



K-5 PLUS

2019 – 2020
School Year

NMPEd
Public Education Department

REVISED

**Technical Assistance
Guide & Assurances**



Summer 2019

Karen Trujillo, Ph.D., Secretary
Public Education

Severo Martinez, Director
Literacy and the Humanities



The State of New Mexico

K-5 PLUS

REVISED

Program Technical Assistance Guide

& Assurances

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Secretary of Public Education

New Mexico Public Education Department

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Purpose

The summer 2019 K–5 Plus Program Technical Assistance Guide is designed to support districts and charter schools in the development of a K–5 Plus program plan.

This document provides program requirements, technical information, important dates, and resources to support the K–5 Plus application processes and program implementation. K–5 Plus programs promote Kindergarten through 5th grade literacy and math achievement in New Mexico schools and work to demonstrate growth and high expectations for results in reading and math.

K-5 Plus Overview

The purpose of K–5 Plus is to provide the children of New Mexico with proven, early learning opportunities that significantly increase their chances for academic achievement. Program staff work to demonstrate that increased quality instructional time in kindergarten and the early grades narrows the achievement gap between at-risk students and other students, increases cognitive skills, and leads to higher test scores for students. The school year for kindergarten through grade five students is extended by 25 instructional days in approved schools during the summer up to two months before the upcoming school year.

In 2018, school districts and charter schools applied for nearly 22,800 students to participate in K–3 Plus and the first ever 4&5 Pilot program – a record high since the program’s inception in 2007. The 4&5 Pilot program expands the extended school year program to 4th and 5th graders. Funding for the pilot program was made available in FY18 and FY19. A separate application and funding and budget page were completed for this program. A total of 241 schools from 46 districts and four charter schools participated in K–3 Plus and 65 schools from 26 districts hosted a 4&5 Pilot program last year.

K–5 Plus programs must include 25 additional days of instruction and must start no earlier than two months prior to the start of the regular school year. Each day **MUST** contain a minimum of 5.5 instructional hours. Final funding is based on the number of students in attendance on July 17th and will be verified in the attendance data submitted with the 40th day submissions in the Student Teacher Accountability Reporting System (STARS).

Eligibility

In approving schools for participation in K–5 Plus, the department will prioritize elementary schools:

- (1) in which eighty percent or more of the elementary school’s students are eligible for free or reduced-fee lunch at the time the public school applies for the K-5 plus program;
- (2) that is a low-performing elementary school;
- (3) that participated in K-3 plus or K-5 plus programs in the most recent school year;
- (4) that is identified as a comprehensive support and improvement school; or
- (5) that is identified as a targeted support and improvement school.

Application Process

Schools implementing the K–5 Plus program in summer 2019 may refer to their completed Summer 2018 K–5 Plus Reflection/Feedback Form, as well as their school’s Educational Plan for Student Success (EPSS), to inform the planning process. Schools applying for the K–5 Plus program for the first time should consider the impact the extended school year will have on students, as well as focus on the content, methods, staffing, and activities that will most likely achieve desired results. **One application for each participating school (even if the district is combining campuses) must be submitted.**

When developing the district’s K–5 Plus application, the following criteria should be met:

-  K–5 Plus teachers continuing with the same students during the regular school year (HB 2, Ch.73, 2018, p.130)
-  A process for collecting, managing, and analyzing data (attendance and assessment)
-  Take into account the prior years’ enrollment and attendance
-  Determine an overarching theme to be integrated into the K-5 plus instructional practices
-  Create a budget

For planning purposes, it is recommended that districts/schools complete the chart below to reflect student attendance data trends when considering the proposed number of student enrollment in the summer 2019 application. The next step of the application process is to consider the district/school expectations and plan the budget accordingly. The narrative portion of the application shall support all staffing, services, and materials included in the budget portion and include the overarching theme. All documents will be sent via e-mail to:

KthreeP.Literacy@state.nm.us

Summer 2017		Summer 2018		Summer 2019						
# of Students in Application	# of Students in Final Count	# of Students in Application	# of Students in Final Count	Projected Numbers						
				K	1	2	3	4	5	T

Funding

The Student Teacher Accountability Reporting System (STARS), will be the official record system. The applying LEA shall employ highly qualified teachers and staff to demonstrate that the K–5 Plus program will meet all department standards.

Initial awards are based on projected enrollment as indicated in the application.

-  Programs starting in June and running into July will require **two** budgets within the application since the program will cross two fiscal years. FY19 funds will be available for immediate use through June 30, 2019. FY20 funds become available on July 1, 2019. Funding awards will be provided separately for the June and July/August portions of the program and must be used within the designated portions of the program. June 2019 programs must differentiate budgets between K-3 plus (fund code 27166) and K-3 plus 4&5 PILOT (fund code 27198). Requests for Reimbursements (RfRs) must be submitted by July 7, 2019.
-  Programs starting in July and running into August will require **one** budget for FY20 funds. These will be awarded through the Student Equalization Grant (SEG) formula beginning July 1, 2019. The PED is considering revising Supplement 3 to establish the following optional program code:
 - 4030 K-5 PLUS ACT PROGRAMS — This may be used in FY20 to help track your expenditures related to the K-5 Plus Act implementation
-  Final funding for 25-day programs is determined at the end of the program, based on the number of students in attendance on July 17th, 2019. Attendance verification will be performed via Istation (ISIP) assessment records.
 - **District K–5 Plus coordinators work closely with their district Student Teacher Accountability Reporting System (STARS) coordinator to ensure that all the necessary data has been accurately submitted, according to schools, into STARS during the reporting period. (See chart on page 23 for all nine templates that must be submitted.)**
 - **District K-5 Plus coordinators must assure that students are registered in Istation with the correct state ID in order for the students to be counted as fundable students.**

Districts and schools will closely monitor student enrollment and attendance at the start of and throughout the K–5 Plus program. Adjustments to the budget will occur if enrollment is below projected and funded amount or students are lacking ISIP assessment occasions.

- K–5 Plus programming for students with disabilities shall be paid for by K–5 Plus funds.

Additional services, as required by the individualized education program (IEP), can be paid for by the district special education budget. School districts shall meet the maintenance of effort (MOE) requirements at 34 CFR Section 300.203, of the Individuals with Disabilities Education Act (IDEA) regulations. The expenditure levels for special education and related services shall be maintained or shall exceed the previous year, unless a district has allowable exceptions under 34 CFR Section 300.204 or is allowed to reduce MOE pursuant to 34 CFR Section 300.205. School districts may use IDEA funds only for the excess cost of providing special education and related services for students with disabilities. (6.20.12.13 Funding: H NMAC)

Budgeting for the K–5 Plus Program

STARS will be the official record system. The applying LEA shall employ highly qualified teachers and staff to demonstrate that the K–5 Plus program will meet all department standards. Teachers **must** continue the regular school year with the same cohort of students.

Salaries and benefits

All K–5 Plus staff will be paid at the same rate and under the same terms for K–5 Plus as they are paid for regular educational programs.

- Administrators and support staff funded through program/grant funds must be actively engaged with the program. If the person is simultaneously serving other programs, salary and benefit costs must be allocated proportionately.
- Salary and benefits for program staff members will be paid using grant monies (June only?). Only the number of staff listed in the grant application for that program year, or fewer if projected enrollment numbers weren't met, shall be paid through K-5 Plus funds.
- K–5 Plus funds will cover the salaries of district employees working for the program for the 25-day program window only.

If the cost of a specific benefit, such as health and dental insurance, does not increase as a result of the individual's participation, that benefit will not be included in the K–5 Plus program salary package. Those premiums will be reflected in full during the regular contract year.

Time sheets for **ALL** staff working the K-5 plus program must be submitted (This includes employees who have a summer contract.)

Materials and Supplies

- 📚 must be instructionally based for use in the classroom of the grade levels being served.
- 📚 may include books, instructional materials, technology related to instruction and assessment, school supplies, etc. The amount of materials ordered must be in line with the number of students enrolled.
- 📚 June (FY19) expenditures eligible for reimbursement must be completed and materials received by June 30, 2019 and requests for reimbursement (RfR) must be submitted by July 7, 2019. "Carryover" for K-5 plus funds are not permitted. June funds may not be expended during the July or August portion of that year's program.

Student Recruitment and Attendance

- 📚 Up to two percent of the funding award received by a school district **may** be used for student recruitment and to ensure regular attendance by K–5 Plus students.
- 📚 Student recruitment may include: letters, newsletters, banners, brochures, parent night recruitment, a parent kick-off event to communicate program goals to parents, electronic messaging, etc.
- 📚 Districts may enhance the K–5 Plus program with educational enrichment opportunities that broadly encourage student enrollment and regular attendance in the program.
- 📚 Each grade level is allowed one field trip per student or campus guest appearance which must be educationally based (not considered an enrichment opportunity) and be accompanied by a lesson plan associated with the activity and provide individual incentives based on meeting a particular attendance criterion. Grade level appropriate lesson plans, including CCSS and targeted student learning outcomes, must be submitted to support the educational relevance of the field trip. Special consideration should be made when the distance of the field trip is significant enough that it cuts into instructional time. **(Generic or downloaded lesson plans which are not tailored to the school/students will not be accepted.)**

To be eligible for reimbursement for these incentives, they must not exceed \$15.00 per child for the extend of the program. All expenses designed to encourage student attendance in the program must have an instructional focus.

-  Only the number of students funded will be reimbursed

Transportation of Students

Please use the appropriate codes when budgeting student transportation.

-  Budget/Account Code 55112 to and from school
-  Budget/Account Code 55817 cost for field trips

The Public Education Department (PED) will be making allocations based on the number of miles travelled. On July 17th, each local school board of a school district and governing body of a state-chartered charter school shall document the number of miles traveled by each school bus on each school bus route, showing the route mileage in accordance with the type of road surface traveled. The total miles recorded shall not include non-essential deadhead miles. This information will be entered into STARS during the K-5 Plus collection. The PED will be making allocations shortly after the data has been reviewed and approved.

Other Costs

Allowable expenditures must be directly related to providing for the K–5 Plus program. Funds may not be used to supplement funding designated for year-round expenses.

-  **Food.** Fiscal regulation **does not allow** for the purchase of food for meals, snacks or for field trips. Fiscal regulation **does not allow** for food to be purchased for parent involvement meetings related to K–5 Plus Program.
-  **T-shirts** are not considered an allowable expense, unless they are used to identify students on a field trip to ensure safety.
-  **Indirect costs** are not covered through K–5 Plus funds.
-  Only costs listed in the **INITIAL** application budget will be reimbursed (June 2019 programs only).
-  Requests for Reimbursement (RfR) must show clearly which fund code (27166 for K-3 and 27198 for 4&5 PILOT) are being applied. Expenses charged to both fund codes must be proportioned according to enrollment numbers and clearly marked on the invoices uploaded.

Food and Nutrition Contacts

Public Education Department (PED)

Student Nutrition Bureau
Felix Griego, Deputy Director of SNP Bureau
Felix.griego@state.nm.us
(505) 827-1470

Children, Youth and Families Department (CYFD)

Summer Food Program
Emiliano A. Perea
Emiliano.perea@state.nm.us
(505) 841-4850

Terence Mirabal, Seamless Summer Coordinator
Terence.Mirabal@state.nm.us
(505) 827-3574

Evaluation and Reporting

Schools will provide annual and interim reports, as required by the PED for student and program assessments.

-  An agenda and staff sign-in sheet for the preparation and planning day **MUST** be submitted to the PED by the **18th** day of the K–5 Plus program. A district calendar and daily schedule, allowing for appropriate recess breaks for the students, for the summer K-5 plus program shall be submitted to NM-PED.
-  All students’ participation in K–5 Plus will be reported to the PED through the STARS data collection and reporting system and validated with Istation Assessment data.
-  A Reflection/Feedback Form is **required** at the end of the program and will be submitted to the PED via KthreeP.Literacy@state.nm.us. This feedback should include an analysis of comparing data from the first week of the program to the end of the program, providing information as to student growth. *In order to conduct the Istation assessment data analysis for the K-5 plus feedback this summer, districts and charter schools must generate an “End of K-5 plus – Istation report” before Istation configures the beginning of school year settings. LEAs applying for the 4&5 PILOT program MUST already have the Istation Assessment program at the time of application.*
-  The PED may request additional information regarding staffing, endorsements and licensure levels, program elements, class roster reports, professional development activities, parent involvement activities, implementation successes and challenges, and suggested modifications.
-  Support visits by the PED shall be conducted during program hours.

Reporting Checklist

Due Date	Reporting Requirements for Submission
By the 18 th day of K–5 Plus program	Agenda and staff sign-in sheet for Preparation and Planning Day, program calendar, daily schedule, bell schedule and appropriate student breaks
August 29, 2019 – September 30, 2019	All students participating in K–5 Plus will be reported to the PED through the data collection and STARS reporting system
No later than August 20, 2019	Reflection/Feedback Form due to the PED.

Assessment

-  All kindergarten students attending the K–5 Plus program will be assessed using the kindergarten observation tool (KOT) during the 25-day program.
-  K–5 Plus schools will administer Istation Indicator of Progress (ISIP) assessments as the approved assessment tool by the PED and measure the acquisition of reading skills, including phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
-  ISIP must be administered as a complete benchmark assessment to all students participating in the K–5 Plus program at the following times:
 - ❖ beginning of the K-5 plus program (within 5 days of beginning of program)
 - ❖ end of the K-5 plus program;
 - ❖ beginning of the regular school year;
 - ❖ middle of the regular school year; and
 - ❖ end of the regular school year.
-  District K-3 plus coordinator will work closely with district STARS and Istation coordinator to ensure all students and teachers are rostered correctly. All Istation Indicator of Progress (ISIP) data will be collected and reports generated by the district Istation coordinator at the end of the K-5 plus summer program. The reports will be forwarded to the district K-5 plus coordinator to provide data for the growth analysis section of the Reflection and Feedback form required to be returned to the PED after the end of the program.
-  Parents are notified of their child’s progress **weekly** - including use of the Istation student summary report after BOP and EOP.
-  The Istation assessment and KOT are the sole assessment instruments that have been approved by the PED to create an understanding toward gains in the skills assessed to monitor students’ progress and take deliberate actions. Through data-driven instruction, student learning is enhanced and greater gains toward proficiency can be made.

Curriculum and Instruction

Participating districts will determine a theme and an established, aligned curriculum to be followed by all school sites participating in the K–5 Plus program.

-  Daily instruction must include:
 - 90 minutes of literacy for kindergarten
 - 120 minutes of literacy for grades one through grade five
 - 90 minutes of mathematics for kindergarten through grade five students; and
 - intervention, as needed, using the Response to Intervention (RtI) framework for literacy and mathematics.
-  Literacy instruction, provided for students in grades one through five, must include time for all students to practice reading. Instruction and intervention shall be provided to students based on Istation Indicator of Progress (ISIP) assessment and other literacy or math data to guide instruction to meet student needs.

- 📖 High-quality literacy curriculum shall be implemented and utilized. Every school within an LEA is required to be driven by district curriculum approved by the PED, which consists of a comprehensive, evidence-based, early literacy, core reading program to include the intervention for alignment with the English language arts CCSS. The ELA CCSS include:
 - 📖 concepts and skills necessary to establish the foundation of success in early reading;
 - 📖 instructional strategies that ensure children learn identified concepts and skills; and
 - 📖 key early literacy skills instruction including, but not limited to, phonological awareness, phonics, reading fluency, vocabulary, comprehension, and writing to support comprehension following NM Literacy Framework.

- 📖 High-quality mathematics curriculum shall be implemented and utilized. Every school within an LEA is required to be driven by district curriculum approved by the PED, that consists of a sequential, comprehensive, developmentally appropriate, early mathematics program in alignment with the mathematics CCSS. The math CCSS include:
 - 📖 concepts and skills necessary to establish the foundation of success in early mathematics; and
 - 📖 instructional strategies that ensure children learn identified concepts and skills.

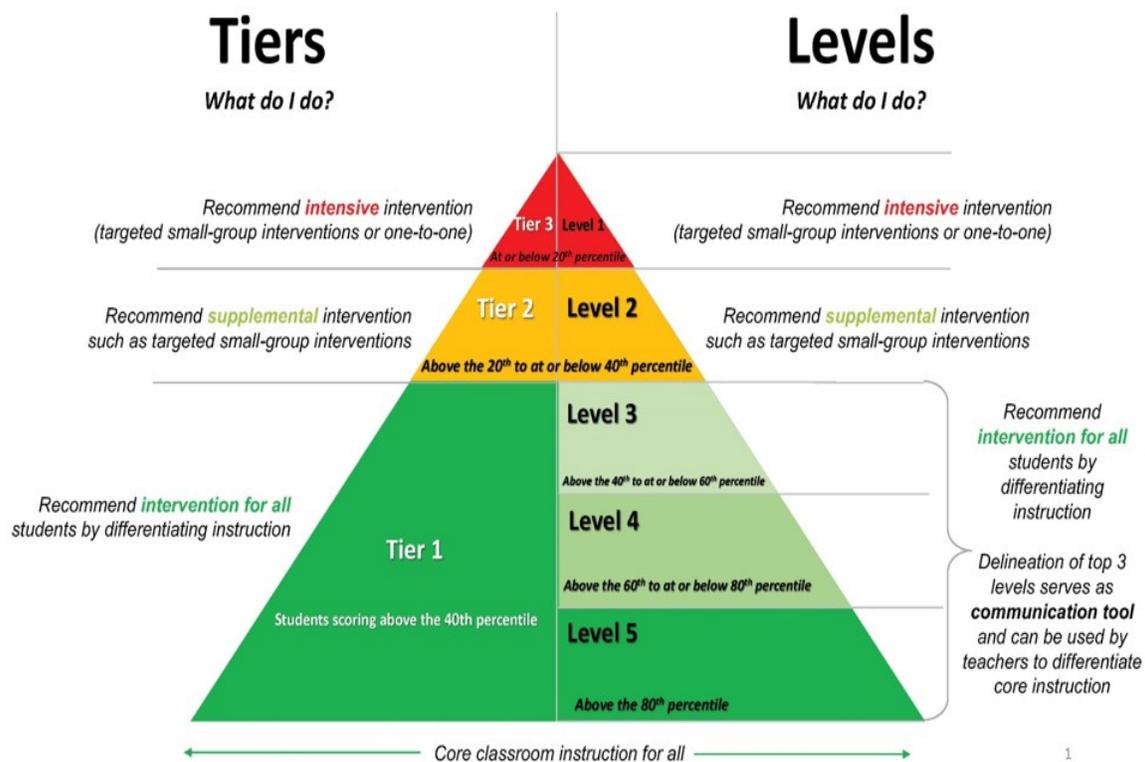
- 📖 NOTE: Schools will provide intervention services in literacy and mathematics for students enrolled in all K–5 Plus programming who are not meeting grade-level requirements. Programs will implement the PED’s **Response to Intervention (Rtl)** framework, known as the **Three-Tier Model of Student Intervention**. The state guidance manual, *Response to Intervention Framework (2014)* shall be the guiding document for districts and schools to use in the implementation of student intervention for academics and behavior for each tier of Rtl. For additional information, please visit: <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/response-to-intervention-rti/>

- 📖 Facilities, such as computer labs, libraries, gym, shall be available for teachers’ and students’ use during the K–5 plus program.
- 📖 A separate Planning day shall precede the beginning of the K-5 plus program of which part shall be used for Istation training, including reading reports, data analysis, and collaboration on how to support interventions for students. Another part shall be used to review the Technical Assistance Guide and assurances, as well as planning for instruction using the district curriculum, and prepare classrooms.
- 📖 Collaboration between district coordinator and staff to plan district theme and curriculum provided by the district to increase student attendance, comprehension, and proficiency. This plan shall include a calendar of events, daily schedule, activities for the duration of the program, field trips, monitor students growth and communication with parents and guardians. This plan will be tied to the educational focus, district curriculum, and effectiveness based on evidence of student growth.
- 📖 School principal/site administrator will supervise all aspects of the program (e.g. conducting walk-throughs, analyzing Istation data, facilitation communication with parents, supporting staff collaboration, and tracking attendance.)
- 📖 Administrators and teachers will implement enrollment strategies to maintain and increase student enrollment and create a plan to monitor enrollment and attendance. Clear attendance procedures shall be shared with staff, students and families.

Home School Communications

- 
 Districts and sites leaders will collaborate to send home a program activity calendar to include important dates for the program. The activity calendar will include a program overview, assessment days, activities, etc.
- 
 District and site leaders will inform classroom teachers of procedures and teachers will send home weekly communication on student progress – (including Istation reports as available) – and upcoming events.
- 
 Districts will provide a link and instructions for families to view the webinar on Istation. The webinar will inform families how to read their student summary report, to be informed of their child’s current level and progress.

<http://www.istation.com/NewMexico>



- A. District Planning Day is designed to complete K–5 Plus assurances for teachers and staff (Found on the last page of this document). These assurances are shared with school site staff to create consistency in the program. These shared assurances include:
 - a. Procedures and policies for student and staff attendance
 - b. A daily schedule and activity overview for 25 days of the K–5 Plus program
 - c. Progress monitoring and home/school procedures for weekly communication
 - d. High-quality district curriculum in literacy and math
- B. Districts must provide required Istation training videos (<http://www.istation.com>). Videos assist teachers in the administration of Istation Indicator of Progress to target student needs in reading. Istation reports are foundational in teachers' modification of students' instruction, according to their strengths and needs; they provide teacher guidance and ensure student growth throughout the K–5 Plus program
- C. The K–5 Plus district coordinator submits the Istation training report upon completion of the training day. The district coordinator is responsible for **emailing** the report to KthreeP.Literacy@state.nm.us by the **18th day** of the program with the rest of the planning day documents.

Scheduling Considerations

- The start of the K–5 Plus program must occur within two months of the start of the 2019/2020 school year.
- The K–5 Plus daily schedule must reflect a minimum of 5.5 hours of instruction for 25 days.
- The student lunch period each day shall be at least thirty (30) minutes. Lunch recess shall not be counted as part of the instructional day. (NMAC 6.29.1.9 – 1.6)
- For the K-3 plus program ALL grade levels Kindergarten, First, Second, and Third grade must be served, respectively for the 4th and 5th grade program, both grades must participate.

Applications Preparation and Submission

1. Each district prepares a summer 2019 K–5 Plus application, which includes a program narrative and District Summary Funding Budget worksheet, reflecting projected enrollment, staffing, materials, transportation, etc. (The LEA MUST budget for the funds at the time of the application.)
2. Each school submits their completed application and budget worksheet to the district K–5 Plus coordinator. Each participating school MUST complete and submit a site application even if the school sites will be combined for the summer program.
3. The K–5 Plus program must be conducted school wide, offering classes to each grade level taught at the applying school.
4. The district K–5 Plus coordinator submits the district narrative application, the school applications (one per campus, even when sites are combined for the duration of the K-5 plus program), and district summary and school budget worksheets to the PED via email KthreeP.literacy@state.nm.us by 4:00 PM on March 15, 2019.
5. District K–5 Plus coordinators will collect and scan the signed K–5 plus program district administrators and school principals (acting administrator) assurances and email them to KthreeP.literacy@state.nm.us.

NM PED requests that LEAs keep all original hard-copies on file at the district level. All assurances, NOT including Teacher and staff assurances, must be received at KthreeP.Literacy@state.nm.us by March 15, 2019 at 4:00 PM.

(Teachers and staff will sign and submit assurances on Professional Development Day before the beginning of the program. These will be scanned and emailed in the same manner as the administrative assurances.)

Definitions

“Capacity” means having the appropriate numbers of teachers and students participating in the K-5 plus program to meet program eligibility requirements.

“Evidence-based scientific math strategies and program” means instructional strategies and mathematics programs that apply rigorous, systematic, and objective procedures to obtain valid measures relevant to math instruction and that are developmentally appropriate and integrate standards for mathematical practices.

“Evidence-based scientific reading strategies and program” means instructional strategies and reading programs that apply rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.

“High-priority schools” means, for the purpose of the K-5 plus program, a public school:

- (1) in which eighty percent or more of the elementary school’s students are eligible for free or reduced-fee lunch at the time the public school applies for the K-5 plus program;
- (2) that is a low-performing elementary school;
- (3) that participated in K-3 plus or K-5 plus programs in the most recent school year;
- (4) that is identified as a comprehensive support and improvement school; or
- (5) that is identified as a targeted support and improvement school.

“Instructional day” means at least five and one-half instructional hours per day for kindergarten through sixth grade and at least six instructional hours per day for seventh through twelfth grade.

“K-5 plus program” means a voluntary program, for approved full-day kindergarten classes and classes in grades one through five, that extends the school year by 25 or more additional instructional days for the purpose of literacy and numeracy instruction. The additional 25 or more instructional days will commence prior to the regular school year.

“Local education agency or “LEA” means a school district, or a locally chartered, or state-chartered charter school.

“Multi-layered system of support” means an umbrella framework that encompasses response to intervention and positive behavioral intervention and supports.

“Progress monitoring” means a scientifically-based practice that teachers use to evaluate the effectiveness of their instruction for individual students and their entire class through:

- (a) the identification of goals;
 - (b) measurement of progress toward meeting those goals, comparing expected and actual rates of learning;
- and
- (c) adjustments in instruction.

“School-wide” means the program is offered in kindergarten and grades one through five, or as many of those grade levels as an elementary school has.

“Screening assessment” means the standardized assessment administered multiple times per year for all students to assess specific skills and to identify academically at-risk students.

“Secretary” means the secretary of public education.

K–5 Plus Timeline

Month	K–5 plus (PED)	District	School
January	<ul style="list-style-type: none"> Determine eligible schools based on 80%+ of students eligible for free or reduced-fee lunch and a D or F grade. 		
February	<ul style="list-style-type: none"> No later than 2/1/19, application forms will be made accessible to districts and charter schools, published on PED website. Dates for webinars for technical assistance on application. (Webinars will be recorded and posted on K-5 plus website.) 	<ul style="list-style-type: none"> Complete the application with budget worksheets. Attend regional meeting. Begin recruitment of teachers and students. 	<ul style="list-style-type: none"> Begin recruiting students: PreK going to kindergarten through 4th grade going into 5th grade. Begin recruiting teachers who will continue with students through school year 2019 – 2020.
March		<ul style="list-style-type: none"> No later than 4:00 PM on 3/15/19, applications and signed district and school administration assurance pages are received by the PED. For summer 2019 program, the secretary of education has extended the deadline to 4/15/19. 	<ul style="list-style-type: none"> Continue recruitment.
April	<ul style="list-style-type: none"> No later than 4/15/19, notify districts and charter schools of the initial award, based on number of students in application and planning day cost projection. (Moved to 5/16/19 due to extension of deadline.) 	<ul style="list-style-type: none"> Professional learning opportunities. 	<ul style="list-style-type: none"> Continue planning of K–5 Plus using the state-approved curriculum.
May			<ul style="list-style-type: none"> Analysis of student EOY Istation/ISIP data to help drive planning of extra 25 days of instruction Follow through with students projected to be enrolled in the program through phone calls, or notes home.

Month	K-5 plus (PED)	District	School
June	<ul style="list-style-type: none"> • June 2019 (FY19) funds fully expended • Site visits 	<ul style="list-style-type: none"> • Review guidelines with sites. • Weekly enrollment and attendance will be tracked by the site administrator and K-5 Plus coordinator. • Remind sites that attendance and enrollment on July 17th will influence the final amount awarded. • June 2019 (FY19) funds fully expended by June 30 	<ul style="list-style-type: none"> • School preparation and planning day • Review guidelines and outcomes with staff. • Plan out the 25 days, based on data from students' available EOY assessments • Create a plan and implement how to communicate with families weekly and include students' progress. • Take attendance daily. • Weekly enrollment and attendance to be tracked by the site administrator and K-5 plus coordinator.
July	<ul style="list-style-type: none"> • Site visits 	<ul style="list-style-type: none"> • 7/8/19 Last day to submit a request for reimbursement (RFR) for FY19. • Complete survey and analysis of Istation/ISIP data to report how the program offered and promoted student enrollment, growth and best practices. What is your evidence? • K-5 Plus coordinator submits preparation and planning agendas and sign-in sheets to KthreeP.literacy@state.nm.us no later than day 18 of the program. 	<ul style="list-style-type: none"> • Communicate with families weekly, include students' progress. • Take attendance daily. • Weekly enrollment and attendance to be tracked by the site administrator and K-5 plus coordinator • On the last day of the program, as a team, complete survey and analysis of Istation/ISIP data to report how the program offered and promoted student enrollment, growth and best practices. What is your evidence?
August		<ul style="list-style-type: none"> • District testing coordinator generates all ISTATION assessment reports before the beginning of the regular school year. (Needed for reflection analysis) • District K-5 Plus coordinator submits 2019 summer Reflection/Feedback forms. • 8/30-9/30/19 Districts have 10 business days for submission of templates. 	
Sept	<ul style="list-style-type: none"> • STARS data reviewed 	<ul style="list-style-type: none"> • District K-5 plus coordinator works closely with STARS coordinator to verify all reports. 	
Oct	<ul style="list-style-type: none"> • Notify districts and charter schools of final award, based on attendance reported in STARS. 		
Nov	<ul style="list-style-type: none"> • Notify districts and charter schools of final award, based on attendance reported in STARS. 		
Dec			

Contacts

EARLY CHILDHOOD AND LITERACY BUREAU STAFF			
Director of Literacy Bureau	Severo Martinez	505-827-6567	Severo.Martinez@state.nm.us
K-5 Plus Coordinator	Birgit Maurer	505-827-6534	Birgit.Maurer@state.nm.us
K-5 Plus Coordinator	Jared Vigil	505-827-6578	Jared.Vigil@state.nm.us
OTHER PED BUREAU RESOURCES			
STARS Coordinator	Alecia Moll	505-827-6502	Alecia.Moll@state.nm.us
Bureau Chief Fiscal Grants Management	Susan Lucero	505-827-3848	Susan.Lucero@state.nm.us

K-5 Plus STARS templates

eScholar Domain	eScholar Template	K5Plus
Attendance	Student Daily Attendance	X
Courses and Grades	Course	X
Courses and Grades	Course Instructor	X
Courses and Grades	Student Course Enrollment	X
Groups and Programs	Programs Fact	X
Staff	Staff	X
Staff	Staff Snapshot	X
Student	Student	X
Student	Student Snapshot	X
Transportation	District Fact	X
Transportation	Vehicle Mileage	X
Transportation	Vehicle Snapshot	X

Resources

Assessments	Description	Link
US Department of Education, Early Literacy	This site is designed to provide educators, administrators, policymakers, and community stakeholders with basic information about the importance of effective reading instruction in the early grades and focuses on the steps schools might take to ensure that kindergarten and first-grade students receive the supports they need to read on grade level by third grade. This site showcases the tools and resources to improve reading instruction.	http://www2.ed.gov/about/inits/ed/earlyliteracy/tools.html
Literacy and Early Childhood Education Bureau	This website provides information on the K–3 Plus program as well as the PED PreK and Reads to Lead programs.	https://webnew.ped.state.nm.us/bureau/literacy-humanities-early-childhood/
New Mexico Common Core State Standards (NM CCSS)	This website functions as the online clearinghouse of information for students, parents, teachers and administrators regarding the NM CCSS and provides professional development, access to statewide communications, and links to other resources.	http://www.newmexicocommoncore.org –
Istation Indicator of Progress (ISIP)	Istation assesses each student's skill level and automatically assigns and delivers appropriate curriculum tailored to his or her individual abilities. Reporting tools available through the program inform teachers and parents when an intervention is needed and confirm that the student is on the right path. With free 24-7 access to this online adaptive program, teachers, students, and parents are equipped with the necessary tools to build confidence and work toward academic success.	http://www.istation.com/newmexico
New Mexico Kindergarten Observation Tool (KOT)	As part of its comprehensive plan to ensure that all New Mexico students have the opportunity to succeed in school, the PED has developed an observation- based assessment tool that is used as children enter kindergarten..	https://ecot.ped.state.nm.us/logon.aspx
Literacy New Mexico	Provides literacy resources for teachers, parents, and administrators; includes professional development modules.	http://literacynewmexico.org/
NAEYC for Families: Reading and Writing	NAEYC for Families is a website operated by the National Association for the Education of Young Children. The Reading and Writing page offers resources and tips to support language and literacy development in children, birth to age eight.	http://families.naeyc.org/learning-and-development/reading-writing-view/



Tools	Description	Link/Resources
ReadWorks	The nonprofit ReadWorks provides K–12 teachers with what to teach and how to teach it—online, for free, to be shared broadly. The website boasts the largest, highest-quality library of curated nonfiction and literary articles in the country, along with reading comprehension and vocabulary lessons, formative assessments, and teacher guidance.	http://www.readworks.org/
Reading Rockets	Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.	http://www.readingrockets.org/
Colorín Colorado	Colorín Colorado is a national multimedia project that offers a wealth of bilingual, research-based information, activities, and advice for educators and families of English language learners (ELLs).	http://www.colorincolorado.org/
Read, Write, Think	A website of the National Council of Teachers of English features literacy resources and professional development for teachers and parents of children K–12, including videos of best practices.	http://www.readwritethink.org/

Assurances:

To participate in the “K–3 plus and 4&5 Pilot” program, all district and school employees for the summer program will agree to follow the directions given in this Technical Assistance Guide:

I, _____, hereby certify that I have read and understood the requirements to participate in the K-5 plus program as described in the K-5 plus Technical Assistance Guide.

In my role as _____ with the _____ District
(_____ School) I will follow the rules pursuant the laws of the State of New Mexico.

Signature _____ Date _____

Services with this grant award for the “K–3 plus and 4&5 Pilot” program will be provided only to approved school sites and made available to all students from kindergarten through third grade, fourth and fifth grade respectively, at those sites.

NM PED
Public Education Department