sponsored by community cultural departments and parent groups.
- During quarterly Jicarilla Apache General Meetings there will be a teacher recognition award for student achievement and growth. Celebration and acknowledgement will be for the teacher, students and parents of the class,

published in the local and tribal newspapers, posted on the school website and at the school site.

- NM TEACH platform (Frontline) provides on going conferencing to support professional growth and continuous improvement.

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 LEA will hire instructional coaches to manage its professional development program, as described in Appendix H. Professional development activities will occur both on the job and during dedicated professional development times, which have been allotted in the Dulce Elementary School calendar. The calendar incorporates early release days and professional development days.

The professional development program will train staff in effective teaching methods. The program will focus on the subject areas of reading, literacy and math. The methods will emphasize individualized instruction based on current student achievement data and specific learning plans for intervention. Implementation will be monitored in three- to four-week cycles. Professional development opportunities will target subject-specific pedagogy and a multi-tiered system of (evidence-based) support that includes differentiated Tier 1 core instruction, and Tier 2 and Tier 3 interventions.

Professional development activities will be individualized for each staff member and administrator based on data and root cause analysis. The coaching model includes Instructional Leadership feedback, Instructional Coaching, Mentoring Program, and Professional Learning Communities (PLC) for peer collaboration will be utilized. Additionally, self-directed professional development opportunities will be from self-paced webinars (NM TEACH), NMPED teacher liaison participation and professional reading and research in conjunction with PLCs.

In consideration of the rural tribal community, tribal government, and in conjunction with the Indian Education Act (22-23A-1 NMSA 1978), additional professional development will be offered on culturally relevant topics such as: parent and community engagement opportunities, parent education programs, and family literacy. Culturally relevant professional development will include invited elders, artists and speakers, as well as the certified Jicarilla Language and

Culture Teachers. These opportunities will be planned to make school-community connections using evidence-based models (Including but not limited to: U.S. Department of Education’s Dual Capacity-Building Framework for Family-School Partnerships, Joyce Epstein, 40 Developmental Assets, and Placed-based Learning Model).

There will be a one-week summer Boot Camp for all Dulce Elementary School staff to jumpstart professional development and to provide information and training for implementation of the district’s school reform strategies. Professional Learning Communities, alignment of reading and math curriculum development, curriculum mapping, curriculum pacing by grade levels, and staff training. (Reference: Bambrick-Santoyo)

Day 1	Day 2	Day 3	Day 4	Day 5
Rigor, Relevance and Relationships Mission, Vision and Theory of Action	Coaching and Feedback Teacher Action Plan	Classroom Management and Routines Behavior Management Differentiation	Professional Learning Communities and Resources	Curriculum Alignment and Curriculum Mapping
Routines and Procedures	Data Driven Instructional Plan	Observation and Feedback	Student Engagement	Professional Development Opportunities
Common Core State Standards WIDA Standards Lesson Plans	Data Analysis	Student Culture Local community culture	Administrator’s Role	Interventions for ELA and Math
Assessments	Schedules: Class schedule Test schedule Progress Monitoring Schedule Evaluation Schedule Parent Involvement	Staff Culture	Parent Involvement/ Engagement	Student Assistance Team (SAT) process

The Dulce Elementary School Calendar, approved by Dulce School Board of Education on April 24, 2018, is shown below. Each school day is 7 hour of instructional time X 178 student days = 1,246 instructional hours = 256 instructional hours over state statute of 990 required elementary hours = **additional 36.5 instructional days at 7-hours each day (equivalent to 5 weeks)** beyond the requirements of state statute (NMAC 6.29.1.9.J).

By providing a calendar with an additional 45 minutes daily, equating to an additional 36.5 days of instruction (equivalent to 5 additional weeks), the intent is to provide additional instruction time resulting in improved student growth and outcomes.

DULCE INDEPENDENT SCHOOL DISTRICT

2018 - 2019 School Calendar

July 2018							August 2018							September 2018						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
										1	2	3	4							1
1	2	3	4	5	6	7	5	6	7	8	9	10	11	2	3	4	5	6	7	8
8	9	10	11	12	13	14	12	13	14	15	16	17	18	9	10	11	12	13	14	15
15	16	17	18	19	20	21	19	20	21	22	23	24	25	16	17	18	19	20	21	22
22	23	24	25	26	27	28	26	27	28	29	30	31		23	24	25	26	27	28	29
29	30	31										15		30						16
October 2018							November 2018							December 2018						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
						21						17		30	31					15
January 2019							February 2019							March 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
												1	2							1
			1	2	3	4	3	4	5	6	7	8	9	2	3	4	5	6	7	8
6	7	8	9	10	11	12	10	11	12	13	14	15	16	9	10	11	12	13	14	15
13	14	15	16	17	18	19	17	18	19	20	21	22	23	16	17	18	19	20	21	22
20	21	22	23	24	25	26	24	25	26	27	28			23	24	25	26	27	28	29
27	28	29	30	31								18		30	31					16
						18							18							
April 2019							May 2019							June 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
						21						21		30						20

 K-3+ 4/5	 School Closed	 Parent Teacher Conferences	 Planning/Snow Days
 Early Release Day	 Report Cards	 Graduation	 Progress Reports
 Professional Development	 First and Last Days of School		

School Hours: Middle & High School 8am - 3:30; Friday 2pm; Elementary School 8am - 3:30pm; Friday 2:00pm					
Jul 2-Aug 6	K3+ 4/5	Nov. 9	Professional Development	Mar. 8	3rd 9 Weeks
Aug. 8-10	Staff Orientation	Nov. 12	Veterean's Observance Day	Mar25-29	Spring Break
Aug. 13	First Day of School	Nov 14	Parent Teacher Conferences	Apr3-May1	PARCC
Sept. 3	Labor Day	Nov. 21-23	Thanksgiving Break	Apr. 17	Progress Reports
Sept. 12	Progres Reports	Dec. 7	Report Cards	Apr. 22	Professional Development
Sept. 13	Professional Development	Dec. 14	2nd 9 Weeks	Apr. 24	Parent Teacher Conferences
Sept. 14-17	Go-Jit-Ya Break	Dec. 19	Christmas Program	May 18	Graduation
Sept. 19	Parent Teacher Conferences	Dec24-Jan4	Christmas Break	May 24	4th 9 Weeks
Sept24-Oct5	NDI	Jan. 21	Professional Development	May 27	Memorial Day
Oct. 8	Jicarilla Cultural Day	Feb. 6	Progress Reports	May 30	Last Day of School
Oct. 11	1st 9 Weeks	Feb.11	Jicarilla Language Day	178	STUDENT DAYS
Oct. 12	Professional Development	Feb. 13	Parent Teacher Conferences	8	PROFESSIONAL DAYS
Nov. 7	Progress Reports	Feb. 18	President's Day	185	TEACHER DAYS

*** STARS Reporting-- Oct. 10 for 40th Day; Dec. 3 for 80th Day and Feb. 13 for 120th Day

Board Approved 4/24/18

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.

If the master schedule prevents this from occurring, the district must lesson study implementation after school for a minimum of one hour a week on the same day by grade level or subject area.

The daily schedule includes a protected common planning time scheduled during grade-level Professional Learning Community (PLC) meetings occurring daily for 30 minutes for meaningful planning. (Data analysis, meaningful collaboration and instructional planning). Additionally, 30 minutes of planning time is scheduled every morning, plus 15-30 minutes of debriefing time in the afternoon period. Additional opportunities for planning may be scheduled during weekly early release days and monthly professional development days. (See Appendix I - Master Schedule)

		K - 2nd		7:30-8:00	8:00-8:20	8:20-9:50		9:50-10:50		10:50-11:20	11:20-11:50	11:50-12:2	12:20-1:20		1:20-2:20		2:20-3:30	3:30-3:45
Grad#	Teacher	EA		20 mins	30 mins	30 mins		30 mins	30 mins	60 mins	30 mins	30 mins	30 mins	30 mins	30 mins	30 mins	30 mins	Homeroom
1 K	Wager	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			Math	Lunch	PLC	ELL/WIN	Math	Math	Conf.	Jic.Lang.Ctr	PREP	Plan/Prep	
	EA: J. Cooper	STUDENT:		BAB/MorMtg.	ELA			Math	Lunch/Rec		ELL/WIN	Math	Special	Jic.Lang.Ctr	Jic.Lang.	Plan/Prep		
2 K	Vigi	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			Math	Lunch	PLC	ELL/WIN	Math	Conf.	PREP	Jic.Lang.Ctr	Plan/Prep		
	EA: C. Howland	STUDENT:		BAB/MorMtg.	ELA			Math	Lunch/Rec		ELL/WIN	Math	Special	Jic.Lang.	Jic.Lang.Ctr	Plan/Prep		
3 K	Azua	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			Math	Lunch	PLC	ELL/WIN	Math	PREP	Conf.	Jic.Lang.Ctr	Plan/Prep		
	EA: B. Sanchez	STUDENT:		BAB/MorMtg.	ELA			Math	Lunch/Rec		ELL/WIN	Math	Jic.Lang.	Special	Jic.Lang.Ctr	Plan/Prep		
4 1st	Whiteak	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			Math	Lunch	PLC	Math	Conf.	PREP	Jic.Lang.Ctr	ELL/WIN	Plan/Prep		
	EA: C. Lindner	STUDENT:		BAB/MorMtg.	ELA			Math	Lunch/Rec		Math	Special	Jic.Lang.	Jic.Lang.Ctr	ELL/WIN	Plan/Prep		
5 1st	Smith	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			Math	Lunch	PLC	Math	PREP	Conf.	Jic.Lang.Ctr	ELL/WIN	Plan/Prep		
	EA: T. Cachuch	STUDENT:		BAB/MorMtg.	ELA			Math	Lunch/Rec		Math	Jic.Lang.	Special	Jic.Lang.Ctr	ELL/WIN	Plan/Prep		
6 1st	Alana	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			Math	Lunch	PLC	PREP	Math	Conf.	Jic.Lang.Ctr	ELL/WIN	Plan/Prep		
	EA: T. Ulibarri	STUDENT:		BAB/MorMtg.	ELA			Math	Lunch/Rec		Jic.Lang.	Math	Special	Jic.Lang.Ctr	ELL/WIN	Plan/Prep		
7 1st	TBA	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			Math	PREP	Lunch	PLC	Math	Conf.	Jic.Lang.Ctr	ELL/WIN	Plan/Prep		
	EA: S. Martinez	STUDENT:		BAB/MorMtg.	ELA			Math	Jic.Lang.	Lunch/Rec		Math	Special	Jic.Lang.Ctr	ELL/WIN	Plan/Prep		
8 2nd	L. Mtz.	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			PREP	Math	Lunch	PLC	Math	ELL/WIN	Conf.	Jic.Lang.Ctr	Plan/Prep		
	EA: A. Veneno	STUDENT:		BAB/MorMtg.	ELA			Jic.Lang.	Math	Lunch/Rec		Math	ELL/WIN	Special	Jic.Lang.Ctr	Plan/Prep		
9 2nd	Silago	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			PREP	ELA	Math	Lunch	PLC	Math	ELL/WIN	Conf.	Jic.Lang.Ctr	Plan/Prep	
	EA: S. Holms	STUDENT:		BAB/MorMtg.	ELA			Jic.Lang.	ELA	Math	Lunch/Rec		Math	ELL/WIN	Special	Jic.Lang.Ctr	Plan/Prep	
10 2nd	Lynch	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			PREP	ELA	Math	Lunch	PLC	Math	ELL/WIN	Jic.Lang.Ctr	Conf.	Plan/Prep	
	EA: P. Montoya	STUDENT:		BAB/MorMtg.	ELA			Jic.Lang.	ELA	Math	Lunch/Rec		Math	ELL/WIN	Jic.Lang.Ctr	Special	Plan/Prep	
				7:30-8:00	8:00-8:20	8:20-9:50		9:50-10:50		10:50-11:20	11:20-11:50	11:50-12:2	12:20-1:20		1:20-2:20		2:20-3:30	3:30-3:45
	Teacher			20 mins	30 mins	30 mins		30 mins	30 mins	60 mins	30 mins	30 mins	30 mins	30 mins	30 mins	30 mins	30 mins	Homeroom
11 3rd	Abeya	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			ELL/WIN	PLC	lunch	Math	Math	Conf.	Jic.Lang.Ctr	PREP	Plan/Prep		
	STUDENT:			BAB/MorMtg.	ELA			ELL/WIN	Rec/Lunch		Math	Special	Jic.Lang.Ctr	Jic.Lang.	Plan/Prep			
12 3rd	Bradley	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			ELL/WIN	PLC	Lunch	Math	Math	Conf.	Jic.Lang.Ctr	PREP	Conf.	Plan/Prep	
	STUDENT:			BAB/MorMtg.	ELA			ELL/WIN	Rec/Lunch		Math	Special	Jic.Lang.Ctr	Jic.Lang.	Special	Plan/Prep		
13 3rd	Greene	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			ELL/WIN	PLC	Lunch	Math	Math	PREP	Jic.Lang.Ctr	Conf.	Plan/Prep		
	STUDENT:			BAB/MorMtg.	ELA			ELL/WIN	Rec/Lunch		Math	Special	Jic.Lang.	Jic.Lang.Ctr	Special	Plan/Prep		
14 4th	TBA	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			ELL/WIN	Conf.			Jic.Lang.Ctr	Lunch/PLC	PREP	Math		2:20	2:45-3:00
	STUDENT:			BAB/MorMtg.	ELA			ELL/WIN	Special			Jic.Lang.Ctr	Lunch/Rec	Jic.Lang.	Math			
15 4th	Lonovius	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			ELL/WIN	Conf.			PREP	Lunch/PLC	Math				
	STUDENT:			BAB/MorMtg.	ELA			ELL/WIN	Special			Jic.Lang.	Lunch/Rec	Jic.Lang.Ctr	Math			
16 4th	Condrey	TCHR:	Plan/Duty	BAB/MorMtg.	ELA			ELL/WIN	PREP			Conf.	Lunch/PLC	Jic.Lang.Ctr	Math			
	STUDENT:			BAB/MorMtg.	ELA			ELL/WIN	Jic.Lang.			Special	Lunch/Rec	Jic.Lang.Ctr	Math			
17 5th	Pixley	TCHR:	Plan/Duty	BAB/MorMtg.	ELL/WIN			Conf.	PREP	ELA			Lunch/PLC	Math			Jic.Lang.Ctr	Plan/Prep
	STUDENT:			BAB/MorMtg.	ELL/WIN			Special	Jic.Lang.	ELA			Lunch/Rec	Math			Jic.Lang.Ctr	Plan/Prep
18 5th	Pilcher	TCHR:	Plan/Duty	BAB/MorMtg.	ELL/WIN			PREP	Conf.	ELA			Lunch/PLC	Math			Jic.Lang.Ctr	Plan/Prep
	STUDENT:			BAB/MorMtg.	ELL/WIN			Jic.Lang.	Special	ELA			Lunch/Rec	Math			Jic.Lang.Ctr	Plan/Prep

SCIENCE & SOCIAL STUDIES IS INTERGRATED * Three Specials scheduled, PE 2X, Library 1X, Art 2X ****PLC/GRADE LEVEL MEETINGS: 30 MINS. DAILY ***BAB: Breakfast After the Bell



Dulce Elementary School—Winning Warriors

Professional Learning Communities-Topics Aligned with NM Dash Plan

Grade Level K 1 2 3 4 5 6

Week of:

Meeting Facilitator:

Time of Meetings:

Location:

1. RtI and Intervention including AIP differentiation and documentation, SAT referral discussion:

Next Step Action Plan:

2. Grade Level Data Analysis:

Next Step Action Plan:

3. Instructional Planning, Practices, and Pacing needs (including lesson reflection):

Next Step Action Plan

4. SPED and Gen. Ed. Collaboration:

Next Step Action Plan

5. Leadership Team information/Upcoming Events/Misc.:

Next Step Action Plan:

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?

How will the LEA implement performance pay for, at a minimum, ELA/reading and mathematics teachers in grades 3 – 5 based on PARCC learning gains?

The district proposes an incentive plan that will increase long-term retention and attract highly qualified educators. By providing a robust incentive program to attract and retain teachers, the intent is to provide continuity for all stakeholders resulting in improved student growth and outcomes.

The district already offers a competitive benefits package. Specific new incentives will include:

- A \$4,000 sign-on incentive paid over the course of three years; \$1,000 in May of the first contract year, \$1,000 in May of the second contract year, \$1,000 in December of the third contract year and \$1,000 in May of the third contract year.
- Two months of free rent in district housing for new Dulce Elementary School teachers.
- Each elementary school teacher may be awarded up to \$2,000 annually based on significant proficiency level gains (1 year of growth within each semester for an increase of two grade levels per year for every student who is not on grade level) in student achievement in ELA and Math on state required tests.
- Each elementary school teacher with a rating of Highly Effective or Exemplary on the NM Summative Evaluation will receive \$2,000 every year that they maintain or improve this rating.
- Each elementary school teacher will receive a stipend of \$300 per day for off-contract days.

The sign-on incentive will be prorated for hires made after the official work calendar start date but prior to September 30, 2018. Any hires made on or after September 30, 2018 will not be eligible to receive the incentive. Failure to complete the terms of the employment contract will result in the forfeiture of the entire signing incentive. The recipient must remain in full time teacher capacity and comply with the MRI plan and all district initiatives.

The free rent incentive will be taxed as a benefit. A housing unit deposit in the amount of \$500 (deducted in 4 equal payments) is paid by all employees who live in the district-owned housing. Deposits are eligible to be refunded based upon the condition of the unit when a tenant moves out of the unit. All free rent is contingent on the employee being actively employed; individuals in volunteer status do not qualify.

Only new teachers who were not employed in any capacity by the district during the 2017-2018 school year will be eligible for the sign-on and free rent incentives.

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

Instructional Coaches and school leadership will develop an observation system and tools to measure instructional practices. Teachers are expected to develop or modify lesson plans based on professional development activities within one week of those activities. Monitors will look for evidence of change both in the individual classroom and school-wide. The LEA will utilize Paul Bambrick-Santoyo's practical guide books to support improved instruction and building exceptional schools.

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

The Collective Bargaining Agreement (CBA) does not prohibit bonuses, stipends, or disparate pay scales. The LEA will keep the union informed about these provisions and will seek input from the union on implementation of the system. In the NMPED response letter dated March 21, 2018, item #2 stated that "the core compensation system should reward outcomes, not inputs." This implies that increased compensation should be made only after student performance at the end of the school year is measured. Therefore, incentives based on student performance will be extended after improvement has been documented.

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

The district has kept the union informed of its proposal. So far, the union has been very supportive of the district's proposal. The LEA has not proposed any actions that would require union approval.

C. 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.

The LEA is aware of the power of a strong mission, vision and theory of action for turning a school around. The core principle of a staff culture turnaround is that teachers need to know the school's mission, and must be unified in putting

it into practice. Turning a failing school around demands a culture where everyone is on the same page, supports the schools mission, and accepts what is needed to get back on track (Bambrick-Santoyo). Dulce Elementary School staff is committed to turnaround this school from crisis to cohesion, and meeting the expectations to be a high achieving school.

Dulce Elementary School Mission Statement: We at Dulce Elementary School are here to educate, nurture, and provide a safe learning environment for our students, to instill a love of learning while producing life-long learners. We will accomplish this by using data driven instruction, consistency, and collaboration among all stakeholders. We will set high expectations while developing student potential in today's changing world. Our students will be well-informed contributing members of society.

Dulce Elementary School Vision Statement:

W.A.R.R.I.O.R.S = Working Alongside Respectable Responsible Individuals Open Ready Student-Centered

P.R.I.D.E = Place Requiring Integrative Developing Education

The mission and vision statements are created with staff, student and stakeholder input, to cultivate a positive school culture that promotes a positive learning environment that exemplify high quality character traits for and by all stakeholders. By providing a positive school culture, the intent is to provide a positive learning environment for all stakeholders resulting in improved student growth and outcomes.

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?

The Dulce Independent School district will ensure that the philosophical and visionary components of the school plan are clearly identified by creating plans with teachers, community members, parents, administration, school board and all stakeholders to identify the essential components for school transformation at Dulce Elementary School. Upon approval from NMPED, the plan will be posted on the website and a brochure that highlights the necessary changes that will occur at the school for the next three years will be available in hard copy and posted throughout the district and community.

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

http://www.edline.net/pages/Dulce_Elementary_School

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.

Dulce Elementary School will develop systems of data analysis to drive our instructional methodology. Our elementary school will deliver more targeted instruction focused on reading and math. By increasing student and family engagement, our elementary school will improve school culture and effective family-school partnerships. Identification and support of critical student needs will inform and enhance the quality of learning opportunities to raise achievement for all students. These efforts will contribute toward student growth so they become well-informed contributing members of society.

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.

The Dulce Elementary School will address the needs of all students by developing a plan that is specific to all identified subgroups defined in our 2017 School Report Card (SEE APPENDIX D). The plan is designed to support the subgroups as follows:

1. Subgroup – Female - Male
2. Subgroup – Ethnicity: Hispanic, American Indian
3. Subgroup – Economically Disadvantaged
4. Subgroup – Students with Disabilities
5. Subgroup – English Language Learners

Included below are the current reports from IStation Data, PARCC Data, ACCESS for ELLs 2.0 data, which includes information for the designated subgroups.

SEE APPENDIX D – SCHOOL GRADING REPORT CARD 2017

SEE APPENDIX E – ISTATION DATA

SEE APPENDIX F – ACCESS FOR ELLs 2.0

SEE APPENDIX G – PARCC DATA (DISTRICT SUMMARY REPORTS)

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?

Our academic plan will include a comprehensive checklist aligned to the subgroups. The NM DASH 90-day plan considers the subgroups identified in the NM School Grade Report Card for 2017 and upcoming school years. The lesson plans for the Dulce Elementary School site will reflect instruction and support for Tier I, Tier II, Tier III and all sub-groups. In developing the comprehensive school plan,

the elementary school will partner with the principal, assistant principal, teachers, and instructional coaches to analyze existing data for identification of subgroups not captured through the school grade report, including students experiencing unstable homes, students in foster care, student truancy, and students impacted by adverse childhood experiences.

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?

Assessment based data analysis findings have been incorporated into the NM DASH 90-day plan. Progress monitoring currently occurs through the NM DASH 90-day plan monitoring tool and other assessments such as: PARCC, IStation, ACCESS for ELLs 2.0, Common Core State Standards unit assessments in reading and math, and SBA Science. A formal checklist to help support and manage the effectiveness of assessments and continued progress monitoring will be implemented at each grade level. This checklist will be based on Bambrick-Santoyo – “Driven by Data.” Deep diving and analysis of reading and math will take place during common grade level meetings, PLCs, and professional development opportunities throughout the school year. Our Theory of Action will incorporate more accurate reporting and efficient use of existing data sources such as Early Warning Dashboard in Power School to collect truancy data, and student discipline data as reported in STARS. Progress monitoring and assessment reports for BOY, MOY, EOY are available through the assessment portals. Our Theory of Action supports the implementation of improved student achievement.

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

Initially, the school will disaggregate data for each subgroup. A strategic framework of Morning Meetings and Early Warning Systems to prevent high school drop-out rates and promote college and career readiness will be integrated at the Dulce Elementary School to address attendance, behavior and core performance. Interventions will be developed for each subgroup. A Morning Meeting Program will be used in all K-5 classrooms daily. This program will support emotional climate and connectiveness to school. A community presentation of the school’s engagement plan will highlight expectations for the school reform initiatives, as well as expectations for the stakeholders to support raised student achievement for all subgroups. The Dulce Elementary School will increase parent engagement through increased parent meetings specific to each grade level throughout the school year. The purpose for the meeting is to advocate for improved partnerships with parents, classroom engagement, individual

student growth, data sharing, celebrating success, and extra-curricular activities. The C.I.T.E., the local parent advocacy group will work with teachers, parents and students to support student learning.

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

The LEA will know that each subgroup is making progress toward proficiency in the skills and concepts deemed essential for each specific grade level through data from Northwest Evaluation Association (NWEA - MAPS) a NMPED state approved interim assessment. This assessment will be conducted at Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). The assessment will identify skills, specific needs, and individualized support. We will analyze attendance and behavior data through STARS Reporting and Power School weekly.

The LEA will encourage persistence, commitment, and flexibility from all stakeholders through the academic plan. Assessment based data analysis findings have been incorporated into the NM DASH 90-day plan, as detailed in the previous section.

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

The Dulce Elementary School will conduct a data analysis and determine a root cause to develop a revised intervention plan to include Student Assistance Team (SAT) support, as well as additional interventions through the Response to Intervention (RtI) pyramid approach. These methods are designed to support continuous student progress. Successful data-driven instruction depends on four fundamental keys:

1. Assessment – Roadmap for rigor
2. Analysis – Determine where students are struggling and why
3. Action – Implement new teaching plans to respond to the analysis
4. Systems – Create systems and procedures to insure continuous data driven improvement (Bambrick-Santoyo)

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

When students within subgroups meet the exceeded stated targets, the school will use the Project Based Learning (PBL) Program to enrich and extend learning. In partnership with Buck Institute, Project Based Learning will emphasize the power of place, engages learning for students with authentic projects and connects learning to the real world. Place Based education is a learning strategy that

educators can implement in urban, rural and suburban areas. Opportunities are truly endless for Place Based Learning. Dulce Elementary School implemented Place Based Learning as a pilot program this school year.

PBL focuses on the seven design principals:

- Ways of Knowing
- Authentic Community Partnerships
- Culturally Embedded Instruction
- Purpose Driven Inquiry
- Feedback, Revision and Reflection
- Student Ownership
- Community Product

At Dulce Elementary School, we serve culturally diverse students and therefore, Place Based Learning provides guidance for building leadership, critical thinking, creativity, communication, and social entrepreneurship skills for enhancing social emotional connections to local culture.

The school will also incorporate learning modalities focused on more individualized and challenging educational opportunities for diverse, high ability learners. Enrichment activities are part of the daily schedule and will be integrated throughout the curriculum. The school calendar includes an added 30 minutes per day time for enrichment activities outside of the scope of work. Some enrichment activities will include: special projects that incorporate the STEAM (Science, Technology, Engineering, Art, Math), reading club, drama club, chess club, Student Council-government, field trips, and Native American Culture Club to include the Jicarilla Apache language and culture.

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.

The LEA has submitted an application for NM Pre-K, supporting Dulce community 4-year old children the opportunity to attend a high quality early childhood educational program before entering kindergarten. Dulce Elementary School recognizes the need for a Pre-K program.

By implementing the Pre-K program, the LEA will:

- Increase NM Pre-K developmental readiness
- Focus on enrolling new children and building community capacity
- Provide developmental opportunities for Dulce Elementary Children
- Focus on school readiness and early childhood development
- Expand early childhood community capacity
- Narrowing the achievement gap

The school’s current core (reading and math) are implemented and selected from a pool of New Mexico PED approved instructional programs to provide evidence-based, vertically aligned, CCSS aligned instruction. Dulce Elementary School selected the highest rated reading and math programs. The selected programs also address the diversity of our student population.

The program selection process involves grade level teachers who reviewed the program rubrics and the highest rated programs from selected publishers recommended from NM PED. Samples are requested and received to be reviewed by each grade level to determine alignment and best fit to address the diversity of our student population. Final program selection is based on the highest teacher rated reading and math program determined through this program selection process.

The core programs used at Dulce Elementary School for the subgroups are:

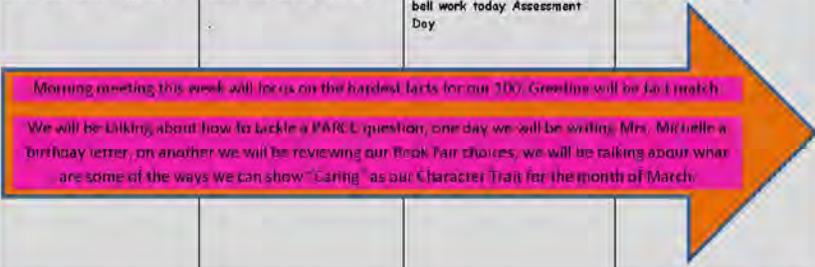
- Reading – Wonders – Tier I, Tier II embedded in program
- Math – My Math– Tier I, Tier II embedded in program
- Imagine Learning -Intervention for ELLs
- Tier III – Based on student IEP’s supplemental resources are used for ELA and Math intervention
- I-station – Reading and Math Intervention for Grades K-5
- Lesson Plan Sample for subgroups (see below)

SAMPLE Dulce Elementary 2018- 2019

Teacher: _____ Grade: _____ Lesson Plans for: _____

Place Based Learning Activity will be highlighted in the content area in purple as they are started and continued

Duty Notes: _____

Time	MONDAY 3/12	TUESDAY 3/13	WEDNESDAY 3/14	THURSDAY 3/15	FRIDAY 3/16
Calendar-At-A-Glance					
7:30-7:55 AM Recess					
8:00-8:20 Breakfast Bellwork Morning Meeting	Spelling Bellwork-Each week the students have a packet of spelling practice activities to complete throughout the week. One activity per day Morning Meeting-Discuss our plan for the day, what we will be learning for the day 1. Greeting 2. Sharing/ Discussion 3. Group Activity 4. Morning Message for the Day 5. Attendance Check and collect HW Pledges	Spelling Bellwork-Each week the students have a packet of spelling practice activities to complete throughout the week. One activity per day	Spelling Bellwork-Each week the students have a packet of spelling practice activities to complete throughout the week. One activity per day	Spelling Bellwork-Each week the students have a packet of spelling practice activities to complete throughout the week. One activity per day—collect bell work today Assessment Day	Spelling Bellwork-Each week the students have a packet of spelling practice activities to complete throughout the week. One activity per day
		 <p>Morning meeting this week will focus on the hardest facts for our 300. Greeting will be fact match We will be talking about how to tackle a PARCC question, one day we will be writing Mrs. Michelle a birthday letter, on another we will be reviewing our Book Fair choices, we will be talking about what are some of the ways we can show "Caring" as our Character Trait for the month of March.</p>			
8:00-8:20	Fill out HW- agenda each day with reading, spelling and math assignments				
8:20-9:50	READING/LANGUAGE ARTS (90 mins)	READING/LANGUAGE ARTS (90 mins)	READING/LANGUAGE ARTS (90 mins)	READING/LANGUAGE ARTS (90 mins)	READING/LANGUAGE ARTS (90 mins)

Lesson Title:	Unit 4 Story 2-"The Talented Clementine" Day 1 Instruction	Unit 4 Story 2-"The Talented Clementine" Day 2 Instruction	Unit 4 Story 2-"The Talented Clementine" Day 3 Instruction	Unit 4 Story 2-"The Talented Clementine" Day 4 Instruction	Unit 4 Story 2-"The Talented Clementine" Day 5 Instruction—Summative assessments
Jicorilla Lang. & Culture	Review the days of the week and months	Create an oral example of a conversation with between two friends	Review the days of the week and months	Create an oral example of a conversation with between two friends	Review the days of the week and months
WIDA ELD Standards	ELD Standard 2- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of language Arts.	ELD Standard 2- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of language Arts.	ELD Standard 2- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of language Arts.	ELD Standard 2- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of language Arts.	ELD Standard 2- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of language Arts.
CCSS:	RI 3.1, RI 3.4 RI 3.5, RI 3.7, RF 3.3, L 3.1, L3.2, L3.6, SL 3.1, SL 3.2, SL 3.4	RI 3.1, RI 3.4 RI 3.5, RI 3.7, RF 3.3, L 3.1, L3.2, L3.6, SL 3.1, SL 3.2, SL 3.4	RI 3.1, RI 3.4 RI 3.5, RI 3.7, RF 3.3, L 3.1, L3.2, L3.6, SL 3.1, SL 3.2, SL 3.4	RI 3.1, RI 3.4 RI 3.5, RI 3.7, RF 3.3, L 3.1, L3.2, L3.6, SL 3.1, SL 3.2, SL 3.4	L 3.1, RI 3.4 RI 3.5, RI 3.7, RF 3.3, L 3.1, L3.2, L3.6, SL 3.1, SL 3.2, SL 3.4
I Can Statements	<p>I can explain the structure of a story.</p> <p>I can decode unknown words using third grade phonics.</p> <p>I can create sentences following the pattern.</p> <p>I can read third grade text with fluency.</p> <p>I can learn and use new vocabulary words in context.</p> <p>I can name the parts of a poem.</p> <p>I can ask and answer questions to show that I understand the text.</p> <p>I can follow the rules of grammar and usage when speaking and writing.</p> <p>I can follow the rules of grammar and usage for capitalization, punctuation or spelling when writing.</p> <p>I can acquire and use grade level appropriate language when conversing with teacher and peers.</p> <p>I can identify the main idea and details of a text that has been read aloud.</p> <p>I can identify the real life connections between words and their use</p>	<p>I can explain the structure of a story.</p> <p>I can decode unknown words using third grade phonics.</p> <p>I can create sentences following the pattern.</p> <p>I can read third grade text with fluency.</p> <p>I can learn and use new vocabulary words in context.</p> <p>I can name the parts of a poem.</p> <p>I can ask and answer questions to show that I understand the text.</p> <p>I can follow the rules of grammar and usage when speaking and writing.</p> <p>I can follow the rules of grammar and usage for capitalization, punctuation or spelling when writing.</p> <p>I can acquire and use grade level appropriate language when conversing with teacher and peers.</p> <p>I can identify the main idea and details of a text that has been read aloud.</p> <p>I can identify the real life connections between words and their use</p>	<p>I can explain the structure of a story.</p> <p>I can decode unknown words using third grade phonics.</p> <p>I can create sentences following the pattern.</p> <p>I can read third grade text with fluency.</p> <p>I can learn and use new vocabulary words in context.</p> <p>I can name the parts of a poem.</p> <p>I can ask and answer questions to show that I understand the text.</p> <p>I can follow the rules of grammar and usage when speaking and writing.</p> <p>I can follow the rules of grammar and usage for capitalization, punctuation or spelling when writing.</p> <p>I can acquire and use grade level appropriate language when conversing with teacher and peers.</p> <p>I can identify the main idea and details of a text that has been read aloud.</p> <p>I can identify the real life connections between words and their use</p>	<p>I can explain the structure of a story.</p> <p>I can decode unknown words using third grade phonics.</p> <p>I can create sentences following the pattern.</p> <p>I can read third grade text with fluency.</p> <p>I can learn and use new vocabulary words in context.</p> <p>I can name the parts of a poem.</p> <p>I can ask and answer questions to show that I understand the text.</p> <p>I can follow the rules of grammar and usage when speaking and writing.</p> <p>I can follow the rules of grammar and usage for capitalization, punctuation or spelling when writing.</p> <p>I can acquire and use grade level appropriate language when conversing with teacher and peers.</p> <p>I can identify the main idea and details of a text that has been read aloud.</p> <p>I can identify the real life connections between words and their use</p>	<p>I can explain the structure of a story.</p> <p>I can decode unknown words using third grade phonics.</p> <p>I can create sentences following the pattern.</p> <p>I can read third grade text with fluency.</p> <p>I can learn and use new vocabulary words in context.</p> <p>I can name the parts of a poem.</p> <p>I can ask and answer questions to show that I understand the text.</p> <p>I can follow the rules of grammar and usage when speaking and writing.</p> <p>I can follow the rules of grammar and usage for capitalization, punctuation or spelling when writing.</p> <p>I can acquire and use grade level appropriate language when conversing with teacher and peers.</p> <p>I can identify the main idea and details of a text that has been read aloud.</p> <p>I can identify the real life connections between words and their use</p>

Vocabulary	Close reading, complex text, citing evidence, predictions, visualizing, narrative, research, evidence from informational texts, author's point of view fact/opinion, collaborative discussions, paraphrase, singular/plural possessives, suffixes, disbelief, dismay, fabulous, features, offered, splendid, watchful, folktale, fluency, shades of meaning, author's purpose, main idea, theme, supporting details, graphic organizer, think alouds, cognate, genre, poetry, fantasy, central event , details, phrasing, inflectional endings -ed-s-ing, anchor text, paired text, close reading strategies, digraphs, routines and decoding, similes, metaphor, research, paraphrasing, open syllables, personification, identify, compare/contrast, summarizing, r-controlled words, contractions, action verbs, subject verb agreement, idioms	Close reading, complex text, citing evidence, predictions, visualizing, narrative, research, evidence from informational texts, author's point of view fact/opinion, collaborative discussions, paraphrase, singular/plural possessives, suffixes, disbelief, dismay, fabulous, features, offered, splendid, watchful, folktale, fluency, shades of meaning, author's purpose, main idea, theme, supporting details, graphic organizer, think alouds, cognate, genre, poetry, fantasy, central event , details, phrasing, inflectional endings -ed-s-ing, anchor text, paired text, close reading strategies, digraphs, routines and decoding, similes, metaphor, research, paraphrasing, open syllables, personification, identify, compare/contrast, summarizing, r-controlled words, contractions, action verbs	Close reading, complex text, citing evidence, predictions, visualizing, narrative, research, evidence from informational texts, author's point of view fact/opinion, collaborative discussions, paraphrase, singular/plural possessives, suffixes, disbelief, dismay, fabulous, features, offered, splendid, watchful, folktale, fluency, shades of meaning, author's purpose, main idea, theme, supporting details, graphic organizer, think alouds, cognate, genre, poetry, fantasy, central event , details, phrasing, inflectional endings -ed-s-ing, anchor text, paired text, close reading strategies, digraphs, routines and decoding, similes, metaphor, research, paraphrasing, open syllables, personification, identify, compare/contrast, summarizing, r-controlled words, contractions, action verbs	Close reading, complex text, citing evidence, predictions, visualizing, narrative, research, evidence from informational texts, author's point of view fact/opinion, collaborative discussions, paraphrase, singular/plural possessives, suffixes, disbelief, dismay, fabulous, features, offered, splendid, watchful, folktale, fluency, shades of meaning, author's purpose, main idea, theme, supporting details, graphic organizer, think alouds, cognate, genre, poetry, fantasy, central event , details, phrasing, inflectional endings -ed-s-ing, anchor text, paired text, close reading strategies, digraphs, routines and decoding, similes, metaphor, research, paraphrasing, open syllables, personification, identify, compare/contrast, summarizing, r-controlled words, contractions, action verbs	Close reading, complex text, citing evidence, predictions, visualizing, narrative, research, evidence from informational texts, author's point of view fact/opinion, collaborative discussions, paraphrase, singular/plural possessives, suffixes, disbelief, dismay, fabulous, features, offered, splendid, watchful, folktale, fluency, shades of meaning, author's purpose, main idea, theme, supporting details, graphic organizer, think alouds, cognate, genre, poetry, fantasy, central event , details, phrasing, inflectional endings -ed-s-ing, anchor text, paired text, close reading strategies, digraphs, routines and decoding, similes, metaphor, research, paraphrasing, open syllables, personification, identify, compare/contrast, summarizing, r-controlled words, contractions, action verbs
Anticipatory Set:	This week third graders, we begin week number 2 of our fourth Wonders unit- Let's look at our introduction and essential question for the week.	Talk to your table teams— create a retell of the "Nail Soup" folktale including what lesson was learned	List the features of a folktale with your team— make a t chart ---look at both selections	Compare and contrast "Nail Soup" and "Stone Soup" How are they both alike/similar and how are they different?	Today is our show what you know day, when we take our summative assessments let's continue to model good test taking strategies and show our perseverance with not giving up and doing our best work.
Modelities	A V T K	A V T K	A V T K	A V T K	A V T K
Direct Explicit Instruction:	1. Building background- Introduce the concept- New selection for the week T 74-75 How can you use what you know to help others? Use Reading/Writing workshop book T 272-273 Discuss the concept. Watch	1. Vocabulary- Day 2 T 74Take out words from wallet and model the matching of the words to the definitions- give clues- have students tell me the easy ones. Mix and match again-me observe the process-orally read each	1. Vocabulary- Day 3 T 75connect the vocabulary and spelling words to our selection-how is each word utilized in the story- Take out words from wallets and match them up- I rotate to reteach- on camera tell me	1. Vocabulary- Day 4 T 75 Students take out their vocabulary wallets-match up this week's words with definitions-select the first three student checkers Rotate to other desks and match. Student checkers.	1. Model and teach the expectations and rubrics for the new reading program's Weekly skill application assessment-I do, we do, you do 2. Display the evidence sentence stems and review the choices

	<p>the intro video clips and picture discussions? Model using the concept web. Review the procedures for collaborative conversations. Graphic organizers #62 T 75-web Use your skills to help others-what talents do you have that you can use to help other people and also help ourselves feel good about us</p> <p>1a. Listening comprehension- T 76-77 "Dancing La Raspa" listen then discuss the summary of each section - folktale and the criteria that makes it a folktale- Genre and features of the genre- I wonder portion for table team discussions-"this was mostly about...?" "I wonder..."model the procedures--Main Idea and details along with summarizing the content sequentially--Administer a quick write summary for the read aloud. Preview the genre- realistic fiction Asking and answering questions</p> <p>2. Vocabulary T 78-79 Day 1 Cut out new words for this week. Put each word in ABC order and discover the matching meaning. Discuss each word. TRWW 274-275 techniques- Use the Define/ Example/ Ask routine with each word, model each word using the syllable scoop technique. Review each word in the online format. View the visual glossary while looking at the words in our RW/ book pg 274-275. Do a vocabulary web to relate the</p>	<p>word and definition to me and then to a partner-table check with team-change some inflectional endings /plural rule endings -s, -ed,ing Discuss plural rules components-Suffixes added to the end changes the meaning of the word also -y,-ly-ful, -less</p> <p>1c. DOL Week 2 Unit 4--Day 2-- display the DOL sentences, have each team work together to determine how many errors there are and decipher which errors need fixing--in DOL NB</p> <p>3. Spelling-Day 2 procedures Word Sorts- T 98 plural nouns and patterns from plural rule review--PSWB 99 focus on each one with changing the inflectional endings and or plurals -s-ed-ing for each - review the spelling rules that come with--any multiple meaning words, make each into a singular or plural possessive- focus on the multiple meanings and if we can add a prefix to the front or a suffix -able or -ful-un-,dis-, non to the end or beginning of each--how can we connect this week's words with the story-- Complete PSWB 99 as a formative assessment</p> <p>3a. Phonics instruction plural nouns PWS 168 syllables and how to divide them -T 90-91 model, guide, practice from syllable dividing- look in dictionary to see where the dot divides the syllables</p>	<p>the easy ones and the hard ones--find this word(clues)-- Use my words and model and refresh how to play the body sort game - pass out words and defs. Find your match, line up and read each one.</p> <p>2. DOL Week 2 Unit 4--Day 3 -- display the DOL sentences, have each team work together to determine how many errors there are and decipher which errors need fixing--in DOL NB</p> <p>3. Spelling/ Phonics Day 3 (during spelling chunk of time)-T99 plurals orally challenge class to use words and apply the inflectional endings -s(plural) ed(past)tense -ing (present tense)--refresh rules for doubling or dropping letters- use transparency 100 to guide lesson-whole word blending complete PSWB 100 check and collect</p> <p>Spelling- T 99 review and connect meanings to the text Categories and sorting by meaning PSWB 100</p> <p>3. Buddy Study words 5 min</p> <p>4. Close Reading companion work ORR 200-207--using sentence stems to create our openers for answers</p> <p>Citing relevant text evidence to support our answers-- review the variety of formats we can choose from to use.</p>	<p>discuss who still needs support today. After two rotations, dispose of words prepare with a new partner for our Body sort with the large cards--each partnership will share out and high fives. Review words, morphology TE 33 Sentence stems-as the formative assessment Cloze passage features-using meaning to determine which words need to go with which sentences -</p> <p>1b. Buddy Study with a new partnership using words if time permits before RTI groups start</p> <p>1c. DOL Week 2 Unit 4--Day 4-- display the DOL sentences, have each team work together to determine how many errors there are and decipher which errors need fixing--in DOL NB. Collect NB to do an error analysis of work for small group intervention</p> <p>2. Paired selection vocabulary words- TE 95 review word morphology with prefixes- suffixes -less, -ful</p> <p>3. Spelling- Proofread T 99 PSWB 101</p> <p>Find the 6 errors in the passage--independently in Part A, complete Part B as well - Write a story when a character learned a lesson. Using at least 4 spelling words in the paragraph. Word hunt-- look for the inflectional endings and plural words--each team take a page, long e patterns- looking for suffixes -able -ful prefixes non-,dis-,pre-</p>	<p>prior to taking test-when done- show exemplars for each scoring rubric- discuss- complete the weekly selection test</p> <p>3. Oral spelling test-written on NB paper</p> <p>4. Complete the fill in the blank spelling summative assessment</p> <p>6. Grammar assessment PSWB 80</p> <p>6a. Weekly fluency assessment PWB 83-84--timed reading and comprehension questions when each student is done</p> <p>6b. Close Reading Companion work T 187-191</p> <p>7. Read aloud and pillow DEAR time when assessments are done</p>
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	<p>words. Complete PWS 151 on Day 2—use the approaching copy as an easier format also</p> <p>3. DOL Week 2 Unit 4 - Day 1—display the DOL sentences, have each team work together to determine how many errors there are and decipher which errors need fixing—rewrite each sentence in DOL NB - highlighting where you fixed each error</p> <p>3. Orally read introductory selection—Close Reading passage T 80-81 "The Impossible Pet Show" RWW 278-279 discuss /summarize how the title tells about the uniqueness of the event- Reread for making connections, making predictions, summarizing, main idea and details, expository text, suffixes RWW p 278</p>	<p>Use the digital presentation with the practice and game format—if the computers will all log on nt once</p> <p>Buddy Study weekly words as time permits</p>		<p>3a. If time permits, use buddy study list to partner up the students. 5 minutes to buddy study the words and finish crossword puzzle</p>	
<p>Continued - Direct Explicit Instruction</p>	<p>2. Spelling Pre Test—Day 1 procedures variant vowels /oo/ - T 98 hand out pretest page R5WB 91 fold it back and give the test. Again this week, model how to self-check and recheck—becomes your buddy study list for the week and stays in your HW folder—complete the R5WB 98 as extra practice with the words—fill in the missing letters for each spelling word and write the word/root and base word.</p> <p>4. Grammar- T 96- Introduce the concept—Day</p>	<p>1. Second read "The Impossible Pet Show" orally with sticks pulled CRC and RWW book—T 278-279 "What was the author's purpose for writing?? Genre? What type of narrator does this story have? Text features ***second read through—use strategies Why does the author begin and end with quotation marks? Who is the speaker?"</p> <p>2. Comprehension Strategies- 1. Asking and Answering questions-T 82 RWW 280 2. Author's Point of View T 84 RWW 281 3. Genre-realistic fiction T86 RWW 282</p>	<p>1. 2nd Close Read -Main Selection "The Talented Clementine" TE/SE 300-317 T 89A-89R Students read selection through one whole time to themselves—then out loud by teams, then one on one—Summarize a section</p> <p>1a. Popsicle read each page-by groups assign a section to read, practice with teams then read aloud.</p> <p>1b. Using the close read procedures to reread the text, noting visualization, genre examples CRC pages to annotated and compare the text features—key words-</p>	<p>1. Reread Main Selection- Read paired selection expository "Clementine and the Family Meeting" T 89z, SE 320-325 Purpose for writing?? And the genre for this passage is? What about deciding which type of narrator? Making Connections- Close Reading Companion—pg 102-104—compare the 2 texts-</p> <p>1a. comprehension-features in a textbook Transparency 6 TE 289</p> <p>2. Scribble activity-finished up today</p>	

		<p>1 -This week we turn our grammar skills to a review skill of contractions with not. Introduce with the Trans 81 and 6WB 81 and many examples both written and oral -practice-apply. Use 6WB 81 as reference points</p> <p>5. Journal writing- Quick write -If we had a pet show , do you have a pet with a neat talent to display? Over the shoulder conferences while working.</p>	<p>4.Prefixes un, non, pre, im T88 RWW 283-Tear our WB pages staple-close reading on 1" passage-practice markings Apply skills RWR 167 in packet</p> <p>2a. First Read "The Talented Clementine" SE 300-317 -- discuss realistic fiction features--summarize and sequence events--what were the skills and talents that Clementine had--how did she use those to help others</p> <p>Investigate -Close Reading Companion for text annotating</p> <p>4. Grammar- Teach the Concept-Day 2- T 97- use the contraction cards to fold out the bumped letters and where to place the apostrophe Trans 82 to guide the instruction, 6WB 82 as application</p> <p>5. Journal Writing - Quick write-- What is a talent that you have that can help others? Over the shoulder conferences while working.</p>	<p>pictures-captions- table-</p> <p>5. Grammar- Apply the concept Day 3-T 97 Mechanics and Usage review- not to mistake the apostrophe in a contraction instead of possessives-sound out the contraction to check if it's a contraction or a possessive transparency 83 and RWW handbook 485 and 503 then apply with 6WB 83 find examples of prefixes re, non , and un</p> <p>6. Daily Journal Writing- Quick Write--tell about some of the problems that Clementine solves during the rehearsal Over the shoulder conferences while working.</p>	<p>5.Grammar-Extend the Concept Day 4 T 97--locating errors in contraction usage -editing for correct and punctuation then apply using the PWS 84 Use trans 84 for direct instruction and 6WB 84 as application</p> <p>6. Daily Journal Writing- Quick write--how does Clementine feel about having a baby brother or sister? How can you tell how she feels? How would or did you feel . if it happened to your family Over the shoulder conferences while working</p>	
	Research Reference	Keep looking for new topics to include and refine our morning meeting time				
	Lesson Reflection	See Lesson plan binder on teacher desk for reflection on how this week's/ each day's new program reading lessons turned out and what changes I might consider for next year--				
	Homework		Write a story	ABC order	Color Write--Test next week	NONE
9:50-10:50 ELL Instruction		ELD Standard 3- ELLs communicate information, ideas and concepts necessary for	ELD Standard 3- ELLs communicate information, ideas and concepts necessary for academic success in	ELD Standard 3- ELLs communicate information, ideas and concepts necessary for academic success in	ELD Standard 3- ELLs communicate information, ideas and concepts necessary for academic success in	ELD Standard 3- ELLs communicate information, ideas and concepts necessary for academic success in the

RTI / Social Studies/ Science / Math		academic success in the content area of Mathematics—the language of mathematics	the content area of Mathematics—the language of mathematics	the content area of Mathematics—the language of mathematics	the content area of Mathematics—the language of mathematics	content area of Mathematics—the language of mathematics
		ELD Standard 2- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	ELD Standard 2- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	ELD Standard 2- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	ELD Standard 2- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	ELD Standard 2- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
		Imagine Learning Computer Program in the lab- Students pick up their headsets and work folders first then we travel to the lab.	Small group depending upon need in the action areas			
10:50-11:50 Recess then lunch		 LUNCH	 LUNCH	 LUNCH	 LUNCH	 LUNCH
11:20 Grade Level meeting time		Meet with grade level daily after we each lunch each day. See grade level minutes in binder with daily discussions and topics				
11:50-1:20 MATH		MATH (90 mins.)	MATH (90 mins.)	MATH (90 mins.)	MATH (90 mins.)	MATH (30 mins. only)
Lesson Title:	Chapter 13- Area and Perimeter—Intro Lesson	Chapter 13- Area and Perimeter-Lesson 5- Tiling rectangles to find the area	Chapter 13- Area and Perimeter-Lesson 6- Area of rectangles and using the formula for area to determine area	Chapter 13- Area and Perimeter Lesson 7— measuring -using addition to measure the area of a figure	Chapter 13- Area and Perimeter—review skills for both area and perimeter and subtraction weekly test	
Material	TE/SE, whiteboards, square unit tiles, 1x1 graph paper, vocabulary wallets	TE/SE, whiteboards, square unit tiles, 1x1 graph paper, vocabulary wallets , rulers	TE/SE, whiteboards, square unit tiles, 1x1 graph paper, vocabulary wallets, rulers	TE/SE, whiteboards, square unit tiles, 1x1 graph paper, vocabulary wallets, grid paper, unit squares	TE/SE, whiteboards, square unit tiles, 1x1 graph paper, vocabulary wallets, grid paper, unit squares	
Jicarilla Lang. & Culture	Use the Apache numbers to orally practice X 3,4,5 with a partner	Use the Apache numbers to orally practice X6-9 with a partner	Use the Apache numbers to orally practice X 6-9 with a partner	Use the Apache numbers to orally practice X 6-9 with a partner	Use the Apache numbers to orally practice X 6-9with a partner	
ELD Standards	ELD Standard 3- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics—the language of mathematics	ELD Standard 3- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics—the language of mathematics	ELD Standard 3- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics—the language of mathematics	ELD Standard 3- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics—the language of mathematics	ELD Standard 3- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics—the language of mathematics	

CCSS:	3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.6, 3.MD.C.6, 3.MD.C.7, 3.MD.C.7a, 3.MD.C.7b, 3.MD.C.7c, 3.MD.C.7d, 3.MD, 3.MD.D.8	3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.6, 3.MD.C.7, 3.MD.C.7a, 3.MD.C.7b, 3.MD.C.7c, 3.MD.C.7d, 3.MD, 3.MD.D.8	3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.6, 3.MD.C.7, 3.MD.C.7a, 3.MD.C.7b, 3.MD.C.7c, 3.MD.C.7d, 3.MD, 3.MD.D.8	3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.6, 3.MD.C.7, 3.MD.C.7a, 3.MD.C.7b, 3.MD.C.7c, 3.MD.C.7d, 3.MD, 3.MD.D.8	3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.6, 3.MD.C.7, 3.MD.C.7a, 3.MD.C.7b, 3.MD.C.7c, 3.MD.C.7d, 3.MD, 3.MD.D.8
I Can Statements	I can recognize area as an attribute of plane figures and understand how to measure it. I can measure area by counting unit squares. I can measure area by relating it to multiplication and addition. I can use tiling to show the area. I can use the distributive property to figure the area. I can figure area by decomposing shapes into non overlapping shapes, then adding the areas of the two shapes. I can solve problems involving perimeters of shapes by finding the length of an unknown side and showing both area and perimeter in different ways. I can know from memory all products of two one digit numbers. I can add or subtract within 1000 with regrouping.	I can recognize area as an attribute of plane figures and understand how to measure it. I can measure area by counting unit squares. I can measure area by relating it to multiplication and addition. I can use tiling to show the area. I can use the distributive property to figure the area. I can figure area by decomposing shapes into non overlapping shapes, then adding the areas of the two shapes. I can solve problems involving perimeters of shapes by finding the length of an unknown side and showing both area and perimeter in different ways. I can know from memory all products of two one digit numbers. I can add or subtract within 1000 with regrouping.	I can recognize area as an attribute of plane figures and understand how to measure it. I can measure area by counting unit squares. I can measure area by relating it to multiplication and addition. I can use tiling to show the area. I can use the distributive property to figure the area. I can figure area by decomposing shapes into non overlapping shapes, then adding the areas of the two shapes. I can solve problems involving perimeters of shapes by finding the length of an unknown side and showing both area and perimeter in different ways. I can know from memory all products of two one digit numbers. I can add or subtract within 1000 with regrouping.	I can recognize area as an attribute of plane figures and understand how to measure it. I can measure area by counting unit squares. I can measure area by relating it to multiplication and addition. I can use tiling to show the area. I can use the distributive property to figure the area. I can figure area by decomposing shapes into non overlapping shapes, then adding the areas of the two shapes. I can solve problems involving perimeters of shapes by finding the length of an unknown side and showing both area and perimeter in different ways. I can know from memory all products of two one digit numbers. I can add or subtract within 1000 with regrouping.	I can recognize area as an attribute of plane figures and understand how to measure it. I can measure area by counting unit squares. I can measure area by relating it to multiplication and addition. I can use tiling to show the area. I can use the distributive property to figure the area. I can figure area by decomposing shapes into non overlapping shapes, then adding the areas of the two shapes. I can solve problems involving perimeters of shapes by finding the length of an unknown side and showing both area and perimeter in different ways. I can know from memory all products of two one digit numbers. I can add or subtract within 1000 with regrouping.
Vocabulary	Perimeter, area, unit square, square unit, formula, composite figure, right angle, obtuse angle, acute angle, congruent, flip, slide, turn, figure, tiling, distributive property, length, width, decompose, not shaded, number line <i>Math practice #1- make sense of problems and persevere in solving them</i> <i>Math practice #2- Reason abstractly and quantitatively</i> <i>Math practice #3- Constructing viable arguments and critique the reasoning of others.</i> <i>Math practice #4- Model with mathematics</i>	Perimeter, area, unit square, square unit, formula, composite figure, right angle, obtuse angle, acute angle, congruent, flip, slide, turn, figure, tiling, distributive property, length, width, decompose, not shaded, number line <i>Math practice #1- make sense of problems and persevere in solving them</i> <i>Math practice #2- Reason abstractly and quantitatively</i> <i>Math practice #3- Constructing viable arguments and critique the reasoning of others.</i> <i>Math practice #4- Model with mathematics</i> <i>Math practice #5- Use</i>	Perimeter, area, unit square, square unit, formula, composite figure, right angle, obtuse angle, acute angle, congruent, flip, slide, turn, figure, tiling, distributive property, length, width, decompose, not shaded, number line <i>Math practice #1- make sense of problems and persevere in solving them</i> <i>Math practice #2- Reason abstractly and quantitatively</i> <i>Math practice #3- Constructing viable arguments and critique the reasoning of others.</i> <i>Math practice #4- Model with mathematics</i> <i>Math practice #5- Use</i>	Perimeter, area, unit square, square unit, formula, composite figure, right angle, obtuse angle, acute angle, congruent, flip, slide, turn, figure, tiling, distributive property, length, width, decompose, not shaded, number line <i>Math practice #1- make sense of problems and persevere in solving them</i> <i>Math practice #2- Reason abstractly and quantitatively</i> <i>Math practice #3- Constructing viable arguments and critique the reasoning of others.</i> <i>Math practice #4- Model with mathematics</i> <i>Math practice #5- Use</i>	Perimeter, area, unit square, square unit, formula, composite figure, right angle, obtuse angle, acute angle, congruent, flip, slide, turn, figure, tiling, distributive property, length, width, decompose, not shaded, number line <i>Math practice #1- make sense of problems and persevere in solving them</i> <i>Math practice #2- Reason abstractly and quantitatively</i> <i>Math practice #3- Constructing viable arguments and critique the reasoning of others.</i> <i>Math practice #4- Model with mathematics</i> <i>Math practice #5- Use</i> <i>Math Practice #6- Attend to</i>

	<p>Math practice #6- Use appropriate tools strategically Math Practice #6- Attend to precision Math Practice #7- Look for and make use of structure Math practice #8- Look for and express regularity in repeated reasoning</p>	<p>Math practice #6- Strategically Math Practice #6- Attend to precision Math Practice #7- Look for and make use of structure Math practice #8- Look for and express regularity in repeated reasoning</p>	<p>Math practice #6- Strategically Math Practice #6- Attend to precision Math Practice #7- Look for and make use of structure Math practice #8- Look for and express regularity in repeated reasoning</p>	<p>Math practice #6- Strategically Math Practice #6- Attend to precision Math Practice #7- Look for and make use of structure Math practice #8- Look for and express regularity in repeated reasoning</p>	<p>precision Math Practice #7- Look for and make use of structure Math practice #8- Look for and express regularity in repeated reasoning</p>
Anticipatory Set: And Warm Up	<p>Sing the 7s song, do kinesthetic movement- and flashcards-(5 min)</p> <p>Today in our introductory lesson, we will begin to understand what area and perimeter are and how we use these skills to support our new math learning</p>	<p>Sing the 8,9s song, do kinesthetic movement- and flashcards-(5 min)</p> <p>Let's see how your HW went last night--review and mini lesson as needed. Today we are still measuring area but now we will only use the formula of length x width</p>	<p>Sing the 8,9s song, do kinesthetic movement- and flashcards-(5 min)</p> <p>Let's see how your Lesson 5 HW went last night--review and mini lesson as needed. We have learned how to measure perimeter the outside, now we will learn how to measure the inside of a figure.</p>	<p>Sing the 7s song, do kinesthetic movement- and flashcards-(5 min)</p> <p>Let's see how your HW went last night--review and mini lesson as needed.</p>	<p>Sing the 7s song, do kinesthetic movement- and flashcards-(5 min)</p> <p>Let's see how your HW went last night--review and mini lesson as needed.</p>
Modalities	A U T E	A U T E	A U T E	A U T E	A U T E
Direct Explicit Instruction:	<p>1. What's the Math- TE745A - Review and discuss the CCSS standards and math practices we will use for today's lesson and for the chapter- tear our standards page and review the CCSS with this chapters this time along with all the math practices--view the chapter video on connected along with the Area Hysteria video clip</p> <p>2. Developing vocabulary- TE745A Let's tear out and cut up our new vocabulary words--6 words- look at each one briefly--discuss their previous learning in second grade and how it's going to be connected to our learning in this chapter.</p> <p>3. Launch the Lesson-TE 745B</p>	<p>1. What's the Math- TE785A - Review and discuss the CCSS standards for today's lesson on the camera along with which math practices we will be using with this lesson- you can find the area of a figure by tiling the inside or by using a secret formula-- multiplying the length (long side) x the width (short side)</p> <p>2. Developing vocabulary- TE 785A --take out the formula card--talk about using the formula is just like being a scientist- but you use letters to represent area, length and width...we measure the length (long side) and the width (short side) of each figure. then we multiply them--must know your facts</p> <p>3. Launch the Lesson-TE 785B</p>	<p>1. What's the Math- TE791A - Review and discuss the CCSS standards today's lesson on the camera along with which math practices we will be using with this lesson--we can use the distributive property to break apart a figure into two parts and determine the area of the two parts then add them together to get the area of the big figure</p> <p>2. Developing vocabulary- TE 791A --area, unit square, square unit cards--discuss and model each--read the read definitions on the back . how is this related to perimeter??</p> <p>3. Model/Launch the Lesson- Honds on Lesson\TE 791A - using the color tiles . make a figure that's 2x3 and then another in a different color</p>	<p>1. What's the Math- TE771A - Review and discuss the CCSS standards for today's lesson on the camera along with which math practices we will be using with this lesson-we can determine area by counting whole squares and half squares added together</p> <p>2. Developing vocabulary- TE 771 -take out area cards--reinforce the concept of finding the measurement of the inside of a figure- using whole and half units--draw on the grid paper--tell me and your team what does area mean in your own words.</p> <p>3. Launch the Lesson-TE 7719B Give each student a 10x10 grid along with a big bowl of</p>	<p>1. What's the Math- TE771A - Review and discuss the CCSS standards for today's lesson on the camera along with which math practices we will be using with this lesson-we can determine area by counting whole squares and half squares added together</p> <p>2. Developing vocabulary- TE 771 -take out area cards--reinforce the concept of finding the measurement of the inside of a figure- using whole and half units--draw on the grid paper--tell me and your team what does area mean in your own words.</p> <p>3. Launch the Lesson-TE 7719B Give each student a 10x10 grid along with a big bowl of unit squares--use only 4 tiles and create as many 4 sq units</p>

	<p>Complete the Am I Ready in the workbook—adding up 4 numbers to get a sum—along with multiplication facts to pre teach the formula use. Do the online readiness quiz with our team members</p>	<p>Formative quiz—solving for area—check and collect—add any issues to the clipboard for the lunch bunch today</p>	<p>that's 2×5—determine the area of each on our whiteboards, move the figure together and now what would the area look like—$2 \times 8 = 16$—write the distributive equation and how it relates to the figures and number sentences, now try it with a large figure—decompose it in a logical way into two smaller rectangles—find the area of the two smaller ones, then find the area of the whole thing by putting it together</p>	<p>unit squares—use only 4 tiles and create as many 4 sq units figures as you can, they all have to be different from each other. Then try it with 6 tiles of various shapes.</p>	<p>figures as you can, they all have to be different from each other. Then try it with 6 tiles of various shapes.</p>
Guided Practice :	<p>1. Math in My World—TE 651/652—touch and discuss the essential question "Why do we measure items?"—table team discuss their thoughts—share out Model and Guide Example 1 and 2—talk through each example how would we solve for the unknown in each— which operation will we use— 2. Guided practice: TE/SE 652 #1-2 If we know the mass of one button, how do we figure the mass of 9 of them— which operation—But then, we know the mass of 6 jacks, how do we figure out the mass of just one of them—use the inverse operation (division)</p>	<p>1. Math in My World—TE 785/786—touch and discuss the essential question "How are perimeter and area related and how are they different?"—table team discuss their thoughts—share out Model and Guide Example 1 and 2—talk through each example how would determine the area of a playground and one on grid paper—by using the formula that has letters to represent each part of the formula 2. Guided practice: TE/SE 786 1-2 determine the area of each figure and share—do the TalkMath part—with table teams and share out</p>	<p>1. Math in My World—TE 791B—Model and Guide Example 1 and 2. Decompose each figure, write the equations, find the area of the whole figure 2. Guided practice: TE/SE 793B #3—Use the models to determine the area of the figures by decomposing them and using the distributive property.</p>	<p>1. Math in My World—TE 771/772—touch and discuss the essential question—use your own words to tell about how we know area and perimeter are the same and different Model and Guide Example 1 and 2, and 3—talk through each example how would we can use our recording skills and determine the area of a weird shaped figure—on the grid paper and on a geo boards 2. Guided practice: TE/SE 772 #1-2 Model the steps, and number and count up the sq units for each figure being careful to add the $\frac{1}{2}$ pieces to make whole</p>	<p>1. Math in My World—TE 771/772—touch and discuss the essential question—use your own words to tell about how we know area and perimeter are the same and different Model and Guide Example 1 and 2, and 3—talk through each example how would we can use our recording skills and determine the area of a weird shaped figure—on the grid paper and on a geo boards 2. Guided practice: TE/SE 772 #1-2 Model the steps, and number and count up the sq units for each figure being careful to add the $\frac{1}{2}$ pieces to make whole</p>

Independent Practice (Summative)	1. Complete the Independent practice SE 653 #3-9--do work through each task then share our answers/ talk us through each while critiquing their team members-which operation would each problem require?? 2. Problem solving-- #10-12 along with "hot Problem" work with our table teams to solve-share out-- 3. Review HW--	1. Complete the Independent practice SE 787/788 complete #3-9 independently--then check together and reteach any misconceptions 2. Problem solving- TE 788- #10-11 along with "Hot Problem" work with our table teams to solve-each story problem and share out 3. Review HW expectations for Lesson 6 Look at each section so we are clear--fill in the agenda/put HW away Flashcards- 8,9s if time permits	1. Complete the Independent practice SE 794 #4-6 determining area of figures-by decomposing and using the distributive property--model and work through each one step by step--tough skill 2. Problem solving-TE/SE 794# 7-11 Read and understand what is needed for each story problem by highlighting key words 3. Review HW expectations for Lesson 7 Look at each section so we are clear-- whoever helps tonight will need to look at the HW helper part for sure!!! fill in the agenda/put HW away Flashcards- 8,9s if time permits	1. Complete the Independent practice SE 773-774 #3-10- complete these independently, then check and review the page. 2. Problem solving--SE/TE 774 #11-15 along with "hot Problem" work with our table teams to solve-share out-- 3. No HW Day--complete HW as a mini formative assessment for today's lesson--SE 775-776 work together to solve as a team-- check and collect only Flashcards- 7s if time permits	1. Complete the Independent practice SE 6741 #6-9then share our answers/ talk us through each while critiquing their team members-which operation would each problem require?? 2. Problem solving-- #10-13 along with "hot Problem" work with our table teams to solve-share out-- 3. No HW Day--complete HW as a mini formative assessment for today's lesson--SE 675- 676 work together to solve as a team-- check and collect only Flashcards- 6s if time permits
	Homework:	Lesson Area /Perimeter HW	Lesson 5 HW	Lesson 6 HW	Lesson 7 HW
1:20-1:50 Jicarilla Language Centers	Centers to be provided to classroom teachers to extend the Jicarilla language instruction daily				
1:50-2:20 Jicarilla Language Class	each day				
2:20- 2:50 Pullout classes	Library	Art-	PE	Art-	PE
2:50-3:50	Daily Debrief each day to include exit tickets, planning for the next day, homework review, daily planner/agenda, etc.	Daily Debrief each day to include exit tickets, planning for the next day, homework review, daily planner/agenda, etc.	Daily Debrief each day to include exit tickets, planning for the next day, homework review, daily planner/agenda, etc.	Daily Debrief each day to include exit tickets, planning for the next day, homework review, daily planner/agenda, etc.	
3:50-4:00	Pack up and Clean Up Dismissal	Pack up and Clean Up Dismissal	Pack up and Clean Up Dismissal	Pack up and Clean Up Dismissal	

The LEA will monitor the implementation of the core curriculum and revise the curriculum if necessary. Revisions may include adoption of new core programs, if the data suggests such a step would be appropriate.

Data driven practices will include:

- Pre-test and gather results (pre-test for grade level, teacher assessments, unit assessments, BOY, MOY, EOY state assessments, I-station assessment, interim assessments, PARCC Assessment, and any other assessments as aligned from one grade level to the next)
- Analyze the pre-assessment data to determine student levels based on alignment with Common Core State Standards to state testing; all testing will be aligned with the standards and with the same rigor for immediate effective action; instructional coaches, teachers, educational assistants will be involved in the process of analyzing data
- Plan for lessons to support grouping to meet the differentiated instruction in the classroom for individual student levels and whole class levels, and meet the Common Core State Standards
- Use assessment results and reports to define the road map for teaching
- Align the instructional sequence of clearly defined grade level and content expectations to the assessment results
- Implementing instruction and activities in a Teacher Action Plan to meet the intervention groups and variety of groups

- Monitoring progress and analyze data frequently to determine student growth (Intensive Support: weekly; Strategic Support: Bi-Weekly; Benchmark: Monthly)
- Reviewing data after assessment to establish student growth (ongoing baseline data, student data folders, charted and posted data)
- Reassessing previously taught standards and repeating the cycle for higher student growth and achievement

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.

Due to high poverty and at-risk student population, we visited the New Mexico Public Education Division website (Instructional Materials Page) to determine the best selection of evidence base materials to implement with our student population. The school will use placement testing, benchmark points and on-going assessment. Results will be charted and reported to measure student learning growth. The school staff will be involved with the vertical and horizontal alignment of the instructional program through professional learning communities (PLC) for every stage of student development. The PARCC item plot analysis blueprints will be correlated to grade-level curriculum maps and pacing guides for each grade level and shared horizontally during staff boot camps to be held annually prior to school commencement, along with regularly scheduled grade level meetings and professional development days.

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.

The Student Data Portfolio is managed by students. Portfolios include pre-and post-results of CCSS assessments, data charts and individual student charting. The Student Data Portfolio is a snap-shot report for teachers, students, and parents. It demonstrates the growth of Common Core State Standards (CCSS) for each student. The Student Data Portfolio is organized by subjects (reading, math, writing, science) and is regularly reviewed by teachers and students to encourage ownership of the learning process. I-station reports are included along with goal-setting and prescriptive opportunities. Teachers will provide and display the class averages on weekly data dashboards for reading and math. Multi-tiered support will differentiate and occur at Tier 1, Tier 2, and Tier 3 and other identified subgroups. Student Data Portfolios are available for review by student, parent, administrator, and teacher at any time.

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.

The LEA will consistently conduct and review formative, interim, and summative assessments (i.e., PARCC, IStation, NWEA-MAPS, CBMs-Curriculum Based Measures,

ACCESS for ELLs 2.0). PLCs will analyze data weekly/monthly/annually to determine best decisions regarding multi-tiered instruction to address specific needs of students. Learning objectives including ELL objectives will be posted by the teacher in student-friendly “I Can” format visible to students in the classroom. Changes in instruction will be monitored by the administrative team using walk-through observations, instructional coaching, and immediate reflective feedback. Curriculum based measures (i.e., chapter tests, Check My Progress, weekly selection tests) will occur once a week for reading and math; monthly measures will occur on the short-cycle for I-station. Learning styles for each student are a strong consideration for strategies on best practices for learning style self-assessments to benefit each students’ preferred modality (visual, auditory, kinesthetic). Professional development will be scheduled to build teacher tool boxes for addressing reading and math competencies.

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.

Instruction will be differentiated to meet the individual needs of students by using a multi-tiered support strategy model, such as, WIN (What I Need) to differentiate learning for diverse student groups and the RTI Pyramid Framework. Involving ancillary staff will give an all-hands approach to show the importance of everyone wins at WIN. Uninterrupted time blocks will be allotted for core reading, core math, and ELL instruction. Administrative team, including instructional coaches, will monitor and provide feedback to support teachers and students as they progress in the multi-tiered support strategy through test results, analysis and reporting of data, and continuous process for increased student growth. The school schedule and calendar has been revised with additional student and teacher days to reflect the individual needs of students and integration of reading and math.

For multi-tiered individualized support, the MRI Team reviewed the What Works Clearinghouse Compendium. The Team selected a highly rated Tier 2 reading intervention program, Success for All. The Team also selected Tier 2 math intervention programs, Dream Box Learning (grades K-1) and Investigations in Number, Data, and Space (grades 1-5) have been selected. In addition, the Team has selected Tier 3 reading and math intervention programs have been selected for SY 2018-2019 as: S.P.I.R.E – Reading Intervention and I-Ready for Math/ELA Intervention. Selections may be revised through the current district curriculum selection process.

(SEE APPENDIX J)

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?

Leadership will provide orientation/training of the CCSS reading and math for the current and new teachers. The Administrative Team along with the Instructional Coaches will conduct on-going and active monitoring and implementation of reading and math programs. Student growth will be reviewed through posted data, grouping of students through Tier 1,

Tier 2 and Tier 3, informal walk-throughs, observations, and evaluations according to state statute from NM TEACH. If achievement is not evident, professional development and mentoring will be provided for teachers who require specific support.

By using Bambrick-Santoyo's Leverage Leadership, Driven by Data and Getting Better Faster as guiding resources for continuous improvement of systems and protocols at Dulce Elementary School, to support improved instruction. This will define the roadmap for rigor and relevance. The core idea is that every moment that teachers practice the right things is a moment that builds habits of excellence, the framework for increased student achievement and effective leadership. Excellence then becomes a habit of instructional practice rather than a random act.

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

The Administrative Team along with the Instructional Coaches will monitor core program implementation on a weekly basis by reviewing data reports and working with teachers to ensure understanding and the effective use of data to inform instruction and intervention. Data analysis/reports will be conducted at the classroom level, grade level, and school level to ensure horizontal and vertical alignment and growth. The frequency of the data analysis/reports and reviews will take place daily, weekly, monthly, and as otherwise appropriate.

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.

The school district will adopt a culturally relevant, school-wide Social Skills /classroom management program. Teachers will be provided intensive training and professional development around interventions for Tier 2 and Tier 3 support, SAT team process, and behavior intervention support. The LEA will train staff at all levels on frequently and effectively interpreting individual, sub-population, grade-level and school-wide student achievement data, selecting and implementing interventions with fidelity, and utilizing best practices for trauma-informed schools. Training will be provided in a pre-service "boot camp," which will include the development of the school master schedule, as well as ongoing professional development and continued use of teacher mentoring program for new hires.

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.

Dulce Elementary School's master schedule (APPENDIX I) is designed to maximize grade level collaboration and common planning time to incorporate special education teachers and ancillary service providers. The LEA will develop systemic practices for training new hires,

with an emphasis on training special education educational assistants. Both General Education and Special Education staff will be trained in the use and training of Tier 3 curriculums in reading and math, along with advocating for a TESOL endorsement. These steps will maximize staff competencies to deliver services within the least restrictive environment. A contract for school improvement reform will ensure instructional coaches and systems to ensure sustainability in reading and math strategies, differentiated instruction, and communication among teachers and providers of specialized supports.

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

Technology- based supports and blended learning models for interventions that will be a part of the instructional programs include IStation, Imagine Learning for ELL student support, Connect Ed for Reading, and Math core programs. These programs include: video connections, teacher editions, leveled readers, and specific formative assessment tools. In addition to our blended learning model, we have tablets that support the Jicarilla Language and culture instructional component. Each classroom has a laptop cart with a laptop computer for each student, a document camera, LCD Projector to support the instructional program. Dulce Independent Schools is a state-of- the-art technology district with a technology team that supports all school sites.

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?

The school day has been extended by 45 minutes daily, equating an additional 36.5 days of instruction equivalent to 5 additional weeks beyond the requirements of state statute requirements of 990 hours per year. This provides more time for specialized instruction with the intent to improve student growth and outcomes that will be clearly communicated to stakeholders and monitored for best practice.

- Student Hours: 8:00a.m.-3:30p.m. Monday thru Thursday with a 2:00 pm release on Friday
- Teacher Contract Day: 7:30-4:00
- Educational Assistant Contract Day: 7:45-3:45
- Proposed Program Hour change:
 - Common Planning Time: 30 minutes daily
 - Reading Time: 90 minutes daily (Additional 30 minutes)
 - Math Time: goal is 90 minutes daily (Additional 30 minutes)
 - ELL Intervention Time: 60 minutes daily
 - Jicarilla Apache Language Time: 60 minutes daily
- Enrichment Time: 30 minutes daily
- Number of educational service days: 178 days
- Number of in-service days: 8 days
- Number of teacher work days: 185 days

Core instruction time is consistent for fidelity and compliant with labor laws.

(SEE APPENDIX I)

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 districts calendar incorporates early release days and professional development days which will ensure additional professional development for Dulce Elementary School staff.

The Dulce Elementary School Calendar, approved by Dulce School Board of Education on April 24, 2018, is shown below. Each school day is 7 hour of instructional time X 178 student days = 1,246 instructional hours = 256 instructional hours over state statute of 990 required elementary hours = **additional 36.5 instructional days at 7-hours each day (equivalent to 5 weeks)** beyond the requirements of state statute (NMAC 6.29.1.9.J).

The Dulce Elementary School calendar ensures significantly more instructional time with the schools highest performing teachers to include the following:

- The schedule will include uninterrupted blocks of ELA and Math.
- The schedule will include an extra hour of core content instruction.
- The schedule will reflect the time protected during the day for meaningful collaboration around data analysis and instructional planning.
- The schedule will reflect that enrichment is embedded throughout the daily core content instruction.
- The schedule will reflect **no time lost for transitional** periods to maximize instructional time.

The daily schedule reflects an additional 45 minutes daily, equating to an additional 36.5 days of instruction (equivalent to 5 additional weeks), to provide additional instruction time resulting in improved student growth and outcomes.

DULCE INDEPENDENT SCHOOL DISTRICT

2018 - 2019 School Calendar

July 2018							August 2018							September 2018							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
										1	2	3	4							1	
1	2	3	4	5	6	7	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
8	9	10	11	12	13	14	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
15	16	17	18	19	20	21	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
22	23	24	25	26	27	28	26	27	28	29	30	31		23	24	25	26	27	28	29	
29	30	31										15		30						16	
October 2018							November 2018							December 2018							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6					1	2	3							1	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	
						21						17		30	31					15	
January 2019							February 2019							March 2019							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5						1	2							1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	
						18						18		31						16	
April 2019							May 2019							June 2019							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6				1	2	3	4							1	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	
						21						21		30						20	

K-3+ 4/5	School Closed	Parent Teacher Conferences
Early Release Day	Professional Development	Planning/Snow Days
Professional Development	Report Cards	Graduation
First and Last Days of School	Progress Reports	

School Hours: Middle & High School 8am - 3:30; Friday 2pm; Elementary School 8am - 3:30pm; Friday 2:00pm					
Jul 2-Aug 6	K3+ 4/5	Nov. 9	Professional Development	Mar. 8	3rd 9 Weeks
Aug. 8-10	Staff Orientation	Nov. 12	Veteran's Observance Day	Mar 25-29	Spring Break
Aug. 13	First Day of School	Nov. 14	Parent Teacher Conferences	Apr 3-May 1	PARCC
Sept. 3	Labor Day	Nov. 21-23	Thanksgiving Break	Apr. 17	Progress Reports
Sept. 12	Progress Reports	Dec. 7	Report Cards	Apr. 22	Professional Development
Sept. 13	Professional Development	Dec. 14	2nd 9 Weeks	Apr. 24	Parent Teacher Conferences
Sept. 14-17	Go-Ji-Ya Break	Dec. 19	Christmas Program	May 18	Graduation
Sept. 19	Parent Teacher Conferences	Dec 24-Jan 4	Christmas Break	May 24	4th 9 Weeks
Sept 24-Oct 5	NDI	Jan. 21	Professional Development	May 27	Memorial Day
Oct. 8	Jicarilla Cultural Day	Feb. 6	Progress Reports	May 30	Last Day of School
Oct. 11	1st 9 Weeks	Feb. 11	Jicarilla Language Day		178 STUDENT DAYS
Oct. 12	Professional Development	Feb. 13	Parent Teacher Conferences		8 PROFESSIONAL DAYS
Nov. 7	Progress Reports	Feb. 18	President's Day		185 TEACHER DAYS

*** STARS Reporting- Oct. 10 for 40th Day; Dec. 3 for 80th Day and Feb. 13 for 120th Day

Board Approved 4/24/18

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.

The LEA will facilitate contract negotiations with the bargaining unit through a Chief Negotiator. The School Board has made the final decision on the school calendar for SY 2018-2019 on April 24, 2018.

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.

Dulce Elementary School will work with a non-profit organization to serve the social emotional well-being of our students. The LEA will work in collaboration with business partnerships to develop a mentorship program where students would receive one-on-one mentorship for one hour per week.

Two of the programs we will implement are Envision Your Future (EYF) and Parent Improvement Program (PIPS). These programs primarily address the social/emotional component with the whole child (academic, cultural, social emotional, etc.) as the primary focus. The programs help students cope with anxiety, fears, society issues, gender issues, problems at school, and historical generational trauma at large.

The business and community partnerships and external resources that the Dulce Independent School District plans to access and coordinate with to support school underperformance will include:

- Behavioral Health prevention
- Dental Health
- CITE – Community Involvement Towards Education-PTO Organization
- Fire Department
- Emergency Medical Services
- Game and Fish
- Police Department
- Agriculture Department
- Department of Youth
- Jicarilla Department of Education
- Johnson O'Malley -Federal Programs
- NYPUM – Youth Department
- Maintenance Department
- Jicarilla Apache Tribal Government/Legislative Council
- Indian Health Services
- Non-violence Works
- Forestry

- Gas & Oil
- Apache Nugget Casino Corporation
- Northwest Regional Education Cooperative #2
- Jicarilla Language & Culture
- Jicarilla Library
- BIA Facilities
- Three Rivers Foundation – tutoring program
- Land & Cattle Company
- 4-H, Girl Scouts, Chess Club, Student Council
- Jicarilla Apache Nation Power Authority
- Elders and tribal ceremonies

The interactive presentations provided through these programs, at no cost to the district, will support curriculum offered to narrow the achievement gap. The expected outcomes are to increase student achievement, life skill opportunities, community occupations awareness, college and career readiness for Dulce Elementary students.

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.

The LEA will provide more time for teachers to collaborate, plan, and engage in PLCs by scheduling a daily 30-minute block of time during the student 60-minute lunch period. Additional days for Boot Camp professional development have been added to the calendar. The school calendar provides additional opportunities for professional development days. With the 30-minute allotted time every teacher will have an opportunity to align the NM DASH 90-day plan and the selected Dulce Elementary School focus areas to allow for horizontal and vertical collaboration with all stakeholders.

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.

Common planning time will be established within the master schedule (SEE APPENDIX I) to reflect a daily 30-minute block of time during the student 60-minute lunch period at the Dulce Elementary School. This time will allow the teachers to incorporate lesson studies that support classroom inquires to discuss lesson delivery, instructional strategies, and reflective analysis of the lesson outcome. (See SAMPLE GRADE LEVEL MINUTES) This opportunity for time is an ideal venue to support teacher improvement.



Dulce Elementary School—Winning Warriors

Professional Learning Communities-Topics Aligned with NM Dash Plan

Grade Level K 1 2 3 4 5 6

Week of:

Meeting Facilitator:

Time of Meetings:

Location:

1. RtI and Intervention including AIP differentiation and documentation, SAT referral discussion:

Next Step Action Plan:

2. Grade Level Data Analysis:

Next Step Action Plan:

3. Instructional Planning, Practices, and Pacing needs (including lesson reflection):

Next Step Action Plan

4. SPED and Gen. Ed. Collaboration:

Next Step Action Plan

5. Leadership Team information/Upcoming Events/Misc.:

Next Step Action Plan:

D. 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.*
- *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.*
- *The plan clearly identifies the governance structure of the school, consistent with regulatory requirements, statute, and law.*
- *The plan clearly outlines the management structure, both within the school and related to the school.*

(SEE APPENDIX K)

E. 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 Dulce Elementary School and district support teams have participated in intensive daily meetings to identify the performance challenges, complete root cause and identify focus areas. When the Dulce Elementary School was identified in December by NM PED as an MRI designated school, immediately the school began the work of completion of the MRI application. During this time, an MRI Taskforce was established to include Dulce community and parent representation, Dulce Board of Education members, Dulce Elementary School teacher representation, Administrative representation, Head Start representation, and other key stakeholders who met to provide feedback, collaboration and collection of data to identify root cause. During these meetings, we defined an MRI plan based on root cause analysis of Dulce Elementary School. Through this process, the MRI Taskforce engaged in a rigorous and thoughtful process to determine the underlying root causes, which are identified below.

The identified multiple root causes:

- Teacher, superintendent, administrative turn-over.
- Parents need to be more engaged and provide more support in the schools and at home. The school must help students and parents address home life challenges through parenting skills workshops, resources (i.e. parent lending library, computer station, early childhood literacy strategies and literature) and parent nights.
- Student truancy concerns with mobility, absences, tardiness and student early checkout are chronic and excessive.
- Instructional methods and curriculum need to be improved, be better aligned with core standards and improved student performance.

- Teachers need additional professional training.
- School leaders need additional professional training. In particular, the Principal and Assistant Principal need to participate in Principal's Pursuing Excellence (PPE).
- The school and district need to enter into a Memorandum of Understanding (MOU) with the Jicarilla Apache Nation to comply with the Indian Education Act.
- Reforms need to focus on academic rigor, relevance, and relationships.
- Past calendars have not provided enough time for collaboration and core instruction.
- Recruiting and retention have always been difficult for the reasons discussed in the Introduction. These challenges reduce the pool of highly qualified teachers, administrators, and support staff.

B. Choice of Evidence-Based Interventions

Identify the interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause.

The LEA has identified the following interventions to address the root causes:

- 1) Partners in Education: A Dual Capacity-building Framework for Family/School Partnerships <http://www.sedl.org/pubs/framework/> ; Community Schools As an Effective School Improvement <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report> (addressing Parent/Community Engagement)
- 2) Positive Behavior Interventions and Support Program: <https://www.pbis.org/pbis-network/new-mexico> ; Project/Place- Based Learning: http://www.bie.org/object/offsite/pbl_online_org/; (addressing Diverse Student Population)
- 3) Professional Learning Communities, Professional Development aligned to NMTEACH Competencies: <https://webnew.ped.state.nm.us/bureaus/educator-growth-development/nmteach/> (addressing Teacher Excellence)
- 4) Quality, evidenced-based, multi-tiered interventions according to What Works Clearinghouse and that is culturally-responsive: <https://ies.ed.gov/ncee/wwc/FWW/> (addressing Curriculum)

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

Identify the school's chosen intervention(s).

Dulce Elementary School has selected the top three tiers that are relevant and appropriate to the needs of the school:

- 1) Partners in Education: A Dual Capacity-building Framework for Family/School
- 2) Partnerships ; Community Schools As an Effective School Improvement (addressing Parent/Community Engagement)
- 3) Positive Behavior Interventions and Support Program (addressing Diverse Student Population)
- 4) Project/Place- Based Learning (addressing Diverse Student Population)

- 5) NMTEACH Competencies (addressing Teacher Excellence)
- 6) What Works Clearinghouse (addressing Curriculum)

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.

- 1) Partners in Education: A Dual Capacity-building Framework for Family/School Partnerships <http://www.sedl.org/pubs/framework/>
- 2) Community Schools As an Effective School Improvement <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report> (addressing Parent/Community Engagement)
- 3) Positive Behavior Interventions and Support Program: <https://www.pbis.org/pbis-network/new-mexico>
- 4) Project/Place- Based Learning: http://www.bie.org/object/offsite/pbl_online_org/; (addressing Diverse Student Population)
- 5) NMTEACH Competencies: <https://webnew.ped.state.nm.us/bureaus/educator-growth-development/nmteach/> (addressing Teacher Excellence)
- 6) What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/FWW/> (addressing Curriculum)

Appendix A
Dulce Elementary School MRI Commitment Letter



Telephone (505) 759-3225
Fax (505) 759-3533

DULCE INDEPENDENT SCHOOL

DISTRICT NO. 21
Administrative Offices
DULCE, NEW MEXICO 87528



Post Office Box 547
Hawk Drive

January 9, 2018

To: Ms. Debbie Montoya, Deputy Secretary, School Transformation
Re: Dulce Elementary School "More Rigorous Interventions" Selection

Dear Deputy Secretary Montoya,

This letter of intent is to inform you that Dulce Independent Schools has selected option four to improve performance for Dulce Elementary School. Option four allows us the most educational advantage to address the unique needs and diverse population present in our district.

Option Four:

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 rating and above, state-selected curriculum approaches, and/or personalized learning models for all students. 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.

We have identified the appropriate stakeholders as part of our planning committee, which also includes NMPED personnel. Our committee met on Monday, January 8, 2018 to begin strategic planning for option four. I have attached a copy of the sign-in sheet, which identifies the team members. We look forward to working with you and the NMPED staff as we move forward to support the improvement needed at Dulce Elementary School.

Please contact me if you should have any questions or concerns.

Respectfully,

A handwritten signature in black ink, appearing to read "P. Montoya", written over a horizontal line.

Mrs. Pamela Montoya
Interim Superintendent

Cc: Committee Members, Levi Pesata, Board President

Appendix B: More Rigorous Intervention (MRI) Assurances
First MRI Submittal
February 22, 2018

New Mexico Public Education Department LEA More Rigorous Intervention Competitive Grants Application 2017-2018

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:

The Board of Education commits to the following:

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

The LEA commits to the following:

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

Page | 34

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

School Leadership Commits to the Following:

1. Partner with LEA leadership to create and/or align systems at the school level to support a 90-day plan aligned with the LEA's strategic plan, including:
 - a. Rigorous aligned interim assessments 3-4 times per year
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 - f. Student and staff culture of learning
 - g. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention



President, Board of Education Signature

2/21/18

Date



Superintendent Signature

2/22/18

Date



School Leadership Signature

2/22/18

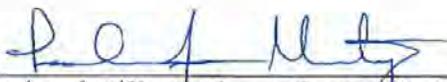
Date

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.

Pamela Jean Montoya | 2/22/18
Superintendent/Charter Director Printed Name | Date

 | 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.

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Levi Pesata | 2/21/18
Board President Printed Name | Date

 | 2/21/18
Board President Signature (blue ink) | Date

Appendix B: More Rigorous Intervention (MRI) Assurances
Revised MRI Submittal
April 16, 2018

New Mexico Public Education Department LEA More Rigorous Intervention Competitive Grants Application 2017-2018

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**.

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LEA: *Dulce Independent Schools*

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 - b. The BOE commits to supporting the superintendent in modifying practice and policy, if necessary, to enable schools and teachers to fully participate and implement evidence-based interventions.
 - c. The BOE commits to flexibility in scheduling as it relates to evidence-based intervention activities, to include but not limited to allocating time for professional development and collaboration.
 - d. The BOE supports the use of summative and formative assessments to assess student proficiency and reviews LEA and school growth regularly to inform superintendent's progress toward LEA proficiency targets.
 - e. The BOE commits to successful completion of the evidence-based intervention in the event of LEA or school leadership changes.

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 - c. Put into place rigorous and aligned interim assessments 3-4 times per year along with efficient data collection and distribution for use at the school level
 - d. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school
 - e. Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA

**Appendix B: More Rigorous Intervention (MRI) Assurances
Revised MRI Submittal
April 16, 2018**

New Mexico Public Education Department LEA More Rigorous Intervention Competitive Grants Application 2017-2018

3. Ensure that conditions are in place at the school level to support turnaround, including:
 - a. Rigorous aligned interim assessments 3-4 times per year
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 - e. Student and staff culture of learning
 - f. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
5. Develop a sustainability plan prior to the end of Year 3

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 - f. Student and staff culture of learning
 - g. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention

President, Board of Education Signature

4-16-18

Date

Superintendent Signature

4-16-18

Date

School Leadership Signature

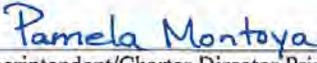
4/16/18
Date

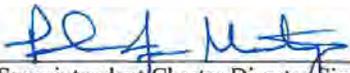
Appendix B: More Rigorous Intervention (MRI) Assurances
Revised MRI Submittal
April 16, 2018

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 _____ Superintendent/Charter Director Printed Name		4-16-18 Date
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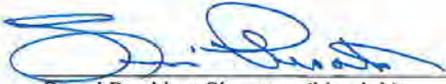
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---	--	-----------------

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 _____ Board President Printed Name		4-16-18 Date
--	--	-----------------

 _____ Board President Signature (blue ink)		4-16-18 Date
--	--	-----------------

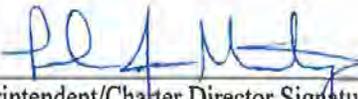
Appendix B: More Rigorous Intervention (MRI) Assurances
Revised MRI Submittal
May 7, 2018

Appendix C: Certification and Approval

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<u>Pamela Montoya</u>	<u>5-7-18</u>
Superintendent/Charter Director Printed Name	Date

	<u>5-7-18</u>
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.

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<u>Levi Peseta</u>	<u>05-07-18</u>
Board President Printed Name	Date

	<u>05-07-18</u>
Board President Signature (blue ink)	Date

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2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention



President, Board of Education Signature

05-07-18

Date



Superintendent Signature

5-7-18

Date



School Leadership Signature

5/7/18

Date



DULCE INDEPENDENT SCHOOL
 DISTRICT NO. 21
 Administrative Offices
 DULCE, NEW MEXICO 87528



PHONE (575) 759-3255
 FAX (575) 759-1349

P.O. BOX 547
 97 HAWKS DRIVE

On the 7th day of May, 2018, the Board of Education of Dulce Independent Schools (the "Board") adopted by vote the following findings and resolution:

WHEREAS, the importance of good education and great schools cannot be understated, and

WHEREAS, Dulce Elementary School has chronically underperformed, having received a school grade of "F" in five of the last six academic years, and

WHEREAS, urgent action is required to immediately and dramatically improve student achievement at Dulce Elementary School, and

WHEREAS, a team of educators, administrators, tribal leaders, and others has worked tirelessly over the past four months to develop a comprehensive plan to significantly restructure and redesign Dulce Elementary School, and

WHEREAS, a copy of that plan is attached to this Resolution, and

WHEREAS, the Board has reviewed this plan and believes that it is in the best interests of the children of Dulce Independent Schools and the Jicarilla Apache Nation, and

WHEREAS, the Board fully supports the plan and is committed to full implementation of the plan.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Dulce Independent Schools fully and unconditionally approves the plan attached to this Resolution and commits to providing whatever support is required from the Board to ensure that the plan is implemented.

Levi Pesata, President _____ Date: _____

Phillip Salazar, Vice President *Phillip Salazar* Date: 5/7/18

LaVonna James, Secretary *LaVonna James* Date: 5/7/18

Wesley Vigil, Member *Wesley Vigil* Date: 5-7-2018

Darlene Gomez, Member *Darlene Gomez* Date: 5.7.18

APPENDIX D

SCHOOL GRADING REPORT CARD 2017



School Grading Report Card 2017 Certified

Final Grade 2017

F

Overall Score 28.41

Dulce Elementary

District: Dulce Independent Schools
Grade Range: PK - 6 Code: 54044

C - State benchmark established in 2012

Possible Points This School Earned

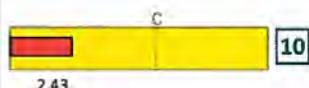
Current Standing

Are students performing on grade level? Did they improve more or less than expected?



School Improvement

Is the school as a whole making academic progress?



Improvement of Higher-Performing Students

Are higher-performing students improving more or less than expected?



Improvement of Lowest-Performing Students

Are the lowest-performing students improving more or less than expected?



Opportunity to Learn

Do students and families believe their school is a good place to attend and learn?

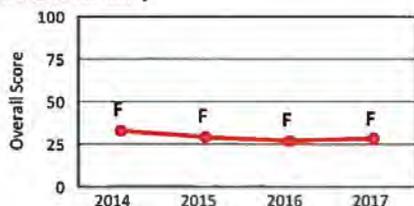


Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 4.38

This School's History



Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

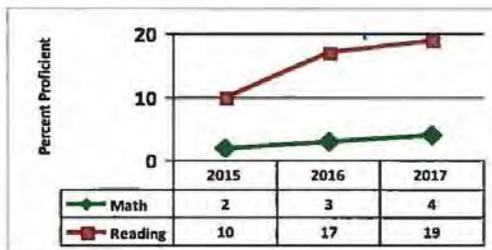
APPENDIX D- Continued

Final Points	Elementary and Middle Schools	<p>Elementary and middle schools earn a final grade based on these ranges, which were set in 2012.</p>
	75.0 to 100.0 A 60.0 to 74.9 B 50.0 to 59.9 C 37.5 to 49.9 D 0.0 to 37.4 F	
Tests	School Grading draws on student performance from these state assessments:	
	PARCC Partnership for Assessment of Readiness for College and Careers SBA Standards Based Assessment - Spanish NMAPA New Mexico Alternate Performance Assessment DIBELS Dynamic Indicators of Basic Early Literacy Skills (prior to 2017) IStation IStation (beginning 2017)	Grades Mathematics, Reading 3-11 Reading 3-11 Mathematics, Reading 3-11 Early Literacy KN-2 Early Literacy KN-2

Details of Each Grade Indicator

Current Standing Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	Proficient (%)	19	25	13	-	-	24	-	18	19	≤ 10	9
	Points Proficiency	2.35										
	Points Student Growth	0.59										
Math	Proficient (%)	4	3	5	-	-	-	-	4	4	≤ 10	≤ 5
	Points Proficiency	0.47										
	Points Student Growth	1.65										



Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

APPENDIX D- Continued

School Improvement School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	<i>Reading</i>	<i>Math</i>	Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.
Growth Index	-0.67	-0.72	
Points	1.25	1.18	

Student Growth Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

- Above Zero** This group performed higher than expected.
- Near Zero** This group performed as expected based on their academic history.
- Below Zero** This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing Points	-0.86 1.94	-0.25	-0.32	-	-	-0.34	-	-0.28	-0.29	-0.28	-0.26
Lowest-Performing Points	-0.92 1.78	-0.19	-0.14	-	-	-	-	-0.16	-0.12	-0.03	0.05
Math Growth											
Higher-Performing Points	-0.72 2.36	-0.21	-0.43	-	-	-	-	-0.32	-0.30	-0.40	-0.10
Lowest-Performing Points	-0.91 1.82	-0.06	-0.33	-	-	-	-	-0.21	-0.20	0.01	-0.17



APPENDIX D- Continued

		School History Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.										
		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
F	M		White	Afr Amer	Hisp	Asian	Am Indian					
<i>Reading Proficiency</i>	2017 (%)	19	25	13	-	-	24	-	18	19	≤10	9
	2016 (%)	17	21	13	-	-	27	-	17	17	8	10
	2015 (%)	10	13	8	-	-	-	-	10	10	<2	<2
<i>Math Proficiency</i>	2017 (%)	4	3	5	-	-	-	-	4	4	≤10	≤5
	2016 (%)	3	1	5	-	-	-	-	3	3	11	4
	2015 (%)	2	3	<2	-	-	-	-	<2	2	<2	3

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.

APPENDIX E

ISTATION DATA EXECUTIVE SUMMARY

May 2017-February 2018

2/3/2018

Executive Summary | Istation

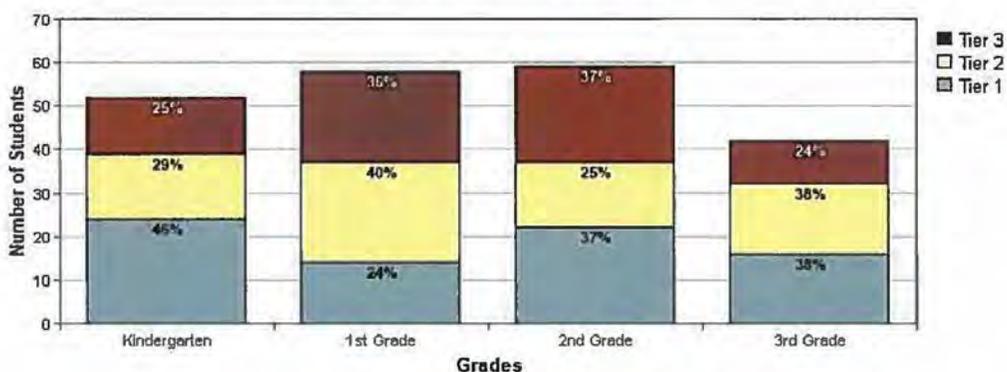
Executive Summary in May for Dulce Elementary School



at Dulce Ind School District - 2016/2017 School Year
as of Sat Feb 03 2018 03:23:11 PM (-07:00)

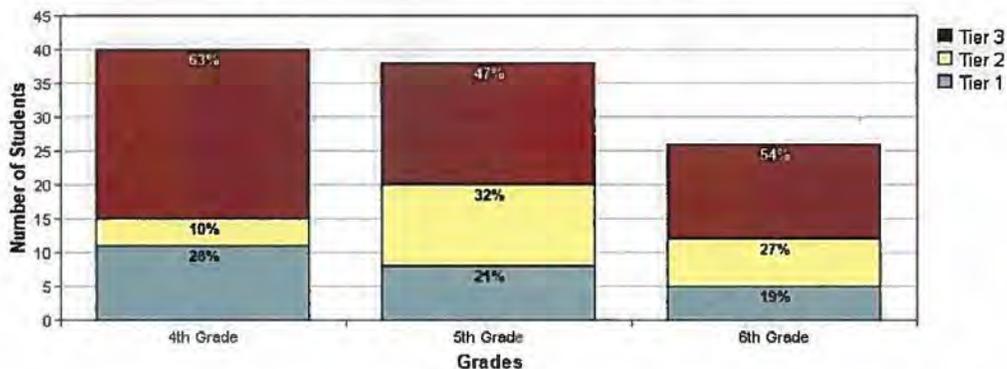
Below you will find ISIP™ data from Dulce Elementary School that has been collected for May. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (May 2017)



Total number of students who have been assessed using ISIP Early Reading in May: 211

ISIP Advanced Reading Summary (May 2017)



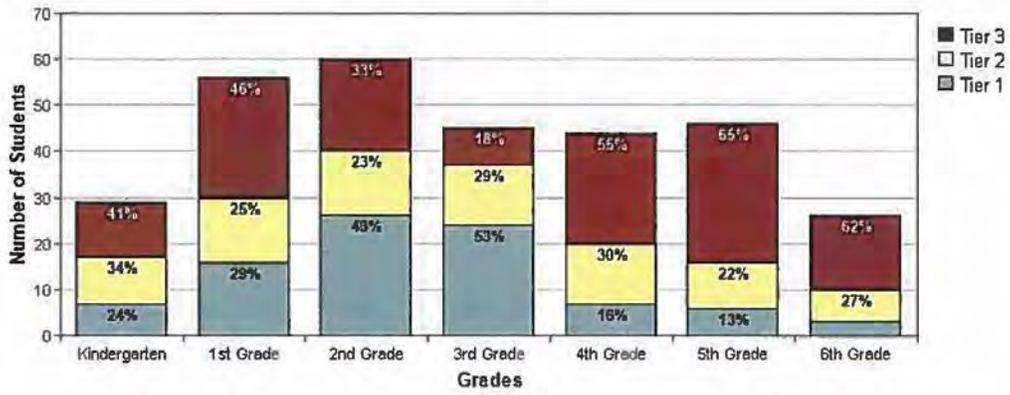
Total number of students who have been assessed using ISIP Advanced Reading in May: 104

ISTATION May 2017-Continued

2/3/2018

Executive Summary | Istation

ISIP Math Summary (May 2017)



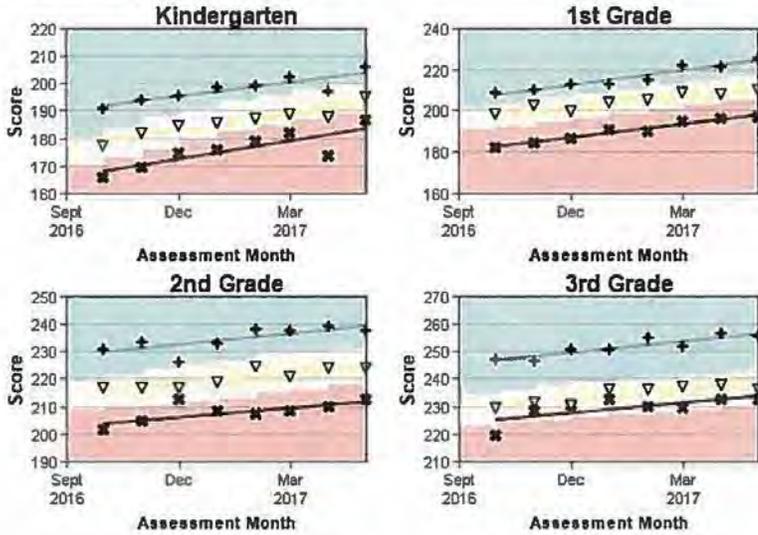
Total number of students who have been assessed using ISIP Math in May: 306

ISTATION MAY 2017-Continued

2/3/2018

Executive Summary | IStation

ISIP Early Reading - Skill Growth by Tier Level - Overall Reading

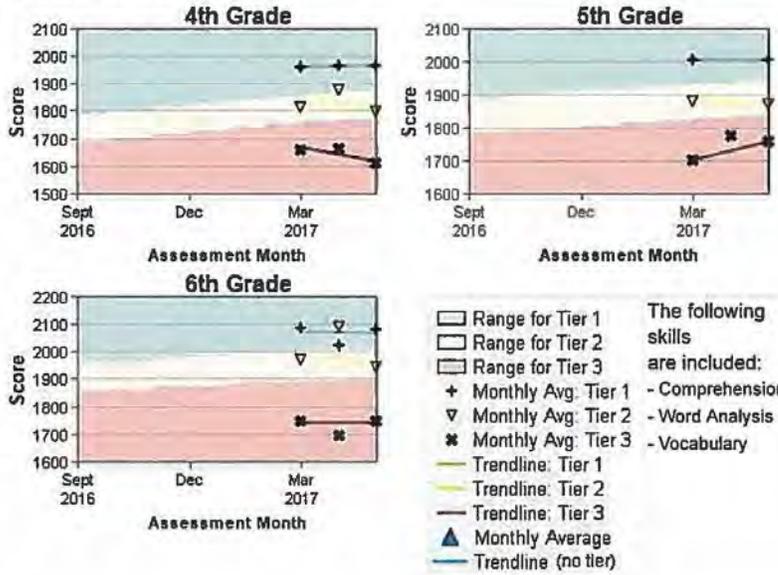


ISTATION MAY 2017- Continued

2/3/2018

Executive Summary | Istation

ISIP Advanced Reading - Skill Growth by Tier Level - Overall Reading

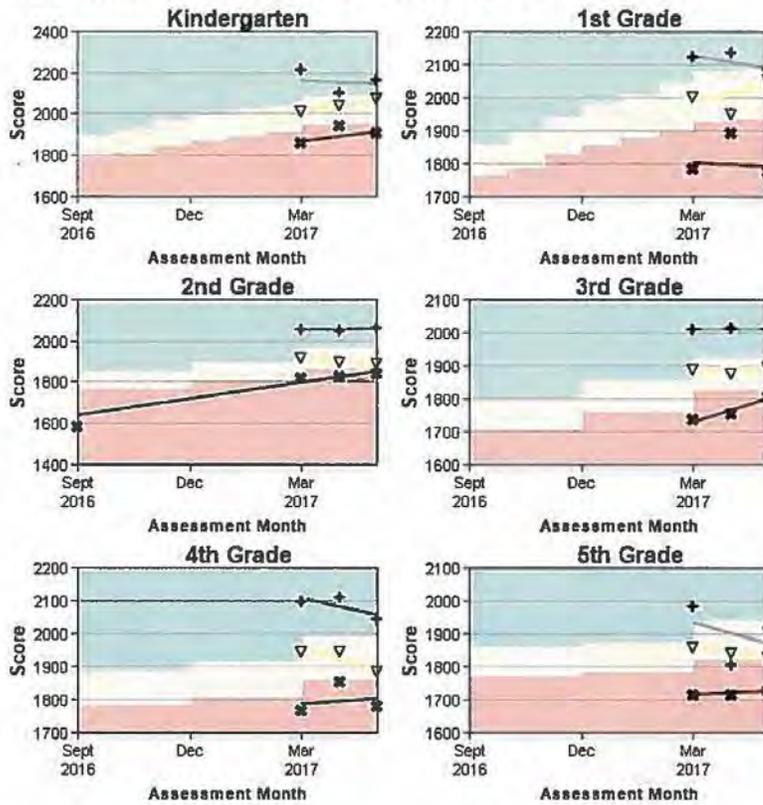


ISTATION MAY 2017- Continued

2/3/2018

Executive Summary | Istation

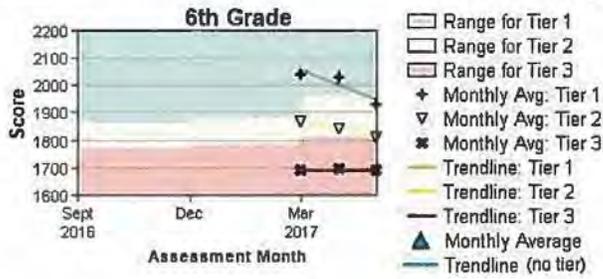
ISIP Math - Ability Growth by Tier Level



ISTATION MAY 2017- Continued

2/3/2018

Executive Summary | Istation



ISTATION SEPTEMBER 2017

2/3/2018

Executive Summary | Istation

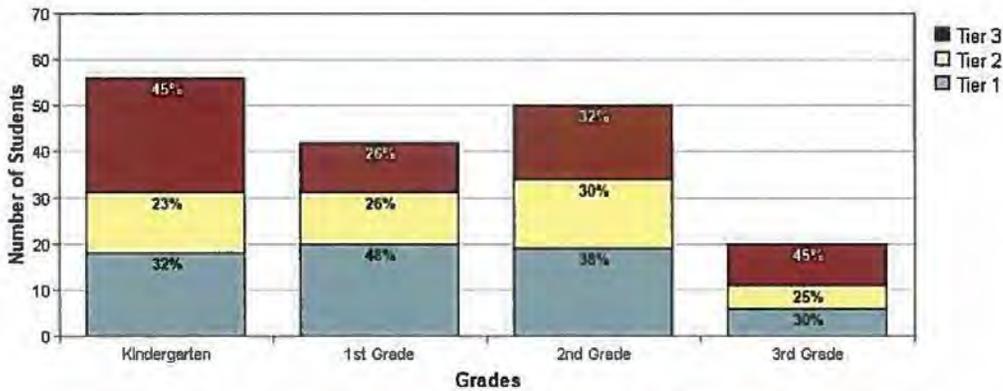
Executive Summary in September for Dulce Elementary School

at Dulce Ind School District - 2017/2018 School Year
as of Sat Feb 03 2018 01:29:31 PM (-07:00)



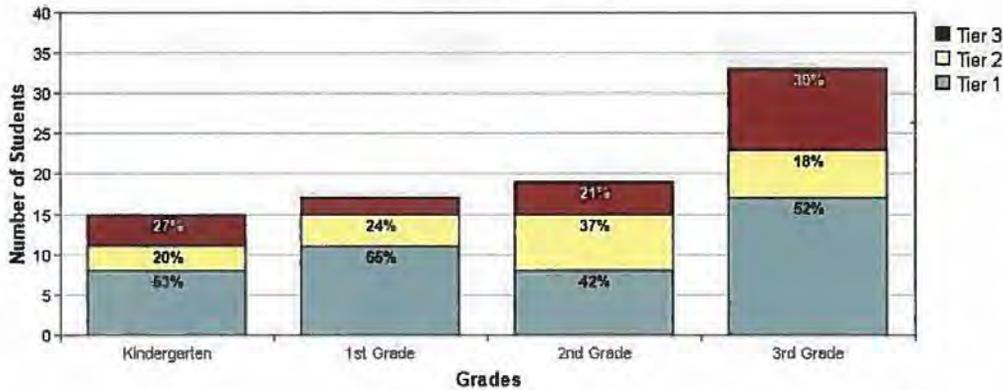
Below you will find ISIP™ data from Dulce Elementary School that has been collected for September. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (September 2017)



Total number of students who have been assessed using ISIP Early Reading in September: 168

ISIP Math Summary (September 2017)



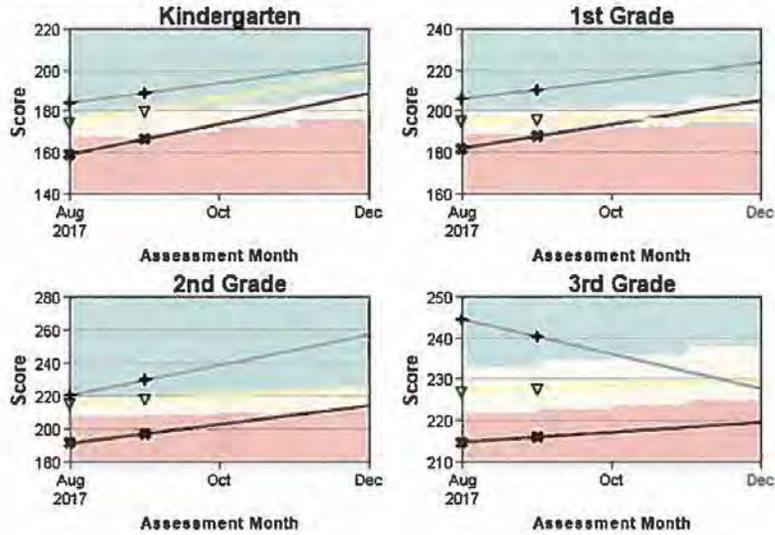
Total number of students who have been assessed using ISIP Math in September: 84

ISTATION SEPTEMBER 2017- Continued

2/3/2018

Executive Summary | Istation

ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



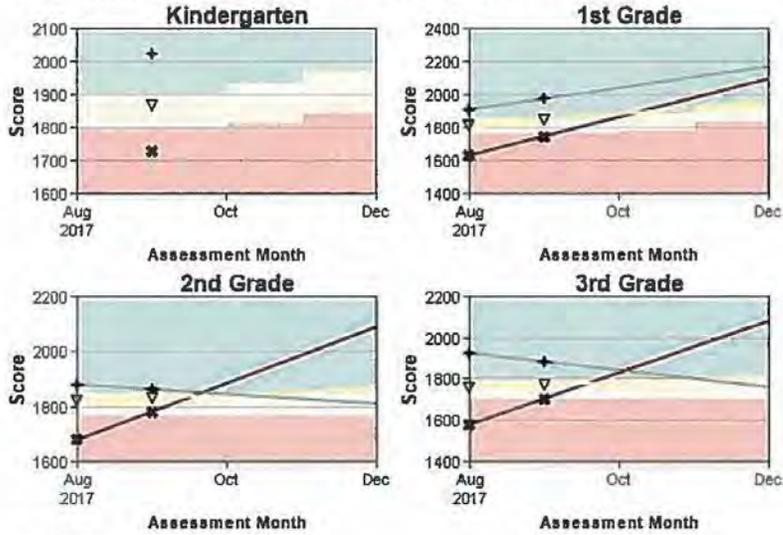
- | | |
|--|---|
| <ul style="list-style-type: none"> □ Range for Tier 1 □ Range for Tier 2 □ Range for Tier 3 + Monthly Avg: Tier 1 ▽ Monthly Avg: Tier 2 * Monthly Avg: Tier 3 — Trendline: Tier 1 — Trendline: Tier 2 — Trendline: Tier 3 ▲ Monthly Average — Trendline (no tier) | <p>The following skills are included:</p> <ul style="list-style-type: none"> - Listening Comprehension - Letter Knowledge - Phonemic Awareness - Alphabetic Decoding - Comprehension - Vocabulary - Spelling |
|--|---|

ISTATION SEPTEMBER 2017- Continued

2/3/2018

Executive Summary | Istation

ISIP Math - Ability Growth by Tier Level



- Range for Tier 1
- Range for Tier 2
- Range for Tier 3
- + Monthly Avg: Tier 1
- ▽ Monthly Avg: Tier 2
- * Monthly Avg: Tier 3
- Trendline: Tier 1
- Trendline: Tier 2
- Trendline: Tier 3
- ▲ Monthly Average
- Trendline (no tier)

ISTATION OCTOBER 2017

2/3/2018

Executive Summary | Istation

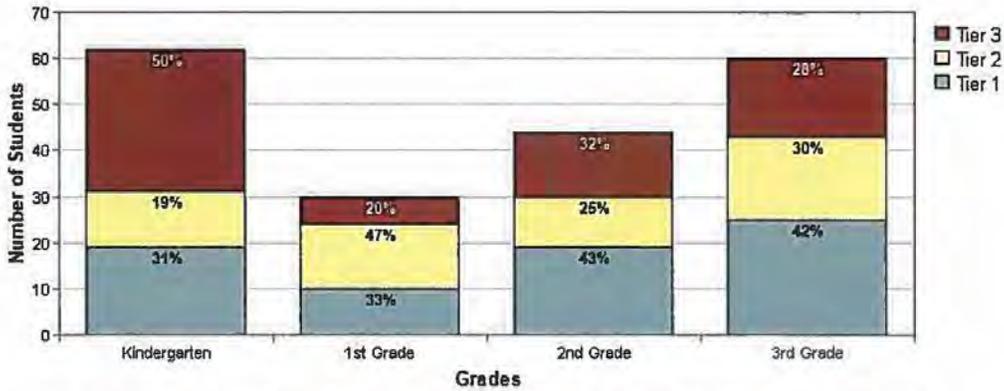
Executive Summary in October for Dulce Elementary School

at Dulce Ind School District - 2017/2018 School Year
as of Sat Feb 03 2018 01:36:50 PM (-07:00)



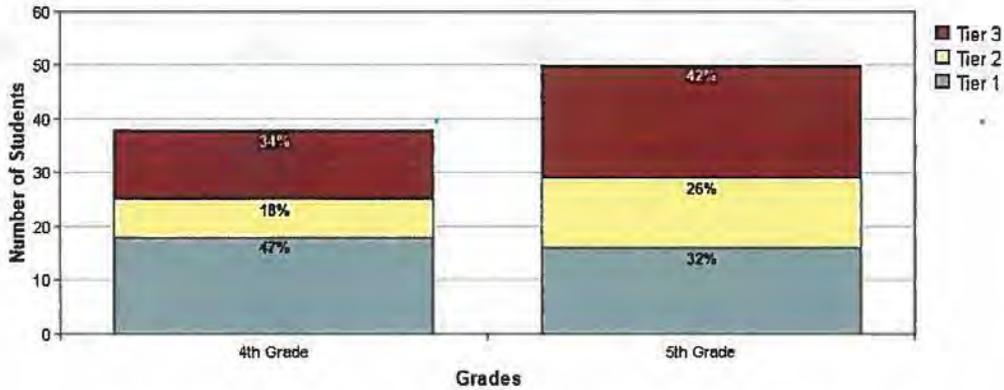
Below you will find ISIP™ data from Dulce Elementary School that has been collected for October. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (October 2017)



Total number of students who have been assessed using ISIP Early Reading in October: 196

ISIP Advanced Reading Summary (October 2017)



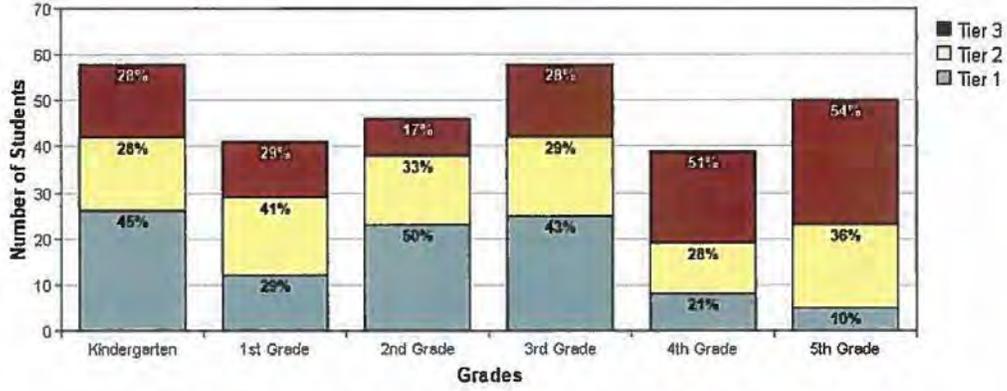
Total number of students who have been assessed using ISIP Advanced Reading in October: 88

ISTATION OCTOBER 2017-Continued

2/3/2018

Executive Summary | Istation

ISIP Math Summary (October 2017)



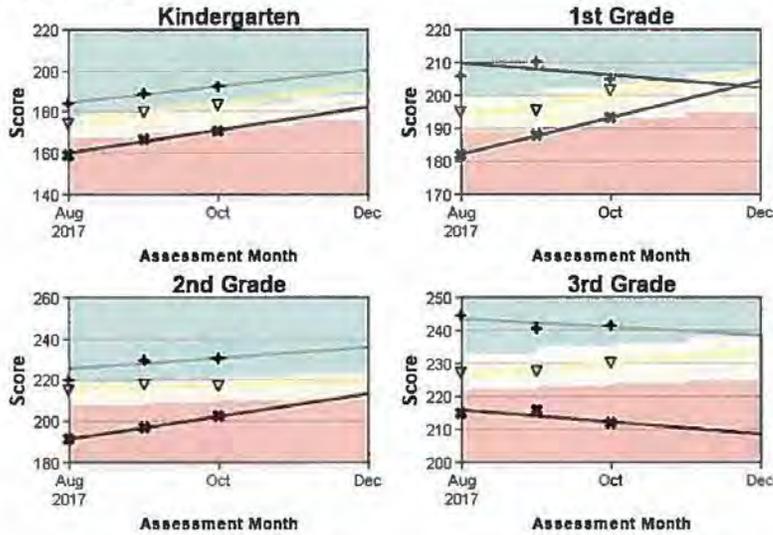
Total number of students who have been assessed using ISIP Math in October: 292

ISTATION OCTOBER 2017-Continued

2/3/2018

Executive Summary | IStation

ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



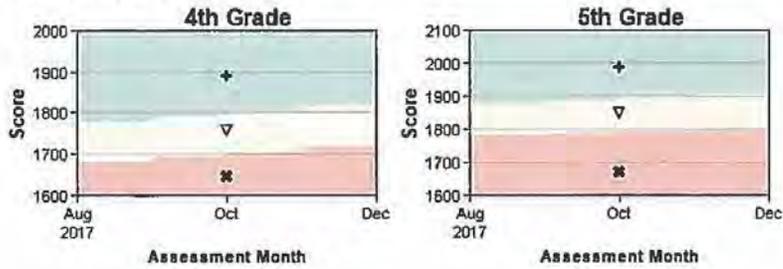
<ul style="list-style-type: none"> □ Range for Tier 1 □ Range for Tier 2 □ Range for Tier 3 + Monthly Avg: Tier 1 ▽ Monthly Avg: Tier 2 * Monthly Avg: Tier 3 — Trendline: Tier 1 — Trendline: Tier 2 — Trendline: Tier 3 ▲ Monthly Average — Trendline (no tier) 	<p>The following skills are included:</p> <ul style="list-style-type: none"> - Listening Comprehension - Letter Knowledge - Phonemic Awareness - Alphabetic Decoding - Comprehension - Vocabulary - Spelling
--	---

ISTATION OCTOBER 2017- Continued

2/3/2018

Executive Summary | IStation

ISIP Advanced Reading - Skill Growth by Tier Level - Overall Reading



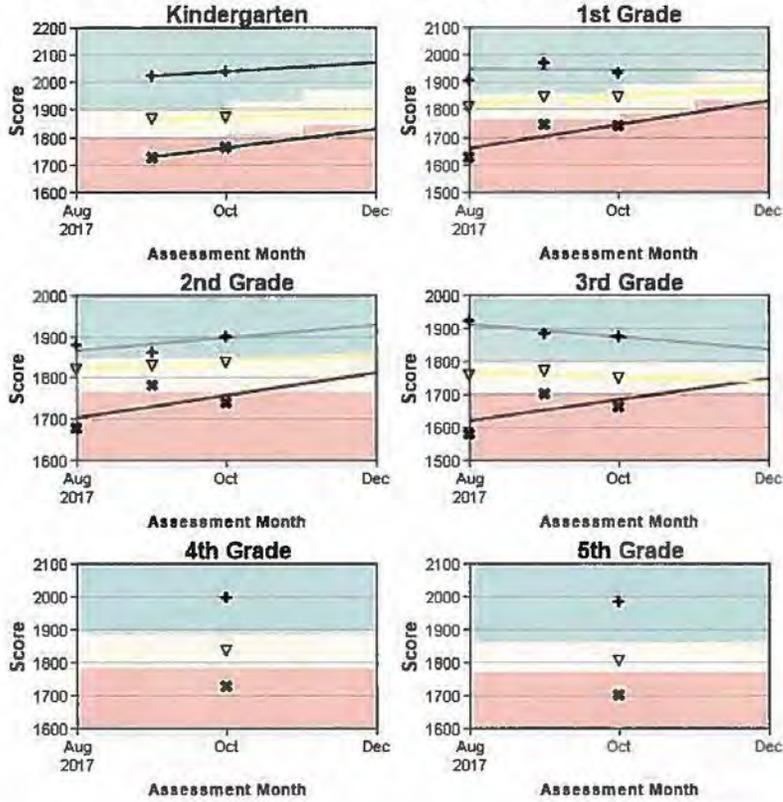
- | | |
|--|--|
| <ul style="list-style-type: none"> Range for Tier 1 Range for Tier 2 Range for Tier 3 + Monthly Avg: Tier 1 ▽ Monthly Avg: Tier 2 * Monthly Avg: Tier 3 Trendline: Tier 1 Trendline: Tier 2 Trendline: Tier 3 ▲ Monthly Average Trendline (no tier) | <p>The following skills are included:</p> <ul style="list-style-type: none"> - Comprehension - Word Analysis - Vocabulary |
|--|--|

ISTATION OCTOBER 2017- Continued

2/3/2018

Executive Summary | Istation

ISIP Math - Ability Growth by Tier Level



ISTATION OCTOBER 2017- Continued

2/3/2018

Executive Summary | Istation

-  Range for Tier 1
-  Range for Tier 2
-  Range for Tier 3
-  Monthly Avg: Tier 1
-  Monthly Avg: Tier 2
-  Monthly Avg: Tier 3
-  Trendline: Tier 1
-  Trendline: Tier 2
-  Trendline: Tier 3
-  Monthly Average
-  Trendline (no tier)

ISTATION JANUARY 2018

2/3/2018

Executive Summary | Istation

Executive Summary

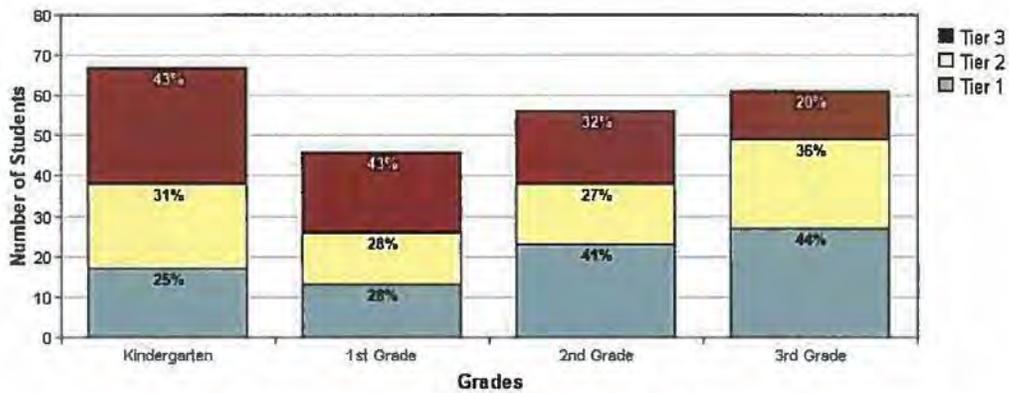
in January for Dulce Elementary School

at Dulce Ind School District - 2017/2018 School Year
as of Sat Feb 03 2018 03:14:06 PM (-07:00)

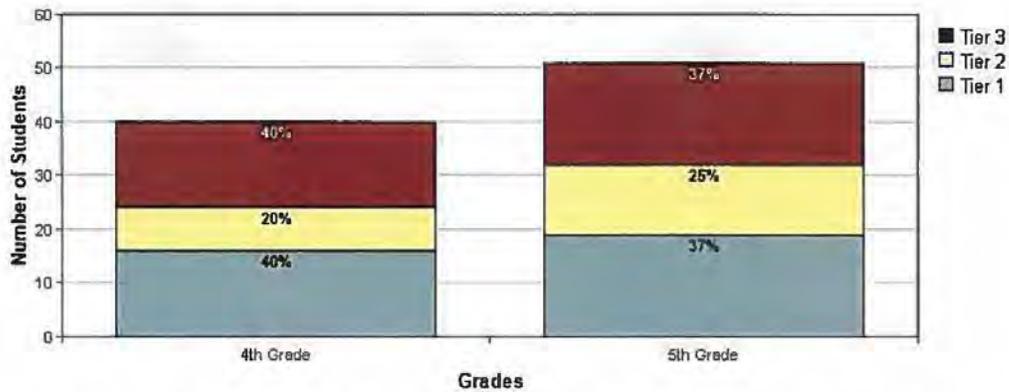


Below you will find ISIP™ data from Dulce Elementary School that has been collected for January. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (January 2018)



Total number of students who have been assessed using ISIP Early Reading in January: 230
ISIP Advanced Reading Summary (January 2018)



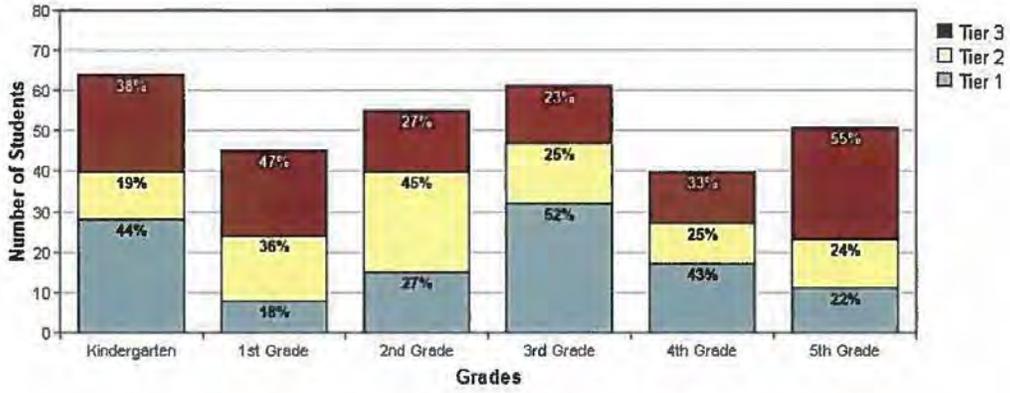
Total number of students who have been assessed using ISIP Advanced Reading in January: 91

ISTATION JANUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Math Summary (January 2018)



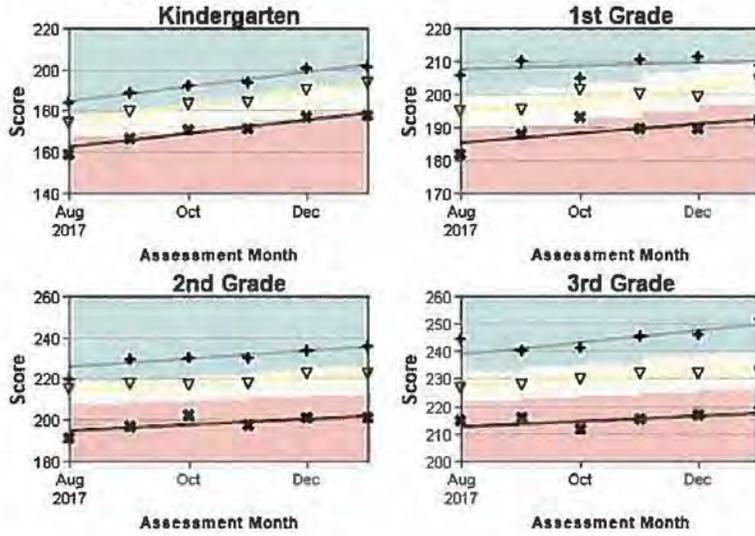
Total number of students who have been assessed using ISIP Math in January: 316

ISTATION JANUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



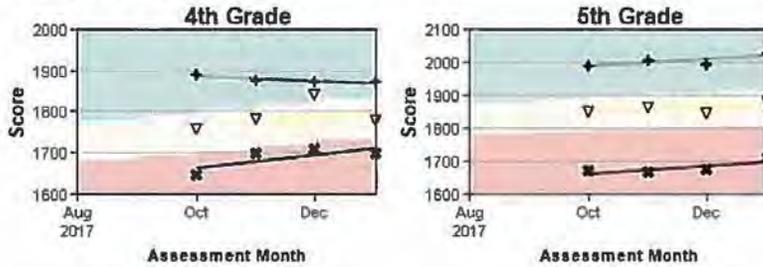
- | | |
|--|---|
| <ul style="list-style-type: none"> □ Range for Tier 1 □ Range for Tier 2 □ Range for Tier 3 + Monthly Avg: Tier 1 ▽ Monthly Avg: Tier 2 * Monthly Avg: Tier 3 — Trendline: Tier 1 — Trendline: Tier 2 — Trendline: Tier 3 ▲ Monthly Average — Trendline (no tier) | <p>The following skills are included:</p> <ul style="list-style-type: none"> - Listening Comprehension - Letter Knowledge - Phonemic Awareness - Alphabetic Decoding - Comprehension - Vocabulary - Spelling |
|--|---|

ISTATION JANUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Advanced Reading - Skill Growth by Tier Level - Overall Reading

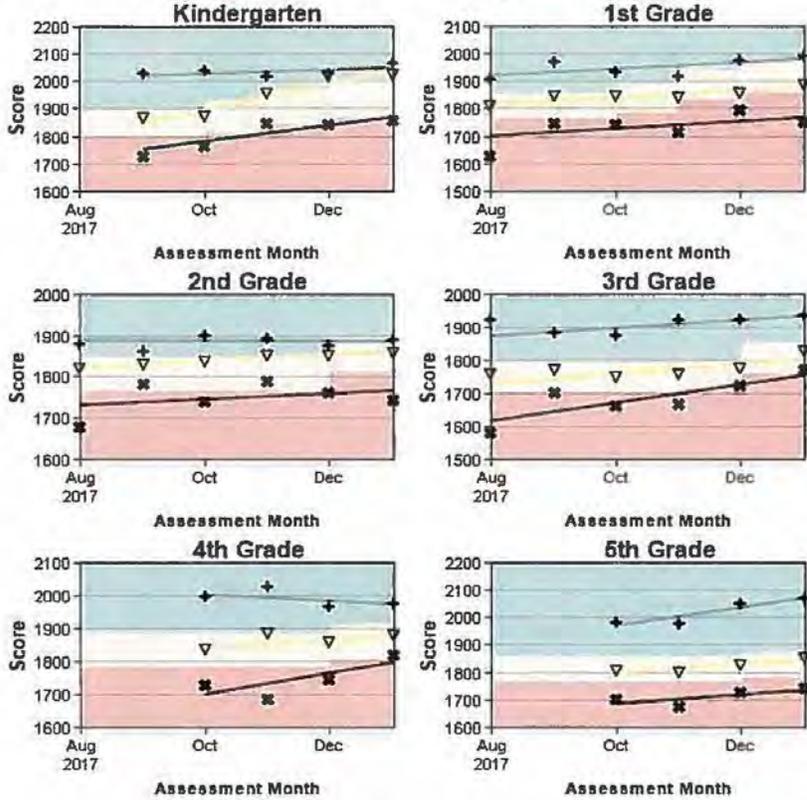


ISTATION JANUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Math - Ability Growth by Tier Level



-  Range for Tier 1
-  Range for Tier 2
-  Range for Tier 3
-  Monthly Avg: Tier 1
-  Monthly Avg: Tier 2
-  Monthly Avg: Tier 3
-  Trendline: Tier 1
-  Trendline: Tier 2
-  Trendline: Tier 3
-  Monthly Average
-  Trendline (no tier)

ISTATION FEBRUARY 2018

2/3/2018

Executive Summary | Istation

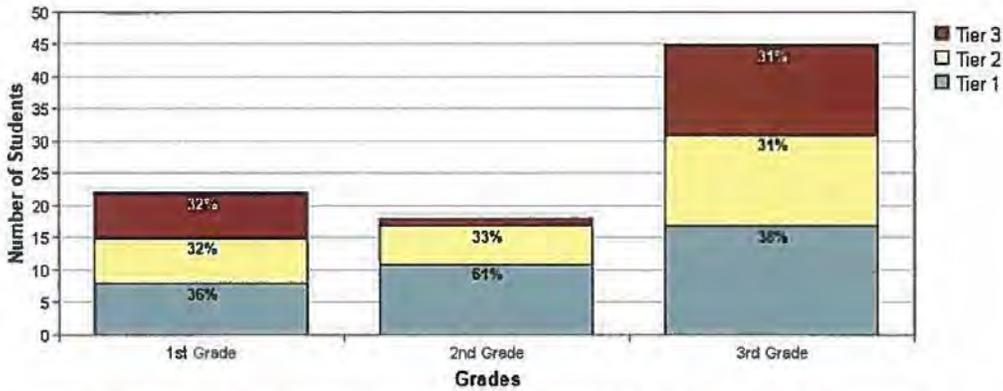
Executive Summary in February for Dulce Elementary School



at Dulce Ind School District - 2017/2018 School Year
as of Sat Feb 03 2018 01:32:53 PM (-07:00)

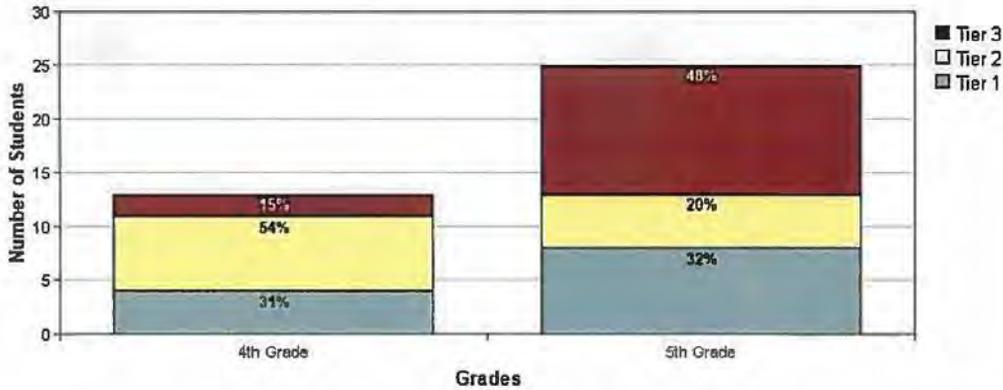
Below you will find ISIP™ data from Dulce Elementary School that has been collected for February. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (February 2018)



Total number of students who have been assessed using ISIP Early Reading in February: 85

ISIP Advanced Reading Summary (February 2018)



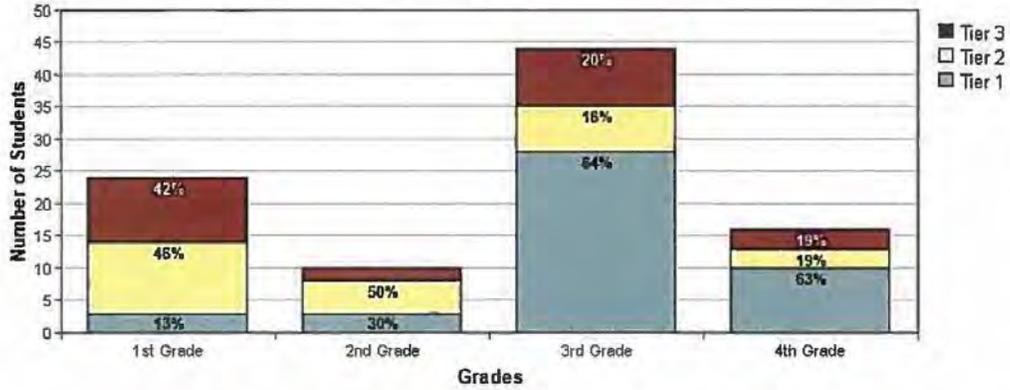
Total number of students who have been assessed using ISIP Advanced Reading in February: 38

ISTATION FEBRUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Math Summary (February 2018)



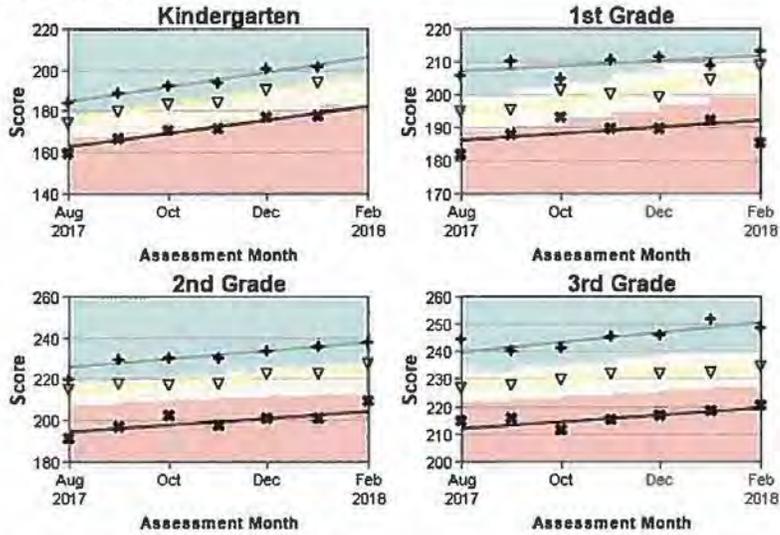
Total number of students who have been assessed using ISIP Math in February: 94

ISTATION FEBRUARY 2018- Continued

2/3/2018

Executive Summary | IStation

ISIP Early Reading - Skill Growth by Tier Level - Overall Reading

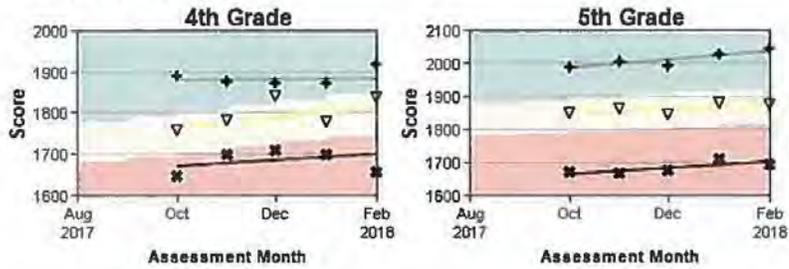


ISTATION FEBRUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Advanced Reading - Skill Growth by Tier Level - Overall Reading



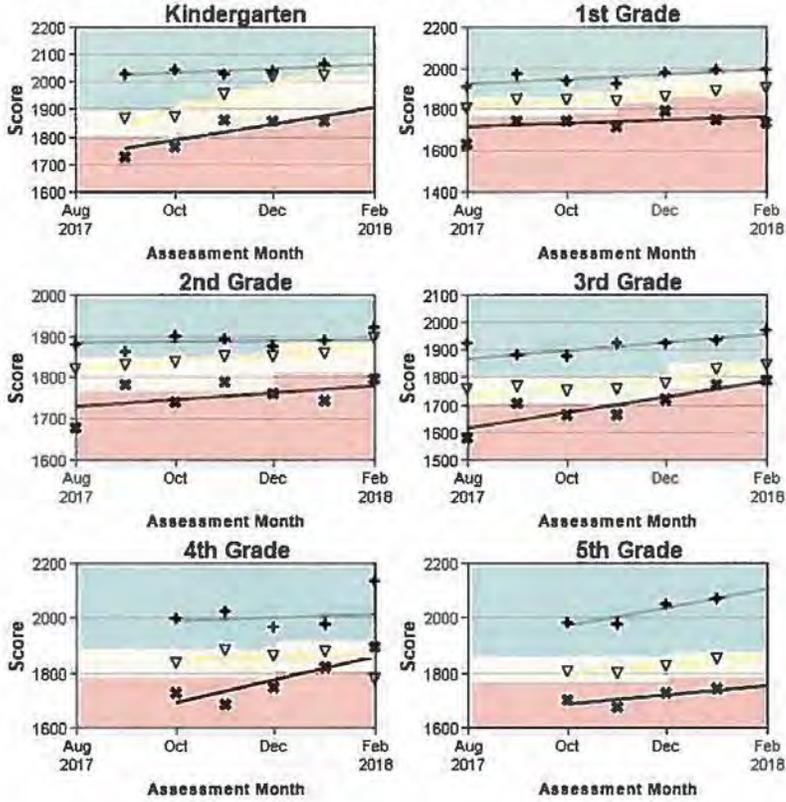
	Range for Tier 1	The following skills are included:
	Range for Tier 2	
	Range for Tier 3	
	Monthly Avg: Tier 1	- Comprehension
	Monthly Avg: Tier 2	- Word Analysis
	Monthly Avg: Tier 3	- Vocabulary
	Trendline: Tier 1	
	Trendline: Tier 2	
	Trendline: Tier 3	
	Monthly Average	
	Trendline (no tier)	

ISTATION FEBRUARY 2018- Continued

2/3/2018

Executive Summary | Istation

ISIP Math - Ability Growth by Tier Level



ISTATION FEBRUARY 2018- Continued

2/3/2018

Executive Summary | Istation

-  Range for Tier 1
-  Range for Tier 2
-  Range for Tier 3
-  Monthly Avg: Tier 1
-  Monthly Avg: Tier 2
-  Monthly Avg: Tier 3
-  Trendline: Tier 1
-  Trendline: Tier 2
-  Trendline: Tier 3
-  Monthly Average
-  Trendline (no tier)

**Dulce Elementary School
Istation Reading Data
SY 2016-2017 to SY 2017-2018**

2016-2017 Istation Reading Data	Sept/ ISIP Tier	Oct	Nov	Dec	Jan	Feb	Mar	April		BOY- EOY Growth		
Overall Reading	Tier 3	no data	30%	29%	34%	33%	31%	40%	39%		9%	
All Grades K-3	Tier 2	no data	33%	33%	32%	32%	33%	28%	29%		(-) 4%	
	Tier 1	no data	37%	38%	34%	36%	37%	32%	32%		(-) 5%	
Skill Gaps (ALL STUDENTS by grade level)	K- PA, LK	1st- LK, AD, TF	2nd- TF, SPL	3rd- TF, SPL COMP		BOY/ EOY	Kinder	1st	2nd	3rd		
						Tier 3	25%/52%	30%/44%	31%/29%	33%/25%		
						Tier 2	29%/23%	41%/33%	26%/27%	38%/39%		
						Tier 1	46%/25%	29%/22%	43%/44%	29%/36%		
2017-2018 Istation Reading Data	Sept/ ISIP Tier	Oct	Nov	Dec	Jan	Feb	Mar	April		BOY- MOY Growth		
Overall Reading (Oct-Jan)	Tier 3	36%	38%	36%	36%					0%		
All Grades K-5	Tier 2	26%	27%	27%	29%					3%		
	Tier 1	38%	34%	37%	36%					(-) 2%		
Skill Gaps (ALL STUDENTS by grade level)	K- PA, LK, VOC	1st- LK, SPL, COMP	2nd- TF, VOC,	3rd- TF, SPL		BOY/ MOY	Kinder	1st	2nd	3rd	4th	5th
						Tier 3	45%/43%	26%/43%	37%/32%	28%/20%	34%/40%	42%/37%
						Tier 2	23%/31%	26%/28%	30%/27%	30%/36%	18%/20%	26%/25%
						Tier 1	32%/25%	48%/28%	38%/41%	42%/44%	47%/40%	32%/37%

According to 2017-18 Istation Reading data, Kinder has decreased the number of Tier 3 students by 2%, increased the number of Tier 2 students by 8%, and decreased the number of Tier 1 students by 7%. 1st grade has increased the number of Tier 3 students by 17%, increased the number of Tier 2 students by 2%, and decreased the number of Tier 1 students by 20%. 2nd grade has decreased the number of Tier 3 students by 5%, decreased the number of Tier 2 students by 3%, and increased the number of Tier 1 students by 3%. 3rd grade has decreased the number of Tier 3 students by 8%, increased the number of Tier 2 students by 6%, and increased the number of Tier 1 students by 2%. 4th grade has increased the number of Tier 3 students by 6%, increased the number of Tier 2 students by 2%, and decreased the number of Tier 1 students by 7%. 5th grade has decreased the number of Tier 3 students by 5%, decreased the number of Tier 2 students by 1%, and increased the number of Tier 1 students by 5%.
According to Istation data over the past two years, data indicated Text Fluency (TF) and Spelling (SPL) as skill deficits in multiple grades.

APPENDIX F

ACCESS FOR ELLs 2.0

School Frequency Report 2017



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: K
Cluster: K

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	3	19%	2	13%	14	88%	14	88%	3	19%	15	94%	12	75%	10	63%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	1	6%	3	19%	0	0%	1	6%	2	13%	0	0%	2	13%	5	31%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	4	25%	1	6%	1	6%	0	0%	1	6%	0	0%	1	6%	0	0%
4 – Expanding Knows and uses social English and some technical academic language	0	0%	0	0%	1	6%	1	6%	1	6%	1	6%	0	0%	1	6%
5 – Bridging Knows and uses social and academic language working with grade level material	2	13%	4	25%	0	0%	0	0%	4	25%	0	0%	1	6%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	6	38%	6	38%	0	0%	0	0%	5	31%	0	0%	0	0%	0	0%
Highest Score	363		392		280		339									
Lowest Score	180		169		100		100									
Total Tested	16															

^A – Oral Language = 50% Listening + 50% Speaking
^B – Literacy = 50% Reading + 50% Writing
^C – Comprehension = 70% Reading + 30% Listening
^D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/11/2017

ACCESS for ELL 2.0 Kindergarten SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for Kindergarten proficiency level is at entering and emerging. Entering is 63% of overall score and emerging at 31%, indicating the majority of deficits in reading, writing, literacy and comprehension. According to the data, a focus on social and academic language and vocabulary would support student growth for kindergarten students.

School Frequency Report 2017- Continued



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: 01
Cluster: 1

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	2	13%	6	40%	6	40%	3	20%	3	20%	4	27%	3	20%	3	20%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	1	7%	6	40%	3	20%	10	67%	2	13%	7	47%	3	20%	6	40%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	1	7%	2	13%	2	13%	7	44%	4	27%	4	27%	3	20%	5	33%
4 – Expanding Knows and uses social English and some technical academic language	1	7%	1	7%	2	13%	0	0%	4	27%	0	0%	1	7%	1	7%
5 – Bridging Knows and uses social and academic language working with grade-level material	1	7%	0	0%	2	13%	0	0%	2	13%	0	0%	4	27%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%
Highest Score	389		344		320		294									
Lowest Score	213		106		226		177									
Total Tested	15															

^A – Oral Language = 50% Listening + 50% Speaking
^B – Literacy = 50% Reading + 50% Writing
^C – Comprehension = 70% Reading + 30% Listening
^D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/11/2017

ACCESS for ELL 2.0 First Grade SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for First Grade proficiency level is at emerging and developing. Emerging is 40% of overall score and developing at 33%, indicating the majority of deficits in speaking, writing, and literacy. According to the data, a focus on social and academic language and vocabulary with visual support would support student growth for first grade students.

School Frequency Report 2017- Continued



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: 02
Cluster: 2-3

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^a		Comprehension ^c		Overall Score ^d	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support.	1	7%	3	20%	2	13%	1	7%	1	7%	1	7%	1	7%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support.	0	0%	6	40%	7	47%	1	7%	5	33%	5	33%	4	27%	6	40%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support.	2	13%	6	40%	3	20%	12	80%	3	20%	8	53%	4	27%	7	47%
4 – Expanding Knows and uses social English and some technical academic language.	0	0%	0	0%	0	0%	1	7%	4	27%	1	7%	1	7%	2	13%
5 – Bridging Knows and uses social and academic language working with grade level material.	5	33%	0	0%	3	20%	0	0%	2	13%	0	0%	4	27%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test.	7	47%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%
Highest Score	418		310		345		357		^a – Oral Language = 50% Listening + 50% Speaking ^b – Literacy = 50% Reading + 50% Writing ^c – Comprehension = 70% Reading + 30% Listening ^d – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	174		180		251		231									
Total Tested	15															

05/11/2017

ACCESS for ELL 2.0 Second Grade SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for Second Grade proficiency level is at emerging and developing. Emerging is 40% of overall score and developing at 47%, indicating the majority of deficits in speaking, reading, writing, and oral language. According to the data, a focus on social and academic language and vocabulary with visual support would support student growth for second grade students.

School Frequency Report 2017- Continued



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: 03
Cluster: 2-3

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^d		Literacy ^d		Comprehension ^d		Overall Score ^d	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering <small>Knows and uses minimal social language and minimal academic language with visual and graphic support</small>	1	9%	2	18%	3	27%	0	0%	1	9%	1	9%	1	9%	1	9%
2 – Emerging <small>Knows and uses some social English and general academic language with visual and graphic support</small>	0	0%	3	27%	5	45%	3	27%	1	9%	1	27%	1	18%	2	18%
3 – Developing <small>Knows and uses social English and some specific academic language with visual and graphic support</small>	3	27%	6	55%	1	9%	4	36%	5	45%	5	45%	5	45%	6	55%
4 – Expanding <small>Knows and uses social English and some technical academic language</small>	1	9%	0	0%	0	0%	4	36%	4	36%	2	18%	1	9%	2	18%
5 – Bridging <small>Knows and uses social and academic language working with grade level material</small>	3	27%	0	0%	1	9%	0	0%	0	0%	0	0%	1	9%	0	0%
6 – Reaching <small>Knows and uses social and academic language at the highest level measured by this test</small>	3	27%	0	0%	1	9%	0	0%	0	0%	0	0%	1	9%	0	0%
Highest Score	390		331		372		367									
Lowest Score	245		126		264		270									
Total Tested	11															

A – Oral Language = 50% Listening + 50% Speaking
 B – Literacy = 50% Reading + 50% Writing
 C – Comprehension = 70% Reading + 30% Listening
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/11/2017

ACCESS for ELL 2.0 Third Grade SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for Third Grade proficiency level is at developing, with the overall score at 55%, indicating the majority of deficits in speaking, literacy, comprehension, and oral language. According to the data, a focus on social and academic language and vocabulary with visual and graphic support would result in student growth for third grade students.

School Frequency Report 2017- Continued



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: 04
Cluster: 4-5

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	1	8%	1	8%	0	0%	2	15%	1	8%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	5	38%	5	38%	7	8%	1	8%	2	15%	1	8%	3	23%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	3	23%	7	54%	3	23%	7	54%	6	46%	5	38%	4	31%	5	38%
4 – Expanding Knows and uses social English and some technical academic language	0	0%	1	8%	1	8%	4	31%	2	15%	4	31%	3	23%	4	31%
5 – Bridging Knows and uses social and academic language working with grade level material	3	23%	0	0%	3	23%	0	0%	3	23%	0	0%	0	0%	1	8%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	7	54%	0	0%	0	0%	0	0%	1	8%	0	0%	4	31%	0	0%
Highest Score	454		354		372		378									
Lowest Score	320		253		274		231									
Total Tested	13															

A – Oral Language = 50% Listening + 50% Speaking
 B – Literacy = 50% Reading + 50% Writing
 C – Comprehension = 70% Reading + 30% Listening
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/11/2017

ACCESS for ELL 2.0 Fourth Grade SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for Fourth Grade proficiency level is at developing, with the overall score at 38%, indicating the majority of deficits in speaking, writing, literacy, comprehension, and oral language. According to the data, a focus on social and academic language and vocabulary with visual and graphic support would result in student growth for fourth grade students.

School Frequency Report 2017- Continued



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: Dulce Independent Schools
School: Dulce Elementary
Grade: 05
Cluster: 4-5

School Frequency Report - 2017																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	2	18%	3	27%	0	0%	0	0%	1	9%	1	9%	1	9%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	4	36%	3	27%	2	18%	2	18%	2	18%	1	9%	1	9%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	3	27%	5	45%	2	18%	6	55%	2	18%	4	36%	3	27%	5	45%
4 – Expanding Knows and uses social English and some technical academic language	0	0%	0	0%	2	18%	3	27%	3	45%	4	36%	3	27%	4	36%
5 – Bridging Knows and uses social and academic language working with grade level material	1	9%	0	0%	1	9%	0	0%	2	18%	0	0%	0	0%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	7	64%	0	0%	0	0%	0	0%	0	0%	0	0%	3	27%	0	0%
Highest Score	484		343		385		384									
Lowest Score	329		247		282		270									
Total Tested	11															

^A – Oral Language = 50% Listening + 50% Speaking
^B – Literacy = 50% Reading + 50% Writing
^C – Comprehension = 70% Reading + 30% Listening
^D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/11/2017

ACCESS for ELL 2.0 Fifth Grade SY 2017

According to the ACCESS for ELL 2.0 School Frequency Report, the overall score for Fifth Grade proficiency level is at developing, with the overall score at 45%, indicating the majority of deficits in speaking, writing, and literacy. According to the data, a focus on social and academic language and vocabulary with visual and graphic support would result in student growth for fourth grade students.

ACCESS for ELL 2.0 Data Analysis Findings

Between kindergarten through second grade, proficiency levels range from entering to developing indicating a need for additional intervention support in the areas of social, academic language and vocabulary instruction that would result in improved student achievement.

Between third grade through fifth grade, proficiency levels range from developing through expanding indicating some growth has occurred. Additional intervention with technical academic language and vocabulary instruction is still needed to advance and exit out of ELL status, as measured by the highest level of the ACCESS for ELL 2.0 test score rubric, as measured by proficiency levels.

APPENDIX G

2016-2017 PARCC DATA (DISTRICT SUMMARY REPORTS)



DISTRICT SUMMARY OF SCHOOLS

Grade 3

DULCE DISTRICT OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*	
				LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
CROSS-STATE 19 18 23 36 4	421,107	738	45	40 20 40	38 22 39	40 21 39	30	44 9 47	42 18 42
STATE 27 22 25 25 1	24,733	725	41	49 21 30	48 23 29	51 21 29	26	58 8 34	57 15 28
DISTRICT 50 17 28 4 0	46	706	33	76 11 13	63 22 15	65 17 17	22	72 15 13	67 15 17
DULCE ELEMENTARY 49 16 29 4 0	45	707	33	76 11 13	62 22 16	64 18 18	22	71 16 13	67 18 18
DULCE HIGH	1	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY							

1 Did Not Yet Meet Expectations (600-699)
2 Partially Met Expectations (700-724)
3 Approached Expectations (725-749)
4 Met Expectations (750-809)
5 Exceeded Expectations (810-850)

* Numbers are percentages

Did Not Yet Meet or Partially Met Expectations
Approached Expectations
Met or Exceeded Expectations

07092017-Sp-STATETOT-054-000- 0298950

PARCC ELA/Literacy Data Third Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 45 students, the overall score of 707 indicates that Dulce Elementary School third grade students have Partially Met Expectations (700-724). According to the data, the third-grade students at Dulce Elementary School are needing additional support in the subgroup of Reading-literary, information, and vocabulary. Intervention related to the subgroup of Writing-expression and conventions may result in student growth for third-grade students.

2016-2017 PARCC DATA- Continued



DISTRICT SUMMARY OF SCHOOLS

Grade 3

DULCE DISTRICT OFFICE
NEW MEXICO

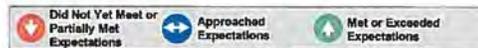
MATHEMATICS Grade 3 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE 13 18 26 33 10	426,427	742	34 26 40	34 27 39	34 20 45	34 19 47
STATE 18 24 28 26 4	25,859	731	43 28 29	44 29 27	44 22 34	44 20 36
DISTRICT 33 37 24 7 0	46	710	80 13 7	61 33 7	65 22 13	63 24 13
DULCE ELEMENTARY 31 38 24 7 0	45	711	80 13 7	60 33 7	64 22 13	62 24 13
DULCE HIGH	1	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY				



* Numbers are percentages

Page 1 of 1



07092017-Sp-STATETOT-054-000- 0298960

PARCC Mathematics Data Third Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 45 students, the overall score of 711 indicates that Dulce Elementary School third grade students have Partially Met Expectations (700-724). According to the data, the third-grade students at Dulce Elementary School are needing additional support in the subgroups of major content, supporting content, reasoning and modeling may result in student growth for third-grade students.

2016-2017 PARCC DATA- Continued

DISTRICT SUMMARY OF SCHOOLS

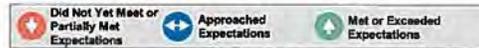
Grade 4



DULCE DISTRICT OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 4 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*	
				LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
CROSS-STATE	423,528	742	47				32		
13 18 26 34 9				34 25 40	36 22 42	34 27 39		37 17 46	35 27 39
STATE	24,895	727	42				28		
21 25 28 23 3				47 26 26	48 23 29	45 27 28		55 18 27	52 30 19
DISTRICT	49	707	33				23		
39 33 20 8 0				76 14 10	80 16 4	71 20 8		71 14 14	63 24 12
DULCE ELEMENTARY	49	707	33				23		
39 33 20 8 0				76 14 10	80 16 4	71 20 8		71 14 14	63 24 12



* Numbers are percentages

Page 1 of 1

07092017-Sp-STATETOT-054-000- 0298951

PARCC ELA/Literacy Data Fourth Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 49 students, the overall score of 707 indicates that Dulce Elementary School fourth grade students have Partially Met Expectations (700-724). According to the data, the fourth-grade students at Dulce Elementary School are needing additional support in the subgroup of Reading-literary, information, and vocabulary. Intervention related to the subgroup of Writing-expression and conventions may result in student growth for fourth-grade students.

2016-2017 PARCC DATA- Continued



DISTRICT SUMMARY OF SCHOOLS

Grade 4

DULCE DISTRICT OFFICE
NEW MEXICO

MATHEMATICS Grade 4 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE	427,307	737				
14 23 27 32 4			38 28 34	38 27 35	37 25 38	41 18 41
STATE	25,657	727				
19 29 28 22 1			50 28 22	44 30 27	49 25 26	52 19 29
DISTRICT	49	703				
35 51 14 0 0			86 12 2	73 24 2	84 14 2	76 16 8
DULCE ELEMENTARY	49	703				
35 51 14 0 0			86 12 2	73 24 2	84 14 2	76 16 8

1 Did Not Yet Meet Expectations (600-699)
2 Partially Met Expectations (700-724)
3 Approached Expectations (725-749)
4 Met Expectations (750-799)
5 Exceeded Expectations (800-850)

* Numbers are percentages

Did Not Yet Meet or Partially Met Expectations
Approached Expectations
Met or Exceeded Expectations

07092017-Sp-STATETOT-054-000- 0298861

PARCC Mathematics Data Fourth Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 49 students, the overall score of 703 indicates that Dulce Elementary School fourth grade students have Partially Met Expectations (700-724). According to the data, the fourth-grade students at Dulce Elementary School are scoring at the low end of the grading scale rubric and are needing additional support in the subgroups of major content, supporting content, reasoning and modeling, which may result in student growth for fourth-grade students.

2016-2017 PARCC DATA- Continued



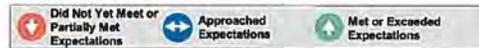
DISTRICT SUMMARY OF SCHOOLS

Grade 5

DULCE DISTRICT OFFICE
NEW MEXICO

ENGLISH LANGUAGE ARTS / LITERACY
Grade 5 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITING* EXPRESSION	CONVENTIONS
CROSS-STATE	415,030	743	47				31		
STATE	24,601	731	43				28		
DISTRICT	66	705	33				19		
DULCE ELEMENTARY	66	705	33				19		



* Numbers are percentages

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07092017-Sp-STATETOT-054-000- 0298952

PARCC ELA/Literacy Data Fifth Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 66 students, the overall score of 705 indicates that Dulce Elementary School fifth grade students have Partially Met Expectations (700-724). According to the data, the fifth-grade students at Dulce Elementary School are needing additional support in the subgroup of Reading-literary, information, and vocabulary. Intervention related to the subgroup of Writing-expression and conventions which may result in student growth for fifth-grade students.

2016-2017 PARCC DATA- Continued



DISTRICT SUMMARY OF SCHOOLS

Grade 5

DULCE DISTRICT OFFICE
NEW MEXICO

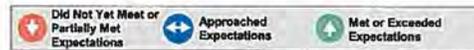
MATHEMATICS
Grade 5 Assessment, 2016–2017

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	MATHEMATICS*			
			MAJOR CONTENT	SUPPORTING CONTENT	REASONING	MODELING
CROSS-STATE						
12 24 30 29 6	417,373	737	38 29 34	39 26 35	38 24 38	38 25 38
STATE						
16 29 32 21 2	24,890	728	48 29 23	44 28 26	47 26 27	46 27 27
DISTRICT						
36 44 17 3 0	66	704	76 20 5	79 18 3	73 20 8	77 15 8
DULCE ELEMENTARY						
36 44 17 3 0	66	704	76 20 5	79 18 3	73 20 8	77 15 8



* Numbers are percentages

Page 1 of 1



07092017-Sp-STATETOT-054-000- 0298962

PARCC Mathematics Data Fifth Grade SY 2016- 2017

According to the PARCC District Summary Report, out of 66 students, the overall score of 704 indicates that Dulce Elementary School fifth grade students have Partially Met Expectations (700-724). According to the data, the fifth-grade students at Dulce Elementary School are scoring at the low end of the grading scale rubric and are needing additional support in the subgroups of major content, supporting content, reasoning and modeling, which may result in student growth for fifth-grade students.

APPENDIX H

Instructional Coaches Description

PURPOSE:

Provide Dulce Elementary School-MRI School, the support to develop and implement an intensive plan that includes on-site support and resources to assist with establishing procedures, systems, core support, and principal mentorship. The MRI Instructional Coaches Model supports a team of highly qualified individuals that have expertise and knowledge in a variety of continuous improvement areas such as, special education, data analysis, classroom management, classroom coaching, Principals Pursuing Excellence (PPE) mentoring, and experience with school turnaround reform.

RATIONALE:

Through disaggregation of data, it is evident that Dulce Elementary School requires intensive support to improve the systems and processes in place from their current standing, with the goal to improve overall student achievement. The MRI Instructional Coaches Team will support the Dulce Elementary School staff and administration through daily visits to the classrooms. Visits will include a needs assessment, inventory of core materials, school and class schedules, levels of instructional knowledge, dedicated instructional time, school-wide behavior system, differentiated instruction, lesson modeling, classroom observations with reflective feedback, daily walkthroughs, professional learning community opportunities, data analysis training, review data reports, instructional support, and any other additional training identified for staff and administration as needed.

The NM DASH 90-Day Plan will be implemented and monitored on a consistent basis with reviews at 30, 60, and 90 days. Processes and systems will be developed to guide how the school operates overall. Accountability, continuity and consistency will be non-negotiable in the implementation of the MRI plan. The MRI Instructional Coaches Team will work closely with Dulce Elementary School staff and administration to produce systematic and systemic changes for continuous improvement. Collaboration for next step plans, along with reflective feedback, will be provided to the administration for identification of school needs.

The MRI Coaches Team will provide support to monitor classroom instruction, follow through on systems and processes, conduct PLC meetings, data analysis training and support, instructional support and principal mentorship. The MRI Instructional Coaches Team will develop documents/forms that are consistent and to be utilized school wide.

JULY:

- **Determine opportunities for improvements with the MRI Instructional Coaches Team**
- **Review current data using IStation, PARCC, and ACCESS for ELL data**
- **Review opportunities for improvement by grade-level and teachers**
- **Review current school schedule and school-wide processes**
- **Review curriculum for Tier 1, Tier 2, and Tier 3**
- **Preparation and Implementation of Boot Camp Training**

AUGUST:

Week 1

- **Boot Camp Training: Rigorous and Relevant to Dulce Elementary School needs**

Week 2

- **Classroom Observations**
 - **Check to see if goals are being implemented in the classroom.**
 - **Level of academic instruction in the classroom**
 - **Lesson plan format**
- **Interview Principal/Assistant Principal**
 - **Gather information on needs and strengths**
 - **See what processes are in place**
- **Develop support based from gathered data and provide next steps**
- **Verbal report and written report- submit to District and Elementary School**

Week 3

- **Work with teachers and provide instructional support. Provide support in areas data indicated was an opportunity for improvement. This support will be provided in many forms (modeling, shoulder to shoulder, developing lesson plans, etc.)**
- **Conduct PLC Grade level meetings. Establish roles and process for conducting an effective goal team meeting.**
- **Review current data at PLC and have teachers develop skill specific student grouping.**
- **Provide instructional strategies to address academic deficits in the classroom.**
- **Provide support with classroom management and for small group instruction.**
- **Work with Principal/Assistant Principal on areas for improvement.**

- **Schedule site meetings and provide next step recommendations for continuous improvement**
- **Verbal report and written report- submitted to District and Dulce Elementary School.**

Week 4 - ongoing throughout the SY 2018-2019, SY 2019-2020, SY2020-2021

Monitor progress on addressing the opportunities for improvement

- **Provide support/resources in area of need of support.**
- **Continue process for week 1 and week 2.**

Local Project Coordinator/Data Collection

Weekly/Monthly reports, schedule visits, develop documents, report to district and Dulce Elementary School;

Local Project Coordinator/Data Collection

Weekly/Monthly reports, schedule visits, develop documents, report to district

APPENDIX J

Evidence Based Programs Tier 2 & Tier 3

2/22/20 10 https://ies.ed.gov/ncee/wwc/CompareInterventions?se=interventions={id:209,match:-1},{id:214,match:-1},{id:552,match:-1},...



Compare Interventions

	Earobics®	Ladders to Literacy	Read Naturally®	Reading Recovery®	Success for All®
Grades Examined	K-3	PK-K	2-6	1	PK-4
Program Type	Supplement	Supplement	Curriculum, Supplement	Supplement	Curriculum, School-level
Delivery Method	Individual	Whole Class	Individual, Small Group	Individual	Individual, School, Small Group, Whole Class

	Earobics®	Ladders to Literacy	Read Naturally®	Reading Recovery®	Success for All®
English language development	Not Measured	Not Measured		Not Measured	Not Measured

	Earobics®	Ladders to Literacy	Read Naturally®	Reading Recovery®	Success for All®
Alphabetics					
Comprehension	Not Measured				
Literacy achievement	Not Measured	Not Measured		Not Measured	Not Measured
Oral language	Not Measured		Not Measured	Not Measured	Not Measured
Phonological processing	Not Measured		Not Measured	Not Measured	Not Measured
Print knowledge	Not Measured		Not Measured	Not Measured	Not Measured
Reading achievement	Not Measured	Not Measured			

https://ies.ed.gov/ncee/wwc/CompareInterventions?se=interventions={id:209,match:-1},{id:214,match:-1},{id:552,match:-1},...

EVIDENCE SNAPSHOT

Success for All®

Beginning Reading

SFA® had positive effects on alphabetic, potentially positive effects on reading fluency, and mixed effects on comprehension and general reading achievement for students in grades K–4.

Success for All (SFA®) is a whole-school reform model (that is, a model that integrates curriculum, school culture, family, and community supports) for students in prekindergarten through grade 8. SFA® includes a literacy program, quarterly assessments of student learning, a social-emotional development program, computer-assisted tutoring tools, family support teams for students' parents, a facilitator who works with school personnel, and extensive training for all intervention teachers. The literacy program emphasizes phonics for beginning readers and comprehension for all students. Teachers provide reading instruction to students grouped by reading ability for 90 minutes a day, 5 days a week. In addition, certified teachers or paraprofessionals provide daily tutoring to students who have difficulty reading at the same level as their classmates.

Findings

9 STUDIES THAT MET STANDARDS OUT OF

49 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabetic	++	K-4	9
Comprehension	+-	K-4	--

Summary of all Research Settings and Samples that Met Standards

Race

Black	<div style="width: 32%; height: 10px; background-color: #FFD700;"></div>	32%
White	<div style="width: 14%; height: 10px; background-color: #FF0000;"></div>	14%
Not specified	<div style="width: 52%; height: 10px; background-color: #000080;"></div>	52%

Ethnicity

Hispanic	<div style="width: 37%; height: 10px; background-color: #0000FF;"></div>	37%
Not Hispanic	<div style="width: 62%; height: 10px; background-color: #000080;"></div>	62%

<p>Gender</p>  <p>Male: 50% Female: 49%</p>	<p>Free & Reduced-Price Lunch</p>  <p>60%</p>
---	---

<p>English Learners</p>  <p>14%</p>	<p>Urbanicity</p>  <p>Urban</p>
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Outcome Domain	Grades
Reading achievement	K-4
Reading fluency	K-4

Outcome Domain	Count
Reading achievement	12
Reading fluency	12

Last Updated: March 2017

EVIDENCE SNAPSHOT

Read Naturally®

Beginning Reading

Read Naturally® was found to have potentially positive effects on general reading achievement, mixed effects on reading fluency, and no discernible effects on alphabets and comprehension for beginning readers.

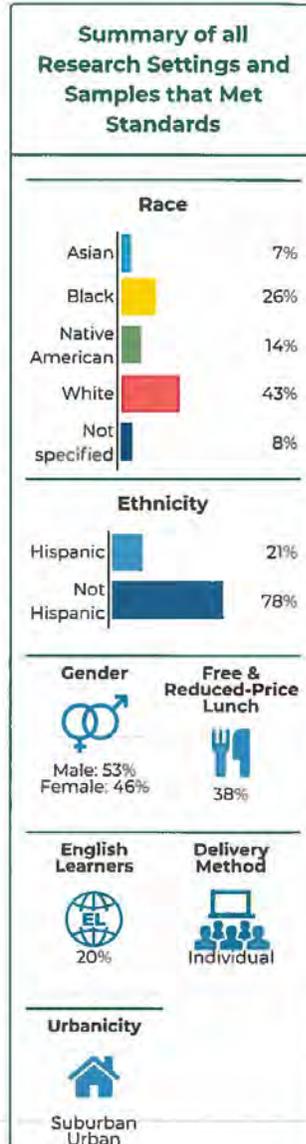
Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software. The program has three main strategies: repeated reading of text for developing oral reading fluency, teacher modeling of story reading, and systematic monitoring of student progress by teachers and the students themselves. Students work at a reading level appropriate for their achievement level, progress through the program at their own rate, and, for the most part, work on an independent basis. Read Naturally® can be used in a variety of settings, including classrooms, resource rooms, or computer or reading labs. Although the program was not originally developed for English language learners, additional materials for these students are currently available.

Findings

5 STUDIES THAT MET STANDARDS OUT OF

11 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabets		3	--



Outcome Domain		Grades	
Comprehension		2-4	
Reading achievement		2-4	
Reading fluency		2-4	



Last Updated: July 2013

EVIDENCE SNAPSHOT

Reading Recovery®

Beginning Reading

Reading Recovery® was found to have positive effects on general reading achievement and potentially positive effects on alphabetics, reading fluency, and comprehension for beginning readers.

Reading Recovery® is a short-term tutoring intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing. The goals of *Reading Recovery®* include promoting literacy skills, reducing the number of students who are struggling to read, and preventing long-term reading difficulties. *Reading Recovery®* supplements classroom teaching with tutoring sessions, generally conducted as pull-out sessions during the school day. Tutoring is delivered by trained Reading Recovery teachers in daily 30-minute sessions over the course of 12–20 weeks.

Findings

3 STUDIES THAT MET STANDARDS OUT OF
79 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabetics	++	1	21
Comprehension	+	1	14
Reading achievement	++	1	27

Summary of all Research Settings and Samples that Met Standards

Race

Asian	1%
Black	30%
White	53%

Ethnicity

Hispanic	12%
Not Hispanic	88%

Gender

Male: 56%
Female: 43%

Free & Reduced-Price Lunch

65%

Delivery Method

Individual

Urbanicity

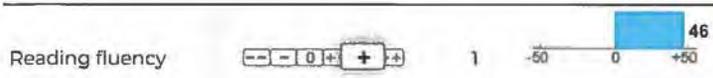
Rural
Suburban
Urban

Locations

OH
Midwest

Outcome Domain

Grades



Last Updated: July 2013

EVIDENCE SNAPSHOT

Earobics®

Beginning Reading

Earobics® was found to have positive effects on alphabetsics and potentially positive effects on reading fluency.

Earobics® is an interactive software that provides students in prekindergarten through grade 3 with individual, systematic instruction in early literacy skills as students interact with animated characters. Earobics® Foundations is the version for prekindergarten, kindergarten, and grade 1. Earobics® Connections is for grades 2 and 3 and older struggling readers. The program builds students' skills in phonemic awareness, auditory processing, and phonics, as well as the cognitive and language skills required for comprehension. Each level of instruction addresses recognizing and blending sounds, rhyming, and discriminating phonemes within words, adjusting to each student's ability level. The software is supported by music, audiocassettes, and videotapes, and includes picture/word cards, letter-sound decks, big books, little books, and leveled readers for reading independently or in groups.

Findings

4 STUDIES THAT MET STANDARDS OUT OF
6 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabetsics	++	K-3	19
Reading fluency	+	K-3	15

Summary of all Research Settings and Samples that Met Standards

Race

Asian	9%
Black	7%
Native American	17%
White	40%
Not specified	22%

Ethnicity

Hispanic	37%
Not Hispanic	63%

Gender

Male: 55%
Female: 44%

Free & Reduced-Price Lunch

58%

English Learners

58%

Delivery Method

Individual

Urbanicity

Suburban
Urban

Last Updated: January 2009



EVIDENCE SNAPSHOT

Ladders to Literacy

Beginning Reading

The *Ladders to Literacy* program was found to have potentially positive effects on alphabets and fluency and mixed effects on comprehension.

Ladders to Literacy is a supplemental early literacy curriculum published in *Ladders to Literacy: A Kindergarten Activity Book*. The program targets children at different levels and from diverse cultural backgrounds. The activities are organized into three sections with about 20 activities each: print awareness, phonological awareness skills, and oral language skills.

Findings

4 STUDIES THAT MET STANDARDS OUT OF
5 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabets		K	20
Comprehension		K	--
Reading fluency		K	26

Last Updated: August 2007

Summary of all Research Settings and Samples that Met Standards

Race

Black		41%
White		50%
Not specified		6%

<p>Gender</p> <p>Male: 55% Female: 45%</p>	<p>English Learners</p> <p>3%</p>
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<p>Delivery Method</p> <p>Whole Class</p>	<p>Urbanicity</p> <p>Rural Urban</p>
--	---

Locations

TN
Midwest, South

EVIDENCE SNAPSHOT

Lindamood Phoneme Sequencing® (LiPS®)

Beginning Reading

LiPS® was found to have potentially positive effects on comprehension and mixed effects on alphabetics for beginning readers.

The Lindamood Phoneme Sequencing® (LiPS®) program (formerly called the Auditory Discrimination in Depth® [ADD] program) is designed to teach students the skills they need to decode words and to identify individual sounds and blends in words. LiPS® is designed for emergent readers in kindergarten through grade 3 or for struggling, dyslexic readers. The program is individualized to meet students' needs and is often used with students who have learning disabilities or difficulties. Initial activities engage students in discovering the lip, tongue, and mouth actions needed to produce specific sounds. After students are able to produce, label, and organize the sounds with their mouths, subsequent activities in sequencing, reading, and spelling use the oral aspects of sounds to identify and order them within words. The program also offers direct instruction in letter patterns, sight words, and context clues in reading.

Summary of all Research Settings and Samples that Met Standards

Race

Not specified 33%

Gender

Male: 51%
Female: 65%

Free & Reduced-Price Lunch

35%

Delivery Method

Small Group

Findings

2 STUDIES THAT MET STANDARDS OUT OF

8 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabetics		1	--
Comprehension		1	

EVIDENCE SNAPSHOT

Stepping Stones to Literacy

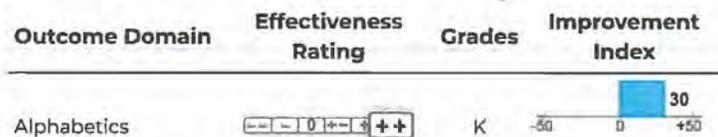
Beginning Reading

Stepping Stones to Literacy was found to have positive effects on student outcomes in the alphabetic domain.

Stepping Stones to Literacy (SSL) is a supplemental curriculum designed to promote listening, print conventions, phonological awareness, phonemic awareness, and serial processing/rapid naming (quickly naming familiar visual symbols and stimuli, such as letters or colors). The program targets older preschool and kindergarten students who are considered to be underachieving readers, based on teacher's recommendations, assessments, and systematic screening. Students participate in 10- to 20-minute daily lessons in a small group or individually. The curriculum consists of 25 lessons, for a total of 9–15 hours of instructional time.

Findings

2 STUDIES THAT MET STANDARDS OUT OF
2 ELIGIBLE STUDIES REVIEWED



Last Updated: June 2007

Summary of all Research Settings and Samples that Met Standards

Race

Asian	2%
Black	19%
White	69%

Ethnicity

Hispanic	9%
Not Hispanic	90%

<p>Gender</p>  <p>Male: 81% Female: 18%</p>	<p>Free & Reduced-Price Lunch</p>  <p>47%</p>
<p>English Learners</p>  <p>6%</p>	<p>Delivery Method</p>  <p>Individual</p>

EVIDENCE SNAPSHOT

Sound Partners

Beginning Reading

Sound Partners was found to have positive effects on alphabetic, fluency, and comprehension and no discernible effects on general reading achievement on beginning readers.

Sound Partners is a phonics-based tutoring program that provides supplemental reading instruction to elementary school students grades K-3 with below-average reading skills. The program is designed for use by tutors with minimal training and experience. Instruction emphasizes letter-sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words. It includes oral reading to practice applying phonics skills in text. The program consists of a set of scripted lessons in alphabetic and phonics skills and uses Bob Books beginning reading series as one of the primary texts for oral reading practice. The tutoring can be provided as a pull-out or after-school program or by parents who homeschool their children.

Findings

7 STUDIES THAT MET STANDARDS OUT OF

11 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Alphabetic	++	K-1	21
Comprehension	+	K-1	21

Summary of all Research Settings and Samples that Met Standards

Race

Asian	11%
Black	17%
White	48%
Not specified	41%

Ethnicity

Hispanic	14%
Not Hispanic	85%

Gender
 Male: 57%
 Female: 42%

Free & Reduced-Price Lunch
 50%

English Learners
 25%

Delivery Method
 Individual

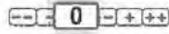
Urbanicity
 Urban

<https://ies.ed.gov/ncrel/wwc/EvidenceSnapshot/175>

Outcome Domain

Grades

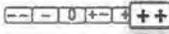
Reading achievement



1

--

Reading fluency



K-1

-50

0

+50

19



Last Updated: September 2010



Compare Interventions

	DreamBox Learning	Investigations in Number, Data, and Space®	Odyssey® Math
Grades Examined	K-1	1-5	4-8
Program Type	Supplement	Curriculum	Curriculum, Supplement, Teacher-level
Delivery Method	Individual	Small Group, Whole Class	Individual, Whole Class
	DreamBox Learning	Investigations in Number, Data, and Space®	Odyssey® Math
Mathematics achievement			

EVIDENCE SNAPSHOT

DreamBox Learning

Elementary School Mathematics

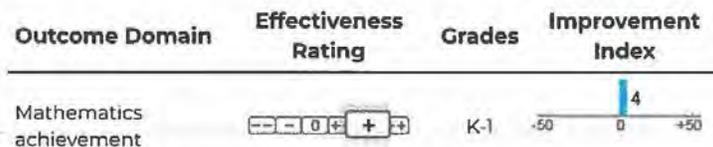
DreamBox Learning was found to have potentially positive effects on mathematics achievement for elementary school students.

DreamBox Learning is a supplemental online mathematics program that provides adaptive instruction for students in grades K–5 and focuses on number and operations, place value, and number sense. The program aims to individualize instruction for each student using unique paths through the curriculum that match each student’s level of comprehension and learning style.

Findings

7 STUDIES THAT MET STANDARDS OUT OF

7 ELIGIBLE STUDIES REVIEWED



Last Updated: December 2013

Summary of all Research Settings and Samples that Met Standards

Ethnicity

Hispanic		87%
Not Hispanic		13%

<p>Gender</p> <p>Male: 47% Female: 53%</p>	<p>Free & Reduced-Price Lunch</p> <p>88%</p>
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<p>English Learners</p> <p>81%</p>	<p>Delivery Method</p> <p>Individual</p>
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Urbanicity

Urban

Locations

CA West

EVIDENCE SNAPSHOT

Investigations in Number, Data, and Space®

Elementary School Mathematics

Investigations in Number, Data, and Space® was found to have potentially positive effects on mathematics achievement for elementary school students.

Investigations in Number, Data, and Space is an activity-based, K–5 mathematics curriculum designed to help students understand number and operations, geometry, data, measurement, and early algebra. Each instructional unit focuses on a particular content area and lasts for 2–5.5 weeks. The curriculum encourages students to develop their own strategies for solving problems and engage in discussion about their reasoning and ideas. The lessons are activity-based in order to facilitate increased comprehension of basic math fundamentals. The curriculum is presented through a series of resource books called “curriculum units” that provide teachers with guidance on implementation. One or more of the units for each year has a software program associated with it. Other materials include manipulatives, flash cards, overheads, and textbooks.

Findings

2 STUDIES THAT MET STANDARDS OUT OF

9 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Mathematics achievement	++	1-5	++

Last Updated: February 2013

Summary of all Research Settings and Samples that Met Standards

Race

Asian		1%
Black		32%
Native American		1%
White		38%

Ethnicity

Hispanic		26%
Not Hispanic		73%

Gender



Male: 52%
Female: 48%

Free & Reduced-Price Lunch



53%

Delivery Method



Small Group
Whole Class

Urbanicity



Rural
Suburban
Urban

Locations



CT, MA, NY, MI, MN, MO, FL, KY,
MS, SC, TX, AZ, NV, OR
Midwest, Northeast, South,
West

EVIDENCE SNAPSHOT

Odyssey® Math

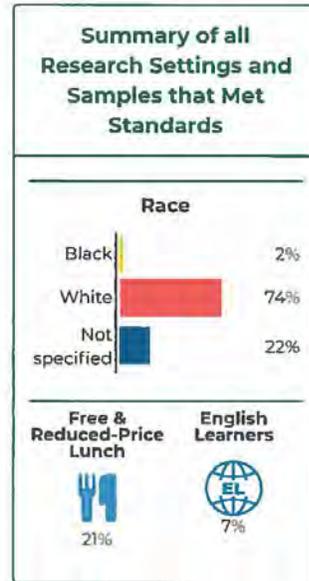
Primary Mathematics

Odyssey® Math was found to have potentially positive effects on mathematics achievement for primary students.

Odyssey® Math is a web-based program developed by Compass Learning® for mathematics instruction in grades K–8. The online program includes a mathematics curriculum and formative assessments designed to support differentiated and data-driven instruction. Based on assessment results, the program generates an individualized sequence of mathematics topics and skills—a “learning path.” Odyssey® Math is often used as a prescriptive tool, where students can start by taking a diagnostic assessment aligned with local or state standards. Teachers can modify learning paths to match their lesson plans or to align them with district scopes and sequences.

Findings

3 STUDIES THAT MET STANDARDS OUT OF
9 ELIGIBLE STUDIES REVIEWED



Outcome Domain	Effectiveness Rating	Grades	Improvement Index
Mathematics achievement		4-8	

Last Updated: January 2017

APPENDIX K
Detailed Budget Worksheet

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	\$ 77,500.00	77.5%	\$ 675,000.00	100.0%	\$ 675,000.00	100.0%	\$ 675,000.00	100.0%
Supplies and Materials	\$ 22,500.00	22.5%	-	0.0%	-	0.0%	-	0.0%
TOTAL SCHOOL FUNDING REQUEST	\$ 100,000.00	100.0%	\$ 675,000.00	100.0%	\$ 675,000.00	100.0%	\$ 675,000.00	100.0%
LEA-Level Expenses (Indirect Costs)	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
TOTAL BUDGET	\$ 100,000.00		\$ 675,000.00		\$ 675,000.00		\$ 675,000.00	

APPENDIX K
Planning Period for LEA/Schools Budget Summary

Planning Period for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Advertising/recruitment	\$ 2,000.00
H/R training	\$ 1,000.00
Web Master Stipend (FROM OPERATIONAL FUNDS)	\$ -
Curriculum Development/Tier 2 Reading intervention	\$ 29,500.00
Curriculum Development/Tier 2 Math intervention	\$ 29,500.00
Curriculum Development/Tier 3 Reading intervention (FROM IDEA B, NWREC #2 FUNDS)	
Curriculum Development/ Tier 3 Math intervension (FROM IDEA-B, NWREC #2 FUNDS)	\$ -
Summer Program Grade K-5 Enrichment & tutoring (FROM K-3 PLUS & 4-5 PILOT FUNDS)	\$ -
Parent Engagement - community meetings to inform parents of MRI	\$ 3,000.00
Video ad supporting Dulce Elementary school	\$ 2,500.00
PLC's	\$ 10,000.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 77,500.00
Supplies and Materials	
Materials for summer schools	
Supplies & Materials for Advertising & recruitment	\$ 2,500.00
Supplies & Materials for Turnaround Team	\$ 10,000.00
Video Ad	\$ 5,000.00
PLC's	\$ 5,000.00
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 22,500.00
TOTAL PLANNING PERIOD FUNDING REQUEST FOR SCHOOL	\$ 100,000.00
LEA-Level Activities (Indirect Costs)1	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL PLANNING PERIOD BUDGET	\$ 100,000.00

APPENDIX K
Year One Implementation for LEA/ Schools Budget Summary

Year One Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Advertising & Recruitment	\$5,000.00
H/R Recruit Staff & Benefits	\$5,000.00
Incentive plan for school leader (move in package)	\$5,000.00
Internet package for tenants	\$0.00
Endorsement stipends	\$0.00
Professional development	\$13,000.00
Mentorship Program	\$10,000.00
Professional Learning Community Opportunities	\$25,000.00
Instructional Coaches (3) plus benefits	\$220,000.00
Assistant Elementary Principal plus benefits	\$100,000.00
Turnaround Team	\$0.00
Bootcamp	\$30,000.00
Stipend for Bootcamp attendance + benefits - (Administrators)	\$30,000.00
Stipends for Bootcamp attendance + benefits - (Certified Staff)	\$25,000.00
Stipends for Bootcamp attendance + benefits - (EA's)	\$25,000.00
Curriculum Development/Tier 2 Reading intervention	\$25,000.00
Curriculum Development/Tier 2 Math intervention	\$25,000.00
Curriculum Development/Tier 3 Reading intervention (FROM IDEA-B, NWREC FUNDS #2)	\$0.00
Curriculum Development/ Tier 3 Math intervention (FROM IDEA-B, NWREC #2 FUNDS)	\$0.00
Curriculum Development - Mapping & pacing	\$12,000.00
Curriculum Development - Training & Stipends (Administrators)	\$25,000.00
Curriculum Development - Training & Stipends (Certified Staff)	\$25,000.00
Curriculum Development - Training & Stipends (EA's)	\$15,000.00
Professional Development + Benefits (Administrators)	\$15,000.00
Professional Development + benefits (Certified Staff)	\$15,000.00
Professional Development + benefits (EA's)	\$15,000.00
1 Time Testing & Endorsement application fee for TESOL	\$0.00
Summer School Tutoring & Enrichment program 3 days per week 1.5 hrs per day	\$0.00
Summer School Program	\$0.00
Funding to sustain PBL	\$5,000.00
Training for PBIS	\$5,000.00
ELL Interventionist (1)	\$0.00
License Renewal - Software Imagine Learning, Connect Ed & IStation	\$0.00
Interim Assessment (NWEA) Costs	\$0.00

APPENDIX K
Year Two Implementation for LEA/ Schools Budget Summary

Year Two Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Advertising & Recruitment	\$5,000.00
H/R Recruit Staff & Benefits	\$5,000.00
Incentive plan for school leader (move in package)	\$5,000.00
Internet package for tenants	\$0.00
Endorsement stipends	\$0.00
Professional development	\$13,000.00
Mentorship Program	\$10,000.00
Professional Learning Community Opportunities	\$25,000.00
Instructional Coaches (3) plus benefits	\$220,000.00
Assistant Elementary Principal plus benefits	\$100,000.00
Turnaround Team	\$0.00
Bootcamp	\$30,000.00
Stipends for Bootcamp attendance + benefits - (Administrators)	\$30,000.00
Stipends for Bootcamp attendance + benefits - (Certified Staff)	\$25,000.00
Stipends for Bootcamp attendance + benefits - (EA's)	\$25,000.00
Curriculum Development/Tier 2 Reading intervention	\$25,000.00
Curriculum Development/Tier 2 Math intervention	\$25,000.00
Curriculum Development/Tier 3 Reading intervention	\$0.00
Curriculum Development/ Tier 3 Math intervention	\$0.00
Curriculum Development - Mapping & pacing	\$12,000.00
Curriculum Development - Training & Stipends (Administrators)	\$25,000.00
Curriculum Development - Training & Stipends (Certified Staff)	\$25,000.00
Curriculum Development - Training & Stipends (EA's)	\$15,000.00
Professional Development + benefits (Administrators)	\$15,000.00
Professional Development + benefits (Certified Staff)	\$15,000.00
Professional Development + benefits (EA's)	\$15,000.00
1 Time Testing & Endorsement application fee for TESOL	\$0.00
Summer School Tutoring & Enrichment program 3 days per week 1.5 hrs. per day	\$0.00
Summer School Program	\$0.00
Funding to sustain PBL	\$5,000.00
Training for PBIS	\$5,000.00
ELL Interventionist (1)	\$0.00
Supplies & Materials for Turnaround Team	\$ -
Video Ad	\$ -
PLC's	\$ -
License renewal - Software Imagine Learning, Connect Ed & IStation	\$0.00
Interim Assessment (NWEA) Costs	\$0.00

APPENDIX K
Year Three Implementation for LEA/ Schools Budget Summary

Year Three Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Advertising & Recruitment	\$5,000.00
H/R Recruit Staff & Benefits	\$5,000.00
Incentive plan for school leader (move in package)	\$5,000.00
Internet package for tenants	\$0.00
Endorsement stipends	\$0.00
Professional development	\$13,000.00
Mentorship Program	\$10,000.00
Professional Learning Community Opportunities	\$25,000.00
Instructional Coaches (3) plus benefits	\$220,000.00
Assistant Elementary Principal plus benefits	\$100,000.00
Turnaround Team	\$0.00
Bootcamp	\$30,000.00
Stipends for Bootcamp attendance + benefits - (Administrators)	\$30,000.00
Stipends for Bootcamp attendance + benefits - (Certified Staff)	\$25,000.00
Stipends for Bootcamp attendance + benefits - (EA's)	\$25,000.00
Curriculum Development/Tier 2 Reading intervention	\$25,000.00
Curriculum Development/Tier 2 Math intervention	\$25,000.00
Curriculum Development/Tier 3 Reading intervention	\$0.00
Curriculum Development/ Tier 3 Math intervention	\$0.00
Curriculum Development - Mapping & pacing	\$12,000.00
Curriculum Development - Training & Stipends (Administrators)	\$25,000.00
Curriculum Development - Training & Stipends (Certified Staff)	\$25,000.00
Curriculum Development - Training & Stipends (EA's)	\$15,000.00
Professional Development + benefits (Administrators)	\$15,000.00
Professional Development + benefits (Certified Staff)	\$15,000.00
Professional Development + benefits (EA's)	\$15,000.00
1 Time Testing & Endorsement application fee for TESOL	\$0.00
Summer School Tutoring & Enrichment program 3 days per week 1.5 hrs. per day	\$0.00
Summer School Program	\$0.00
Funding to sustain PBL	\$5,000.00
Training for PBIS	\$5,000.00
ELL Interventionist (1)	\$0.00
Supplies & Materials for Turnaround Team	\$ -
Video Ad	\$ -
PLC's	\$ -
License renewal - Software Imagine Learning, Connect Ed & IStation	\$0.00
Interim Assessment (NWEA) Costs	\$0.00

TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$675,000.00
Supplies and Materials	
Materials for Summer School	
Supplies & Materials for Advertising & recruitment	
PBIS Program materials	
Supplies & Materials for Mentorship program	
Supplies & Materials for Instructional Coaches	
Supplies & Materials for Bootcamp	
Supplies & Materials for Professional Development	
Supplies & Materials for Curriculum	
Supplies & Materials for School Incentives	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	
TOTAL YEAR-THREE FUNDING REQUEST FOR SCHOOL	\$ 675,000.00
LEA-Level Activities (Indirect Costs)	
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ -
TOTAL YEAR-THREE BUDGET	\$ 675,000.00