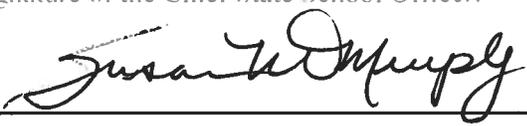


**APPLICATION COVER SHEET**  
**SCHOOL IMPROVEMENT GRANTS**

<p>Legal Name of Applicant: New Mexico Public Education Department</p>	<p>Applicant's Mailing Address: 300 Don Gaspar Santa Fe, NM 87501</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Dr. Sheila Hyde</p> <p>Position and Office: Deputy Secretary of Education, Learning and Accountability</p> <p>Contact's Mailing Address: Room 109 300 Don Gaspar Santa Fe, NM 87501</p> <p>Telephone: 505-827-3876 or 505-795-0177</p> <p>Fax: 505-827-6526</p> <p>Email address: sheila.hyde@state.nm.us</p>	
<p>Chief State School Officer (Printed Name): Dr. Susanna Murphy, Ed.D.</p>	<p>Telephone: 505-827-6688</p>
<p>Signature of the Chief State School Officer: X </p>	<p>Date: 12/2/10</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

# School Improvement Grants Application

## Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

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**State Name:** New Mexico



U.S. Department of Education  
Washington, D.C. 20202



OMB Number: 1810-0682  
Expiration Date: September 30, 2013

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.



## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **Availability of Funds**

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2010 Submission Information

## **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: [school.improvement.grants@ed.gov](mailto:school.improvement.grants@ed.gov)

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

## **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

## **Application Deadline**

Applications are due on or before December 3, 2010.

## **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [carlas.mccauley@ed.gov](mailto:carlas.mccauley@ed.gov).

## **FY 2010 Application Instructions**

**Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.**

**Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.**

**We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.**

**Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.**

**SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.**

# FY 2010 Application Checklist

**Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.**

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

**Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.**

<b>SECTION A: ELIGIBLE SCHOOLS</b>	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i>	<i>For an SEA revising its definition of PLA schools, please select the following option:</i>
	<input checked="" type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver)	<input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009	
	<input type="checkbox"/> SEA elects to generate new lists	
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
<b>SECTION B: EVALUATION CRITERIA</b>	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
<b>SECTION B-1: ADDITIONAL EVALUATION CRITERIA</b>	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
<b>SECTION C: CAPACITY</b>	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
<b>SECTION D (PART 1): TIMELINE</b>	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
<b>SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION</b>	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
<b>SECTION E: ASSURANCES</b>	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
<b>SECTION F: SEA RESERVATION</b>	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
<b>SECTION G: CONSULTATION WITH STAKEHOLDERS</b>	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
<b>SECTION H: WAIVERS</b>	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

**A. ELIGIBLE SCHOOLS:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009

Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010

*For an SEA keeping the same definition of PLA schools, please select one of the following options:*

1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.

*SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)*

2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.

3. SEA elects to generate new lists. Lists submitted below.

*For an SEA revising its definition of PLA schools, please select the following option:*

1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.

Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:

**Identification criteria that New Mexico used for the definition of “persistently lowest-achieving schools”:**

**1. Tier I**

- a. Title I and receiving funds
- b. In improvement (SI-1 to R-2)
  - i. Lowest achieving 5% or 5 schools whichever greater
  - ii. HS with cohort grad rate < 60% currently and historically

**2. Tier II**

- a. Title I secondary schools eligible but not funded
- b. Lowest achieving 5% or 5 schools whichever greater
- c. HS with cohort grad rate < 60% currently and historically

**3. Definition of a Secondary School in New Mexico- 22-1-3. Definitions; public schools; classifications, as used in the Public School Code [22-1-1 NMSA 1978]:**

- a. "secondary school" means a public school providing instruction for grades nine through twelve, unless there is a junior high school program approved by the state board [department], in which case it means a public school providing instruction for grades seven through twelve;
- b. "junior high school" means a public school providing a junior high school program approved by the state board [department] for grades seven through nine, or for grades seven and eight; and
- c. "high school" means a public school providing instruction for any of the grades nine through twelve, unless there is a junior high school program approved by the state board [department] for grades seven through nine, in which case it means a public school providing instruction for any of the grades ten through twelve.

**4. Persistently Lowest achieving was defined as**

- a. The *All Students* subgroup, regardless of FAY

**b. "Low Achieving"**

- i.** Percent proficient were converted to percentile ranks (0-100)
- ii.** Percentile ranks (Reading & Math) were averaged for 5 years (2005-2009)
- iii.** Percentiles were averaged with equal weighting for each

**c. "Persistently"**

- i.** Growth was established as the gain or loss in percent proficient from contiguous years (2005-2009)
- ii.** Gains and losses for the 4 improvement periods were averaged
- iii.** Schools must have a minimum of 3 years worth of data (2 improvement periods) to get a growth score

**5. Graduation was defined as:**

**a.** The *All Students* subgroup

**b.** Rates for the last 3 available years (grads of 2006, 2007, and 2009) were converted to percentile ranks; required because the methodology of rate calculation differed.

{In 2009 New Mexico enacted legislation to authorize a 5-year rate as the standard for New Mexico schools and districts (§22(1)(3)(1)(L)). However the longitudinal data system STARS (Student Teacher Accountability Reporting System) that NM uses did not yet contain the necessary data to inform a 5-year rate, since New Mexico's unique student ID was not fully in place until school year 2005-06. Therefore, a transitional 4-year rate was utilized that accounted for all students, including students that might customarily be permitted extra time to graduate, such as students with disabilities. AYP targets were adjusted to account for the inclusion of these students in the 2009 baseline year.

In order to capture the outcomes of students continuing to fulfill graduation requirements during the summer following the senior year, the reporting of graduation is lagged by one year. That is, the graduates of 2008 are reported in the spring of 2009. To shift to the one-year lagged schedule of reporting, the United States Department of Education allowed New Mexico to duplicate the graduation rates from 2007 in 2008. With the one-year lag now in place, New Mexico published in 2009 the first 4- year cohort representing students who were freshmen in 2004 and who graduated by August 1, 2008, and in 2010 the first 5- year cohort representing the same students with one additional year. Both 4- year and 5- year rates will continue to be calculated and reported for each cohort.}

**c.** Percentile ranks were flagged when  $\leq 60\%$ ; in the only cohort year (2009), 60% correlated with approximately the 58th percentile.

## **6. Compilation**

- a.** All Title I schools in AYP designation were identified.
- b.** Schools were ranked on the averaged Reading/Math percentile rank
- c.** Schools were flagged with growth  $\leq 1\%$
- d.** Schools were flagged with grad rates persistently  $\leq 60\%$
- e.** The rank-ordered list was compiled from
  - i.** The lowest ranking schools
  - ii.** That met the conditions of c. and/or d.
- f.** New Mexico will exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed [who were enrolled in the school for a full academic year as that term is defined in New Mexico’s Accountability Workbook] is less than 25. The minimum group size of 25 was established for Adequate Yearly Progress (AYP) subgroups in 2003, and was a compromise between the number needed for statistical integrity, and the number needed to hold all schools, especially smaller schools, accountable for student achievement. For Tier II, New Mexico does not have any eligible non Title I secondary schools.
- g.** The following schools were our n-size: Vaughn ES (00507), Twin Buttes HS (00577) and Seboyeta ES (00337).

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

- A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.**

New Mexico implemented the first 4-year cohort graduation rate in 2009. Prior to that time the state utilized a *senior completion* method that tracked 12th grade students to completion of graduation requirements by spring. The use of the senior completion method was discontinued after the class of 2007, when New Mexico undertook the transition to the National Governors Association (NGA) cohort computation.

In 2009 New Mexico enacted legislation to authorize a 5-year rate as the standard for New Mexico schools and districts (§22(1)(3)(1)(1)(L)). However the longitudinal data system STARS (Student Teacher Accountability Reporting System) that NM uses, did not yet contain the necessary data to inform a 5-year rate, since New Mexico's unique student ID was not fully in place until school year 2005-06. Therefore, a transitional 4-year rate was utilized that accounted for all students, including students that might customarily be permitted extra time to graduate, such as students with disabilities. AYP targets were adjusted to account for the inclusion of these students in the 2009 baseline year.

In order to capture the outcomes of students continuing to fulfill graduation requirements during the summer following the senior year, the reporting of graduation is lagged by one year. That is, the graduates of 2008 are reported in the spring of 2009. To shift to the one-year lagged schedule of reporting, the United States Department of Education allowed New Mexico to duplicate the graduation rates from 2007 in 2008. With the one-year lag now in place, New Mexico published in 2009 the first 4- year cohort representing students who were freshmen in 2004 and who graduated by August 1, 2008, and in 2010 the first 5-year cohort representing the same students with one additional year. Both 4- year and 5-year rates will continue to be calculated and reported for each cohort.

Because the calculation method produces significantly different rates from prior years, the interpretation of New Mexico's longitudinal data should be made with caution. Between years 2008 and 2009 a break in trend prohibits useful comparisons with prior graduation data. This document serves as an overview of the process for computing the 4-year rate. For detail on the 5-year cohort method, see the *5-Year Cohort Graduation Technical Manual*. New Mexico's Shared Accountability model was reviewed by the U.S. Department of Education and approved in the spring of 2010.

**The List for our FY 2009 Served SIG schools is in Appendix H.**  
**The List for our FY 2010 Eligible Schools is in Appendix I.**

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>1</sup>

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

**EXAMPLE:**

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

<sup>1</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

**EXAMPLE:**

<b>SCHOOLS SERVED WITH FY 2009 SIG FUNDS</b>							
<b>LEA NAME</b>	<b>LEA NCES ID #</b>	<b>SCHOOL NAME</b>	<b>SCHOOL NCES ID#</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>GRAD RATE</b>
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

**Please attach the two tables in a separate file and submit it with the application.**

**SEA has attached the two tables in a separate file and submitted it with its application.**

**B. EVALUATION CRITERIA:**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA’s commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

**Insert response to Section B-1 Additional Evaluation Criteria here:**

**Part 1:**

**(1) The LEA has analyzed the needs of each Tier I, Tier II, and Tier III school identified in the LEA’s application and has selected an intervention for each school.**

All identified Tier I, Tier II, and Tier III schools have participated in the School CLASS Self Assessment. They are required to submit to the NMPED a copy of the summary forms, inclusive of strengths and opportunities for growth, with a final document that indicates priorities for the following school year. A tracking log has been developed in order to maintain current information regarding submission. The priorities identified must be reflected in the school's Improvement Plan – Educational Plan for Student Success (EPSS). The EPSS is submitted a minimum of two times a year, the first due on June 14<sup>th</sup>. The WebEPSS SIG Round 2 application is part of the EPSS in that it resides on the same template. In addition to the SIG Round 2 application which is submitted on the WebEPSS on or before February 9, 2011, the SIG schools (as do all schools in AYP designation) submit the Web EPSS twice a year (June 14 and November 1). The SIG application portion of the WebEPSS is different in that it contains the Model Chosen Goal and all 9-10 strategies associated. In addition there are 7 additional State goals that all schools in AYP designation must include. The Timeline that is set up for the SIG Round 2 application process on pages 38, 39 of this application is accurate for the WebEPSS SIG application for Round 2 schools and not to be confused with the June 14<sup>th</sup> or November 1 submission of the WebEPSS. The EPSS submitted on June 14, 2011 for all Tier I, II, and III schools will be reviewed by the NMPED staff to assure priorities are reflected in the EPSS. In November of 2011, the second EPSS will be submitted and reviewed by external consultants for both compliance and for consistency with the identified priorities. Feedback will be provided to schools within 30 days of submission of the EPSS.

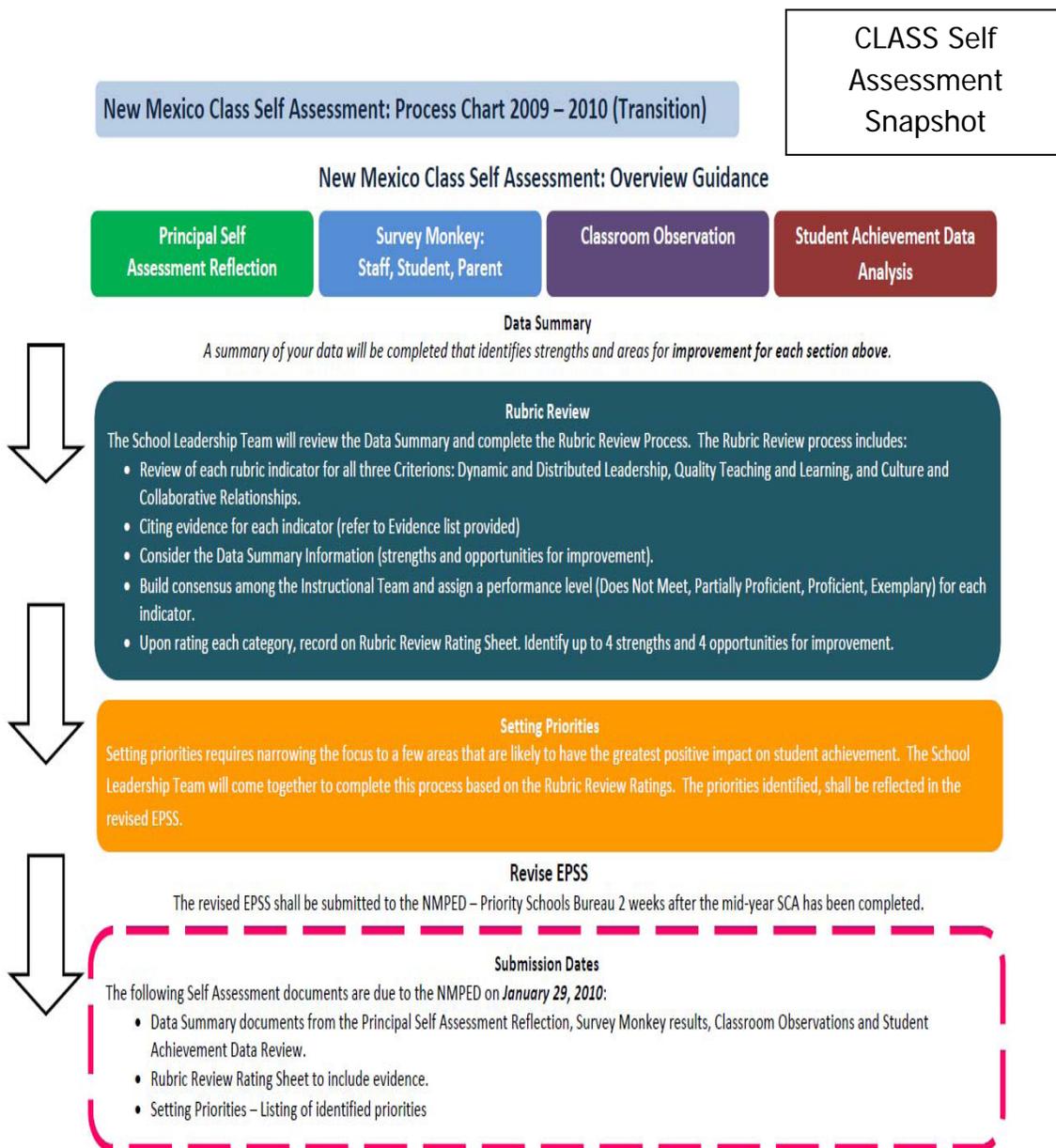
NMPED staff will continue to work with Tier I, Tier II, and Tier III schools to assure that their plan is reflective of the identified priorities. Submission of plans on a timely basis will be one of the considerations when determining continued funding of the SIG for subsequent school years.

The School Self Assessment is a tool provided to schools by the NMPED for use by all schools who have not met AYP for a third consecutive year. This tool was made available in December 2009 to all of the schools in improvement, corrective action, and restructuring. The goal of the assessment is for continuous improvement resulting in enhanced academic achievement for all students. The process, which is highly dependent on collaboration, cooperation, communication and advanced planning, is designed to assist schools in the identification of the root cause(s) of achievement gaps and the development of new priorities which then become new goals, strategies, and action steps in the school's Educational Plan for Student Success (EPSS). This process is designed to lead to increased academic achievement for all students.

A variety of tools and forms have been developed to support and assist in the implementation of the school self assessment process. Using the menu of tools and forms, the District Leadership Team and the School Leadership Team can customize internal practices and procedures to meet the unique characteristics and needs of the school while maintaining the integrity of the process. The Needs Assessment process provides schools and districts with both qualitative and quantitative data and information needed to identify priorities leading to development of the intervention model. The goal is to help schools discover the root causes of systemic and systematic performance problems. A link to the complete needs assessment is: <http://www.ped.state.nm.us/div/psb/dl10/CLASS/index.html>

The School Assessment will be embedded on the Web Educational Plan for Student Success and will be a key factor in assisting the LEAs as they develop their application. A Regional Support Specialist from the SEA has been assigned to work directly with each LEA and will have access to the Web EPSS.

**Samples of the Collaboration Leadership and Accountability for Student Success (CLASS) Needs Assessment:**



**New Mexico CLASS School Self Assessment**  
Principal Self Reflection Questions

Sample Self  
Assessment

Rubric	Question
1.1	1. What is your school's mission and vision and how and when were they formulated?
1.2	2. How did you determine the goals and which strategies to use for your improvement plan?
1.3	3. How are priorities for student academic achievement established and stressed throughout the year?
1.4	4. What types of analyses of the school's progress in achieving EPSS goals are conducted and who was involved in the analysis?
1.4	5. How are disaggregated data used to set goals and meet diverse student needs?
1.5	6. What specific resources and structures do you provide to engage all staff in continuous improvement processes?
1.6	7. What processes do you use to engage teachers and other instructional staff in vertical and horizontal articulation?
1.7	8. What types of federal, state, and local grants do you have or pursue and how are they monitored?
1.8	9. How are fiscal and human resources allocated within the school to students who need additional assistance?
2.1	10. On what basis do you select strategies, interventions, and/or programs to meet student needs?
2.2	11. To what extent do the teachers in your school effectively employ a continuous improvement process in their classrooms with their students?
2.3	12. How do teachers and other instructional staff use data from short-cycle and other formative assessments and from summative assessments to refocus or modify instruction at the classroom and individual levels?
2.4	13. How well do teachers and other instructional staff implement the district policy for allocating and protecting instructional time in all core subject areas?
2.5	14. What evidence do you have that teachers and other instructional staff have appropriate content knowledge for effective and accurate instruction?
2.6	15. What do your teachers do to differentiate instruction to meet the learning needs of all students?
2.7	16. How often is feedback provided and what types of feedback do teachers give to students? How do students use the feedback?
2.8	17. What types of opportunities are students generally given to demonstrate their proficiency and how do teachers allow for adjustment of instruction in terms of levels of difficulty, strategy for instruction, and/or time allotted to complete tasks?
2.9	18. What does the school do to ensure that all teachers and other instructional staff implement curriculum and classroom assessments that are aligned with the New Mexico Content Standards?
2.10	19. How do adults in the school prevent and control behavior problems in class?
3.1	20. What activities are in place to promote and implement a culture of respect, trust, and positive communications among and between educators and children in your school?
3.2	21. What types of partnerships have been established with local community businesses and organizations and how are they related to promoting student achievement?
3.3	22. What activities are in place to engage families as partners in their children's education?
3.4	23. What specific steps are taken to ensure that the school provides a safe, culturally respectful, and orderly environment conducive to student learning?

**(2)The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II, and Tier III school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.**

NMPED has included in Appendix C in the LEA application a template that is used to review and analyze past Federal and /or State funds utilized by the district. Also included is an SEA Guidance Summary for SIG form, the SIG Final Review Summary, and the School Improvement Grant-Budget Review.

NMPED has designed the Appendix C in the LEA Application that uses Dean Fixsen’s Core Implementation Components in order for the LEA to demonstrate their capacity to implement the selected interventions. These components are:

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

In the Implementation Actions for Districts in the proposed LEA application, there is a requirement to engage parents and community members in every model. For example, in the Turnaround Model:

**Implementation Actions for Districts**

- Pursue changes to formal policy and informal standard operating procedures to empower schools to implement their turnaround strategies.
- Identify schools to receive targeted turnaround interventions.
- Devise procedures for determining which strategy to pursue at each identified school.
- Provide schools “the appropriate operating flexibility, resources, and support required to reduce barriers and overly burdensome compliance requirements and to enable a school-wide focus on student needs and improved achievement”.
- Establish partnerships with external providers where appropriate.
- Establish mechanisms for keeping stakeholders informed about the turnaround process at each school.
- Establish regular communication with the community and schools engaged in the turnaround process.
- Hold schools accountable for short-term progress leading to long-term academic gains.

**Therefore, the consultation with stakeholders is already embedded in the criteria and is aligned to the Community and Parent Involvement Goals in the WebEPSS.**

The LEAs will use the SEA’s online Web Educational Plan for Student Success (EPSS) system to submit their application and plan for implementing the selected Improvement Model. The Web EPSS is an online tool to monitor the implementation and evaluate the effectiveness of a district and/or school improvement plan. The WebEPSS is designed to enhance capacity to track the implementation and evaluate the effectiveness of school and district improvement plans. This tool was developed by South West Comprehensive Center and this is NMPED’s third year of using the tool for monitoring and planning. NMPED determined that since this tool is already being used by districts and schools to drive their

improvement goals, strategies, and action steps, it made sense to align that work plan to the School Improvement Grant application. The *Web EPSS* allows SEAs to post support materials to provide guidance and assistance to LEAs to organize the information for planning, monitoring, and reporting. Once the plan is entered and approved, school, district and SEA staff can view the plan, and monitor progress of activities as well as report progress.

Additionally, each model has specific guiding questions that the LEA must use in its application which include Implementation Actions for Districts and Implementation Actions for Schools. These Action Steps will support the goals and strategies in the LEA application embedded in the WebEPSS. See example below:

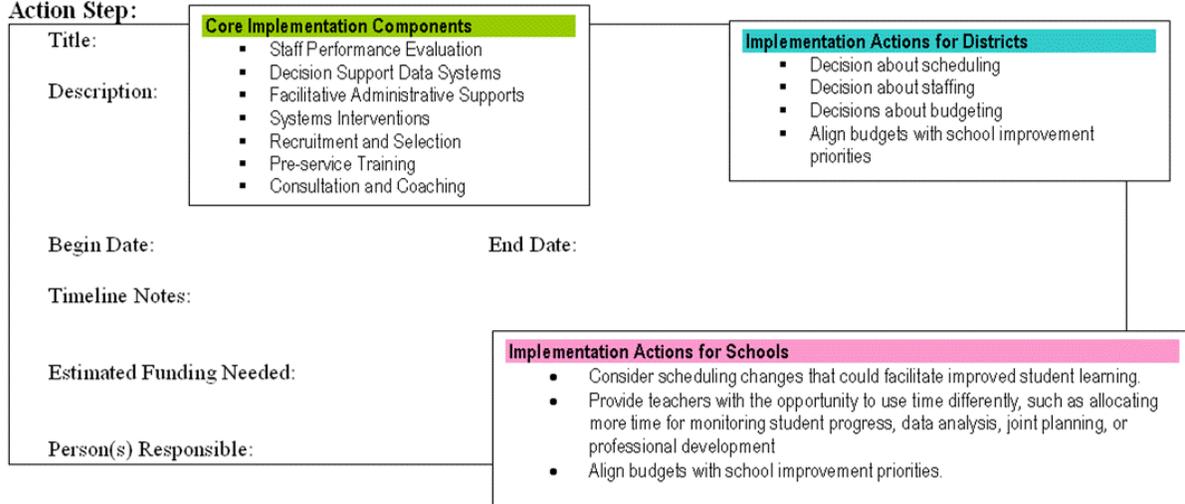
**School Improvement Grant**

If the Turnaround Model is selected:

**Strategy:** To provide flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.

**Description:**

**Action Step:**



Each of the Implementation Actions will be scored using the rubric described on Page 16.

**(3)The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I, Tier II, and Tier III school identified in the LEA’s application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).**

The Web EPSS links budget information to the goals, strategies, and action steps in the application specific to the selected model. See Appendix C on the LEA Application. The Web EPSS also includes other budget sources that support the goals, strategies, and action steps. The LEAs are required to upload to the Web EPSS filing cabinet a budget spreadsheet for expenditure of their funds. The NMPED PSB Budget form that is used is in Appendix G. In addition, the SIG Amendment to Budget Form is also in Appendix G. Here is a link to the Web EPSS:

<http://web-epss.ped.state.nm.us/Security/Login.aspx?ReturnUrl=%2fDefault.aspx>

Improvement Plan (3) View/Print PDF (using filters): Plan or Implementation Checklist | Manage Goals | Attach Document | Filing Cabinet Docs: 1

Collapse Outline Show: All Statuses All Funding Sources All Tags Update

**Goal Turnaround Model** Strategies: 1 Action Steps: 0 of 3 Complete Estimated Cost: \$500.00  
 (Add Strategy | Order Strategies) Budgeted: \$500.00  
 1 Incomplete Strategy Tasks: 0 of 1 Complete Actual: \$500.00

A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve. [Attach Document](#)

**Strategy New Governance Structure - Turnaround Model** Action Steps: 3 Estimated Cost: \$500.00  
 (Add Action Step | Order Actions) Budgeted: \$500.00  
 Actual: \$500.00

Organize, plan and monitor the necessary elements of the system for which the school is responsible and provide useful tools to begin implementation of a new governance structure to get planning teams started. [Attach Document](#)

Action Step	Description	Responsible	Status
<a href="#">Identify Necessary Elements</a>	Complete Self Assessment to establish priorities based on the data gathered from the Principal Reflection, Staff, Parent and Student surveys, Classroom Observations, and Data Achievement Review.	Jane Doe	Status: Not Begun 1/29/2010 Estimate: \$0.00
	Tasks: 0 of 1 Complete <a href="#">Lead Self Assessment Contact</a> (Due on 2/9/2010)		
<a href="#">Identify Tools need for new Governance Structure</a>	Tools to complete Self Assessment: Surveys, Data forms, Reflections Questions, Rubrics	Tina Besa	Status: Not Begun 1/29/2010

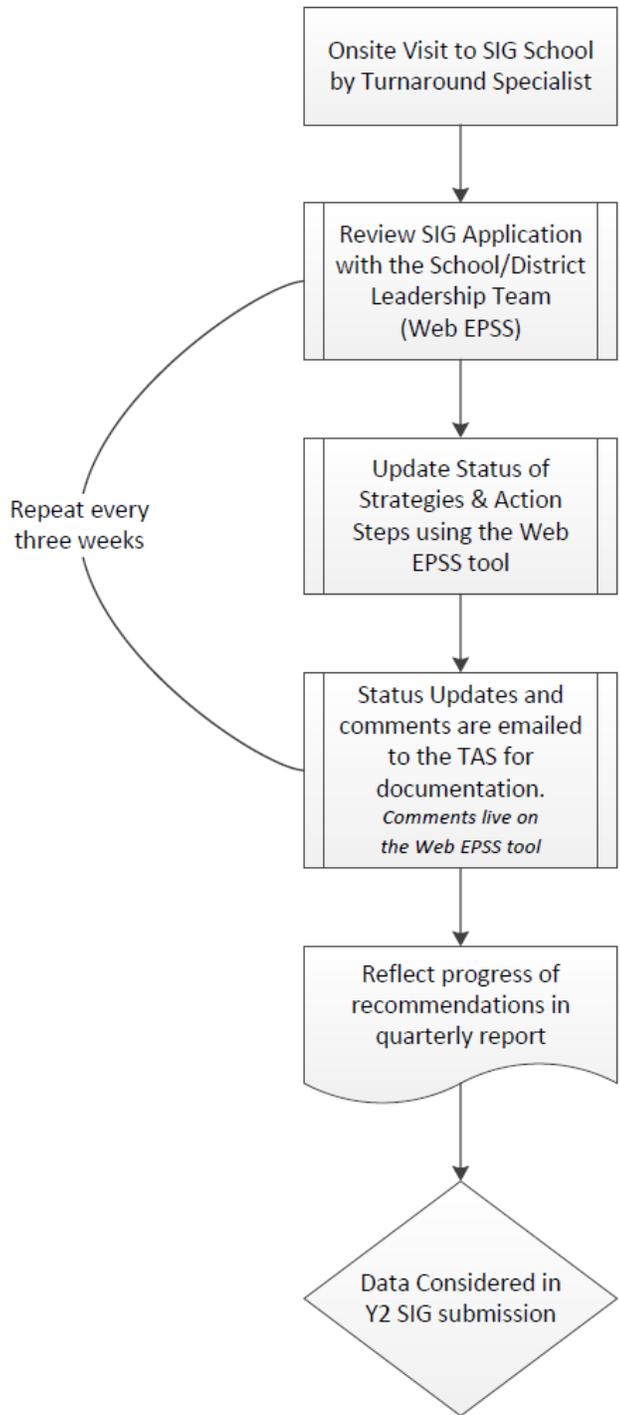
Budget Example

**Part 2**

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA’s commitment to do the following:

- (1) Design and implement intervention consistent with the following requirements. The following documents that support how the SEA will assess the LEA’s commitment to the actions can be found on pages 21-28 and also in Appendix J.
  - A. Worksheet E
  - B. Worksheet C
  - C. Board Resolution
  - D. MOU
  - E. SEA Guidance Summary

**Onsite Visit to SIG School  
3 week cycle**



**(2) Recruit, Screen and Select External Providers if applicable, to ensure their quality. The following Worksheet E asks LEA to adhere to the assurances indicated for having External Providers.**

**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
**Priority Schools Bureau**

**Worksheet E**

**Checklist for Hiring External Providers**

- \_\_\_ Identify reasons for hiring external providers
- \_\_\_ Ensure transparency
- \_\_\_ Involve stakeholders
- \_\_\_ Identify goals and measureable expectations
- \_\_\_ Create conditions to find and attract high-quality partners
- \_\_\_ Develop rigorous selection process that focuses on experience, qualifications, ability to communicate
- \_\_\_ Negotiate contract that outlines roles, responsibilities, performance measures, and timelines for deliverables
- \_\_\_ Define consequences for failure (termination or contract modification)

**D. The District must agree to the following assurances in its application for a School Improvement Grant:**

- Use its School Improvement Grant to implement fully and effectively an intervention in each eligible school that the District commits to serve consistent with the final requirements as evident in the school Web EPSS;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators as evident in the school Web EPSS.
- If a District selects the Restart Model, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements as evident in the school Web EPSS; and
- Report to NMPED school-level data achievement indicators as evident in the school Web EPSS

**(3) Align other resources with the interventions.**

**Districts and Schools can use their operational funds to support the implementation of the models; they may also seek to use other grant opportunities to assist in the implementation of the models. NMPED has a Request For Information (RFI) process using Federal Title I funds that the majority of our SIG R2 schools are eligible to apply for. The RFI is located in Appendix K.**

**The following are examples of how the SEA will assess the LEA's commitment to align other resources:**

**Worksheet C: Attestation of Selected Model is completed by the LEA as a commitment to spend funds and give priority to those schools it serves through the School Improvement Grant award.**

## **STATE OF NEW MEXICO**

**Public Education Department  
Priority Schools Bureau**

### **School Improvement Grant 2011**

#### **Worksheet C: Attestation of Selected Model**

**The District must estimate the full cost of implementing its selected intervention for each eligible school it commits to serve, and to give priority to including these costs in its budget proposal. The Districts proposed budget should cover a three year period.**

How many eligible schools does your school district commit to serve?

\_\_\_\_\_

Which intervention model (Turnaround, Restart, Closure or Transformation) has the District selected per school? (Please complete a separate Worksheet C for each school.)

**The following pages contain the specific Strategies and Action Steps for each model that are embedded in the Web EPSS. The LEA must complete all sections of the Model it selects for each school. These are the criteria that the School Improvement Review Panel will use to review and approve/disapprove each school application.**

The WebEPSS for both the district and the school includes annual goals and strategic objectives for all students as well as each sub group as identified within each school and in the district. The goals including ones that address reading/language arts and math are preloaded in the WebEPSS and strategic objectives are written by each school and district to reflect the annual measureable objective as identified by the NMPED.

The NMPED uses external consultants to review the WebEPSS for compliance and for consistency with their current levels of performance annually. Feedback is provided for schools and districts in order to assure improvement in the development and implementation of the plan.

Additionally, schools and districts use their short cycle assessment data to set strategic objectives for improvement to meet benchmarks in the areas of reading/language arts and math, as well as all sub populations not meeting AYP.

Every strategy in the WebEPSS includes a description of the strategy. Additionally, every strategy will have multiple Action Steps that will further describe that action and how the LEA intends to meet the strategy inclusive of begin and end dates, budget and task assignments. A section to capture timeline notes is part of every Action Step and LEA's will inform the SEA of their progress by inputting this information into their plan as reviews take place. A feature of the WebEPSS tool allows for attaching documentation to parts of the plan that support either the goal, strategy or action step. Each LEA has been trained on how to attach further information as deemed necessary.

**EXAMPLE OF SCHOOL BOARD RESOLUTION**

**Resolution To Support Hyde Middle School (HMS)-SIG Application**

Whereas, the students of HMS deserve the best education that the staff of HMS, the District administration and Board, and the State can provide;

Whereas, the teaching staff has been actively involved with the administration in drafting a School Improvement Grant proposal that reflects significant change;

Whereas, there have been two parent advisory committee meetings, discussion at Board meetings, articles in the local newspaper regarding this funding opportunity and transformation responsibility, and more parent involvement still expected;

Now, therefore, be it resolved that we the members of the Consolidated Schools Board of Education support the District School Improvement Grant Application, recognizing that it will mean

- continuous improvement in teacher/leadership effectiveness,
- instructional reform strategies that give the building leadership more latitude and require district-level support,
- extended learning time and creating a more community-oriented school,
- active and strategic recruitment and retention of quality staff,
- job-embedded professional development,
- a better aligned curriculum,
- better data collection and analysis, and
- nonacademic support for our students.

\_\_\_\_\_  
\_\_\_\_\_  
Signature Board President \_\_\_\_\_ Date \_\_\_\_\_

## **EXAMPLE OF MOU AGREEMENT:**

### **Memorandum of Understanding between NEA-SF and Consolidated Schools Regarding Hyde Elementary School, a Priority School April 12, 2010 and Revised April 26, 2010**

The "Turn Around" model will be used for school improvement at Hyde Elementary School. The alternative governance structure shall include a Turn Around Leadership Team of no fewer than seven (7) members. All but two (2) of the members shall be elected by the staff, one will be a site NEA Association Representative and one will be appointed by the principal. This Turn Around Leadership Team will work with the principal to develop a leadership model to be used by the Turn Around Leadership Team and will have decision making authority, within the parameters of state and federal law and district policy, over matters related to implementation of the Priority School model. The existing 2009–2010 Leadership Team will continue to work with the principal to assist in the day to day issues of running Hyde Elementary School, as they do now, until the end of the school year. The Leadership Team shall be dissolved as of the last day of the school year, June 3, 2010.

The parties agree that schools involved in a Priority School model will require additional time commitments from staff. The staff working at such a school is expected to commit to the school mission and philosophy and to agree to work additional hours. A contract addendum negotiated with the Association defining these requirements shall accompany the annual contract and may change from year to year, while in a Priority School status, as the school's needs change. Such changes shall require an amended contract addendum for each subsequent year. The additional time will be used for professional development, training, meeting/planning time during the school year, before commencement of the regular school contract and/or just following the end of the contract year. Changes to the scheduled time will be determined in consultation with the Turn Around Leadership Team. The dates, times and compensation of additional required hours shall be determined by the Turn Around Leadership Team according to the needs of the school. Requirements for additional training and staff time will be dependent upon the availability of funding for implementing the model.

An elected interim Leadership Team will work with the principal, as defined in the First Amendment to this Memorandum of Understanding, to review and determine locally adopted competencies by which staff members to be displaced will be identified.

The subsequently elected Turn Around Leadership Team will be involved in interviewing and making recommendations as to the selection of new staff for the 2010-2011 school year. At Hyde Elementary School for the 2010-2011 school year, the following additional requirements include:

- Up to two weeks training, planning and meeting prior to the commencement of the regular contract period. The date will be determined based upon contract start date as determined by the Board for the 2010-2011 school calendar. This time period is to be paid at the regular contract rate of pay.
- The school day is extended to add one additional hour to the regular school day for student instruction. This time will be paid at the regular contract rate of pay. This 8 hour day includes the individual prep time.
- The work day is further extended by 30 minutes to provide additional collaborative planning and professional development for a total work day of 8.5 hours all paid at the

contract rate. The work schedule will be as follows, unless changed by the Leadership Team:

<b>Student Schedule</b>	<b>Teacher Schedule</b>	<b>Comments</b>
7:55 a.m. – 3:25 p.m.	7:40 a.m. – 4:10 p.m.	Regular 8 hour day including individual prep time and the duty free lunch.
	4:10 p.m. – 4:40 p.m.	Additional 30 minutes of collaborative planning and professional development. Note that the actual afterschool planning and PD time commences at 3:25 p.m. when the students are dismissed for a total time of 1.25 hours.

- EAs are expected to attend selected professional development and staff meetings and will be compensated for this time at regular overtime rate if employee exceeds forty (40) hours in the week.
- Ramirez Thomas Elementary School will be exempt from any class size increases for the 2010-2011 school year.
- The Association and the District mutually agree to increase stipends beyond those contained in the Collective Bargaining Agreement (CBA) to attract and retain bilingual, TESOL and other employees with special skills to the school to help implement the Priority School model. Stipend increases at Ramirez Thomas Elementary School shall remain in force for the duration of the period that Ramirez Thomas receives the additional Priority School model funding from the State. Once these funds are no longer available, the stipend amounts revert to the negotiated rate contained in the CBA. The increased stipend amount for bilingual and TESOL endorsed teachers, as well as stipends for other positions, will be determined in conjunction with this year's Leadership Team and NEA. The amount of funds set aside for these stipends totals \$50,000.

Employees who are displaced by the implementation of the Priority School Model will be allowed to transfer to a substantially equivalent vacant position for which they are qualified. These employees, along with any other district displaced employees from other school sites, shall receive priority consideration for transfers. The District shall make every effort to honor the assignment preferences of displaced employees. The Superintendent may administratively place a displaced employee to ensure ongoing employment and avoid discharge or termination as a result of displacement. Under no circumstances shall displaced employees be discharged or terminated simply as a result of their displacement.

This MOU may be reviewed in subsequent school years without being a re-opener.

---

Bill Smith                      Date  
 NEA-SF President and  
 Lead Negotiator

Tammy Oz                      Date  
 Deputy Superintendent and  
 Consolidate Schools Lead Negotiator

**SEA GUIDANCE SUMMARY PRESENTED TO SIG SCHOOLS AS PART OF APPLICATION FEEDBACK:**

**New Mexico Public Education Department  
SEA Guidance Summary for School Improvement Grant (SIG)**

The following SEA Guidance Summary is intended to provide you with SEA feedback as it relates to your School Improvement Grant application.

**DISTRICT** \_\_\_\_\_ **SCHOOL** \_\_\_\_\_

**Please consider the following information as you begin revisions to your SIG application.**

- Consider all recommendations and feedback as you revise your SIG application for re-submission. Create new Action Steps and Tasks as needed. Due on April 14, 2011.
- For every Action Step that is changed or added to your SIG application tag as “REVISED” and “SIG”
- Consider all information presented to date to support your revisions such as: WIMBA presentations (archived at <http://www.ped.state.nm.us/div/psb/dl10/sig/index.html>)
- DOE SIG Guidance, School Improvement Handbook, and SIG Training Material.
- Details regarding evaluation of staff and pay for performance: 1 year to accomplish
- Any other details specific to the LEA

**BUDGET: 3 YEAR PROJECTION THAT DESCRIBES HOW STRATEGIES WILL BEST SUSTAINED OVER TIME.**

**(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.**

The example below is from the LEA Application (Appendix C) and it demonstrates the specific requirements for the strategy in the Transformation Model. Under this strategy, the LEA will have a minimum of 8 Implementation Action Steps they can choose to address and will be scored for completeness.

**Appendix C- Example**

<p><b>School Improvement Grant</b>  <b>If the <u>Turnaround Model</u> is selected:</b></p>	
<p><b>Strategy:</b> To provide flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.</p>	
<p><b>Description:</b></p>	
<p><b>Action Step:</b></p>	
<p>Title:</p>	<p><b>Core Implementation Components</b></p> <ul style="list-style-type: none"> <li>▪ Staff Performance Evaluation</li> <li>▪ Decision Support Data Systems</li> <li>▪ Facilitative Administrative Supports</li> <li>▪ Systems Interventions</li> <li>▪ Recruitment and Selection</li> <li>▪ Pre-service Training</li> <li>▪ Consultation and Coaching</li> </ul>
<p>Description:</p>	<p><b>Implementation Actions for Districts</b></p> <ul style="list-style-type: none"> <li>▪ Decision about scheduling</li> <li>▪ Decision about staffing</li> <li>▪ Decisions about budgeting</li> <li>▪ Align budgets with school improvement priorities</li> </ul>
<p>Begin Date:</p>	<p>End Date:</p>
<p>Timeline Notes:</p>	
<p>Estimated Funding Needed:</p>	<p><b>Implementation Actions for Schools</b></p> <ul style="list-style-type: none"> <li>• Consider scheduling changes that could facilitate improved student learning.</li> <li>• Provide teachers with the opportunity to use time differently, such as allocating more time for monitoring student progress, data analysis, joint planning, or professional development</li> <li>• Align budgets with school improvement priorities.</li> </ul>
<p>Person(s) Responsible:</p>	

**(5) Sustain the reforms after the funding period ends.**

The SEA will assure that the LEA application demonstrates that the LEA will invest early on in resources that will build capacity so that the investment reduces over the 3 years. Additionally, the Review Panel will carefully analyze the LEA application to make sure the intervention model chosen will be sustainable as a result of the intentional strategies of building capacity. During the funding period, the SEA will require the LEA's to align their other resources (Title I, Title II, Title III, and Indian Education Funds) to the intervention model. The WebEPSS is currently being used to monitor those programs and gives New Mexico the ability to align program and budget to the Educational Plan for Student Success' goals, strategies and action steps. As a result, the SEA and LEA can access these reports and information to prioritize and monitor the resources for sustaining the reforms.

The Web EPSS allows the SEA and LEA to create reports to enable the LEA to analyze results and prioritize resources after the funding period ends. See Appendix C in the LEA Application.

**Appendix C- Example**

<b>Strategy:</b> To establish competencies that will be used to measure the effectiveness of staff who will work within the turnaround environment to meet the needs of students.	
<b>Description:</b>	
<b>Action Step:</b>	
<b>Title:</b>	<b>Core Implementation Components</b> <ul style="list-style-type: none"><li>▪ Staff Performance Evaluation</li><li>▪ Decision Support Data Systems</li><li>▪ Facilitative Administrative Supports</li><li>▪ Systems Interventions</li><li>▪ Recruitment and Selection</li><li>▪ Pre-service Training</li><li>▪ Consultation and Coaching</li></ul>
<b>Description:</b>	<b>Implementation Actions for Districts</b> <ul style="list-style-type: none"><li>▪ Establish tools to measure effectiveness of staff</li><li>▪ Align state standards of practice to district system evaluation</li><li>▪ Establish systems that will support two way communication with staff regarding performance</li><li>▪ Pinpoint school conditions that predict later failure</li><li>▪ Engage in rapid retry efforts when failure occurs</li><li>▪ Provide mentorship and Professional Development support</li><li>▪ Use continuous improvement cycles</li></ul>
<b>Begin Date:</b>	<b>End Date:</b>
<b>Timeline Notes:</b>	
<b>Estimated Funding Needed:</b>	
<b>Person(s) Responsible:</b>	

**B-1. ADDITIONAL EVALUATION CRITERIA:** In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? (*For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.*)

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

**Insert response to Section B-1 Additional Evaluation Criteria here:**

**In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:**

**(1)** How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period to help an LEA prepare for full implementation in the following school year?

*The New Mexico system of support for LEA's receiving funds from the 2010-2011 School Improvement Grant (SIG) requires their use of the Web EPSS. The Web EPSS is an online tool used to establish action steps that support SIG strategies specific to the model selected. Each strategy and action step in the Web EPSS that requires funding is indicated on the Web EPSS.*

*If an LEA determines that use of FY 2010-2011 SIG funds are needed to carry out pre-implementation activities, such as:*

- *Family and Community Engagement*
- *Review of External Providers*

- *Recruiting and hiring staff*
- *Remediation and enrichment of Instructional Programs*
- *Professional Development and support*
- *Preparation for Accountability Measures*

*LEA's will ensure current applications and budgets in the Web EPSS reflect this need accordingly within context of the plan.*

*The SEA will evaluate the LEA's proposed pre-implementation activities using the same factors in reviewing the overall plan to include:*

**BUDGET CAPACITY REQUIREMENTS**

- *The budget includes attention to each element of the selected intervention*
- *The budget is sufficient and appropriate to support the full and effective implementation of the intervention for **three years***
- *The budget is sufficient and appropriate to support the full and effective Pre-implementation activities indicated by the LEA.*
- *Projected budgets meet the requirement of reasonable, allocable and necessary*
- *The budget is planned at a minimum of \$50,000.00 and does not exceed \$2,000,000.00 per year per school*
- *The district has the resources to serve the number of Tier I, II and III schools that are indicated*
- *A clear alignment exists between the goals and interventions model and the funding request (budget)*
- *The district demonstrates the ability to align federal, state and local funding sources with grant activities*

**(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?**

The SEA will evaluate the LEA’s proposed pre-implementation activities following a process where relative questions are answered based on the LEA’s proposal for pre-implementation activities. Please see example below. Approved activities will require an amendment to the current application and budget. Amendments must be approved by SEA.

Example:

Pre-Implementation Activity	Justification				Score
	Will the SIG funds cover full and effective implementation of the SIG strategies and action steps in the Web EPSS as previously indicated?	Will pre-implementation activities directly address the needs identified by the LEA?	How will pre-implementation activities impact student achievement?	What data justifies the need for this implementation activity?	
					4= approved  0-3 = more information required
<i>Family and Community Engagement</i>	✓	✓	✓	✓	4
<i>Review of External Providers</i>	✓	✓			2
<i>Recruiting and hiring staff</i>	✓	✓			2
<i>Remediation and enrichment of Instructional Programs</i>	✓	✓	✓	✓	4

**C. CAPACITY:** The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

**Insert response to Section C Capacity here:**

**An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.** The LEA must list the schools it will serve in the LEA application and the next section describes how the SEA will scrutinize the LEA's capacity or lack of capacity to effectively intervene in their Tier I schools.

**The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.**

See Appendix C in the LEA Application for the goals, strategies, and action steps that must follow the guiding questions and components for implementation that the SEA developed. In addition, the LEA must present their application to the NMPED School Improvement Review Panel and the LEA must be prepared to successfully answer the panel's inquiries.

As part of the application process, the LEA must present a DRAFT SIG application to the NMPED School Improvement Review Panel. In preparation for the LEA presentation to the NMPED School Improvement Review Panel, two visits will be required of the NMPED Regional Support Specialist to the applying LEA to:

- 1) Validate CLASS Self Assessment
- 2) Provide technical assistance on student achievement data analysis in preparation for the Panel presentation.

The NMPED School Improvement Review Panel will provide the LEA with feedback based on the presentation to be incorporated in the final SIG application to the SEA. SEA will review final

applications and assign points to select LEA's for funding based on aggregated points with a minimum of all SIG strategies scoring in the completely responsive to requirement point range.

- 0-5 Points----Not responsive to requirements
- 6-10 Points----Partially responsive to requirements
- 11-15 Points----Completely responsive to requirements

Worksheet D has been developed for the LEA to complete in the event that the LEA believes it lacks the capacity to effectively implement one of the intervention models. The LEA must also present this information to the Review Panel and the NMPED Regional Support Specialist assigned to the LEA must verify the information and present that verification to the Review Panel.

If the Review Panel determines that the LEA has more capacity than the LEA demonstrates, the Panel will make a recommendation to the NMPED Secretary of Education to determine options in order to assure that the students at the school are being served well. One option may be that the SEA determines it may exercise its option to take over the operation of the school. Another option may be that the SEA needs to devote additional time in the LEA to clarify issues and find options to serve the school(s).

The final application and the SEA decision will be posted to the NMPED website.

**D (PART 1). TIMELINE:** An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

**Insert response to Section D (Part 1) Timeline here:**

**(1) Describe the SEA's process and timeline for approving LEA applications.**

The LEAs will use the SEA's online Web EPSS system to submit their application and plan for implementing the selected Improvement Model. The Web EPSS is an online tool to monitor the implementation and evaluate the effectiveness of a district and/or school improvement plan. NMPED has recently developed and begun to implement an interactive web-based version of the Educational Plan for Student Success (EPSS), which is designed to enhance educators' capacity to track the implementation and evaluate the effectiveness of their school and district improvement plans. This tool was developed by SouthWest Comprehensive Center and this is NMPED's second year of using the tool for monitoring and planning. NMPED determined that since this tool is already being used by districts and schools to drive their improvement goals, strategies, and action steps, it made sense to align that work plan to the School Improvement Grant application. The *Web EPSS* allows SEAs to post support materials to provide guidance and assistance to LEAs to organize the information for planning, monitoring, and reporting. Once the plan is entered and approved, school, district and SEA staff can view the plan, and monitor progress of activities as well as report progress and outcomes.

The Web EPSS is designed to track the implementation and evaluate the effectiveness of the LEA Improvement Plan. When fully implemented, it will guide New Mexico schools and districts through the process of tracking actions, responsibilities and progress toward increasing student achievement. Currently, all Tier I schools on the lowest performing list as well as R1/ R2 schools and all New Mexico school districts are using the Web EPSS tool.

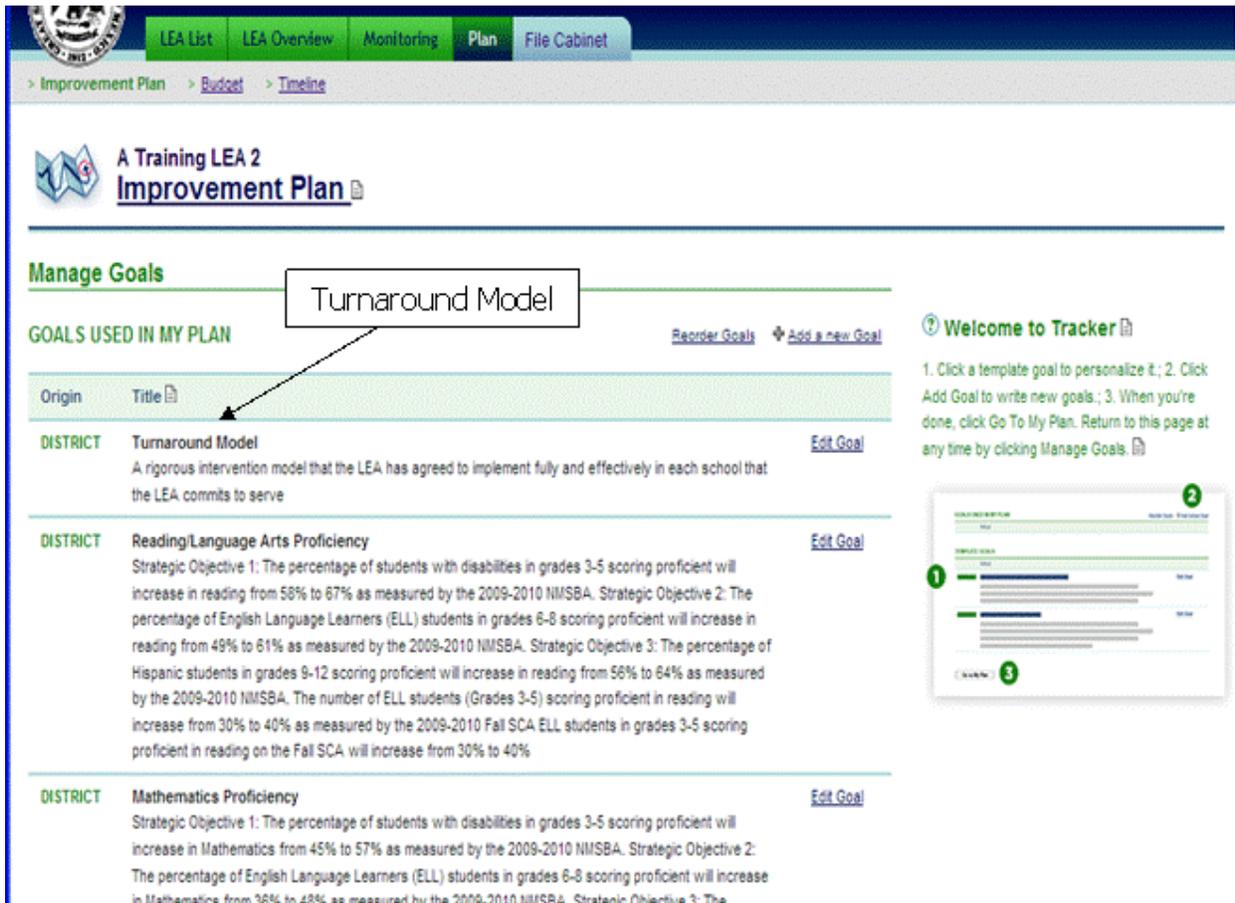
Training and support, has been provided to these school districts by the New Mexico Public Education Department (NMPED) – Priority Schools Bureau Staff in conjunction with West Ed. The Web EPSS can be monitored on an ongoing basis because it is a web-based tool. As of December 15, 2010 school districts, Tier I schools and R1/ R2 schools in New Mexico will receive feedback on their Web EPSS submissions and this information is to be included in the next revision of their District improvement plan – June 2011.

The WebEPSS SIG Round 2 application is part of the EPSS in that it resides on the same template. In addition to the SIG Round 2 application which is submitted on the WebEPSS on or before February 9, 2011, the SIG schools (as do all schools in AYP designation) submit the Web EPSS twice a year (June 14 and November 1). The SIG application portion of the WebEPSS is different in that it contains the Model Chosen Goal and all 9-10 strategies associated to that goal. In addition there are 7 additional State goals that all schools in AYP designation must include. The Timeline that is set up for the SIG Round 2 application process on pages 28, 29 of this application is accurate for the WebEPSS SIG application for Round 2 schools and not to be confused with the June 14<sup>th</sup> or November 1 submission of the WebEPSS. Additionally, the remainder of the New Mexico schools will also be trained on the Web EPSS and expected to deploy the tool as their improvement plan for the June 2011 submission. Regional trainings across the state support these efforts in addition to webinars and personalized technical support provided by NMPED Regional Support Specialists.

LEAs will upload their SIG applications as documents in their Web EPSS file cabinet and then be linked to the District and School plans. The SEA will provide technical assistance and will pre-populate the WebEPSS so that the SEA can concentrate on the strategies and action steps for the application.

See Appendix C in the LEA Application for the goals, strategies, and action steps that must follow the guiding questions and components for implementation that the SEA developed. The Regional Support Specialist will work individually with the LEAs to set their performance measures to make sure they meet the rigorous and reasonable standards. In addition, the LEA must present their application to the NMPED School Improvement Review Panel and the LEA must be prepared to successfully answer the panel's inquiries.

**Example of an LEA choosing the Turnaround Model as a Goal in the WebEPSS:**



The Web EPSS tools are available through the Internet, and require a computer with a network connection and a Web browser. To access the tool, individuals must have an account in the system and be set up to access the LEAs plans. The SIG goals and plans for individual schools will be incorporated into this same system, thus maintaining a consistent system for planning, monitoring, implementation, and reporting.

<b>Process Steps</b>	<b>Timeline</b>	<b>Responsible Party</b>
Embed approved LEA application into the Web EPSS	December 2010 (depending on USDOE approval)	USDOE, NMPED, and SouthWest Comprehensive Center
Train the LEAs on Application Process	January 2011	NMPED
LEAs submit their draft SIG application on Web EPSS template containing the SIG application	On or before February 9, 2011	NMPED and LEA
LEAs submit their application and makes presentation to NMPED Review Panel	On or before March 18, 2011	LEA

LEAs submit their Final SIG Application on Web EPSS template containing the SIG application	15 days after presentation to Panel (on or around April 1, 2011)	LEA
SEA notifies districts	April 12, 2011	SEA
SEA awards funds to LEA	April 30, 2011	SEA
LEA Implementation Begins	May 2011	LEA & SEA

The NMPED Priority Schools Bureau (PSB) will post Wimbas on our PSB website which will allow SIG R2 stakeholders to access, download and view beginning January 2011.

**All Wimbas are archived and available on our website at:**

**<http://www.ped.state.nm.us/div/psb/dl10/sig/index.html>**

**Topics include the following; and we will add topics that are suggested from our current SIG schools and any topic our SIG R2 applicants suggest.**

- School Improvement /Turnaround Options Specifics:
  - A. Turnaround
  - B. Restart
  - C. Transformational
  - D. School Closure
- LEA Application Process Overview
- School Improvement Grant Application Details
- Follow-up on Turnaround and Transformation Models
- Union Issues
- Selecting Principals
- Selecting External Providers
- Community/stakeholder Involvement
- Using the Web EPSS to monitor & implement
- Intervention
- Performance Measures—Rigor and Reason
- Resources: Effective Implementation of School
- Improvement Grants (CII)

**Example an LEA's use of Goals, Strategies, and Action Steps in the WebEPSS:**

The screenshot displays the 'Improvement Plan' interface. At the top, there are navigation options: 'View/Print PDF (using filters: Plan or Implementation Checklist | Manage Goals | Attach Document | Filing Cabinet Docs: 1)'. Below this is a filter section with 'Show: All Statuses', 'All Funding Sources', and 'All Tags', along with an 'Update' button.

**GOAL** (circled):

- Turnaround Model**
  - Strategies: 1 (Add Strategy | Order Strategies)
  - Action Steps: 0 of 3 Complete
  - Estimated Cost: \$500.00
  - Budgeted: \$500.00
  - Actual: \$500.00
  - 1 Incomplete Strategy
  - Tasks: 0 of 1 Complete
  - Description: A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.
  - Attach Document

**STRATEGY** (circled):

- New Governance Structure - Turnaround Model**
  - Action Steps: 3 (Add Action Step | Order Actions)
  - Estimated Cost: \$500.00
  - Budgeted: \$500.00
  - Actual: \$500.00
  - Description: Organize, plan and monitor the necessary elements of the system for which the school is responsible and provide useful tools to begin implementation of a new governance structure to get planning teams started.
  - Attach Document

**ACTION STEP** (circled):

Action Step	Description	Responsible	Status
<a href="#">Identify Necessary Elements</a>	Complete Self Assessment to establish priorities based on the data gathered from the Principal Reflection, Staff, Parent and Student surveys, Classroom Observations, and Data Achievement Review.	Jane Doe	Status: Not Begun 1/29/2010
	Tasks: 0 of 1 Complete		Estimate: \$0.00
	<a href="#">Lead Self Assessment Contact</a> (Due on 2/9/2010)		
<a href="#">Identify Tools need for new Governance</a>	Tools to complete Self Assessment: Surveys, Data forms, Reflections Questions, Rubrics	Tina Beas	Status: Not Begun 1/29/2010

**Example of Action Steps in the WebEPSS:**

Organize, plan and monitor the necessary elements of the system for which the school is responsible and provide useful tools to begin implementation of a new governance structure to get planning teams started. [Attach Document](#)

Action Step	Description	Responsible	Status	
<a href="#">Identify Necessary Elements</a>	Complete Self Assessment to establish priorities based on the data gathered from the Principal Reflection, Staff, Parent and Student surveys, Classroom Observations, and Data Achievement Review.  Tasks: 0 of 1 Complete <a href="#">Lead Self Assessment Contact</a> (Due on 2/9/2010)	Jane Doe	Status: Not Begun 1/29/2010	Parent <a href="#">Attach Document</a>
<a href="#">Identify Tools need for new Governance Structure</a>	Tools to complete Self Assessment: Surveys, Data forms, Reflections Questions, Rubrics  Tasks: None	Tina Bese	Status: Not Begun 1/29/2010	<a href="#">Attach Document</a>
<a href="#">Monitoring Cycle</a>	Establish monitoring cycle of the action step  Tasks: None	Jane Doe	Status: In Progress 1/29/2010	Tech <a href="#">Attach Document</a>

**ACTION STEPS**

Goal: [Reading/Language Arts Proficiency](#)    Strategies: 4 ([Add Strategy](#) | [Order Strategies](#))    Action Steps: 2 of 14 Complete    Estimated Cost: \$48,500.00  
 Budgeted: \$25,050.00    ▲ 2 Action Steps Overdue

**D (PARTS 2-8). DESCRIPTIVE INFORMATION:**

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.<sup>3</sup>

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

**Insert response to Section D (Parts 2-8) Descriptive Information here:**

(2) For the 2009-2010 school year, all schools in Tier I have conducted a School CLASS Self Assessment, establishing base line data and to drive the determination of priorities in the completion of their Improvement Plan (Educational Plan for Student Success – EPSS) as well as their School Improvement Grant application. In the fall of the 2011-2012 school year, the first year of the school receiving a SIG grant, Priority Schools Bureau staff will complete the Compliance and Assistance Review

Process. This process will validate the School CLASS Self Assessment and will establish further actions based on the results of the validation or not:

**Validate CLASS** → Doing What Works

**Invalidated CLASS** →

- Instructional Audit
- Data Analysis
- Root Cause Analysis

That information and data will be shared with the school and monitored by the NMPED Priority Schools Bureau staff during their 3 week cycle visits to the school. In the spring of 2012, School Improvement Grant schools will utilize the information and data from the CLASS validation actions and embed those actions in their Web EPSS re-application for the grant.

Additionally, Short Cycle Assessment scores will be reviewed and fall scores will be compared with spring scores and the amount of growth will be a consideration in determining funding for a second year. NMSBA data will also be reviewed and the average growth computed, inclusive of the 2010-2011 data. Gains from this year will be expected. Should the data indicate no or little growth, a school would likely not be recommended for funding for a second year.

The Web EPSS includes descriptions of the Goals and Strategies, detailed Action Steps (start and end dates, person(s) responsible, specified budget allocations and expenditures), and related Tasks with due dates and assignments. The SEA is able to review and approve these plans online, and make comments back to the LEA about each item in the plan. Comments appear within the plan at the point of origin, and may also be emailed from Web EPSS to the persons responsible for that section of the plan. The SEA may also provide templates and guidance documents to the LEAs, attached within their online Plan, and may view documents uploaded by the LEAs.

As the LEA implements its plan, progress is recorded in the Web EPSS by providing status updates of Tasks and Action Steps, recording actual expenditures in their budgets, and uploading documentation related to activities and events to the file cabinet. The Plan Overview page shows the status of each goal, Strategy, and Action Step, including when it was last updated and by whom. Action Steps may be "tagged" with one or more designation set by the SEA (e.g. SIG, PD, ELL, and Parent) and the plan view may be filtered by a Tag, and/or by a Funding Source, and/or by the status of Action Steps (Not Begun, In Progress, Completed). The filters provide a view of just those selected features in the Plan, so the SEA Reviewer(s) may quickly assess all of the SIG-related Action Steps and see the progress that has been made on each one. An Implementation report is also available, which presents a chart view of each Action Step, its current status, and the history of progress updates with related comments. The SEA may also request certain documentation be uploaded to a particular Strategy or Action Step, showing the implementation process and the impact on student achievement.

The SEA will monitor the LEA's plan implementation using Web EPSS, providing "real-time" information on implementation (status updates, comments, documentation provided) as well as review the SIG schools' plans and the LEA's interactions within the school plans (e.g. comments, LEA-provided documents, monitoring reports in the LEA plans.) The implementation of the school intervention model will be evident in both the LEA plan implementation and in their interaction with the progress of the school plans. The WebEPSS will be reviewed monthly by the SEA and provide feedback to the LEA via the Web EPSS tools.

(3) All schools in New Mexico that have been identified and funded through the School Improvement Grant are Tier I or Tier II Schools. There are no Tier III schools funded.

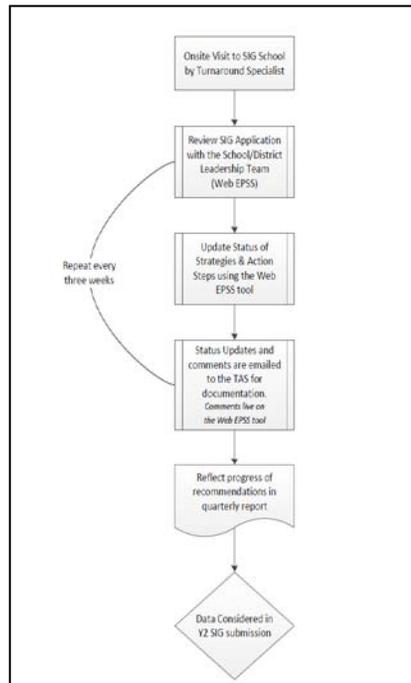
The SEA will monitor the LEA's goals, strategies, and action steps for its Tier III schools (subject to approval by the SEA) using Web EPSS, providing "real-time" information on implementation (status updates, comments, documentation provided) as well as review the SIG schools' plans and the LEA's interactions within the school plans (e.g., comments, LEA-provided documents, monitoring reports in the LEA plans). The implementation of the school intervention model will be evident in both the LEA plan implementation and their interaction with the progress of the schools plans. Renewal of the grant will be aligned to the process used for Tier I schools since access to the WebEPSS is similar.

(4) The SEAs process monitoring each LEA that has received a School Improvement Grant involves a 3-week cycle of onsite visits by the LEA to the SEA. (See flowchart A to the right)

These visits include a review of the SIG application with the district leadership team to identify challenges and celebrations; update the status of the strategies, action steps, and tasks within the application through the Web EPSS system; a review of current assessment data; and progress towards growth goals as reflected in benchmark and short cycle assessment data (table 1).

LEAs submit quarterly and annual reports to the SEA that reflect growth progress with respect to SIG strategies and action step implementation, organizational processes and outcomes.

The LEA will be required to make a presentation to the Review Panel prior to renewal of funds and will focus on the performance measures. The WebEPSS provides historical data on the goals, strategies, action steps, and budget. The renewal process will drive opportunities for improvement, celebration, and collaboration.



(5) NMPED will prioritize first, schools in Tier I, and Tier II based on the following:

1. Use of data to include CLASS self-assessment
2. Capacity and will for major reform
3. Implementation of application strategies
4. Allocation and alignment of funds to the application
5. Sustainability

(6) NMPED will prioritize the Tier III schools based on the same standards as we did for Tier I and Tier II and any remaining funds will be used for the Tier III schools.

(7) NMPED does not intend to take over services of any Tier I or Tier II schools. If conditions change, the SEA will amend its application to the USDOE accordingly. New Mexico does have the statutory authority to take over schools if necessary.

Once the Review Panel makes a recommendation to the NMPED Secretary of Education regarding the status of each LEA application, the NMPED will make decisions based on a specific intervention model in consultation with the appropriate stakeholders and will develop goals, strategies, and actions based on similar criteria within the LEA application.

(8) NMPED does not intend to provide services directly to any schools in the absence of a takeover at the present time. If conditions change, the SEA will amend its application to the USDOE accordingly.

NMPED will analyze which direct services may need to be provided in schools once the Review Panel makes its recommendation to the NMPED Secretary of Education.

## E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

**F. SEA RESERVATION:** The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

**Insert response to Section F SEA Reservation here:**

**In summary, New Mexico has combined its years of experience in working with schools in need of improvement and the best research from efforts across the country to develop a framework for guiding our work of improving the state’s lowest-performing schools. Each school will be expected to:**

1. Set high expectations for all students
2. Increase students’ involvement in and control over their own learning
3. Set high expectations for parents and community
4. Create a positive school environment that is conducive to learning and builds on the unique New Mexico cultural diversity
5. Link/align instruction to rigorous, common standards, curriculum, pedagogy, lesson plans, progress monitoring, benchmarking, and summative assessments
6. Develop and support strong instructional leadership
7. Demand excellent teaching supported by job-embedded professional development
8. Provide and support efficient and effective student learning time (with extended school time models)
9. Build and support community engagement with a focus on the community collaboratives to bring all stakeholders to engage in the solution
10. Use technology to connect communities to data, professional development, instructional lessons, summative assessments, and to create learning centers for communities to expand their knowledge and skills

Under the above strategies, New Mexico will also identify success stories that can be replicated. An RFP with an educational research center will benchmark progress and performance to enable this replication. This is particularly important to sustain these reforms and expand them to other low-achieving schools.

Each of the schools identified for one of the interventions will be required to use a common curriculum framework that is aligned to standards, instruction, interventions, and assessments. Therefore, some of the state funds may be used to help evaluate and train districts in aligning their framework. A curriculum framework specifies what topics are to be taught at which grade levels for each subject in the curriculum. New Mexico’s curriculum framework includes the following components: Framework as shown in Table E-2.4

**Table E-2.4: New Mexico’s Curriculum Framework**

Clear Standards	Clear, high standards that establish what all students need to know and be able to accomplish
Fair Assessments	Fair assessments aligned to the standards
Curriculum	A framework specifying Big Ideas, Concepts, and Competencies in each

Framework	subject area/at each grade level
Instruction	Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance
Materials and Resources	Materials that address the standards
Interventions	A safety net/intervention system that ensures all students meet standards

New Mexico will expand on its Regional Support System that was implemented in 2008 and focus on engaging communities in order to successfully foster collaboration with the LEA and SEA. The concept is an important part of New Mexico's strategy to demonstrate sustainability for School Improvement Grant implementation. New staffing of the system include the following:

- a. Turnaround Specialists. NMPED will utilize the 5% set aside from the SIG Grant for funding FTE's for 2009-2012. Depending on the interventions and approved applications, other turnaround specialists may need to be hired and deployed.
- b. A Community Organizer Service/Support to build an effective network of partners within the local communities and the state. This Community Organizer Service (COS) will establish partnerships with external providers, establish mechanisms for keeping stakeholders informed about the turnaround process at each school and establish regular communication with the community and schools engaged in the turnaround process. In addition the COS will extend learning time and create community oriented schools by providing more time for students to learn core academic content by expansion of the school day, week, or the school year and increasing instructional time for core academic subjects.

In addition, the set-aside funds will be used to train and equip the turnaround specialists, the community organizers and other staff who will monitor and support the LEA's programs and budgets. Some funds may be needed to upgrade the Web EPSS during the three years of implementation.

**G. CONSULTATION WITH STAKEHOLDERS:** The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including School Improvement Task Force which serves in an advisory role in the process of applying for the federal SIG and related funds. There were no public comments received opposing the Waivers.

**H. WAIVERS:** SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

### WAIVERS OF SEA REQUIREMENTS

**Enter State Name Here** New Mexico requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

**Waiver 1: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest**

**achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

**Waiver 2: n-size waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

**Waiver 3: New list waiver**

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

**WAIVERS OF LEA REQUIREMENTS**

**Enter State Name Here** New Mexico requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 4: School improvement timeline waiver**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again**

in this application.

**Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.**

**Waiver 5: Schoolwide program waiver**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.**

**PERIOD OF AVAILABILITY WAIVER**

**Enter State Name Here** New Mexico requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

**Waiver 6: Period of availability of FY 2009 carryover funds waiver**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

**Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.**

**ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**  
**(Must check if requesting one or more waivers)**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

**PART II: LEA REQUIREMENTS**

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

**The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.**

**LEA APPLICATION REQUIREMENTS**

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
  - The LEA has analyzed the needs of each school and selected an intervention for each school; and
  - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Design and implement interventions consistent with the final requirements;
  - Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Align other resources with the interventions;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
  - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## APPENDIX A

### SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

#### **Continuing Impact of ARRA School Improvement Grant Funding in FY 2010**

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

## **Maximizing the Impact of Regular FY 2010 SIG Allocations**

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

## **Continuation of \$2 Million Annual Per School Cap**

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

### **LEA Budgets**

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

## **SEA Allocations to LEAs**

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

## APPENDIX B

	<b>Schools an SEA MUST identify in each tier</b>	<b>Newly eligible schools an SEA MAY identify in each tier</b>
<b>Tier I</b>	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” <sup>‡</sup>	Title I eligible <sup>§</sup> elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier II</b>	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. <sup>**</sup>	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two years.</li> </ul>

<sup>‡</sup> “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

<sup>§</sup> For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

<sup>\*\*</sup> Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

Appendix C  
SIG LEA Application



**STATE OF NEW MEXICO**  
PUBLIC EDUCATION DEPARTMENT  
Priority Schools Bureau  
School Improvement Grant 2011

**School Improvement Grant (SIG) LEA Application**

**Purpose**

School Improvement Grants, authorized under section 1003 (g) of Title I of the Elementary and Secondary Education Act of 1965 (title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

**Availability of Funds**

The SEA (New Mexico Public Education Department- NMPED) must allocate at least 95% of its school improvement funds directly to LEAs in accordance with the final requirements (summarized in Appendix B).

For fiscal year (FY) 2011, funds are available by NMPED by way of a sub-grant to the LEA not less than \$50,000.00 or more than \$2,000,000.00.

**District Application Process**

To apply for a School Improvement Grant, an LEA must complete and submit an application to NMPED – Priority Schools Bureau via the WebEPSS on-line tool at: <http://tracker.ped.state.nm.us>

Please note that a District submission must include the following attachments, as indicated on the application form:

- Worksheet A: A list of eligible school (s)
- Worksheet B: Data Review
- Worksheet C: Attestation of Selected Model

**Application Deadline**

Applications are due on or before February 1, 2011

**For Further Information**

If you have any questions, please contact Dr. Sheila Hyde at 505-827-6517 or by e-mail at [sheila.hyde@state.nm.us](mailto:sheila.hyde@state.nm.us)



**STATE OF NEW MEXICO**  
PUBLIC EDUCATION DEPARTMENT  
Priority Schools Bureau  
School Improvement Grant 2011

LEA Application Cover Sheet

**District Applicant Name**

\_\_\_\_\_

**Primary District Contact for the School Improvement Grant**

Name \_\_\_\_\_

Position and Office \_\_\_\_\_

Email Address \_\_\_\_\_

Telephone Number \_\_\_\_\_

**Secondary District Contact for the School Improvement Grant (Optional)**

Name \_\_\_\_\_

Position and Office \_\_\_\_\_

Email Address \_\_\_\_\_

Telephone Number \_\_\_\_\_

**Superintendent (Printed Name)** \_\_\_\_\_ **Telephone** \_\_\_\_\_

**Signature of the Superintendent** \_\_\_\_\_ **Date** \_\_\_\_\_

*The School District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the state receives through this application.*



# STATE OF NEW MEXICO

PUBLIC EDUCATION DEPARTMENT

Priority Schools Bureau

School Improvement Grant 2011

LEA Application

Part I: District Requirements

- A. Eligible Schools:** Districts must provide a list of each Tier I, II, III schools the LEA commits to serve; the services the school will receive are the activities the school will implement. Complete Worksheet A. Note: an LEA that has nine or more Tier I schools may not implement the transformation model in more than 50 percent of those schools.
- B. Evaluation Criteria:** The District must provide information about how it will address the following evaluation criteria as set forth in the School Improvement Grant.

## Part 1

The three actions listed in Part 1 are ones that a District must accomplish before submitting an application for a School Improvement Grant.

- (1) The eligible schools must have completed a CLASS School Self Assessment and its components therein to arrive at no less than four (4) opportunities for improvement priorities and incorporated those priorities into the Educational Plan for Student Success (EPSS). Complete Worksheet B.
- (2) The District must demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each eligible school identified in this application in order to implement fully and effectively the selected intervention in each of those schools. See Worksheet C
- (3) The District's budget must include how the selected intervention will fully and effectively support each eligible schools improvement activities. See Worksheet C





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**Worksheet B: Data**

Use information from the CLASS District/School Self Assessment to complete this section. Please complete the components of Worksheet B to reflect that the District has analyzed the needs of each eligible school. Add additional pages as needed.

**School Data**

- 1, Indicate AYP Status \_\_\_\_\_
2. Which AYP targets did the school meet? Which AYP targets did the school miss?

Insert school report card table here

**Student Outcomes/Academic Progress Data**

1. Please indicate the percentage of students at or above each proficiency level on State assessment in reading/language arts and mathematics (e.g. Basic, Proficient, Advanced), by grade and by student subgroup.

Insert table to organize above information

2. Please indicate Average scale scores on State assessment in reading/language arts and in mathematics, by grade, for “all students” group for each achievement quartile, and for each subgroup.

Insert table to organize above information

3. Please indicate the percentage of limited English proficient students who attain English language proficiency. \_\_\_\_\_
4. Please indicate the Graduation rate \_\_\_\_\_
5. Please indicate College enrollment rates (HS only) \_\_\_\_\_



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**Part 2**

The Actions in Part 2 require that the District complete them as part of the School Improvement Grant.

- (1) Design and implement intervention consistent with selected intervention model
- (2) Align resources with selected intervention model
- (3) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (4) Sustain the reforms after the funding period ends

**C. Capacity: The District must demonstrate capacity to implement the selected intervention.**

The District must serve each of its eligible schools using one of the four school intervention models (Complete Worksheet C):

**Turnaround Model**

- Replace principal and rehire no more than 50% of the staff,
- Adopt new governance,
- Implement a new or revised instructional program.
- Incorporate interventions that take into account the recruitment, placement and development of staff

**Close/Consolidate Model**

School Closure occurs when a District closes a school and enrolls the student who attended that school in other schools in the District that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available

**Restart Model**

Close the school and restart it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

**Transformation Model**

- Develop teacher and leader effectiveness
- Comprehensive instruction programs using student achievement data
- Extend learning time and create community- oriented school
- Provide operating flexibility and intensive support



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Under SIG's transformation model, a school is required to implement all of the following four strategies:

**1) Developing teacher and school leader effectiveness**

- Use evaluation that are based in significant measure on student growth to improve teachers' and school leaders' performance;
- Identify and reward school leaders, teachers and other staff who improve student achievement outcomes and identify and remove those who do not;
- Replace the principal who led the school prior to commencement of the transformation model;
- Provide relevant, ongoing, high-quality job-embedded professional development
- Implement strategies designed to recruit, place and retain high quality staff.

**2) Comprehensive Instructional reform strategies**

- Use data to identify and implement comprehensive research-based instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standard and
- Differentiate instruction to meet students' needs.

**3) Extending learning time and creating community-oriented schools**

- Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, and increasing instructional time for core academic subjects during the school day.
- Provide more time for teachers to collaborate
- Provide more time for enrichment activities for students
- Provide ongoing mechanisms for family and community engagement

**4) Providing operating flexibility and sustained support.**

- Give the school sufficient operating flexibility (including in staffing, calendar/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and
- Ensure that the school receives ongoing intensive technical assistance and relation support from the LEA, the SEA or a designated external lead partner organization (such as a school turnaround organization or an EMO).



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**Worksheet C: Attestation of Selected Model**

**The District must estimate the full cost of implementing its selected intervention for each eligible school it commits to serve, and to give priority to including these costs in its budget proposal. The Districts proposed budget should cover a three year period.**

How many eligible schools does your school district commit to serve? \_\_\_\_\_

Which intervention model (Turnaround, Restart, Closure or Transformation) has the District selected per school? (Please complete a separate Worksheet C for each school.)

**The following pages contain the specific Strategies and Action Steps for each model that are embedded in the Web EPSS. The LEA must complete all sections of the Model it selects for each school. These are the criteria that the School Improvement Review Panel will use to review and approve/disapprove each school application.**

The WebEPSS for the district and Tier I, II, and III schools includes annual goals and strategic objectives for all students as well as each sub group as identified within each school and in the district. The goals including ones that address reading/language arts and math are preloaded in the WebEPSS and strategic objectives are written by each school and district to reflect the annual measureable objective as identified by the NMPED.

The NMPED uses external consultants to review the WebEPSS for compliance and for consistency with their current levels of performance annually. Feedback is provided for schools and districts in order to assure improvement in the development and implementation of the plan.

Additionally, schools and districts use their short cycle assessment data to set strategic objectives for improvement to meet benchmarks in the areas of reading/language arts and math, as well as all sub populations not meeting AYP.

Every strategy in the WebEPSS includes a description of the strategy. Additionally, every strategy will have multiple Action Steps that will further describe that action and how the LEA intends to meet the strategy inclusive of begin and end dates, budget and task assignments. A section to capture timeline notes is part of every Action Step and LEA's will inform the SEA of their progress by inputting this information into their plan as reviews take place. A feature of the WebEPSS tool allows for attaching documentation to parts of the plan that support either the goal, strategy or action step. Each LEA has been trained on how to attach further information as deemed necessary.



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**Worksheet C: Attestation of Selected Model**

If the Restart Model is selected:

**Strategy:** Rigorous Review Process of Restart Operators

**Description:** A pool of potential partners will be identified. A “rigorous review process” that permits the District to examine a prospective Restart Operator’s reform plans and strategies will be completed.

**Action Step**

<b>Title:</b>	<b>Core Implementation Components</b>	
<b>Description:</b>	<ul style="list-style-type: none"><li>▪ Staff Performance Evaluation</li><li>▪ Decision Support Data Systems</li><li>▪ Facilitative Administrative Supports</li><li>▪ Systems Interventions</li><li>▪ Recruitment and Selection</li><li>▪ Pre-service Training</li><li>▪ Consultation and Coaching</li></ul>	
<b>Begin Date:</b>		<b>End Date:</b>
<b>Timeline Notes:</b>		<b>Implementation Actions for District</b> <ul style="list-style-type: none"><li>▪ Develop district teams in the review of potential models?</li><li>▪ Plan to recruit and train school leaders?</li><li>▪ Develop key relationship terms with new school operators to make certain they can be held accountable for key</li><li>▪ Develop non-negotiable Performance goals and benchmarks – what is expected?</li><li>▪ Outline clear and enforceable consequences for failing to meet goals.</li><li>▪ Ensure alignment between outside services and existing district services</li><li>▪ Develop financial incentives to hold outside vendors</li></ul>
<b>Estimated Funding Needed:</b>		
<b>Person(s) Responsible:</b>	<b>Implementation Actions for Schools</b> <ul style="list-style-type: none"><li>▪ Vision for the new school model – how will desired results be accomplished?</li><li>▪ Goals, improvement targets, timelines – through improvement plan</li><li>▪ Critical mass of support among key stakeholders</li><li>▪ Support for positive learning culture among staff</li></ul>	



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**Restart Model**

**Strategy:** Assurance that restarting the school benefits students all students

**Description:** SIG funds received by the District for the school are used only for the grades being served by the restart operator, unless the District is implementing one of the other SIG models with respect to the other grades served by the school.

**Action Step:**

<b>Title:</b>	<b>Core Implementation Components</b>	
<b>Description:</b>	<ul style="list-style-type: none"><li>▪ Staff Performance Evaluation</li><li>▪ Decision Support Data Systems</li><li>▪ Facilitative Administrative Supports</li><li>▪ Systems Interventions</li><li>▪ Recruitment and Selection</li><li>▪ Pre-service Training</li><li>▪ Consultation and Coaching</li></ul>	
<b>Begin Date:</b>		<b>End Date:</b>
<b>Timeline Notes:</b>		
<b>Estimated Funding Needed:</b>		
<b>Person(s) Responsible:</b>		

**Implementation Actions for District**

- Plan to recruit and train school leaders?
- Develop key relationship terms with new school operators to make certain they can be held accountable for key
- Develop non-negotiable Performance goals and benchmarks – what is expected?
- Outline clear and enforceable consequences for failing to meet goals.
- Engage parents and community members



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If the Turnaround Model is selected:

**Strategy:** To provide flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.

**Description:**

**Action Step:**

<b>Title:</b>	<b>Core Implementation Components</b>	<b>Implementation Actions for Districts</b>
<b>Description:</b>	<ul style="list-style-type: none"><li>▪ Staff Performance Evaluation</li><li>▪ Decision Support Data Systems</li><li>▪ Facilitative Administrative Supports</li><li>▪ Systems Interventions</li><li>▪ Recruitment and Selection</li><li>▪ Pre-service Training</li><li>▪ Consultation and Coaching</li></ul>	<ul style="list-style-type: none"><li>▪ Decision about scheduling</li><li>▪ Decision about staffing</li><li>▪ Decisions about budgeting</li><li>▪ Align budgets with school improvement priorities</li></ul>
<b>Begin Date:</b>		<b>Implementation Actions for Schools</b>
<b>End Date:</b>		<ul style="list-style-type: none"><li>• Consider scheduling changes that could facilitate improved student learning.</li><li>• Provide teachers with the opportunity to use time differently, such as allocating more time for monitoring student progress, data analysis, joint planning, or professional development</li><li>• Align budgets with school improvement priorities.</li></ul>
<b>Timeline Notes:</b>		
<b>Estimated Funding Needed:</b>		
<b>Person(s) Responsible:</b>		



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**Turnaround Model**

**Strategy:** To establish competencies that will be used to measure the effectiveness of staff who will work within the turnaround environment to meet the needs of students.

**Description:**

**Action Step:**

<p>Title:</p> <p>Description:</p> <p>Begin Date:</p> <p>End Date:</p> <p>Timeline Notes:</p> <p>Estimated Funding Needed:</p> <p>Person(s) Responsible:</p>	<p><b>Core Implementation Components</b></p> <ul style="list-style-type: none"><li>▪ Staff Performance Evaluation</li><li>▪ Decision Support Data Systems</li><li>▪ Facilitative Administrative Supports</li><li>▪ Systems Interventions</li><li>▪ Recruitment and Selection</li><li>▪ Pre-service Training</li><li>▪ Consultation and Coaching</li></ul>	<p><b>Implementation Actions for Districts</b></p> <ul style="list-style-type: none"><li>▪ Establish tools to measure effectiveness of staff</li><li>▪ Align state standards of practice to district system evaluation</li><li>▪ Establish systems that will support two way communication with staff regarding performance</li><li>▪ Pinpoint school conditions that predict later failure</li><li>▪ Engage in rapid retry efforts when failure occurs</li><li>▪ Provide mentorship and Professional Development support</li><li>▪ Use continuous improvement cycles</li></ul>
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**Turnaround Model**

**Strategy:** To recruit, replace, and retain staff with the skills necessary to meet the needs of the students in the Turnaround school.

**Description:**

**Action Step:**

<p>Title:</p> <p>Description:</p>  <p>Begin Date: _____ End Date: _____</p> <p>Timeline Notes:</p> <p>Estimated Funding Needed:</p> <p>Person(s) Responsible:</p>	<p align="center"><b>Core Implementation Components</b></p> <ul style="list-style-type: none"> <li>▪ Staff Performance Evaluation</li> <li>▪ Decision Support Data Systems</li> <li>▪ Facilitative Administrative Supports</li> <li>▪ Systems Interventions</li> <li>▪ Recruitment and Selection</li> <li>▪ Pre-service Training</li> <li>▪ Consultation and Coaching</li> </ul>
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<p align="center"><b>Implementation Actions for Districts</b></p> <ul style="list-style-type: none"> <li>▪ Actively and strategically market district strengths (attractive compensation, packages or working conditions)</li> <li>▪ Develop high and unyielding standards for the identification and selection of candidates</li> <li>▪ Aggressively reach out to all possible candidate pools when recruiting</li> <li>▪ Address hidden costs of teaching in hard to staff areas</li> <li>▪ Provide information-rich recruitment and hiring practices</li> <li>▪ Identify schools within the district that have challenges in teacher recruitment</li> <li>▪ Develop and sustain partnerships with universities and community colleges that deliver teacher preparation</li> <li>▪ Create programs to recruit former teachers</li> <li>▪ Establish grow you own programs to recruit future educators</li> </ul>
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<p align="center"><b>Implementation Actions for Schools</b></p> <ul style="list-style-type: none"> <li>• Create a school atmosphere that features trust, professionalism, and shared leadership.</li> <li>• Foster a positive, collaborative, and team-oriented school culture.</li> <li>• Consistently apply the school's or district's evaluation protocol.</li> <li>• Differentiate administrative support for teachers based on experience level and individual needs.</li> <li>• Provide adequate planning time for teachers.</li> <li>• Structured, collaborative time for teachers in co-teaching roles should be established.</li> </ul>
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**Turnaround Model**

**Strategy:** To provide staff ongoing, high-quality, job-embedded professional development that will facilitate effective teaching and learning in achieving school reform strategies.

**Description:**

**Action Step:**

**Core Implementation Components**

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

**Implementation Actions for Districts**

- Create systems of PD that advance the effectiveness of their staff for the benefit of both staff and students.
- Plan for job embedded PD : conducted during the school day, peer observation, mentoring, teacher portfolios, action research projects, whole faculty or team study groups, curriculum planning and development, literature circles, critical friends groups, data analysis activities, school improvement planning, shared analysis of student work, lesson study or teacher self assessment and goal setting activities.
- Consider: Developing a deeper understanding of the community served by a school, developing subject-specific pedagogical knowledge, developing leadership capabilities
- Establish a system for evaluating the quality of specific professional development provider
- Ensure that PD is based on strategies supported by rigorous research
- Provide detailed and timely feedback to teachers

**Implementation Actions for Schools**

- Create a professional learning community that fosters a school culture of continuous learning.
- Promote a culture in which professional collaboration is valued and emphasized.
- Ensure that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice.



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**Turnaround Model**

**Strategy:** To establish necessary elements in the new governance structure of the Turnaround School.

**Description:**

**Action Step:**

**Core Implementation Components**

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

**Implementation Actions for Districts**

- Pursue changes to formal policy and informal standard operating procedures to empower schools to implement their turnaround strategies.
- Identify schools to receive targeted turnaround interventions.
- Devise procedures for determining which strategy to pursue at each identified school.
- Provide schools "the appropriate operating flexibility, resources, and support required to reduce barriers and overly burdensome compliance requirements and to enable a school-wide focus on student needs and improved achievement".
- Establish partnerships with external providers where appropriate.
- Establish mechanisms for keeping stakeholders informed about the turnaround process at each school.
- Establish regular communication with the community and schools engaged in the turnaround process.
- Hold schools accountable for short-term progress leading to long-term academic gains.

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



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**Turnaround Model**

**Strategy:** To 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.

**Description:**

**Action Step:**

Title:	<b>Core Implementation Components</b> <ul style="list-style-type: none"><li>▪ Staff Performance Evaluation</li><li>▪ Decision Support Data Systems</li><li>▪ Facilitative Administrative Supports</li><li>▪ Systems Interventions</li><li>▪ Recruitment and Selection</li><li>▪ Pre-service Training</li><li>▪ Consultation and Coaching</li></ul>
Description:	
Begin Date:	End Date:
Timeline Notes:	
Estimated Funding Needed:	
Person(s) Responsible:	

<b>Implementation Actions for Districts</b> <ul style="list-style-type: none"><li>▪ Provide support (technical, expertise, and resources) for an alignment process that considers resources, local context, and intended outcome</li><li>▪ Support capacity-building for school staff and faculty members to help them understand the analysis and make strategic plans to implement action steps to address instructional adjustments and needed resources</li><li>▪ Ensure that all students have access to rigorous, standards-based instructional programs that address higher order thinking skills and integrated performance.</li><li>▪ Monitor the implementation of instructional programs incorporating standards-aligned, performance-based assignments and assessments.</li></ul>
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<b>Implementation Actions for Schools</b> <ul style="list-style-type: none"><li>▪ Conduct investigation to align school/teacher enacted curriculum, state standards, and local curricula, including articulation across grade levels and content areas.</li><li>▪ Provide resources (e.g., time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards.</li><li>▪ Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data.</li><li>▪ Engage in professional collaboration about identifying and/or developing performance-based assessments, scoring them consistently, and using the results to improve instruction and monitor student growth.</li><li>▪ Identify and commit to the school-wide use of performance-based assignments and assessments throughout the curriculum and throughout the school year.</li><li>▪ Identify the methods and criteria for monitoring the success of this strategy.</li><li>▪ Clearly and visibly communicate within the school community the achievement of students on performance based assignments and assessments.</li></ul>
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**Turnaround Model**

**Strategy:** Continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

**Description:**

**Action Step:**

<p>Title:</p> <p>Description:</p>  <p>Begin Date: _____ End Date: _____</p> <p>Timeline Notes:</p> <p>Estimated Funding Needed:</p> <p>Person(s) Responsible:</p>	<p><b>Core Implementation Components</b></p> <ul style="list-style-type: none"> <li>▪ Staff Performance Evaluation</li> <li>▪ Decision Support Data Systems</li> <li>▪ Facilitative Administrative Supports</li> <li>▪ Systems Interventions</li> <li>▪ Recruitment and Selection</li> <li>▪ Pre-service Training</li> <li>▪ Consultation and Coaching</li> </ul>	<p><b>Implementation Actions for Districts</b></p> <ul style="list-style-type: none"> <li>▪ Develop a data system or adopt an available data system that enables analysis of student outcomes at multiple levels</li> <li>▪ Develop a district-wide plan for collecting, interpreting, and using data.</li> <li>▪ Dedicate time and develop structures for district schools and teachers to use data to alter instruction</li> <li>▪ Train teachers and principals in how to interpret and use data to change instruction</li> <li>▪ Use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district.</li> <li>▪ Conduct deep analysis to determine areas in need of improvement</li> <li>▪ Provide professional development on differentiated instruction for classroom teachers.</li> <li>▪ Utilize coaching methods to support teachers as they learn to implement differentiating instruction in their classrooms</li> </ul>
<p><b>Implementation Actions for Schools</b></p> <ul style="list-style-type: none"> <li>▪ Identify which students are at risk for difficulties with certain subjects, such as mathematics or reading, and provide more intense instruction to students identified as at risk</li> <li>▪ Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services towards critical academic outcomes</li> <li>▪ Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding</li> <li>▪ Continually assess students to obtain valid data and use this student data to inform instructional decisions and determine appropriate grouping patterns</li> <li>▪ Use grouping strategies to meet the individual needs of students within the broader group context and design instructional tasks for each group to align with educational goals</li> <li>▪ Use differentiated instructional strategies to include special education students in the general education curriculum (and to respond to the unique needs of diverse gifted learners).</li> </ul>		



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**Turnaround Model**

**Strategy:** Increased learning time for students.

**Description:**

**Action Step:**

**Core Implementation Components**

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

**Implementation Actions for Districts**

- Create buy-in for extended school days from parents, teachers, students, and the community.
- Allocate and increase funds to support extended learning time.
- Provide professional development to ensure that teachers use extra time effectively.
- Create local partnerships with businesses, organizations, etc., to support the extended time initiative.
- Determine how the district will monitor progress of the extended learning time initiative.

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

**Implementation Actions for Schools**

- Implement professional development to aid teachers in using extra school time effectively.
- Determine how to restructure the school day so that the students who need the most support are given more instructional opportunities.
- Create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.



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**Turnaround Model**

**Strategy:** Appropriate social-emotional and community-oriented services and supports for students.

**Description:**

**Action Step:**

<p>Title:</p> <p>Description:</p>  <p>Begin Date:</p> <p>End Date:</p> <p>Timeline Notes:</p> <p>Estimated Funding Needed:</p> <p>Person(s) Responsible:</p>	<div style="background-color: #92d050; padding: 2px;"><b>Core Implementation Components</b></div> <ul style="list-style-type: none"> <li>▪ Staff Performance Evaluation</li> <li>▪ Decision Support Data Systems</li> <li>▪ Facilitative Administrative Supports</li> <li>▪ Systems Interventions</li> <li>▪ Recruitment and Selection</li> <li>▪ Pre-service Training</li> <li>▪ Consultation and Coaching</li> </ul>
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**Implementation Actions for District**

- Develop an implementation and phase-in plan for Student Emotional Learning (SEL) based on an assessment of district resources and needs.
- Pick high-quality, evidence-based SEL programs that have effective implementation support systems.
- Provide professional development that fosters a deep understanding of SEL at both the district and school level.
- Provide coaching to support the quality of teachers' SEL practice.
- Utilize assessment tools developed specifically to monitor and improve SEL processes and outcomes for ongoing improvement.
- Integrate SEL strategies and practices with academic areas and student support.
- Identify principals who will make a commitment to school-wide SEL implementation and integration.

**Implementation Actions for Schools**

- Develop a cadre of leaders within the school who understand and support SEL and who will function as the school's SEL leadership team.
- Provide time and resources for intensive professional development and coaching, including peer coaching, so that SEL is integrated at every grade and across the curriculum.
- Communicate regularly with families and the school-community about SEL progress and successes.



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If the Close/Consolidate Model is selected:

**Strategy:** Communication plan to inform parents and the community

**Description:**

**Action Step:**

**Core Implementation Components**

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:

**Implementation Actions for District**

- Identify or develop options for students from to-be-closed schools
- Develop fair and transparent criteria for identifying school that may be closed
- Engage community and business leaders in the development
- Communication plan regarding rationale for closing the school
- Establish dissolution plan for completing the closure process



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**Close/Consolidate Model**

**Strategy:** To support students in the transition to their new school

**Description:**

**Action Step:**

**Core Implementation Components**

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

**Implementation Actions for District**

- Establish transition plan for students, staff and administrators
- Establish communication plan with receiving school
- Establish communication plan with parents
- Provide opportunities for students and parents to visit new school
- Establish adult guides for new students

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



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**Close/Consolidate Model**

**Strategy:** Making sure students from the closed school are accommodated at a “higher-achieving” school.

**Description:**

**Action Step:**

**Core Implementation Components**

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

**Implementation Actions for District**

- Identify higher achieving schools
- Communicate “proximal” higher achieving schools to students and parents
- Communicate higher achieving school curricular expectations.

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



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**School Improvement Grant**

Complete the following if the Transformation Model is selected:

**Strategy:** Measures the District will take in developing teacher and school leader effectiveness.

**Description:**

**Action Step:**

**Core Implementation Components**

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

**Implementation Actions for District**

- Provide for an infrastructure for Continuous Improvement
- Implement, assess and adjust instruction in short term cycles of improvement
- Design planning and decision making plan
- Establish structures for team planning
- Provide adequate time for teams to meet, conduct business
- Provide professional development for district and school personnel on effective teaming practices
- Establish evaluation criteria that is directly tied to expected outcomes
- Systematize the regular reporting of the work of the school and district

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



**STATE OF NEW MEXICO**  
PUBLIC EDUCATION DEPARTMENT  
Priority Schools Bureau  
School Improvement Grant 2011

**Transformation Model**

**Strategy:** Instructional reform strategies

**Description:**

**Action Step:**

**Core Implementation Components**

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

**Implementation Actions for District**

- Establish plan for monitoring fidelity of implementation of the curriculum
- Establish data plan to identify possible reasons for programs not performing as expected
- Provide for comprehensive training and support materials
- Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data
- Provide resources (time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards
- Utilized coaching methods to support teachers in differentiating instruction
- Use student data to drive instruction by training teachers and principals in how to interpret and use data to change instruction
- Allocate resources to support the method (materials, release time and stipends)

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



**STATE OF NEW MEXICO**  
PUBLIC EDUCATION DEPARTMENT  
Priority Schools Bureau  
School Improvement Grant 2011

**Transformation Model**

**Strategy:** Extending learning time and creating community-oriented school.

**Description:**

**Action Step:**

**Core Implementation Components**

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

**Implementation Actions for District**

- Establish a "buy-in" plan for extended learning time
- Allocate and increase funds to support extended learning time
- Provide professional development to ensure that teachers use extra time effectively
- Determine how the district will monitor progress of the extended learning time initiative
- Establish plan for effective before and after school programs, summer school, Saturday school, extended day programs

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
**Priority Schools Bureau**  
**School Improvement Grant 2011**

**Transformation Model**

**Strategy:** Flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.

**Description:**

**Action Step:**

**Core Implementation Components**

- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports
- Systems Interventions
- Recruitment and Selection
- Pre-service Training
- Consultation and Coaching

Title:

Description:

Begin Date:

End Date:

Timeline Notes:

Estimated Funding Needed:

Person(s) Responsible:



# **STATE OF NEW MEXICO**

**PUBLIC EDUCATION DEPARTMENT**

**Priority Schools Bureau**

**School Improvement Grant 2011**

## **LEA Consultation with Stakeholders**

**The SEA conducts training sessions with eligible SIG districts and schools requesting that they describe how the LEA is committed to collaborating with all stakeholders including; families, communities, business partners, unions, and Tribal organizations, to sustain academic outcomes for students.**

**CLASS Self Assessment is a tool that includes surveys with Principals, Students, Teachers, and Parents. The information garnered was used to establish priorities (including strengths and opportunities for improvement) for both the Educational Plan for Student Success (EPSS) and the SIG WebEPSS application. This information was also used to inform instruction, and instructional practice as well as in some cases changing the daily schedule of the school, creating Professional Learning Communities (PLC) for staff members and sponsoring parent and community nights.**

**The LEA will gather input from stakeholders such as community members, parents, teachers, students, Unions, tribal agencies if applicable as well as LEA Boards of Education as they plan and develop their SIG application to service their Tier I and Tier II schools. The LEA will provide a detailed description of the process it used to consult with relevant stakeholders (i.e., community members, parents, teachers, students, Unions, tribal agencies, etc.) regarding the LEAs application and implementation of the school improvement models in its identified Tier I and Tier II schools. Once approved, the LEA will continue to gather input from the above stakeholders as they begin implementation of the school improvement model in their Tier I, and Tier II schools .**



# STATE OF NEW MEXICO

PUBLIC EDUCATION DEPARTMENT

Priority Schools Bureau

School Improvement Grant 2011

## Pre-Implementation Budget Table

If an LEA is considering implementing pre-implementation activities, the LEA must complete the following table in addition to the Budget Summary and Supplemental Schedule.

### SAMPLE

<b>LEA XXX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1-Full Implementation</b>			
<b>Tier I XXX ES</b>	\$500,000	\$700,000	\$900,000	\$700,000	\$2,800,000
<b>LEA level activities, if applicable</b>	\$100,000	\$300,000	\$200,000	\$100,000	\$ 700,000
<b>Sub-Total</b>	<b>\$600,000</b>	<b>\$1,000,000</b>	<b>\$1,100,000</b>	<b>\$800,000</b>	<b>\$3,500,000</b>
<b>TOTAL BUDGET</b>		<b>\$1,600,000</b>	<b>\$1,100,000</b>	<b>\$800,000</b>	<b>\$3,500,000</b>

### TABLE FOR USE

<b>LEA XXX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1-Full Implementation</b>			
<b>School Name</b>					
<b>LEA level activities, if applicable</b>					
<b>Sub-Total</b>					
<b>TOTAL BUDGET</b>					



# STATE OF NEW MEXICO

PUBLIC EDUCATION DEPARTMENT

Priority Schools Bureau

## School Improvement Grant 2011

**The District must include a budget that indicates the amount of school improvement funds the District will use to:**

- Implement the selected model in each eligible school
- Conduct District level activities designed to support implementation of the selected school intervention model for each eligible school
- Support school improvement activities, at the school or District level, for each eligible school.

See Worksheet C which includes the budget information for each action step. See Worksheet E for a Checklist to use for Hiring External Provider. See Budget Spreadsheet NMPED PSB SIG Budget Form in Appendix G. Link to Budget information on Web EPSS:

<http://web-epss.ped.state.nm.us/Security/Login.aspx?ReturnUrl=%2fDefault.aspx>



**STATE OF NEW MEXICO**  
PUBLIC EDUCATION DEPARTMENT  
Priority Schools Bureau  
School Improvement Grant 2011

**Worksheet D: Lack of Capacity to Serve Eligible School**

**List the school that the LEA lacks the capacity to serve with the School Improvement Grant:**

---

**Rationale: in order to demonstrate that the LEA lacks the capacity to serve this school, describe the factors and indicators that prohibit the successful implementation of one of the intervention models. The LEA must include the following:**

- (1) The eligible schools must have completed a CLASS School Self Assessment and its components therein to arrive at the factors prohibiting successful implementation.**
- (2) The LEA must demonstrate that it lacks the capacity to use school improvement funds to provide leadership and support for that school. Complete the form below that describes the Strengths, Weaknesses, Threats, and Issues that impact the lack of capacity.**

**Strengths**

Description:

**Weaknesses**

Description:

**Threats**

Description:

**Issues**

Description:



**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
**Priority Schools Bureau**  
**School Improvement Grant 2011**  
**Worksheet E**  
**Checklist for Hiring External Providers**

- \_\_\_ Identify reasons for hiring external providers
- \_\_\_ Ensure transparency
- \_\_\_ Involve stakeholders
- \_\_\_ Identify goals and measureable expectations
- \_\_\_ Create conditions to find and attract high-quality partners
- \_\_\_ Develop rigorous selection process that focuses on experience, qualifications, ability to communicate
- \_\_\_ Negotiate contract that outlines roles, responsibilities, performance measures, and timelines for deliverables
- \_\_\_ Define consequences for failure (termination or contract modification)

**D. The District must agree to the following assurances in its application for a School Improvement Grant:**

- Use its School Improvement Grant to implement fully and effectively an intervention in each eligible school that the District commits to serve consistent with the final requirements as evident in the school Web EPSS;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators as evident in the school Web EPSS.
- If a District selects the Restart Model, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements as evident in the school Web EPSS; and
- Report to NMPED school-level data achievement indicators as evident in the school Web EPSS



**STATE OF NEW MEXICO**  
PUBLIC EDUCATION DEPARTMENT  
Priority Schools Bureau  
School Improvement Grant 2011

**LEA Capacity Past Awards**

District Expenditure of 2009-2010 Awarded Title 1 Funds

<b>DISTRICT</b>	<b>AWARDED – 09-10</b>	<b>CARRYOVER</b>
Deming	\$120,000.00	\$ 25,310.00
West Las Vegas	\$120,000.00	\$0.00
Dulce	\$120,000.00	\$288.00
Pecos	\$40,000.00	\$4398.00



**STATE OF NEW MEXICO**  
PUBLIC EDUCATION DEPARTMENT  
Priority Schools Bureau  
School Improvement Grant 2011

**EXAMPLES OF LEA SIG APPLICATION**  
**ON THE WEB EPSS**

(APPENDIX L)

**WEB EPSS LINK:**

<http://web-epss.ped.state.nm.us/Security/Login.aspx?ReturnUrl=/Default.aspx>



**STATE OF NEW MEXICO**  
PUBLIC EDUCATION DEPARTMENT  
Priority Schools Bureau  
School Improvement Grant 2011

**WAIVERS: LEA must indicate which of the applicable waivers it intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- “Starting over” in the school improvement timeline for Tier I, Tier II, and Tier III Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I, Tier II, and Tier III Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

# Appendix D

# *NMPED Title I Committee of Practitioners*

*December 3, 2010*

*Conference Call*

## *Meeting Notes*

	AGENDA ITEM	PRESENTER	NOTES
I.	WELCOME & INTRODUCTIONS	<i>Sam Ornelas</i>	<i>Sam starts the meeting and introduces Connie Hansen</i>
II.	SIG Power point Overview of FY 2011	<i>Connie Hansen</i>	<p><i>Connie: The Title I committee sends in the application and it starts the process</i></p> <p><i>Connie: Goes over the SIG power point</i></p> <ul style="list-style-type: none"> <li>• <i>SEA must submit an application</i></li> <li>• <i>SEA must allocate 95% to LEA and 5% to administrative funds.</i></li> <li>• <i>The cap is \$50,000 minimum.</i></li> <li>• <i>The cap is \$2,000,000 maximum.</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Strongest Commitment: LEA must identify which Tier 1, Tier II, and Tier III schools it commits to serve.</i></li> <li>• <i>Schools receiving SIG funds can select between four different models. All 4 of these are dramatic reforms.</i></li> <li>• <i>The turnaround school will be treated as a brand new school so they will not have a designation.</i></li> <li>• <i><u>The Turnaround Model</u> will replace principal and rehire no more than 50% of the staff. If the principal has been there less than 2 years, they can stay.</i></li> <li>• <i><u>Restart Model</u> will close the school and restart it under the management of a charter school. A restart school must admit, within the grades it serves, any former student who wishes to attend. We do not have EMO in this state.</i></li> </ul>

			<ul style="list-style-type: none"> <li>• <i>Close / Consolidate Model will close the school and enroll the students who attended the school in other, higher-performing schools in the LEA.</i></li> <li>• <i>Transformation model: (the school implements all 4 of these below and they are not able to choose.)</i> <ol style="list-style-type: none"> <li>1. <i>Develop teacher and leader effectiveness</i></li> <li>2. <i>Comprehensive instructional programs using student achievement data:</i></li> <li>3. <i>Extend learning time and create community-oriented schools</i></li> <li>4. <i>Provide operating flexibility and intensive support</i></li> </ol> </li> <li>• <i>The state identifies the criteria for the application. There is not a competition for this. It is not automatic that the schools get these funds if they can demonstrate that the LEA has the capacity to implement one of the 4 models.</i></li> <li>• <i>Get familiar with WEBEPSS for next year. All schools should have access on line.</i></li> <li>• <i>The district has to decide which of these 4 models to use.</i></li> <li>• <i>The application will have everything that they will need.</i></li> <li>• <i>Focus on the reform.</i></li> <li>• <i>Each school and LEA are held accountable.</i></li> <li>• <i>SEA has a role</i></li> <li>• <i>LEA has a role</i></li> <li>• <i>We will help them pick providers.</i></li> <li>• <i>PSB staff will be looking closely at the schools and districts.</i></li> <li>• <i>We may have to keep schools open later; this will allow parents to get involved.</i></li> <li>• <i>There are 10 Wimbas to cover technical assistance issues. We are talking regularly with Superintendents. We will use 5% set aside money for training and other support for our staff and district. We</i></li> </ul>
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			<p><i>will also contract with outside staff to give the best to our districts.</i></p> <ul style="list-style-type: none"> <li>• <i>Waivers:</i></li> <li>• <i>Turnaround or restart schools could receive waivers to permit the school to “start over” under NCLB’s school improvement timeline and waive the choice/SES NCLB provisions.</i></li> <li>• <i>SEAs and LEAs will receive waivers to expend the funds over three years.</i></li> <li>• <i>LEAs may receive waivers to enable Tier I schools that are operating targeted assistance programs to operate a schoolwide programs.</i></li> <li>• <i>The money needs to be used over 1 year. If the school does not improve in the 1<sup>st</sup> year, and they apply for year 2, they will not receive funds for year 2. There is Planning and Preparing information.</i></li> <li>• <i>There is a timeline to follow as well.</i></li> <li>• <i>Webinars are available January 1, 2011. Green light districts can give us their applications by on or before February 1 and possibly awarded by April.</i></li> <li>• <i>We are required to post them on the website so, parents and the community will see what we are going to do.</i></li> </ul>
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# Appendix E



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

DR. SUSANNA M. MURPHY  
SECRETARY OF EDUCATION

BILL RICHARDSON  
Governor

December 2, 2011

MEMORANDUM

**TO:** Select Superintendents

**FROM:** Dr. Sheila Hyde, Deputy Secretary  
Learning and Accountability

**RE:** **NOTICE OF INTENT TO REQUEST WAIVERS UNDER FEDERAL TITLE I  
SCHOOL IMPROVEMENT GRANT**

---

As required under the US Department of Education (USDE) grant application for Title I School Improvement Grants (SIG), the New Mexico Public Education Department is providing notice that we are requesting waivers of the requirements listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The PED believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention

The PED is requesting the following waivers from the USDE:

1. Waive Sections I.A.I and II.B.10 of the SIG final requirements to permit the State to use the same Tier I list it used for its FY 2009 competition.
2. Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
3. Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
4. Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I schools, as applicable, included in its application.

Comments regarding this notice can be submitted to [connie.hansen@state.nm.us](mailto:connie.hansen@state.nm.us) by 1:00 p.m. on December 3, 2010. If you have questions regarding these waivers please contact Connie Hansen, at 505827-8005.

Thank you.

so/ch

Cc: Sam Ornelas, Director, Title I Bureau  
Connie J. Hansen, Assistant Director, Priority Schools Bureau

# **PUBLIC COMMENT**

## **New List Waiver**

**There were no public comments opposed to the waiver.**

# Appendix F

# EXAMPLE

## SEA SIG Application Evaluation Form

School \_\_\_\_\_ District \_\_\_\_\_ Date \_\_\_\_\_

Scoring Rubric: 0 - 5 Points: Did not meet requirements

6 -10 Points: Partially met requirements

11-15 Points: Completely met requirements

**Goal:** To implement the Transformation Model

**Description (Strategic Objective):** A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 1	Description	Possible Indicators:	Rating	Rationale
Teacher/Leadership effectiveness	Measures the District will take in developing teacher and school leader effectiveness	<ul style="list-style-type: none"> <li>*Provide for an infrastructure for continuous improvement</li> <li>*Implement, assess and adjust instruction in short term cycles of improvement</li> <li>*Design planning and decision making plan</li> <li>*Establish structures for team Planning</li> <li>*Provide adequate time for teams to meet, conduct business</li> <li>*Provide professional development for district and school personnel on effective teaming practices</li> <li>*Establish evaluation criteria that is directly tied to expected outcomes</li> <li>*Systematize the regular reporting of the work of the school and district</li> </ul>		

# EXAMPLE

		<p>*Sustainability: District will invest early on in resources that will build capacity so that the investment reduces over the 3 years.</p> <p>*Sustainability: The Intervention Model chosen will be sustainable as a result of the intentional strategies of building capacity</p> <p>*Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model chosen</p>		
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# EXAMPLE

## SIG Panel Review Presentation

School \_\_\_\_\_ District \_\_\_\_\_ Date \_\_\_\_\_

**Goal:** To implement the Transformation Model

**Description (Strategic Objective):** A rigorous intervention model that the LEA has agreed to implement fully and effectively in each school that the LEA commits to serve.

Strategy 1	Description	Possible Indicators:	Comments
Teacher/Leadership effectiveness	Measures the District will take in developing teacher and school leader effectiveness	<ul style="list-style-type: none"> <li>*Provide for an infrastructure for continuous improvement</li> <li>*Implement, assess and adjust instruction in short term cycles of improvement</li> <li>*Design planning and decision making plan</li> <li>*Establish structures for team Planning</li> <li>*Provide adequate time for teams to meet, conduct business</li> <li>*Provide professional development for district and school personnel on effective teaming practices</li> <li>*Establish evaluation criteria that is directly tied to expected outcomes</li> <li>*Systematize the regular reporting of the work of the school and district</li> <li>*Sustainability: District will invest early on in resources that will build capacity so that the investment reduces over the 3 years.</li> <li>*Sustainability: The Intervention</li> </ul>	

# EXAMPLE

		<p>Model chosen will be sustainable as a result of the intentional strategies of building capacity</p> <p>*Sustainability: District will align other resources (Title I, II, III, Indian Education Funds) to the intervention model</p> <p>intervention model chosen</p>	
--	--	--	--

# Appendix G

## New Mexico School Improvement Grant Budget Justification of LEA Basic Education Program

**School:** OT

**District:** OT

**SIG Model:** OT

**Date:** [Click here to enter a date.](#)

**Rationale:**

All of the SIG funds an LEA uses in a Tier I or Tier II school must be used to support the LEA’s implementation of one of the four school intervention models. In determining whether a particular proposed use of SIG funds is allowable, an SEA should consider whether the proposed use is:

- directly related to the full and effective implementation of the model selected by the LEA,
- whether it will address the needs identified by the LEA, and
- whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools.

In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an SEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant || requirement— *i.e.*,

- *for a school operating a school wide program, the school must receive all of the non-Federal funds it would have received if it were not operating a school wide program, including all non-Federal funds necessary for the operation of the school’s basic educational program.*

<b>Strategy Description</b> <i>Include text from SIG application</i>	OT
<b>Action Step</b> <i>Include text from SIG application</i>	<a href="#">Click here to enter text.</a>
<b>Budgeted Amount</b> <i>Enter amount to be spent</i>	<a href="#">Click here to enter text.</a>

<b>Justification</b> <i>Please read and answer the following questions before providing budget justification.</i>	
Is the strategy/action step directly related to, as well as reasonable and necessary for, the full and effective implementation of the selected model?	Choose an item.
Are Pre-Implementation strategies/actions/activities directly related to, as well as reasonable and necessary for the full and effective implementation of the selected model?	Choose an item.
Has the LEA identified through a needs assessment the specific need or needs that are to be addressed through the strategy, action step?	Choose an item.

Is the specific strategy/action step proposed is supported by research indicating that, in fact, it will help improve academic achievement?	Choose an item.
Does the proposes strategy/action step represent significant reform that goes beyond the basic educational program of the school, including whether the strategy/action step would exceed minimal requirements set by state or local law or policy.	Choose an item.
<b><i>If the answer to any of these questions is no, the SEA determines the proposed use of SIG funds to support the strategy/action step is not permissible.</i></b>	
<b>Justification</b> <b>OT</b>	

---

Principals Signature: \_\_\_\_\_ | Date: OT \_\_\_\_\_

---

Superintendents Signature: \_\_\_\_\_ | Date: OT \_\_\_\_\_

***For Official Use Only***

Turnaround Specialist       Approved       Disapproved      Date: OT \_\_\_\_\_

Budget Specialist           Approved       Disapproved      Date: OT \_\_\_\_\_

Priority Schools Director    Approved       Disapproved      Date: OT \_\_\_\_\_

## New Mexico School Improvement Grant Budget Amendment Form

**School:** OT

**District:** OT

**Model:** OT

**Date:** [Click here to enter a date.](#)

**Funding Source:** School Improvement Grant (SIG)

**Goal:** OT

**Directions:**

When requesting an amendment of any portion of the approved SIG budget, please complete the following and submit to the Turnaround Specialist supporting your school.

***Please allow 7 working days for processing and approval.***

From		To	
<b>Strategy Description</b> <i>Include text from SIG application</i>	OT	<b>Strategy Description</b> <i>Include text from SIG application</i>	OT
<b>Action Step</b> <i>Include text from SIG application</i>	Click here to enter text.	<b>Action Step</b> <i>Include text from SIG application</i>	Click here to enter text.
<b>Budgeted Amount</b> <i>Enter original amount allocated to support action step.</i>	Click here to enter text.	<b>Budgeted Amount</b> <i>Enter amended amount requested.</i>	Click here to enter text.
<b>Justification</b> <i>Provide justification for change from original request.</i> Click here to enter text.			

Principals Signature:

Date: OT

Superintendents Signature:

Date: OT

***For Official Use Only***

Turnaround Specialist       Approved       Disapproved      Date: OT

Budget Specialist       Approved       Disapproved      Date: OT

Priority Schools Director       Approved       Disapproved      Date: OT

NMPED PSB SIG Budget Form

SIG Budget Form: 2010 -2011 - EXAMPLE

School Name:

Date Submitted:

Pre-Implementation  
Yes No

Strategy	Action Step	General Description of Budget Need	Total by Strategy per Year		
			Year 1	Year 2	Year 3
<b>Teacher Leadership/Effectiveness</b>		Sum for this strategy per	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00
	Peer Observations within PLC and Dept	Substitues for per observation and debrief	\$ 10,000.00	\$ 10,000.00	\$ 8,000.00
		Stipends	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
	Classroom Walkthroughs	Casenex TPR: Teacher Observation Tool	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00
<b>Instructional Reform Strategies</b>		Sum for this strategy per	\$ 91,500.00	\$ 91,500.00	\$ 49,500.00
	Curriculum Alignment	Stipends for teachers summer work	\$ 6,500.00	\$ 6,500.00	\$ 4,500.00
	Classroom Instruction capacity building.	Contract services: Vendor to provide PD, Coaching, Modelling, and PLC support, etc to classroom teachers through supporting Instructional Coaches.	\$ 75,000.00	\$ 75,000.00	\$ 43,000.00
	Alignment-Formative Data, Teacher capacity building.	Stipends	\$ 10,000.00	\$ 10,000.00	\$ 2,000.00
<b>Increased Learning Time for Students</b>		Sum for this strategy per	\$ 345,800.00	\$ 340,800.00	\$ 340,800.00
	Extended Learning Programs for Students	.2 FTE added to approx. a quarter of the certified staff contracts (~17-19 staff)	\$ 285,000.00	\$ 285,000.00	\$ 285,000.00
		Instructional Materials-Extended Day	\$ 5,000.00		

NMPED PSB SIG Budget Form

	Transportation costs for Extended learning after school experiences (6 busses for 80 school days)	\$ 408.00	\$ 40,800.00	\$ 40,800.00
Sustainability for Extended Day programs	.2 FTE for Coordinator of Extended Day programs	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
	<b>Sum of all strategies</b>	<b>\$ 527,300.00</b>	<b>\$ 522,300.00</b>	<b>\$ 480,300.00</b>
	<b>Totals</b>			

## Appendix H

**SCHOOLS SERVED WITH FY 2009 SIG FUNDS**

<b>LEA NAME</b>	<b>LEA NCES ID#</b>	<b>SCHOOL NAME</b>	<b>SCHOOL NCES ID#</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>GRAD RATE</b>
Jemez Mountain	3501380	Lybrook ES	350138000371	X			
APS Charter	3500060	El Camino Real	350006000854	X			
Santa Fe	3502370	Ramirez Thomas ES	350237000887	X			
Central	3500390	Naschitti ES	350039000182	X			
Gallup-McKinley	3501110	Crownpoint HS	350111000301	X			Below 60%
Central	3500390	Newcomb HS	350039000654	X			Below 60%
Grants-Cibola	3501170	Laguna Acoma HS	350117000330	X			Below 60%
APS	3500060	Ernie Pyle MS	350006000052	X			
Socorro	3502460	R. Sarracino MS	350246000572	X			

## **APPENDIX I**

FY 2010 Eligible Schools

<b>District</b>	<b>District NCES</b>	<b>School Name</b>	<b>NCES #</b>	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>	<b>Grad Rate</b>
Albuquerque Public Schools	3500060	Academy Of Trades And Technology Charter	00896			Tier III	
Albuquerque Public Schools	3500660	Barcelona Elementary	00235			Tier III	
Albuquerque Public Schools	3500060	Christine Duncan Heritage Academy Charter	00056			Tier III	
Albuquerque Public Schools	3500060	Duranos Elementary	00812			Tier III	
Albuquerque Public Schools	3500060	Edward Gonzales Elementary	00071			Tier III	
Albuquerque Public Schools	3501500	Emerson Elementary	00901			Tier III	
Albuquerque Public Schools	3500060	Eubank Elementary	00962			Tier III	
Albuquerque Public Schools	3501500	Garfield Middle	00388			Tier III	
Albuquerque Public Schools	3502250	Harrison Middle	00514			Tier III	
Albuquerque Public Schools	3501110	Hawthorne Elementary	00861			Tier III	
Albuquerque Public Schools	3500390	Hayes Middle	00684			Tier III	
Albuquerque Public Schools	3502610	Jimmy Carter Middle	00595			Tier III	
Albuquerque Public Schools	3501110	John Adams Middle	00663			Tier III	
Albuquerque Public Schools	3501110	Kennedy Middle	00664			Tier III	
Albuquerque Public Schools	3500390	Kit Carson Elementary	00189			Tier III	

Albuquerque Public Schools	3501560	La Academia De Esperanza Charter	00416			Tier III	
Albuquerque Public Schools	3500060	La Luz Elementary	00117			Tier III	
Albuquerque Public Schools	3501560	La Promesa Early Learning Center Charter	00677			Tier III	
Albuquerque Public Schools	3500060	La Resolana Leadership Academy Charter	00122			Tier III	
Albuquerque Public Schools	3502800	Lavaland Elementary	00678			Tier III	
Albuquerque Public Schools	3501110	Los Padillas Elementary	00545			Tier III	
Albuquerque Public Schools	3500060	Los Puentes Charter	00875			Tier III	
Albuquerque Public Schools	3502370	Lowell Elementary	00540			Tier III	
Albuquerque Public Schools	3501350	Mckinley Middle	00363			Tier III	
Albuquerque Public Schools	3501980	Native American Community Academy Charter	00705			Tier III	
Albuquerque Public Schools	3502670	New Futures School	00606			Tier III	
Albuquerque Public Schools	3502520	Nuestros Valores High Charter	00914			Tier III	
Albuquerque Public Schools	3500060	Pajarito Elementary	00123			Tier III	
Albuquerque Public Schools	3502730	Polk Middle	00612			Tier III	
Albuquerque Public Schools	3500060	Robert F Kennedy Charter	00928			Tier III	
Albuquerque Public Schools	3500180	School for Integrated Academics and Technologies Charter	00140			Tier III	
Albuquerque Public Schools	3500180	School On Wheels	00848			Tier III	

Albuquerque Public Schools	3501110	Truman Middle	00303			Tier III	
Albuquerque Public Schools	3501170	Valle Vista Elementary	00329			Tier III	
Albuquerque Public Schools	3501230	Van Buren Middle	00344			Tier III	
Albuquerque Public Schools	3500060	Washington Middle	00063			Tier III	
Albuquerque Public Schools	3501980	Wherry Elementary	00475			Tier III	
Albuquerque Public Schools	3501110	Whittier Elementary	00310			Tier III	
Albuquerque Public Schools	3500390	Wilson Middle	00654			Tier III	
Belen Consolidated Schools	3500060	Belen High	00108			Tier III	Above 60%
Belen Consolidated Schools	3501110	Belen Middle	00316			Tier III	
Belen Consolidated Schools	3501110	Central Elementary	00318			Tier III	
Bernalillo Public Schools	3500060	Algodones Elementary	00119			Tier III	
Bernalillo Public Schools	3502800	Cochiti Elementary	00676			Tier III	
Bernalillo Public Schools	3500060	Cochiti Middle	00923			Tier III	
Bernalillo Public Schools	3502370	Santo Domingo Middle	00759			Tier III	
Carrizozo Municipal Schools	3501110	Carrizozo Middle	00535			Tier III	
Central Consolidated Schools	3500900	Eva B Stokely Elementary	00264			Tier III	

Central Consolidated Schools	3500900	Mesa Elementary	00270			Tier III	
Central Consolidated Schools	3502370	Nataani Nez Elementary	00542			Tier III	
Central Consolidated Schools	3501260	Newcomb Middle	00352			Tier III	
Central Consolidated Schools	3502370	Nizhoni Elementary	00547			Tier III	
Central Consolidated Schools	3500570	Ojo Amarillo Elementary	00215			Tier III	
Central Consolidated Schools	3500900	Tse Bit Ai Middle	00274			Tier III	
Central Consolidated Schools	3500900	Eva B Stokely Elementary	00264			Tier III	
Central Consolidated Schools	3500900	Mesa Elementary	00270			Tier III	
Clovis Municipal Schools	3501260	Cameo Elementary	00356			Tier III	
	3500060						
Clovis Municipal Schools	3500060	La Casita Elementary	00925			Tier III	
Cobre Consolidated Schools	3500060	Cobre High	00854			Tier III	Above 60%
Cuba Independent Schools	3500210	Cuba Elementary	00147			Tier III	
Cuba Independent Schools	3501110	Cuba Middle	00299			Tier III	
Deming Public Schools	3501110	Columbus Elementary	30021			Tier III	
Deming Public Schools	3500810	Deming Cesar Chavez Charter	00252			Tier III	
Deming Public Schools	3500990	Deming High	00693			Tier III	

Deming Public Schools	3500060	Deming Middle	00061			Tier III	
Deming Public Schools	3501110	Red Mountain Middle	00307			Tier III	
Dexter Consolidated Schools	3501710	Dexter High	00442			Tier III	Above 60%
Dulce Independent Schools	3501770	Dulce Elementary	00453			Tier III	
Espanola Public Schools	3500390	Abiquiu Elementary	00184			Tier III	
Espanola Public Schools	3502010	Carlos F Vigil Middle	00479			Tier III	
Espanola Public Schools	3501110	Chimayo Elementary	00311			Tier III	
Espanola Public Schools	3501110	Eutimio Salazar Elementary	30020			Tier III	
Espanola Public Schools	3501110	Hernandez Elementary	00315			Tier III	
Espanola Public Schools	3501110	Mountain View Elementary	00321			Tier III	
Espanola Public Schools	3500060	Tony Quintana Elementary	00115			Tier III	
Estancia Municipal Schools	3501110	Estancia High	00322			Tier III	Above 60%
Farmington Municipal Schools	3500390	Esperanza Elementary	00187			Tier III	
Gadsden Independent Schools	3501560	Loma Linda Elementary	00412			Tier III	
Gallup-Mckinley Cty Schools	3502190	Chee Dodge Elementary	00498			Tier III	
Gallup-Mckinley Cty Schools	3502460	Crownpoint Middle	00573			Tier III	
Gallup-Mckinley Cty Schools	3500390	David Skeet Elementary	00190			Tier III	
Gallup-Mckinley Cty	3501020	Gallup Middle	00770			Tier III	

Schools							
Gallup-Mckinley Cty Schools	3501740	Jefferson Elementary	00444			Tier III	
Gallup-Mckinley Cty Schools	3502250	John F Kennedy Middle	00506			Tier III	
Gallup-Mckinley Cty Schools	3501500	Juan De Onate Elementary	00765			Tier III	
Gallup-Mckinley Cty Schools	3500060	Navajo Middle School	00058			Tier III	
Gallup-Mckinley Cty Schools	3500060	Ramah Elementary	00069			Tier III	
Gallup-Mckinley Cty Schools	3501470	Ramah High	00701			Tier III	Above 60%
Gallup-Mckinley Cty Schools	3502250	Rocky View Elementary	00518			Tier III	
Gallup-Mckinley Cty Schools	3502340	Thoreau Elementary	00835			Tier III	
Gallup-Mckinley Cty Schools	3502250	Thoreau Middle	00522			Tier III	
Gallup-Mckinley Cty Schools	3501500	Tobe Turpen Elementary	00455			Tier III	
Gallup-Mckinley Cty Schools	3500060	Tohatchi Middle	00112			Tier III	
Gallup-Mckinley Cty Schools	3501500	Twin Lakes Elementary	00399			Tier III	
Gallup-Mckinley Cty Schools	3502370	Washington Elementary	00640			Tier III	
Grants-Cibola County Schools	3500570	Cubero Elementary	00218			Tier III	
Grants-Cibola County Schools	3501080	Laguna Acoma Middle	00202			Tier III	
Grants-Cibola County Schools	3501890	Los Alamos Middle	00818			Tier III	
Grants-Cibola County	3501080	Mesa View Elementary	00631			Tier III	

Schools							
Grants-Cibola County Schools	3501680	Mount Taylor Elementary	00440			Tier III	
Grants-Cibola County Schools	350168	Seboyeta ES	00337				
Hagerman Municipal Schools	3501080	Hagerman Middle	00660			Tier III	
Hatch Valley Public Schools	3500600	Garfield Elementary	00230			Tier III	
Hatch Valley Public Schools	3501110	Hatch Valley Middle	00768			Tier III	
Hobbs Municipal Schools	3500117	Coronado Elementary	00891			Tier III	
Hobbs Municipal Schools	3500060	Jefferson Elementary	01026			Tier III	
Hobbs Municipal Schools	3500060	Southern Heights Elementary	00810			Tier III	
Hobbs Municipal Schools	3500390	Taylor Elementary	00179			Tier III	
Hobbs Municipal Schools	3500810	Will Rogers Elementary	00253			Tier III	
Hondo Valley Public Schools	3500930	Hondo High	00969			Tier III	Above 60%
Jal Public Schools	3501680	Jal Junior High	00439			Tier III	
Jemez Mountain Public Schools	3501890	Coronado Middle	00468			Tier III	
Jemez Valley Public Schools	3502310	Jemez Valley Middle	00529			Tier III	
Jemez Valley Public Schools	3502400	San Diego Riverside Charter	00557			Tier III	
Lake Arthur Municipal Schools	3500060	Lake Arthur Elementary	00457			Tier III	
Las Cruces Public	3502520	La Academia Dolores Charter	00790			Tier III	

Schools							
Las Cruces Public Schools	3500690	Lynn Middle	00941			Tier III	
Las Cruces Public Schools	3500690	Picacho Middle	00237			Tier III	
Las Vegas City Public Schools	3500990	Sierra Vista Elementary	00289			Tier III	
Lordsburg Municipal Schools	3500690	Dugan Tarango Middle	00242			Tier III	
Loving Municipal Schools	3500106	Loving Elementary	00873			Tier III	
Magdalena Municipal Schools	3502370	Magdalena Elementary	00539			Tier III	
Magdalena Municipal Schools	3501080	Magdalena Middle	00655			Tier III	
Mesa Vista Consolidated Schools	3501680	Mesa Vista High	00792			Tier III	
Mesa Vista Consolidated Schools	3502370	Mesa Vista Middle	00541			Tier III	
Mesa Vista Consolidated Schools	3501260	Ojo Caliente Elementary	00347			Tier III	
Mora Independent Schools	3500570	Lazaro Larry Garcia	00210			Tier III	
Pecos Independent Schools	3502370	Pecos Elementary	00552			Tier III	
Pecos Independent Schools	3501680	Pecos High	00762			Tier III	Above 60%
Penasco Independent Schools	3500060	Penasco Middle	00020			Tier III	
Questa Independent Schools	3501500	Alta Vista Intermediate	00379			Tier III	
Roswell Independent Schools	3500060	Mesa Middle	00045			Tier III	

Santa Fe Public Schools	3501110	Agua Fria Elementary	00305			Tier III	
Santa Fe Public Schools	3500060	Alvord Elementary	00067			Tier III	
Santa Fe Public Schools	3500060	Cesar Chavez Elementary	00075			Tier III	
Santa Fe Public Schools	3501500	De Vargas Middle	00387			Tier III	
Santa Fe Public Schools	3500060	Edward Ortiz Middle	00683			Tier III	
Santa Fe Public Schools	3500060	Francis X Nava Elementary	00083			Tier III	
Santa Fe Public Schools	3501500	Kaune Elementary	00392			Tier III	
Santa Fe Public Schools	3500960	Larragoite Elementary	00624			Tier III	
Santa Fe Public Schools	3500060	R M Sweeney Elementary	00090			Tier III	
Santa Fe Public Schools	3500060	Salazar Elementary	00093			Tier III	
Santa Rosa Consolidated Schools	3502520	Anton Chico Middle	00580			Tier III	
Springer Municipal Schools	3500060	Miranda Junior High	00725			Tier III	
T or C Municipal Schools	3502640	T Or C Middle	00602			Tier III	
Taos Municipal Schools	3500240	Taos Middle	00155			Tier III	
Tularosa Municipal Schools	3500180	Tularosa Intermediate	30003			Tier III	
Tularosa Municipal Schools	3500180	Tularosa Middle	00849			Tier III	
Wagon Mound Public Schools	3501890	Wagon Mound High	00467			Tier III	

Vaughn Public Schools	3500001	Vaughn ES	00507			Tier III	
West Las Vegas Public Schools	3500180	West Las Vegas High	00146			Tier III	Above 60%
West Las Vegas Public Schools	3501080	West Las Vegas Middle	00719			Tier III	
Zuni Public Schools	3501080	Zuni Middle	00934			Tier III	
Zuni Public Schools	3501080	Twin Buttes High	00577			Tier III	
Silver Consolidated Schools	3502430	Silver High	00564	Tier I			Below 60%
Moriarty-Edgewood Schools	3501890	Moriarty High	00458	Tier I			Below 60%
Los Lunas Public Schools	3501680	Los Lunas High	00439	Tier I			Below 60%
Alamogordo Public Schools	3500030	Alamogordo High	00799	Tier I			Below 60%
Farmington Municipal Schools	3500990	Farmington High	00284	Tier I			Below 60%
Albuquerque Public Schools	3500060	Valley High	00116	Tier I			Below 60%
Albuquerque Public Schools	3500060	Manzano High	00082	Tier I			Below 60%
Albuquerque Public Schools	3500060	Del Norte High	00044	Tier I			Below 60%
Gadsden Independent Schools	3501080	Santa Teresa High	00323	Tier I			Below 60%
Gallup-Mckinley Cty Schools	3502610	Church Rock Elementary	00435	Tier I			
Gallup-Mckinley Cty Schools	3501740	Crownpoint Elementary	00451	Tier I			
Gallup-Mckinley Cty Schools	3500750	Navajo Elementary	00249	Tier I			
Gallup-Mckinley Cty Schools	3500060	Navajo Pine High	00068	Tier I			Below 60%

Gallup-Mckinley Cty Schools	3502310	Stagecoach Elementary	00531	Tier I			
Gallup-Mckinley Cty Schools	3500060	Tohatchi Middle	00112	Tier I			
Dulce Independent Schools	3501110	Dulce Middle	00309	Tier I			
Cuba Independent Schools	3501110	Cuba High	00732	Tier I			
Deming Public Schools	3501110	Bell Elementary	00300	Tier I			
Pecos Independent Schools	3502370	Pecos Middle	00543	Tier I			
West Las Vegas Public Schools	3501080	Valley Middle	01032	Tier I			
Albuquerque Public Schools	3502010	Highland High	00706	Tier I			Below 60%
Albuquerque Public Schools	3500060	Rio Grande High	00852	Tier I			Below 60%
Albuquerque Public Schools	3501170	West Mesa High	00330	Tier I			Below 60%
Belen Consolidated Schools	3500390	Belen Infinity High	00186	Tier I			Below 60%
Central Consolidated Schools	3501080	Shiprock High	00656	Tier I			Below 60%
Gallup-Mckinley Cty Schools	3500480	Gallup High	00302	Tier I			Below 60%
Gallup-Mckinley Cty Schools	3502400	Thoreau High	00558	Tier I			Below 60%
Gallup-Mckinley Cty Schools	3500060	Tohatchi High	00111	Tier I			Below 60%
Gallup-Mckinley Cty Schools	3501500	Tse Yi Gai High	00377	Tier I			Below 60%
Grants-Cibola County Schools	3502100	Grants High	00489	Tier I			Below 60%
Hatch Valley Public	3500001	Hatch Valley High	00608	Tier I			Below

Schools							60%
Las Cruces Public Schools	3500060	San Andres High School	00037	Tier I			Below 60%
Roswell Independent Schools	3502520	University High	00579	Tier I			Below 60%
West Las Vegas Public Schools	3502040	West Las Vegas Family Partnership High	00480	Tier I			Below 60%

## **APPENDIX J**

## **EXAMPLE OF MOU AGREEMENT:**

### **Memorandum of Understanding between NEA-SF and Consolidated Schools Regarding Hyde Elementary School, a Priority School April 12, 2010 and Revised April 26, 2010**

The "Turn Around" model will be used for school improvement at Hyde Elementary School. The alternative governance structure shall include a Turn Around Leadership Team of no fewer than seven (7) members. All but two (2) of the members shall be elected by the staff, one will be a site NEA Association Representative and one will be appointed by the principal. This Turn Around Leadership Team will work with the principal to develop a leadership model to be used by the Turn Around Leadership Team and will have decision making authority, within the parameters of state and federal law and district policy, over matters related to implementation of the Priority School model. The existing 2009–2010 Leadership Team will continue to work with the principal to assist in the day to day issues of running Hyde Elementary School, as they do now, until the end of the school year. The Leadership Team shall be dissolved as of the last day of the school year, June 3, 2010.

The parties agree that schools involved in a Priority School model will require additional time commitments from staff. The staff working at such a school is expected to commit to the school mission and philosophy and to agree to work additional hours. A contract addendum negotiated with the Association defining these requirements shall accompany the annual contract and may change from year to year, while in a Priority School status, as the school's needs change. Such changes shall require an amended contract addendum for each subsequent year. The additional time will be used for professional development, training, meeting/planning time during the school year, before commencement of the regular school contract and/or just following the end of the contract year. Changes to the scheduled time will be determined in consultation with the Turn Around Leadership Team. The dates, times and compensation of additional required hours shall be determined by the Turn Around Leadership Team according to the needs of the school. Requirements for additional training and staff time will be dependent upon the availability of funding for implementing the model.

An elected interim Leadership Team will work with the principal, as defined in the First Amendment to this Memorandum of Understanding, to review and determine locally adopted competencies by which staff members to be displaced will be identified.

The subsequently elected Turn Around Leadership Team will be involved in interviewing and making recommendations as to the selection of new staff for the 2010-2011 school year. At Hyde Elementary School for the 2010-2011 school year, the following additional requirements include:

- Up to two weeks training, planning and meeting prior to the commencement of the regular contract period. The date will be determined based upon contract start date as determined by the Board for the 2010-2011 school calendar. This time period is to be paid at the regular contract rate of pay.
- The school day is extended to add one additional hour to the regular school day for student instruction. This time will be paid at the regular contract rate of pay. This 8 hour day includes the individual prep time.
- The work day is further extended by 30 minutes to provide additional collaborative planning and professional development for a total work day of 8.5 hours all paid at the

contract rate. The work schedule will be as follows, unless changed by the Leadership Team:

<b>Student Schedule</b>	<b>Teacher Schedule</b>	<b>Comments</b>
7:55 a.m. – 3:25 p.m.	7:40 a.m. – 4:10 p.m.	Regular 8 hour day including individual prep time and the duty free lunch.
	4:10 p.m. – 4:40 p.m.	Additional 30 minutes of collaborative planning and professional development. Note that the actual afterschool planning and PD time commences at 3:25 p.m. when the students are dismissed for a total time of 1.25 hours.

- EAs are expected to attend selected professional development and staff meetings and will be compensated for this time at regular overtime rate if employee exceeds forty (40) hours in the week.
- Ramirez Thomas Elementary School will be exempt from any class size increases for the 2010-2011 school year.
- The Association and the District mutually agree to increase stipends beyond those contained in the Collective Bargaining Agreement (CBA) to attract and retain bilingual, TESOL and other employees with special skills to the school to help implement the Priority School model. Stipend increases at Ramirez Thomas Elementary School shall remain in force for the duration of the period that Ramirez Thomas receives the additional Priority School model funding from the State. Once these funds are no longer available, the stipend amounts revert to the negotiated rate contained in the CBA. The increased stipend amount for bilingual and TESOL endorsed teachers, as well as stipends for other positions, will be determined in conjunction with this year's Leadership Team and NEA. The amount of funds set aside for these stipends totals \$50,000.

Employees who are displaced by the implementation of the Priority School Model will be allowed to transfer to a substantially equivalent vacant position for which they are qualified. These employees, along with any other district displaced employees from other school sites, shall receive priority consideration for transfers. The District shall make every effort to honor the assignment preferences of displaced employees. The Superintendent may administratively place a displaced employee to ensure ongoing employment and avoid discharge or termination as a result of displacement. Under no circumstances shall displaced employees be discharged or terminated simply as a result of their displacement.

This MOU may be reviewed in subsequent school years without being a re-opener.

---

Bill Smith                      Date  
NEA-SF President and  
Lead Negotiator

Tammy Oz                      Date  
Deputy Superintendent and  
Consolidate Schools Lead Negotiator

**EXAMPLE OF SCHOOL BOARD RESOLUTION**

**Resolution To Support Hyde Middle School (HMS)-SIG Application**

Whereas, the students of HMS deserve the best education that the staff of HMS, the District administration and Board, and the State can provide;

Whereas, the teaching staff has been actively involved with the administration in drafting a School Improvement Grant proposal that reflects significant change;

Whereas, there have been two parent advisory committee meetings, discussion at Board meetings, articles in the local newspaper regarding this funding opportunity and transformation responsibility, and more parent involvement still expected;

Now, therefore, be it resolved that we the members of the Consolidated Schools Board of Education support the District School Improvement Grant Application, recognizing that it will mean

- continuous improvement in teacher/leadership effectiveness,
- instructional reform strategies that give the building leadership more latitude and require district-level support,
- extended learning time and creating a more community-oriented school,
- active and strategic recruitment and retention of quality staff,
- job-embedded professional development,
- a better aligned curriculum,
- better data collection and analysis, and
- nonacademic support for our students.

\_\_\_\_\_  
\_\_\_\_\_  
Signature Board President \_\_\_\_\_ Date \_\_\_\_\_

**SEA GUIDANCE SUMMARY PRESENTED TO SIG SCHOOLS AS PART OF APPLICATION FEEDBACK:**

**New Mexico Public Education Department  
SEA Guidance Summary for School Improvement Grant (SIG)**

The following SEA Guidance Summary is intended to provide you with SEA feedback as it relates to your School Improvement Grant application.

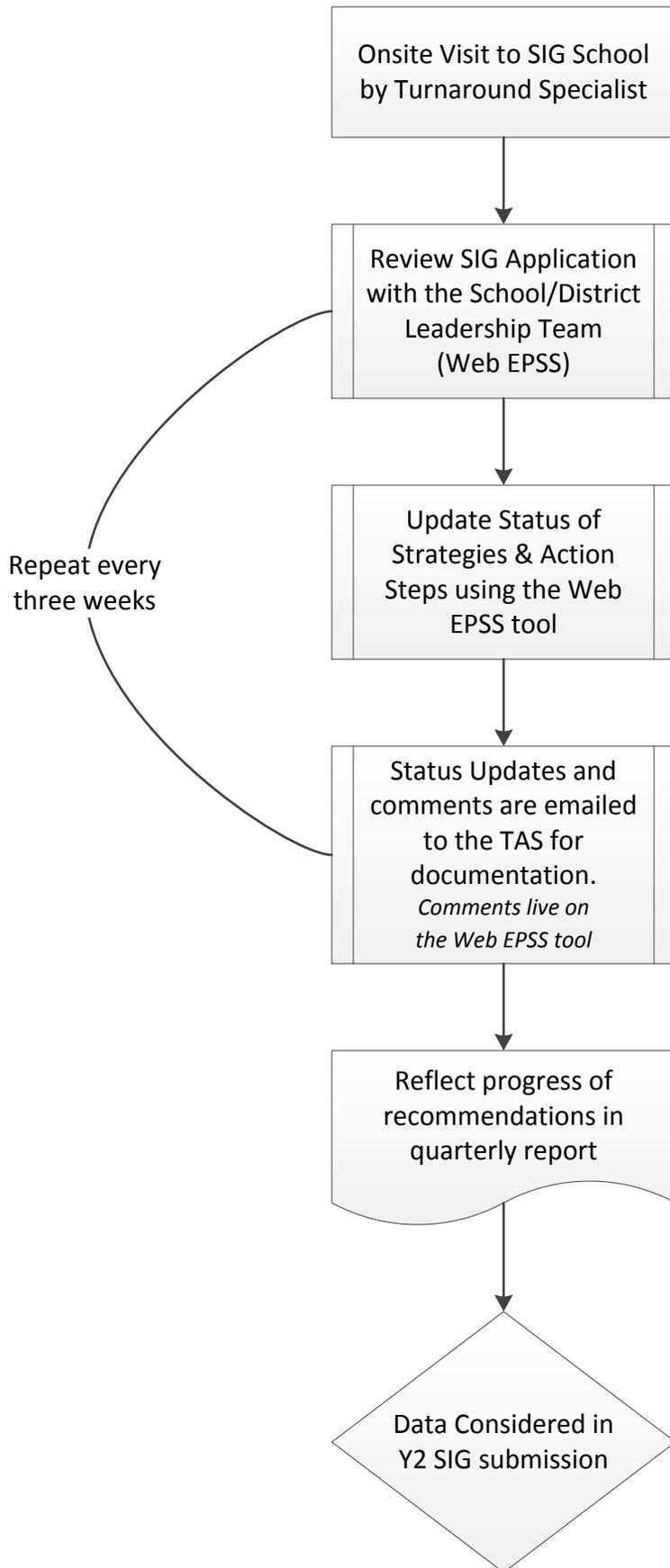
**DISTRICT** \_\_\_\_\_ **SCHOOL** \_\_\_\_\_

**Please consider the following information as you begin revisions to your SIG application.**

- Consider all recommendations and feedback as you revise your SIG application for re-submission. Create new Action Steps and Tasks as needed. Due on April 14, 2011.
- For every Action Step that is changed or added to your SIG application tag as "REVISED" and "SIG"
- Consider all information presented to date to support your revisions such as: WIMBA presentations (archived at <http://www.ped.state.nm.us/div/psb/dl10/sig/index.html>)
- DOE SIG Guidance, School Improvement Handbook, and SIG Training Material.
- Details regarding evaluation of staff and pay for performance: 1 year to accomplish
- Any other details specific to the LEA

**BUDGET: 3 YEAR PROJECTION THAT DESCRIBES HOW STRATEGIES WILL BEST SUSTAINED OVER TIME.**

# Onsite Visit to SIG School 3 week cycle





**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
**Priority Schools Bureau**  
**School Improvement Grant 2011**

**Worksheet C: Attestation of Selected Model**

**The District must estimate the full cost of implementing its selected intervention for each eligible school it commits to serve, and to give priority to including these costs in its budget proposal. The Districts proposed budget should cover a three year period.**

How many eligible schools does your school district commit to serve?

\_\_\_\_\_

Which intervention model (Turnaround, Restart, Closure or Transformation) has the District selected per school? (Please complete a separate Worksheet C for each school.)

**The following pages contain the specific Strategies and Action Steps for each model that are embedded in the Web EPSS. The LEA must complete all sections of the Model it selects for each school. These are the criteria that the School Improvement Review Panel will use to review and approve/disapprove each school application.**

The WebEPSS for the district and Tier I, II, and III schools includes annual goals and strategic objectives for all students as well as each sub group as identified within each school and in the district. The goals including ones that address reading/language arts and math are preloaded in the WebEPSS and strategic objectives are written by each school and district to reflect the annual measureable objective as identified by the NMPED.

The NMPED uses external consultants to review the WebEPSS for compliance and for consistency with their current levels of performance annually. Feedback is provided for schools and districts in order to assure improvement in the development and implementation of the plan.

Additionally, schools and districts use their short cycle assessment data to set strategic objectives for improvement to meet benchmarks in the areas of reading/language arts and math, as well as all sub populations not meeting AYP.

Every strategy in the WebEPSS includes a description of the strategy. Additionally, every strategy will have multiple Action Steps that will further describe that action and how the LEA intends to meet the strategy inclusive of begin and end dates, budget and task assignments. A section to capture timeline notes is part of every Action Step and LEA's will inform the SEA of their progress by inputting this information into their plan as reviews take place. A feature of the WebEPSS tool allows for attaching documentation to parts of the plan that support either the goal, strategy or action step. Each LEA has been trained on how to attach further information as deemed necessary.





**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
**Priority Schools Bureau**

**Worksheet E**  
**Checklist for Hiring External Providers**

- \_\_\_ Identify reasons for hiring external providers
- \_\_\_ Ensure transparency
- \_\_\_ Involve stakeholders
- \_\_\_ Identify goals and measurable expectations
- \_\_\_ Create conditions to find and attract high-quality partners
- \_\_\_ Develop rigorous selection process that focuses on experience, qualifications, ability to communicate
- \_\_\_ Negotiate contract that outlines roles, responsibilities, performance measures, and timelines for deliverables
- \_\_\_ Define consequences for failure (termination or contract modification)

**D. The District must agree to the following assurances in its application for a School Improvement Grant:**

- Use its School Improvement Grant to implement fully and effectively an intervention in each eligible school that the District commits to serve consistent with the final requirements as evident in the school Web EPSS;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators as evident in the school Web EPSS.
- If a District selects the Restart Model, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements as evident in the school Web EPSS; and
- Report to NMPED school-level data achievement indicators as evident in the school Web EPSS

## **APPENDIX K**



## **Priority Schools Bureau**

# **REQUEST FOR INFORMATION (RFI)**

### **Title I School Improvement Funds**

**FIRST DAY TO SUBMIT RFI: January 7, 2011**

**DEADLINE TO SUBMIT RFI: 5:00 pm**

**This is only a Request for Information (RFI) and does NOT constitute an award. Should this RFI result in an award, the District Superintendent will be notified by an official award letter.**

**Only upon receipt of an award letter, signed by Susanna M. Murphy, Ph.D., Secretary of Education (Designate), may the district/charter school submit a Budget Adjustment Request (BAR).**

## APPLICATION CHECKLIST

Please take the time to complete the checklist below to ensure that all required information and actions have been completed before emailing the RFI Application to david.johnson@state.nm.us at the Priority Schools Bureau (PSB).

**1. All pages of the 2010-11 RFI Application are completed:**

- \_\_\_\_\_ **Cover page**
- \_\_\_\_\_ **Program Information page**
- \_\_\_\_\_ **Budget Justification page**
- \_\_\_\_\_ **District Assurances page with hard copy of signed original to be mailed to PSB office**

**AND**

**2. \_\_\_\_\_ District WebEPSS for 2010-11 is completed and aligned with the RFI Application**

**PURPOSE:**

American Recovery and Reinvestment Act of 2009 Title I funds are to be distributed and used specifically to improve student achievement through school improvement and reform and to help close the achievement gap. Progress on four reforms previously authorized under the ESEA of 2007 is required. The four reforms are:

1. Making progress toward rigorous college- and career-ready standards and high quality assessments are valid and reliable for all students, including English language learners and students with disabilities;
2. Establishing data systems that track progress and foster continuous improvement from pre-K to college and career.
3. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need; and
4. Providing intensive support and effective interventions for the lowest-performing schools

The New Mexico Public Education Department (PED), Priority Schools Bureau is issuing a Request for Information (RFI) from eligible New Mexico school districts with schools that:

- are Title I schools for 2010-11 school year; and are either
- ranked as 1 of the 100 lowest of the *persistently lowest achieving* schools; or
- are an unfunded SIG School for 2010-2011

**This RFI is to fund research-based core academic programs, results-based interventions, teacher incentives, or job embedded professional development aimed at improving instructional practices and programs with the intent to help schools demonstrate greater-than-chance improvement in academic achievement by one or more subgroups in math or reading or both.**

### **GOAL**

Districts will implement research-based core academic programs, results-based interventions, and instructional strategies in order to demonstrate greater-than-chance improvement in academic achievement as measured by short cycle assessments and the NMSBA in one or more subgroups in math or reading or both.

### **BACKGROUND**

In order to assist districts with schools that are currently designated as “one of the lowest of the persistently lowest achieving schools” funds will be allocated for the provision of technical assistance, instructional support, job embedded professional development, curriculum or program implementation inclusive of training and purchase of materials and equipment, and other results-based interventions and programs to improve student achievement as measured by short-cycle assessments and the NMSBA.

### **ELIGIBILITY:**

Districts eligible for funding are limited to those with schools that meet the following criteria:

- a school is a Title I school for 2010-11 school year; and
- a school is ranked as 1 of the 100 lowest of the persistently lowest achieving schools; or
- a school is an unfunded SIG School for 2010-11.

Your proposed District school improvement fund allocation for Title 1 School Improvement ARRA funds for 2010-2011 is attached. Approved funding will be based on greatest need as measured by AYP status, average growth over 6 years, student population, timely RFI submission, and commitment by the district and the school to school improvement as defined in the criteria (Title I state application).

Commitment is determined by an LEA's commitment to professional development, as stated in the Web EPSS, by responses in the RFI to implement research based programs that demonstrate improvement in academic achievement, and the district's commitment to implementation of a District Support Team, inclusive of designation of a liaison from the district. Additionally, districts must provide assurance that schools receive the support necessary to implement the continuous improvement model and that the Criteria for Optimal Reforms for Education are being met.

These Title I funds shall be used for costs related to the implementation of high-yield improvement strategies that demonstrate academic achievement progress that is greater than chance for one or more subgroups in math, reading or both.

Successful applicants will be awarded no more than the allocation stipulated on the attached allocation sheet inclusive of required purchases as outlined below.

Specific activities include job embedded professional development, provision of technical assistance, purchase of program or curriculum materials and equipment, staffing to support teacher instructional strategies, intensive intervention program(s), extended learning time, and incentives to retain teachers, all of which support improved teaching and learning practices with the following requirements:

- No more than 10% of the total school allocation can be spent on supplies and materials
- No more than 10% of the total school allocation can be spent on technology equipment
- Unfunded SIG eligible schools must use \$10,800 of the total school allocation to attend the NMSLI Leadership Training throughout the 2010-11 school year
- Purchase or maintain a current data dashboard (ex., Datacation, Alpine, Etc.) to be able to review student data in multiple formats by drilling down to the classroom level..

## **INSTRUCTIONS:**

Questions concerning this RFI should be directed to: David Johnson, Assistant Director, Priority Schools Bureau, (505) 827-6580, or [david.johnson@state.nm.us](mailto:david.johnson@state.nm.us).

1. The complete RFI must be electronically generated using a minimum of 12 point font. Each page must be completed for consideration of funding:

- Cover page
  - Proposed program
  - Proposed budget
  - District Assurances
2. The district 2010-2011 Web EPSS must have been completed and be aligned with the RFI application.
3. An original electronic copy of the completed **RFI must be received by 5:00 pm January 26, 2011.** Facsimile copies will not be **accepted**. In addition to sending the electronic copy, one single page hard copy of the **District Assurances page** with original signatures must be received by 5:00 pm on **February 2, 2011**. All electronic copies should be sent to [david.johnson@state.nm.us](mailto:david.johnson@state.nm.us). Requests for an extension of this date cannot be granted. Mail the RFI District Assurances page to:

**David Johnson**  
**Assistant Director**  
**Priority Schools Bureau**  
**300 Don Gaspar**  
**Santa Fe, NM 87501**  
**(505) 827-6580**

**COVER PAGE**

**School District**

<b>Name</b>	
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**Superintendent**

<b>Name</b>	
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<b>Phone</b>		<b>e-mail</b>	
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<b>Mailing Address</b>	
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**Program Coordinator/Charter School Director**

<b>Name</b>	
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<b>Phone</b>		<b>e-mail</b>	
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<b>Mailing Address</b>	
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**Business Manager**

<b>Name</b>	
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<b>Phone</b>		<b>e-mail</b>	
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<b>Mailing Address</b>	
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## Program Information Form -- Please Complete for Each School

**DISTRICT NAME:** \_\_\_\_\_

Please complete **each column that applies** in the table below by specifying what each school is requesting as aligned with the 2010-11 district and school Web EPSS.

Each column completed **must** answer the following questions:

1. What will be provided? *Including all bulleted information.*
2. Identify the School WebEPSS Goals, Strategy, and Action Steps that the provision aligns with.
3. How will you know it worked? (Data/measurement?)

School Name	Job Embedded Professional Development	Research-based Core Academic Programs	Research-based Interventions or Program(s); including supplies, materials and/or equipment	Staff to support Intensive Intervention Program(s) or Staff to support Classroom Instructional Strategies	Extended Learning Time	Incentives for Retaining Teachers
	<ul style="list-style-type: none"> <li>Provider Audience</li> </ul>	<ul style="list-style-type: none"> <li>Title/Publisher Target Subgroup(s) (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Title of Intervention/Program</li> <li>Target Subgroup</li> </ul>	<ul style="list-style-type: none"> <li>Specify program(s)</li> <li>Target Subgroup(s)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Identify Content Area(s) for Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Specify if “above core” instruction within the school day</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Specify if “extended length of school day”</li> <li>Identify Content Area(s)</li> <li>Identify Target Subgroup(s)</li> </ul>	<ul style="list-style-type: none"> <li>Specify Content Area(s)</li> <li>Specify what criteria will be used to determine eligibility/participation in incentive</li> <li>Specify number of teachers participating</li> <li>Specify how incentive will be allocated to staff</li> </ul>
<b>School Name:</b> _____						

<b>Identify aligned WebEPSS Goal/Strategy/ Action Step</b>						
<b>School Name</b>	<b>Job Embedded Professional Development</b> <ul style="list-style-type: none"> <li>• Provider Audience</li> </ul>	<b>Research-based Core Academic Programs</b> <ul style="list-style-type: none"> <li>• Title/Publisher Target Subgroup(s) (if applicable)</li> </ul>	<b>Research-based Interventions or Program(s);</b> including supplies, materials and/or equipment <ul style="list-style-type: none"> <li>• Title of Intervention/Program</li> <li>• Target Subgroup</li> </ul>	<b>Staff to support Intensive Intervention Program(s) or Staff to support Classroom Instructional Strategies</b> <ul style="list-style-type: none"> <li>• Specify program(s)</li> <li>• Target Subgroup(s)</li> </ul> OR <ul style="list-style-type: none"> <li>• Identify Content Area(s) for Coaching</li> </ul>	<b>Extended Learning Time</b> <ul style="list-style-type: none"> <li>• Specify if “above core” instruction within the school day</li> </ul> OR <ul style="list-style-type: none"> <li>• Specify if “extended length of school day”</li> <li>• Identify Content Area(s) Identify Target Subgroup(s)</li> </ul>	<b>Incentives for Retaining Teachers</b> <ul style="list-style-type: none"> <li>• Specify Content Area(s)</li> <li>• Specify what criteria will be used to determine eligibility/participation in incentive</li> <li>• Specify number of teachers participating</li> <li>• Specify how incentive will be allocated to staff</li> </ul>
<b>School Name:</b> <hr/>						

<b>Identify aligned WebEPSS Goal/Strategy/ Action Step</b>						

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<b>School Name:</b> <hr/>						
<b>Identify aligned WebEPSS Goal/Strategy/ Action Step</b>						

<b>School Name</b>	<b>Job Embedded Professional Development</b> <ul style="list-style-type: none"> <li>Provider Audience</li> </ul>	<b>Research-based Core Academic Programs</b> <ul style="list-style-type: none"> <li>Title/Publisher Target Subgroup(s) (if applicable)</li> </ul>	<b>Research-based Interventions or Program(s); including supplies, materials and/or equipment</b> <ul style="list-style-type: none"> <li>Title of Intervention/Program</li> <li>Target Subgroup</li> </ul>	<b>Staff to support Intensive Intervention Program(s) or Staff to support Classroom Instructional Strategies</b> <ul style="list-style-type: none"> <li>Specify program(s)</li> <li>Target Subgroup(s)</li> </ul> OR <ul style="list-style-type: none"> <li>Identify Content Area(s) for Coaching</li> </ul>	<b>Extended Learning Time</b> <ul style="list-style-type: none"> <li>Specify if “above core” instruction within the school day</li> </ul> OR <ul style="list-style-type: none"> <li>Specify if “extended length of school day”</li> <li>Identify Content Area(s)</li> <li>Identify Target Subgroup(s)</li> </ul>	<b>Incentives for Retaining Teachers</b> <ul style="list-style-type: none"> <li>Specify Content Area(s)</li> <li>Specify what criteria will be used to determine eligibility/participation in incentive</li> <li>Specify number of teachers participating</li> <li>Specify how incentive will be allocated to staff</li> </ul>
<b>School Name:</b> _____						
<b>Identify aligned WebEPSS Goal/Strategy/ Action Step</b>						

**If you need additional sections; cut and paste the table**

**BUDGET JUSTIFICATION FORM**

Funds Allocated for 2010-11	School: _____	School: _____	School: _____
<b>Job Embedded Professional Development:</b> <i>Include the following information-</i> <ul style="list-style-type: none"> <li>• <i>PD Topic</i></li> <li>• <i>Provider</i></li> </ul>			
<b>Research-based Core Academic Programs:</b> <i>Include the following information-</i> <ul style="list-style-type: none"> <li>• <i>Publisher</i></li> <li>• <i>Title/Name</i></li> </ul>			
<b>Research-based Interventions or Program(s);</b> including supplies, materials and/or equipment) <i>Include the following information –</i> <ul style="list-style-type: none"> <li>• <i>Publisher</i></li> <li>• <i>Title/Name of Program</i></li> <li>• <i>Target Subgroup(s)</i></li> </ul>			
<b>Staff to support Intensive Intervention Program(s)</b> <i>Include the following information for each staff-</i>  <i>Job Title:</i> _____ <i>(Indicate core subject area)</i> _____ <i>(FTE) Salary and Benefits</i> _____ <i>(FTE) Salary and Benefits</i>			

<p><b>Staff to support Classroom Instructional Strategies</b>  <i>Include the following information for each staff:</i></p> <p><i>Job Title: _____</i>  <i>(Indicate core subject area)</i>  <i>_____ (FTE) Salary and Benefits</i>  <i>_____ (FTE) Salary and Benefits</i></p>			
<p><b>Extended Learning Time</b>  <i>Include the following information:</i></p> <ul style="list-style-type: none"> <li>• <i>Content Area(s)</i></li> <li>• <i>Target Subgroup(s)</i></li> </ul>			
<p><b>Incentives for Retaining Teachers</b>  <i>Include the following information:</i></p> <ul style="list-style-type: none"> <li>• <i>Number of teachers/staff participating</i></li> <li>• <i>How incentive will be allocated to teachers/staff</i></li> </ul>			

## DISTRICT ASSURANCE

Required signatures include the district superintendent/director of charter school in which funds will be utilized. The application will not be considered complete without the required signatures.

The undersigned assures that:

1. The information included in the enclosed Request For Information (RFI) is true and accurate.
2. We will participate in all evaluation activities associated with the school improvement programs/interventions/supports implemented through this RFI funding, including updating the 2010-2011 district Web EPSS on or before January 31, 2011 and May 27, 2011. The monies received as a result of this RFI will be utilized for school improvement for the identified “persistently lowest achieving school(s)” in the \_\_\_\_\_ (district) to address the needs of targeted populations where AYP is not being met.
3. The funding received as a result of this RFI, and therefore utilized for school improvement for identified persistently lowest achieving schools, is **intended to be spent in the 2010-2011 school year**. When the final award is made to the district, instructions for spending deadlines will follow (i.e. Title I funds will have a longer spending deadline). However, the intention of this funding is to support high-yield strategies for 2010-2011. **No indirect costs may be claimed on these awards.**
4. All required school WebEPSS shall be updated on a timely basis (each quarter or trimester dependent on administration of the SCA) as required by the Priority Schools Bureau of the PED.

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**Signature**

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**Date**

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**Superintendent/Director of Charter School**

# Appendix L

## Improvement Plan for CROWNPOINT HIGH

Improvement Plan for New Mexico

Filtered By: Active Status: Active - Tag: SIG

Date of Report: 1/31/2011

Progress 20 %

(11 of 54) Action Steps Complete

**Goal:** To implement the Transformation Model

Based on a thorough needs-analysis, including usage of the New Mexico CLASS documents (included as an attachment in the file cabinet), CHS will implement the transformational model.

Filing Cabinet Count: 6

Estimated Cost: \$0.00

Budgeted: \$0.00

Actual: \$0.00

**Strategy:** Teacher/Leadership Effectiveness

To establish competencies and criteria that will be used to lead the school in the improvement process and to measure the effectiveness of staff who will work within the transformational environment to meet the needs of students.

Status: Not Reviewed : 3/2/2010

**Action Step:** Principals agree to abide by improvement model

Tags: REVISED, SIG, ELL, SPED, IndianEd, Parent, PD

Admin will review the Transformational Requirements and agree in writing to abide by them and will be evaluated quarterly by PED/GMCS personnel to assure compliance.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 05/01/2010 End Date: 06/30/2011

Status: Completed 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Provide the infrastructure for improvement (Due on 8/1/2010)

**Action Step:** Teachers agree to abide by improvement plan

Tags: REVISED, SIG

Teachers will review the Transformational teacher requirements and agree in writing to abide by them.

Persons Responsible: George Bickert, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: Completed 10/28/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Instruction (Due on 8/1/2010)

**Action Step:** Evaluating staff

Tags: REVISED, SIG, Tech, PD

Staff will have already agreed in writing to "transformational" requirements. In addition to normal, required state evaluation requirements, all teachers will be evaluated with student achievement data.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/31/2010 End Date: 06/30/2011

Status: Completed 10/28/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Evaluation criteria (Due on 8/1/2010)

**Action Step:** Regular (data) report outs

Tags: REVISED, SIG, Parent

In addition to weekly admin/staff meetings to discuss student data, CHS will host monthly commUNITY suppers, which allow the school to share up-to-date data and information with all CHS stakeholders.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 08/01/2010 End Date: 06/01/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Regular report outs (Due on 8/1/2010)

**Action Step:** More flexible working conditions

Tags: REVISED, SIG, ELL, SPED, IndianEd, Tech, PD

CHS will provide opportunities for staff to more effectively plan, meet and receive professional development(during and after the normal day).

Compensation will be provided for extra-hours work.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Action Step:** Additional compensation

Tags: REVISED, AGP, SIG, ELL, IndianEd, PD

Teachers will be compensated for all hours worked beyond the contracted time.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 08/01/2010 End Date: 06/05/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Budgeting compensation (Due on 8/1/2010)

**Action Step:** Sustainability

Tags: REVISED, AGP, SIG

Plans and actions that will be taken by GMCS and CHS to assure that the improvement efforts continue.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 06/01/2010 End Date: 06/30/2013

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 4 Complete

Use of data to evaluate staff (Due on 6/30/2013)

Continue Data/Report out meetings (Due on 6/30/2013)

Additional compensation (Due on 6/30/2013)

Teacher/Leadership support (Due on 6/30/2013)

**Strategy:** Instructional Reform Strategies

a total instructional plan which includes a core curriculum and defined intervention program

Status: Not Reviewed : 3/29/2010

**Action Step:** Tier I Core academic program

Tags: REVISED, SIG, ELL

CHS has adopted a "core" curricular program for English, Math, Science, and Social Studies

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 01/01/2010 End Date: 06/01/2010

Status: Completed 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Choosing core curricular materials (Due on 6/1/2010)

**Action Step:** Tier 2 Intervention program

Tags: REVISED, SIG, ELL

CHS will use the Read 180 and Saxon Math programs as Tier 2 interventions. Both programs have support from What Works Clearinghouse.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 01/01/2010 End Date: 06/01/2010

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 2 Complete

Selection of students (Due on 8/1/2010)

Tier 2 curricular materials (Due on 7/1/2010)

**Action Step:** Fidelity of implementation to program

Tags: REVISED, SIG

CHS admin team will monitor implementation of both Teir 1 (core) and 2 (intervention) programs through the use of weekly data walks/classroom walk-throughs.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 08/01/2010 End Date: 06/01/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

CHS data walk form (Due on 8/1/2010)

**Action Step:** Sustainability

Tags: REVISED, SIG

CHS will evaluate the efficacy of core and intervention programs. With positive growth data, CHS will continue programs with additional training and support. If data does not support programs, CHS will research additional programs.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 06/01/2010 End Date: 06/30/2013

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Establish evaluation rubric for programs (Due on 8/1/2010)

**Strategy:** Extended learning time for students

Extending learning time and creating community-oriented school.

Status: Not Reviewed : 3/2/2010

**Action Step:** Expanded master schedule

Tags: REVISED, SIG, ELL, SPED

CHS will extend the school day/instructional time, in order for students to have greater access to instruction and credit.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 08/01/2010 End Date: 06/01/2011

Status: Completed 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 2 of 2 Complete

2010-11 Daily Schedule (Due on 8/1/2010)

Addition of classes (Due on 8/1/2010)

**Action Step:** Implement After School Program

Tags: REVISED, SIG, ELL, SPED, IndianEd, Tech, PD

CHS will employ core teachers in an after school program that will work on

academic tutoring and needs, not merely homework completion.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Larry Linford

Timeline Notes: Beginning as soon as possible and running approximately 120 days throughout the school year.

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Core scheduling (Due on 8/1/2010)

**Action Step:** Uninterrupted Instructional time

Tags: REVISED, SIG

CHS will provided uninterrupted instructional time that is flexible, and is based on the needs of the student. Classroom interruptions and disruptions will be kept to an absolute minimum.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: Completed 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

No interruptions (Due on 8/1/2010)

**Action Step:** Train paraprofessionals for data entry

Tags: SIG, PD

Schools will utilize paraprofessionals for data entry to give teachers more time for teaching.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: Not Begun 03/02/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Data Entry Training for EAs (Due on 7/1/2010)

**Strategy:** Support to building principal

To provide flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.

Status: Not Reviewed : 3/2/2010

**Action Step:** Self-determination-autonomy

Tags: REVISED, SIG

GMCS allowed CHS the autonomy to research and decide on how the SIG process would unfold at CHS. CHS independently chose the following (2010-11 schedule, response to Intervention instructional model, including specific core and intervention programs and materials, and options on financial allocations and expenditures.)

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Budget Autonomy (Due on 7/1/2010)

**Action Step:** CHS Turnaround Coach (2)

Tags: REVISED, AGP, 2010-2011, SIG, PD

CHS will hire two Turnaround Coaches (admin-level certification) whose main duty will be to oversee the

school improvement process at CHS. Other primary job duties will include providing job embedded professional development to staff as well as oversee the Colleague mentoring Program, in which a majority of CHS staff will be participating.

Persons Responsible: Cora Barsana, George Bickert

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Recruitment/hiring of coach (Due on 7/1/2010)

**Action Step:** Leadership restructuring

Tags: REVISED, SIG, Parent, PD

Restructuring Building Leadership Team, Goal Teams and Department Heads to provide better support to CHS in the school improvement process.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Selection of CHS leaders (Due on 8/1/2010)

**Action Step:** Data Analysis

Tags: REVISED, SIG

The principal/admin/school improvement director will receive training in how to effectively analyze student achievement data.

Persons Responsible: Max Perez

Start Date: 05/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Data Warehouse (Due on 6/1/2010)

**Action Step:** Personnel Dept. Support

Tags: SIG

CHS will work with GMCS Personnel Dept. to recruit and hire new staff, as well as place staff unwilling to agree to "transformational" responsibilities.

Persons Responsible: George Bickert, Max Perez

Start Date: 05/01/2010 End Date: 07/31/2010

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Personnel Department Support (Due on 7/1/2010)

**Action Step:** Learning Services Dept. Support

Tags: SIG, PD

CHS admin team (principal, AP, SIdirector) will meet together and with Learning Services personnel

on a monthly basis to discuss data, progress, issues, etc.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Max Perez, Bart Stanley, JoBe Thilgen  
Start Date: 05/01/2010 End Date: 07/31/2011  
Status: In Progress 08/27/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Tasks: 1 of 1 Complete  
Learning Services Department Support (Due on 7/1/2010)

**Action Step:** Business Services Dept. Support

Tags: SIG

CHS will work with GMCS Business Services dept in managing and spending SIG funds. However, CHS maintains autonomy regarding use of funds, as long as within parameters of grant.

Persons Responsible: George Bickert, Max Perez

Start Date: 05/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Business Services Department Support (Due on 7/1/2010)

**Action Step:** Sustainability

Tags: REVISED, AGP, SIG

Continued support from GMCS for CHS to continue school improvement initiatives after SIG funding.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 06/01/2010 End Date: 06/30/2013

Status: Not Begun 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Self-analysis/determination (Due on 6/30/2013)

Departmental support (Due on 6/30/2013)

**Strategy:** Recruitment and retention of staff

To recruit, replace, and retain staff with the skills necessary to meet the needs of the students in the transformation school.

Status: Not Reviewed : 3/2/2010

**Action Step:** Acquiring New Staff

Tags: REVISED, AGP, 2010-2011, SIG, SPED

CHS will be adding new staff. These positions include: Turnaround Coach (2), Educational Assistant (Day Care)(2), Special Education Inclusion Teacher (2), Intervention Teacher (2), Elective Teacher (Music and Spanish), and Positive behavior Support teacher/Inschool Suspension teacher. Advertising and selecting potential new staff members

Persons Responsible: George Bickert, Matt Jopek, Max Perez, Mary Reeve

Timeline Notes: Process will begin upon receipt of letter of intent, and will continue until all positions have been filled.

Start Date: 05/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Recruitment/hiring of staff (No due date)

**Action Step:** Incentive increments for acquiring/retainig staff

Tags: REVISED, AGP, 2010-2011, SIG

Due to location of Crownpoint (rural and isolated) CHS must provide incentives to recruit and retain highly-qualified personnel. Proposed amounts: Certified staff- as per Licensure level.

Level I: \$6000

Level II: \$7000

Level III: \$8000

• Classified staff - \$1,000

Persons Responsible: George Bickert, Matt Jopek, Max Perez

Start Date: 06/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Increments and responsibilities (Due on 8/1/2010)

**Action Step:** Increased Opportunities for promotion

Tags: REVISED, SIG

Allow professional leave and pay tuition for certain types of professional development and job-related education. Encourage educational assistants to obtain bachelor's degree as part of GMCS "growing our own" program.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Publicize educational opportunities (Due on 6/1/2011)

**Strategy:** Job-embedded professional development

To provide staff ongoing, high-quality, job-embedded professional development that will facilitate effective teaching and learning in achieving school reform strategies.

Status: Not Reviewed : 3/2/2010

**Action Step:** CHS Professional Development Plan

Tags: REVISED, SIG, Tech, PD

A comprehensive professional development plan for CHS for the 2010-11 school year. (Document attached in filing cabinet.)

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 06/01/2010 End Date: 06/01/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Creation of PD plan (Due on 8/1/2010)

Evaluation of PD (Due on 6/1/2011)

**Action Step:** Training in core materials

Tags: SIG, ELL, SPED, IndianEd, PD

For the effective implementation of core materials (math and reading)

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Carmen Moffett, Max Perez, Mary Reeve, JoBe Thilgen

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Core Material Training (Due on 7/1/2010)

**Action Step:** PD for teachers in Rtl and Inclusion

Tags: SIG, ELL, SPED, PD

For the effective implementation of Rtl and Inclusion.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Max Perez, Mary Reeve

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Rtl and Inclusion Training (Due on 7/1/2010)

**Action Step:** Data Analysis Training

Tags: SIG, ELL, SPED, IndianEd, Tech, PD

Provide teachers and principals training to analyze the student data produced by shortterm

and long-term assessments in order to make informed decisions on what steps to take to improve each student's achievement.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Data Analysis Training (Due on 7/1/2010)

**Action Step:** On-site coaching and consultation

Tags: SIG, PD

All SIG training will be accompanied by continuous coaching and consultation at the school sites.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Carmen Moffett, Max Perez, Mary Reeve, Bart Stanley, JoBe Thilgen, Pauletta White

Start Date: 09/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

On Site Coaching and Consultation (Due on 7/1/2010)

**Action Step:** ELL/SIOP PD for admin and teachers

Tags: SIG, ELL, IndianEd, PD

For effective implementation of ELL/SIOP strategies.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Carmen Moffett, Max Perez, JoBe Thilgen

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/27/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

ELL / SIOP Professional Development (Due on 7/1/2010)

**Action Step:** Sustainability

Tags: REVISED, SIG, PD

Plans/actions that will be taken by GMCS/CHS to assure that improvement initiatives continue after SIG funding.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 06/01/2010 End Date: 06/30/2013

Status: Not Begun 04/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Continued professional development (Due on 6/30/2013)

Greater use of Professional Learning Community (Due on 6/30/2011)

**Strategy:** New Governance structure/transformation

To establish necessary elements in the new governance structure of the Transformation School.

Status: Not Reviewed : 3/2/2010

**Action Step:** Continuous Improvement

Tags: REVISED, AGP, SIG, ELL, SPED, IndianEd, Parent, Tech, PD

CHS will commit to using a Continuous Improvement process approach, focusing on specific research-based strategies to improve student

achievement.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Carmen Moffett, Max Perez, Mary Reeve, Bart Stanley, Rebecca Stauder, JoBe Thilgen

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Identification of school strategies (Due on 6/1/2010)

**Action Step:** Partnerships with external agencies

Tags: REVISED, SIG, IndianEd, Parent

CHS will partner with external agencies in order to increase student, parent, and community involvement

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 06/01/2010 End Date: 06/01/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 2 of 3 Complete

Partner with NTC/UNM-Gallup (Due on 8/1/2010)

Partner with Dine Department of Education (Due on 8/1/2010)

Partner with Office Dine Youth (Due on 8/1/2010)

**Action Step:** Restructured BLT, Goal Teams and Departments

Tags: REVISED, AGP, SIG

The BLT, Goal Teams and Departments will be restructured for enhanced collaboration, accountability and increased student achievement.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: Completed 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Regular meetings (Due on 8/1/2010)

**Action Step:** Working with PED Turnaround Specialist

Tags: REVISED, AGP, SIG

CHS will work with the Turnaround Specialist assigned by the NM  
Public Education Department  
Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Carmen  
Moffett, Max Perez, JoBe Thilgen  
Start Date: 07/01/2010 End Date: 06/30/2011  
Status: In Progress 08/31/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Tasks: 0 of 1 Complete  
Regular meetings (Due on 8/1/2011)

**Strategy:** Aligned Curriculum

To 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.

Status: Not Reviewed : 3/2/2010

**Action Step:** Curriculum mapping

Tags: REVISED, SIG, ELL, SPED, IndianEd, PD

9-12 aligned standards' map with accompanying CRCTs and CBMs.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Carmen  
Moffett, Max Perez, Mary Reeve, Bart Stanley, JoBe Thilgen

Timeline Notes: Initial process underway, to be completed by 07/01/2010, will  
have continuous/on-going evaluation.

Start Date: 07/01/2010 End Date: 06/30/2011

Status: Completed 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Subject-specific standards mapping and alignment (Due on 9/1/2010)

**Action Step:** Research-based Curriculum

Tags: REVISED, AGP, SIG, SPED, PD

Implement research-based curriculum that is vertically aligned,  
and will include SIOP, PLATO/OdysseyWare, and OT/SLP Support

Persons Responsible: George Bickert, Deloria Chapo, Teri Fraizer, Virginia  
Henley, Matt Jopek, Carmen Moffett, Max Perez, Mary Reeve, Bart Stanley,  
JoBe Thilgen

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Selection of core materials (Due on 6/1/2010)

**Action Step:** Use of adopted core text/materials

Tags: SIG, ELL, SPED, IndianEd, Tech, PD

Core texts/materials that are aligned to standards will be implemented with fidelity school-wide. Requires on-going professional development

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Carmen Moffett, Max Perez, Mary Reeve, Bart Stanley, JoBe Thilgen

Timeline Notes: Already in progress.

Start Date: 07/01/2010 End Date: 06/30/2011

Status: Completed 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 2 of 2 Complete

Freshman Academy-AVID and Career Choices (Due on 8/1/2010)

Selection of core material (Due on 6/1/2010)

**Action Step:** Aligned assessments

Tags: REVISED, SIG, ELL, SPED, IndianEd, PD

CHS will align and administer quarterly benchmark and weekly curriculum-based assessments.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 01/01/2010 End Date: 06/30/2011

Status: Completed 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Creation of assessments (Due on 8/1/2010)

**Action Step:** School-wide RTI model

Tags: REVISED, SIG, ELL, SPED, PD

CHS will select its own Three-tier RTI model(s). CHS will provide RTI classes in the areas of reading, math and science/social studies.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Carmen

Moffett, Max Perez, Mary Reeve, JoBe Thilgen

Start Date: 01/01/2010 End Date: 06/30/2011

Status: Completed 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Tier II programs (Read 180 and Saxon Math) (Due on 6/1/2010)

**Action Step:** Sustainability

Tags: REVISED, SIG

Plans/actions GMCS/CHS will take to assure that improvement initiatives continue after SIG funding.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 06/01/2010 End Date: 06/30/2013

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Program(s) evaluation (Due on 6/30/2013)

Yearly curriculum mapping/aligning (Due on 6/30/2013)

**Strategy:** Data Collection and Analysis

Continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

Status: Not Reviewed : 3/2/2010

**Action Step:** PDSA/student data folders implementation

Tags: REVISED, SIG, PD

PDSA and student data folders will be implemented in all classrooms.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Timeline Notes: Already in progress.

Start Date: 01/01/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

PDSA/student data folders (Due on 9/1/2010)

**Action Step:** Analyzing student performance

Tags: REVISED, SIG, ELL, SPED, IndianEd, PD

CHS staff will collaboratively grade and analyze CRCT and CBM data to plan instruction.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Timeline Notes: Already in progress.

Start Date: 01/01/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Grading and data meetings (Due on 8/1/2010)

**Action Step:** Data meetings

Tags: REVISED, SIG, ELL, SPED, PD

CHS will have weekly meetings with staff to review student and school data.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Timeline Notes: Already in progress.

Start Date: 01/01/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Staff/admin meetings (Due on 5/31/2011)

**Action Step:** Use of Powerschool grade book

Tags: REVISED, SIG, Tech, PD

The use of PowerSchool gradebook will be monitored by the principal and district administration.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Timeline Notes: Already in progress

Start Date: 07/10/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Staff use of Powerschool (Due on 9/1/2010)

**Action Step:** Tier 2 Progress Monitoring

Tags: REVISED, SIG, ELL, SPED, IndianEd, PD

Tier 2 Progress Monitoring will be conducted and reviewed weekly and documented in student data folders.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 09/01/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Data Tracking sheet/Student Data Folders (Due on 8/1/2010)

**Action Step:** Sustainability

Tags: REVISED, SIG

Plans/actions GMCS/CHS will take to assure that improvement initiatives continue after SIG funding.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 06/01/2010 End Date: 06/30/2013

Status: Not Begun 04/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Continuation of data-decision making model (Due on 6/30/2013)

**Strategy:** Non academic support for students

To provide social-emotional and community-oriented services and supports for students.

Status: Not Reviewed : 3/2/2010

**Action Step:** Increase parent/community involvement

Tags: REVISED, SIG, Parent

Create a parent/community involvement Goal Team to increase parent/community involvement.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek, Carmen Moffett

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Formation of parent/Community Goal Team (Due on 8/1/2010)

Presentation(s) at local Chapter Houses (Due on 6/30/2013)

**Action Step:** Positive behavior support model

Tags: REVISED, SIG, ELL, SPED, IndianEd, Parent, PD

CHS will implement a PBS model, a CPI team and a School safety Team.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

In-school suspension program (Due on 8/1/2010)

**Action Step:** Family and Consumer Science (FACS)/Day care

Tags: REVISED, SIG, ELL, SPED, IndianEd, Parent

CHS will have a FACS teacher and offer day care services for children/toddlers of students.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Hiring of teacher/assistant (Due on 8/1/2010)

**Action Step:** Parent Training/Education and Empowerment

Tags: REVISED, AGP, SIG, ELL, Parent, PD

Encourage and empower parents in obtaining GED; help parents find tuition assistance for college.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 07/01/2010 End Date: 06/30/2011

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Parent Center/Room (Due on 8/1/2010)

**Action Step:** Sustainability

Tags: REVISED, SIG

Plans/actions GMCS/CHS will take to assure that improvement initiatives continue after SIG funding.

Persons Responsible: George Bickert, Deloria Chapo, Matt Jopek

Start Date: 06/01/2010 End Date: 06/30/2013

Status: In Progress 08/31/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Parent/community involvement (Due on 6/30/2013)

Positive behavioral support model (Due on 6/30/2013)

**TOTAL PLAN FUNDS:**

Estimated Cost: \$0.00

Actual Cost: \$0.00

Budgeted Cost: \$0.00

Available Funds: \$0.00

## Improvement Plan for Grants-Cibola County Schools

Improvement Plan for New Mexico

Filtered By: Active Status: Active - Tag: SIG

Date of Report: 1/31/2011

Progress 13 %

(10 of 76) Action Steps Complete

**Goal:** To implement the Transformation Model

A rigorous intervention model that the Grants-Cibola School District has agreed to implement fully and effectively in Laguna-Acoma High School and commits to serve.

Filing Cabinet Count: 34

Estimated Cost: \$0.00

Budgeted: \$0.00

Actual: \$0.00

**Strategy:** Teacher/Leadership effectiveness

Measures the District will take in developing teacher and school leader effectiveness.

Status: Not Reviewed : 3/9/2010

**Action Step:** Non-Negotiables

Tags: REVISED, AGP, 2010-2011, SIG

The Leadership Team will create a list of non-negotiable requirements for staff and students that will be implemented and sustained through PDP's and informal evaluations and observations.

Persons Responsible: Asha Ashby, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 03/25/2010 End Date: 05/27/2011

Status: In Progress 10/18/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 4

Tasks: 4 of 5 Complete

Non-Negotiables Document (Due on 7/16/2010)

Develop 4 Point Rubric (Due on 7/16/2010)

Inform Staff (Due on 8/4/2010)

PDP (Due on 9/17/2010)

On-going Evaluations (Due on 5/13/2011)

**Action Step:** Collaboration

Tags: REVISED, AGP, 2010-2011, SIG, Parent, PD

Provide time for teacher/leadership collaboration through ongoing Professional Learning Communities. Staff will be trained in teaming skills for effective and efficient meetings. PLC meetings will be monitored by administration for attendance, PLC minutes, and next steps.

Persons Responsible: Asha Ashby, Glenda Brown, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 04/30/2010 End Date: 06/17/2011

Status: In Progress 06/24/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 21

Tasks: 4 of 6 Complete

Develop District Calendar (Due on 5/28/2010)

Job embedded PD (Due on 8/10/2010)

National Indian Youth/Adult Leadership Project (Due on 12/17/2010)

PLC Meetings (Due on 8/10/2010)

Monitoring (Due on 5/27/2011)

Communicating School Progress (Due on 8/10/2010)

**Action Step:** Instructional Time

Tags: REVISED, 2010-2011, SIG, Parent, Tech

Increase staff attendance to improve contact/instructional hours

Persons Responsible: Gloria Chavez, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/10/2010 End Date: 05/27/2011

Status: In Progress 06/24/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 3 of 5 Complete

Develop Monitoring Plan (Due on 8/10/2010)

Inform Staff (Due on 8/10/2010)

Pre Orientation PD (Due on 8/13/2010)

Celebration (Due on 5/27/2011)

Monitor Attendance (Due on 5/27/2011)

**Action Step:** Effective Instruction

Tags: REVISED, 2010-2011, SIG, Tech, PD

Instruction will be implemented, assessed and adjusted in short term cycles of improvement

Persons Responsible: Asha Ashby, Glenda Brown, Gloria Chavez, Autumn Gonzales, Karen Henry, Rick Horacek

Start Date: 08/10/2010 End Date: 05/27/2011

Status: In Progress 08/25/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 3 Complete

Job Embedded PD (Due on 5/27/2011)

Collaboration on Student Work (Due on 5/31/2011)

Instructional Monitoring (Due on 5/31/2011)

**Action Step:** Building Capacity

Tags: REVISED, AGP, 2010-2011, SIG, Tech, PD

Teachers and leaders throughout the district will receive professional development and support to build skills in collaboration, instruction, and effective use of data for continuous improvement.

Persons Responsible: Asha Ashby, Gloria Chavez, Autumn Gonzales, Karen Henry, Rick Horacek, Kilino Marquez

Start Date: 08/10/2010 End Date: 05/27/2011

Status: In Progress 08/25/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 4 Complete

Job Embedded PD (Due on 5/27/2011)

Building Capacity Plan (Due on 10/15/2010)

Monitor Plan (Due on 5/27/2011)

Central Office Monitoring of Principal (Due on 5/31/2011)

**Action Step:** Aligning Resources

Tags: REVISED, 2010-2011, SIG, SPED, IndianEd

review and align resources from district funding sources to sustain teacher and leader effectiveness.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/10/2010 End Date: 05/27/2011

Status: In Progress 09/15/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Identify Funding Sources (Due on 5/27/2011)

Align Resources (Due on 5/27/2011)

**Action Step:** Extended Contract Compensation

Tags: REVISED, AGP, 2010-2011, SIG

Staff at LAHS will commit to 5 additional days of professional development from 8/4/10-8/10/10 at a pay rate of \$325 per day.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/01/2010 End Date: 08/13/2010

Status: Completed 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Action Step:** Performance Pay

Tags: REVISED, 2010-2011, SIG

As students' proficiency scores improve, performance pay will be provided to all staff based on a predetermined scale, beginning in SY 2011-2012.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 09/30/2011 End Date: 10/28/2011

Status: In Progress 08/26/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 1 Complete

Inform staff (Due on 8/13/2010)

**Strategy:** Instructional reform strategies

Instructional reform strategies.

Status: Not Reviewed : 3/9/2010

**Action Step:** Support and Monitoring

Tags: REVISED, 2010-2011, SIG, PD

Instructional support will be provided through coaching and training of research-based strategies and a system for monitoring student growth using an itemized analysis of short-cycle assessment data.

Persons Responsible: Asha Ashby, Glenda Brown, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez

Start Date: 06/18/2010 End Date: 05/27/2011

Status: In Progress 06/24/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 1

Tasks: 1 of 3 Complete

Identify Strategies (Due on 7/23/2010)

Job Embedded PD (Due on 5/27/2011)

Monitor Implementation (Due on 5/27/2011)

**Action Step:** Data Monitoring System

Tags: REVISED, 2010-2011, SIG, ELL, SPED, IndianEd, Tech, PD

Monitoring system developed that provides an item analysis of short cycle assessment results.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Karen Henry, Rick Horacek

Start Date: 08/10/2010 End Date: 05/27/2011

Status: In Progress 06/24/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 5 Complete

Data Plan (Due on 10/15/2010)

Powerschool Studio Suite (Due on 5/31/2011)

Job Embedded PD (Due on 5/20/2011)

Monitoring Use of Data (Due on 5/27/2011)

External Evaluator (Due on 5/31/2011)

**Action Step:** Career Routes

Tags: REVISED, 2010-2011, SIG, ELL, SPED, IndianEd, Parent, Tech

Career routes for students will be implemented and sustained through a monitoring system of the Next Step plans by analyzing both student data and program data for effectiveness and meeting individual needs.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek

Start Date: 03/25/2010 End Date: 05/31/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 3 Complete

Career Exploration (Due on 8/2/2010)

Supporting Career Choices (Due on 5/27/2011)

Student Tutors (Due on 11/1/2010)

**Action Step:** College Board Assessments

Tags: REVISED, 2010-2011, SIG, Tech

Students take College Board assessments; (EXPLORE, PLAN, ACT/SAT, AP) paid for by site starting in the ninth grade to monitor students' knowledge and skills.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Autumn Gonzales, Rick Horacek, Kilino Marquez

Start Date: 07/23/2010 End Date: 05/31/2011

Status: In Progress 09/15/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 1

Tasks: 0 of 3 Complete

College Prep (Due on 5/27/2011)

AP Training (Due on 6/30/2011)

AP Classes (Due on 2/25/2011)

**Action Step:** Evaluation System for Instructional Reform

Tags: REVISED, AGP, 2010-2011, SIG

Using teacher and principal input, develop a rigorous, transparent, and equitable evaluation system of SIG process for teachers and principals based on expected outcomes for students.

Persons Responsible: Gloria Chavez, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/10/2010 End Date: 05/27/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Develop Evaluation System (Due on 12/17/2010)

Teacher Self Evaluation Tool (Due on 4/15/2011)

**Action Step:** Technology Equipment

Tags: REVISED, 2010-2011, SIG, Tech, PD

To support the programs, interventions, students and staff the following equipment must be purchased: Computers for a new Lab, Smart Boards for each classroom, projectors , additional Read 180 classroom/lab, student computers for each classroom, copier/printer, laptops for teachers, stand alone printers

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Karen Henry, Rick Horacek, Kilino Marquez

Start Date: 04/15/2010 End Date: 05/27/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 2

Tasks: 0 of 2 Complete

Technology PD (Due on 11/30/2010)

Supplies (Due on 5/27/2011)

**Action Step:** Programs Expanded

Tags: REVISED, AGP, 2010-2011, SIG, PD

The following programs will be initiated or expanded: Read 180, Achieve 3000, Compass Learning, TieNet, Renaissance Place.

Persons Responsible: Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Karen Henry, Rick Horacek, Kilino Marquez

Start Date: 04/15/2010 End Date: 06/01/2011

Status: In Progress 07/08/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 3

Tasks: 1 of 2 Complete

Technology PD (Due on 5/27/2011)

Licenses (Due on 8/27/2010)

**Action Step:** Building Capacity

Tags: REVISED, 2010-2011, SIG, PD

Teachers and leaders throughout the district will receive professional development and support to build skills in instructional reform strategies.

Persons Responsible: Asha Ashby, Glenda Brown, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Autumn Gonzales, Karen Henry, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/02/2010 End Date: 05/30/2011

Status: In Progress 09/15/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 3 Complete

Building Capacity Plan (Due on 12/17/2010)

Job Embedded PD (Due on 5/27/2011)

Monitor Plan (Due on 5/27/2011)

**Action Step:** Aligning Resources

Tags: REVISED, AGP, 2010-2011, SIG, Tech, PD

Review and align resources from district funding sources to sustain instructional reform.

Persons Responsible: Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/10/2010 End Date: 05/27/2011

Status: In Progress 09/16/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Identify Funding Sources (Due on 5/27/2011)

Align Resources (Due on 5/27/2011)

**Strategy:** Increased learning time for students

Increased learning time for students.

Status: Not Reviewed : 2/15/2010

**Action Step:** Credit Recovery/Enrichment Opportunities

Tags: REVISED, 2010-2011, SIG

Implementation of a zero and eighth hour, as well as Saturday school and summer school will be used for Credit Recovery classes, intervention and enrichment classes, course mastery, and academic clubs

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 05/28/2010 End Date: 05/27/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 5 Complete

IDEAL New Mexico (Due on 5/27/2011)

Recovery/Enrichment Plan (Due on 12/17/2010)

Additional Course Offerings (Due on 12/17/2010)

Expanded Programs Rationale (Due on 5/27/2011)

Saturday School Rationale (Due on 5/27/2011)

**Action Step:** Interventions

Tags: REVISED, SIG, Tech

Provide intervention classes for reading and math. Programs used within intervention classes will include Read 180, Achieve 3000, Compass Learning Math and Language Arts.

Persons Responsible: Gloria Chavez, Rick Horacek, Kilino Marquez

Start Date: 08/09/2010 End Date: 06/01/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 2 Complete

Criteria for Placement (Due on 8/13/2010)

Collaboration (Due on 12/17/2010)

**Action Step:** Summer School

Tags: REVISED, SIG

\*Summer School offered to provide credits and support in meeting graduation requirements.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 05/31/2011 End Date: 06/28/2013

Status: Not Begun 03/14/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 4 Complete

Summer School Plan (Due on 4/22/2011)

Summer School Criteria (Due on 1/31/2011)

Evaluation of Plan (Due on 7/29/2011)

Summer School Schedule Information (Due on 2/28/2011)

**Action Step:** Parent/Community Involvement

Tags: REVISED, SIG, Tech

Parents, communities and tribal governments will be included in the planning for open labs, library facilities, and extended learning times for students/parents/community to utilize.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Karen Henry, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 06/01/2010 End Date: 07/01/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Lab Implementation Plan (Due on 12/17/2010)

Community Buy-In (Due on 12/17/2010)

**Action Step:** Transportation

Tags: REVISED, SIG

Provide transportation for students and/or feeder routes for parents to provide access for flexible scheduling including Saturdays.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez

Start Date: 03/25/2010 End Date: 06/01/2011

Status: In Progress 09/16/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 2 Complete

Transportation Plan (Due on 12/17/2010)

Parent Options (Due on 10/15/2010)

**Action Step:** Build and Sustain Capacity

Tags: REVISED, 2010-2011, SIG

Review and align resources from district funding sources to sustain extended learning opportunities for students.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/10/2010 End Date: 05/27/2011

Status: In Progress 10/01/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Identify Funding Sources (Due on 5/27/2011)

Aligning Resources (Due on 5/27/2011)

**Strategy:** Support to building principal

To provide flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.

Status: Not Reviewed : 2/15/2010

**Action Step:** Assistant Principal Position

Tags: REVISED, AGP, 2010-2011, SIG

Add an assistant principal(s) to support the principal in monitoring the implementation of the continuous improvement models stated in the plan

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 04/15/2010 End Date: 06/24/2011

Status: In Progress 07/06/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 1

Tasks: 2 of 2 Complete

Job Description (Due on 7/8/2010)

Advertise and hire (Due on 6/30/2010)

**Action Step:** Transformational Coach/School Improvement Director

Tags: REVISED, SIG

Addition of a Transformational Coach/School Improvement Director to deal with the day to day aspects of the transformational model to support the staff and students and keep the Principal informed as to progress.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 04/01/2010 End Date: 06/30/2010

Status: Completed 07/06/2010

Budgeted: \$0.00

Actual: \$0.00  
Filing Cabinet Count: 1  
Tasks: 2 of 2 Complete  
Job Description (Due on 5/14/2010)  
Advertise and hire (Due on 6/30/2010)

**Action Step:** Special Education Coordinator

Tags: REVISED, AGP, 2010-2011, SIG  
Because a third of the student population is Sped students (coming from feeder schools), this position is critical to meet the needs of this subgroup as a continuous improvement model is implemented schoolwide.  
Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen  
Start Date: 06/11/2010 End Date: 08/02/2010  
Status: Completed 07/06/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Filing Cabinet Count: 1  
Tasks: 2 of 2 Complete  
Job Description (Due on 5/14/2010)  
Advertise and hire (Due on 6/30/2010)

**Action Step:** Special Education Teacher

Tags: REVISED, 2010-2011, SIG, SPED  
Addition of a Special Education teacher to insure compliance of IEP's, to include gifted students.  
Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen  
Start Date: 07/09/2010 End Date: 05/27/2011  
Status: Completed 10/29/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Filing Cabinet Count: 1  
Tasks: 2 of 2 Complete  
Advertise and hire (Due on 7/30/2010)  
Job Description (Due on 7/7/2010)

**Action Step:** Math and Reading Interventionists

Tags: REVISED, AGP, 2010-2011, SIG, ELL, SPED, IndianEd, PD

Math and Reading interventionists will be hired to support teachers with students identified as needing intensive support.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 07/07/2010 End Date: 05/27/2011

Status: Completed 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 2

Tasks: None

**Action Step:** Onsite substitutes

Tags: REVISED, 2010-2011, SIG, ELL, SPED, IndianEd, Parent

2 onsite substitutes will be hired to provide consistent instructional assistance and daily support.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/12/2010 End Date: 05/27/2011

Status: Completed 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 1

Tasks: None

**Action Step:** Site Mentors

Tags: REVISED, AGP, 2010-2011, SIG, ELL, SPED, IndianEd, Parent, Tech, PD

1 site mentor will be recruited by district teacher mentor to support new/level I teachers as they transition into LAHS school community, as per district mentor plan.

Persons Responsible: Asha Ashby, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/04/2010 End Date: 05/27/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Action Step:** External Evaluator

Tags: REVISED, 2010-2011, SIG, ELL, SPED, IndianEd, Parent  
An external evaluator(s) from SEA/LEA will be hired to monitor SIG.  
Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek,  
Kilino Marquez, Dwayne Toivanen  
Start Date: 08/04/2010 End Date: 06/30/2011  
Status: In Progress 08/12/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Tasks: None

**Action Step:** Principal Support

Tags: REVISED, 2010-2011, SIG, ELL, SPED, IndianEd, Parent, Tech, PD  
LEA will provide new principal with technical assistance and support in the  
implementation of the transformational model, with flexibility in scheduling,  
budget, and staffing.  
Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Karen Henry, Rick  
Horacek, Kilino Marquez, Dwayne Toivanen  
Start Date: 05/03/2010 End Date: 05/27/2011  
Status: In Progress 07/08/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Filing Cabinet Count: 3  
Tasks: None

**Action Step:** Teach For America Candidates

Tags: REVISED, 2010-2011, SIG, ELL, SPED, IndianEd, Parent  
Teach for America candidates will be sought to fill positions at LAHS to  
advance student achievement.  
Persons Responsible: Gloria Chavez, Rick Horacek, Kilino Marquez, Dwayne  
Toivanen  
Start Date: 07/07/2010 End Date: 05/27/2011  
Status: Completed 12/08/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Filing Cabinet Count: 1  
Tasks: None

**Action Step:** Independent Evaluator

Tags: REVISED, 2010-2011, SIG

At principal's discretion an independent evaluator may be hired to review documents, make observations and make recommendations on teacher performance.

Persons Responsible: Gloria Chavez, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 01/05/2010 End Date: 05/27/2011

Status: Not Begun 04/09/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Action Step:** Identify/Align Funding Sources

Tags: REVISED, 2010-2011, SIG

Identify and align district sources for sustaining the support of the building principal.

Persons Responsible: Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Kilino Marquez, Dwayne Toivanen

Start Date: 08/11/2010 End Date: 05/27/2011

Status: Not Begun 04/09/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Strategy:** Recruitment and retention of staff

To recruit, replace, and retain staff with the skills necessary to meet the needs of the students in the transformational school.

Status: Not Reviewed : 2/15/2010

**Action Step:** Recruitment

Tags: REVISED, AGP, 2010-2011, SIG

Continue to hire staff who are willing to implement all components of the transformational model.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 03/25/2010 End Date: 12/17/2010

Status: Completed 12/17/2010

Budgeted: \$0.00  
Actual: \$0.00  
Tasks: 3 of 3 Complete  
Hiring Committee (Due on 6/1/2010)  
Current Staff (Due on 8/4/2010)  
New Staff (Due on 8/3/2010)

**Action Step:** New Hires

Tags: REVISED, AGP, 2010-2011, SIG, Tech  
In order to meet the instructional reform strategies and teacher leader effectiveness the following new positions will be recruited - reading coach/interventionist, math coach/interventionist, Special Education Facilitator, Special Education Teacher, technology coach/tech/data manager, 2 on site substitutes. REAP and partnership with NMSU's teacher preparation program will continue to be utilized.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 06/04/2010 End Date: 05/27/2011

Status: In Progress 07/08/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 2 of 3 Complete

Job Descriptions (Due on 5/14/2010)

Advertise and Hire (Due on 8/13/2010)

PD (Due on 5/27/2011)

**Action Step:** District Mentor

Tags: REVISED, SIG, PD

Use District Mentor to work closely with all teachers to support areas that have been identified as opportunities for improvement, sustained by district.

Persons Responsible: Asha Ashby, Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/02/2010 End Date: 06/01/2011

Status: In Progress 07/08/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Site Mentors (Due on 10/22/2010)

Non Evaluative Monitoring (Due on 5/27/2011)

**Action Step:** Mileage Reimbursement and Incentive Pay

Tags: REVISED, 2010-2011, SIG, ELL, SPED, IndianEd, Parent

Provide mileage reimbursement for staff to commute to LAHS, and students/staff will receive monetary incentive for increasing proficiency based on scale, and daily attendance.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/03/2010 End Date: 05/27/2011

Status: In Progress 07/09/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 1

Tasks: 2 of 3 Complete

Mileage Reimbursements (Due on 8/3/2010)

Attendance Incentive (Due on 5/27/2011)

Proficiency Incentive Plan (Due on 8/10/2010)

**Action Step:** Sustaining Recruitment, and retention of Staff

Tags: REVISED, 2010-2011, SIG

Review and align resources from district funding sources to sustain recruitment and retention strategies identified in transformational model.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/04/2010 End Date: 05/27/2011

Status: In Progress 12/08/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Action Step:** MOA with CCFUSE

Tags: REVISED, AGP, 2010-2011, SIG

During collective bargaining, a subgroup consisting of district leadership and union membership will develop an MOA specific to LAHS to support the transformational model for effective student outcomes.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 04/14/2010 End Date: 06/18/2010

Status: Completed 06/21/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Strategy:** Job-embedded professional development

To provide staff ongoing, high-quality, job-embedded professional development that will facilitate effective teaching and learning in achieving school reform strategies.

Filing Cabinet Count: 1

Status: Not Reviewed : 2/15/2010

**Action Step:** Professional Development Plan

Tags: REVISED, SIG, Tech, PD

Design a year-long professional development plan that supports teachers' implementation of a model of instruction and additional components of the Transformational Plan.

Persons Responsible: Asha Ashby, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 06/01/2010 End Date: 06/01/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 1

Tasks: 3 of 6 Complete

Outline PD Needs (Due on 6/30/2010)

Create PD plan (Due on 6/30/2010)

PD Providers (Due on 5/27/2011)

Hiring Practices (Due on 5/27/2011)

Monitor Plan (Due on 5/27/2011)

Online Courses (Due on 5/27/2011)

**Action Step:** Pre-instruction PD

Tags: REVISED, AGP, 2010-2011, SIG, PD

Staff will report to work one week prior to the beginning of the school year through addendum's to their contract to address delivery and implementation of instruction and assessment

Persons Responsible: Asha Ashby, Glenda Brown, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen  
Start Date: 08/02/2010 End Date: 08/06/2010  
Status: Completed 08/12/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Filing Cabinet Count: 3  
Tasks: 2 of 2 Complete  
Amended Calendar (Due on 6/30/2010)  
PreInstruction PD (Due on 8/10/2010)

**Action Step:** Consultants/facilitators

Tags: REVISED, 2010-2011, SIG, Tech, PD  
Contracted consultants and facilitators to provide training for components that involve new information and support; training will be ongoing throughout the year.

Persons Responsible: Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Dwayne Toivanen  
Start Date: 03/25/2010 End Date: 05/27/2011  
Status: In Progress 08/12/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Filing Cabinet Count: 1  
Tasks: 0 of 4 Complete  
Training (Due on 5/27/2011)  
Selection of Consultants/Facilitators (Due on 5/27/2011)  
Contract (Due on 9/26/2010)  
Evaluation (Due on 9/30/2010)

**Action Step:** Classroom Management Skills

Tags: REVISED, AGP, 2010-2011, SIG, PD  
Provide customized classroom training and support for identified staff needing classroom management skills. Monitoring will occur by the administrators for identification of additional training and support.

Persons Responsible: Asha Ashby, Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen  
Timeline Notes: On Jan. 21st the SIG leadership meeting additional language was added to the description to clarify what is actually happening for teachers.  
Start Date: 08/20/2010 End Date: 05/27/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 3 Complete

Monitoring for Management Skills (Due on 5/27/2011)

Management Skill Training (Due on 5/27/2011)

Continual Monitoring (Due on 5/27/2011)

**Action Step: PLC**

Tags: REVISED, 2010-2011, SIG, PD

PLC early release days will be supplemented/replaced minimally by one day per month for professional development directly tied to instruction, assessment, data disaggregation and next steps in making data meaningful with improving student performance.

Persons Responsible: Asha Ashby, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/04/2010 End Date: 05/27/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 9

Tasks: 1 of 4 Complete

PLC Protocol (Due on 7/29/2010)

PLC Structure (Due on 5/27/2011)

Administrative Instructional Leadership (Due on 5/27/2011)

Documentation of PLC Results (Due on 5/27/2011)

**Action Step: Sustaining Professional Development**

Tags: REVISED, 2010-2011, SIG, PD

Identify and align district sources for sustaining professional development for improving staff skills and effectiveness.

Persons Responsible: Asha Ashby, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/02/2010 End Date: 05/27/2011

Status: Not Begun 03/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Strategy:** New governance structure

To establish necessary elements in the new governance structure of the transformational school.

Status: Not Reviewed : 2/15/2010

**Action Step:** Communication

Tags: REVISED, 2010-2011, SIG, IndianEd, Parent, PD

Establish regular ongoing two-way communication between the communities, tribal governments and the school with information regarding the transformational model and EPSS progress, including data and chosen best practices for instruction.

Persons Responsible: Gloria Chavez, Gloria Hale, Rick Horacek, Kilino Marquez

Start Date: 03/25/2010 End Date: 05/27/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Filing Cabinet Count: 1

Tasks: 0 of 4 Complete

Parent Involvement Plan (Due on 12/17/2010)

Community Collaboration (Due on 12/17/2010)

Share Progress (Due on 5/27/2011)

Evaluation of Plan (Due on 5/27/2011)

**Action Step:** Identify Personnel Requiring PGP

Tags: REVISED, 2010-2011, SIG, PD

Through ongoing evaluations and support, staff/school leaders/teachers needing additional opportunities to improve their professional practice will be placed on a PGP.

Persons Responsible: Gloria Chavez, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/13/2010 End Date: 05/27/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 3 Complete  
Identify for PGP (Due on 5/27/2011)  
Monitor PGP (Due on 5/27/2011)  
Non renewal Process (Due on 5/27/2011)

**Action Step:** School Empowerment

Tags: REVISED, 2010-2011, SIG  
Formal policy and informal standard operating procedures will be changed to empower LAHS to implement the transformational strategies.  
Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen  
Start Date: 08/04/2010 End Date: 05/27/2011  
Status: In Progress 08/12/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Tasks: 0 of 3 Complete  
Schoolwide Focus on Achievement (Due on 5/27/2011)  
Operating Flexibility (Due on 5/27/2011)  
Resources and Support (Due on 5/27/2011)

**Action Step:** Academic Recognition

Tags: REVISED, AGP, 2010-2011, SIG, Parent  
Develop plan for providing quarterly academic recognition for students.  
Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez  
Start Date: 08/04/2010 End Date: 08/11/2011  
Status: In Progress 08/12/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Tasks: 0 of 2 Complete  
Academic Recognition Plan (Due on 1/28/2011)  
Recognize Academic Recipients (Due on 5/27/2011)

**Action Step:** Student Attendance Incentives

Tags: REVISED, 2010-2011, SIG, ELL, SPED, IndianEd, Parent  
Based on 95% attendance quarterly and academic performance, students will be provided incentives.  
Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/12/2010 End Date: 05/27/2011

Status: In Progress 08/26/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Action Step:** Saturday School

Tags: REVISED, 2010-2011, SIG, IndianEd, Parent, Tech

Students requiring ISS interventions will attend on Saturdays rather than taking instructional time from daily schedule, and an alternative school will be housed, staffed and equipped to provide instruction to those students who do not benefit from a traditional high school. Alternative school will be implemented in 2011-2012.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/09/2010 End Date: 05/27/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Saturday ISS (Due on 8/27/2010)

Alternative School (Due on 5/27/2011)

**Action Step:** Sustaining New Governance Structure

Tags: REVISED, 2010-2011, SIG

Review and align district funding sources to sustain New Governance Structure.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/02/2010 End Date: 05/27/2011

Status: Not Begun 03/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Align Resources (Due on 5/27/2011)

**Strategy:** Aligned curriculum

To 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.

Status: Not Reviewed : 2/15/2010

**Action Step:** Model of Instruction

Tags: REVISED, 2010-2011, SIG, Tech, PD

Incorporate a model of instruction adapted from Marzano using aligned district curriculum that supports continuous improvement

Persons Responsible: Asha Ashby, Glenda Brown, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Autumn Gonzales, Rick Horacek, Kilino Marquez

Start Date: 08/04/2010 End Date: 05/27/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 4 Complete

Job Embedded PD on Three Week Unit Development (Due on 5/27/2011)

Delivery of Instruction (Due on 5/27/2011)

Curriculum Support (Due on 5/27/2011)

Monitoring Implementation (Due on 5/31/2011)

**Action Step:** Research Based Strategies

Tags: REVISED, 2010-2011, SIG, Tech, PD

Implement district identified research-based strategies aligned with district's strategic Action Plan Goal #1 through district leadership team.

Persons Responsible: Asha Ashby, Glenda Brown, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Karen Henry, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/04/2010 End Date: 05/27/2011

Status: In Progress 09/16/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 3 Complete

Job Embedded PD (Due on 5/27/2011)

Lesson Development (Due on 5/27/2011)

Monitor and Support (Due on 5/27/2011)

**Action Step:** Vertically Aligned Curriculum

Tags: REVISED, AGP, 2010-2011, SIG, Tech, PD

Implement ongoing refinement of the district's vertically aligned curriculum and quarterly assessments to NM State Core Standards.

Persons Responsible: Asha Ashby, Glenda Brown, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Autumn Gonzales, Karen Henry, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/04/2010 End Date: 05/31/2011

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 4 Complete

PD for Aligned Curriculum (Due on 5/31/2011)

Collaboration Time (Due on 5/31/2011)

Train Teachers on Data Analysis (Due on 5/31/2011)

Monitoring (Due on 5/31/2011)

**Action Step:** Delivery of Instruction

Tags: REVISED, 2010-2011, SIG, Tech, PD

Improve delivery of instruction monitored by administrators and increase results shown on all classroom assessments.

Persons Responsible: Asha Ashby, Glenda Brown, Gloria Chavez, Karen Henry, Rick Horacek, Kilino Marquez

Start Date: 08/02/2010 End Date: 05/27/2011

Status: In Progress 09/16/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 3 Complete

Data and Observation (Due on 5/27/2011)

Instructional Support (Due on 5/27/2011)

Building Capacity (Due on 5/27/2011)

**Action Step:** PreAP/AP Classes

Tags: REVISED, 2010-2011, SIG, Tech, PD

AP classes implemented at LAHS and measured by the school matrix.

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Rick Horacek, Kilino Marquez

Start Date: 08/02/2010 End Date: 05/27/2011

Status: In Progress 08/24/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 5 Complete

Coursework for Teachers (Due on 5/27/2011)

Develop and Submit Syllabi (Due on 5/27/2011)

Purchase Textbooks and Resources (Due on 5/27/2011)

Implementation of AP Classes (Due on 5/27/2011)

Course Offering and Placement (No due date)

**Action Step:** Action Research

Tags: REVISED, AGP, 2010-2011, SIG, Tech

Use a process of inquiry that involves data and information to identify instructional programs as research-based and vertically aligned as well as aligned to state standards.

Persons Responsible: Asha Ashby, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Autumn Gonzales, Karen Henry, Rick Horacek, Kilino Marquez

Start Date: 04/02/2010 End Date: 05/31/2013

Status: In Progress 08/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 3 Complete

Select Committee (Due on 5/27/2011)

Follow Process (Due on 5/31/2013)

Implement Results for Improvement (Due on 5/31/2013)

**Action Step:** Sustain Aligned Curriculum

Tags: REVISED, 2010-2011, SIG, SPED, IndianEd

Review and align resources from district funding sources to sustain aligned curriculum opportunities for students.

Persons Responsible: Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez

Start Date: 12/16/2011 End Date: 05/31/2012

Status: Not Begun 10/29/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 1 Complete

Identify Funding Resources (Due on 5/31/2012)

**Strategy:** Data collection and analysis

Continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

Status: Not Reviewed : 2/15/2010

**Action Step:** Powerschool Studio Suite Data System

Tags: REVISED, AGP, 2010-2011, SIG, Tech, PD

Management system for data will be selected, implemented and used by staff for improved data analysis.

Persons Responsible: Asha Ashby, Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Autumn Gonzales, Karen Henry, Rick Horacek, Kilino Marquez

Start Date: 03/25/2010 End Date: 03/25/2011

Status: In Progress 08/25/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 1 of 4 Complete

Identify Management System (Due on 7/16/2010)

Implementation (Due on 12/17/2010)

Training on Data System (Due on 10/15/2010)

Administrative Monitoring (Due on 9/24/2010)

**Action Step:** Student Scheduling

Tags: REVISED, SIG, PD

Use district's short-cycle assessments/placement exams to address needs of individual students and subgroups within the school for placement in appropriate courses.

Persons Responsible: Glenda Brown, Gloria Chavez, Rick Horacek

Start Date: 03/19/2010 End Date: 06/01/2011

Status: In Progress 09/16/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 4 Complete

Placement criteria (Due on 9/30/2010)

Scheduling Interventions (Due on 7/16/2010)

Collaboration (Due on 5/31/2011)  
Administrative Monitoring (Due on 5/31/2011)

**Action Step:** Short Cycle Data

Tags: REVISED, AGP, 2010-2011, SIG, Tech, PD

Use data collection system to analyze, interpret and use to inform, adjust and improve instruction to meet individual student needs

Persons Responsible: Asha Ashby, Glenda Brown, Gloria Chavez, Karen Henry, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 08/02/2010 End Date: 05/27/2011

Status: In Progress 09/16/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 4 Complete

Job Embedded PD (Due on 12/17/2010)

Coaching and Support (Due on 5/31/2011)

Administrative Monitoring (Due on 5/31/2011)

Collaboration (Due on 12/17/2010)

**Action Step:** Three Week Unit Data

Tags: REVISED, SIG, PD

At the end of each three week unit data will be collected and analyzed for purposes of adjusting instruction to meet individual needs of students in all subgroups.

Persons Responsible: Glenda Brown, Gloria Chavez, Rick Horacek

Start Date: 08/09/2010 End Date: 06/01/2011

Status: In Progress 12/08/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 4 Complete

Formative Data (Due on 5/31/2011)

Summative Data (Due on 5/31/2011)

Unit Analysis (Due on 5/31/2011)

Data Discussions (Due on 5/31/2011)

**Action Step:** SBA Data

Tags: REVISED, SIG, ELL, SPED, IndianEd

Use SBA data to evaluate the overall effectiveness of instruction and programs to increase individual student knowledge and skills.

Persons Responsible: Asha Ashby, Glenda Brown, Gloria Chavez, Autumn Gonzales, Rick Horacek, Kilino Marquez  
Start Date: 06/18/2010 End Date: 06/30/2011  
Status: Not Begun 03/14/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Tasks: 0 of 3 Complete  
Effectiveness of programs (Due on 8/13/2010)  
Effectiveness of Instructional Strategies (Due on 12/17/2010)  
Constructed Response (Due on 12/17/2010)

**Action Step:** Sustain Data Collection and Analysis

Tags: REVISED, SIG

Identify and align district sources for sustaining the support of using data analysis for improving programs, instruction and assessments.

Persons Responsible: Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez

Start Date: 12/16/2011 End Date: 06/28/2013

Status: Not Begun 04/14/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Strategy:** Non academic support for students

Appropriate social-emotional and community-oriented services and supports for students.

Status: Not Reviewed : 2/15/2010

**Action Step:** Community/Tribal Partnerships

Tags: REVISED, SIG, Parent

Engage families, encourage participation and establish partnerships within the community for student success including an effective model of two-way communication.

Persons Responsible: Rosemary Calvert, Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez

Start Date: 04/15/2010 End Date: 06/01/2011

Status: In Progress 12/08/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

Communities/Tribes/School Collaboration (Due on 1/28/2011)

SEL Communication (Due on 6/1/2011)

**Action Step:** Feeder School Partnerships

Tags: REVISED, SIG, PD

Involve feeder schools in developing partnerships to share data, effective teaching strategies, and professional development

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen

Start Date: 04/15/2010 End Date: 06/01/2011

Status: Not Begun 03/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: 0 of 2 Complete

feeder School Student Participation (Due on 6/1/2010)

SEL Professional Development (Due on 12/17/2010)

**Action Step:** Teen Center Partnership

Tags: SIG

Work in partnership with "Teen Center" to provide student services in the areas of social, emotional, and physical well being

Persons Responsible: Gloria Chavez, Gloria Hale, Rick Horacek, Kilino Marquez

Start Date: 04/15/2010 End Date: 06/01/2011

Status: Not Begun 03/12/2010

Budgeted: \$0.00

Actual: \$0.00

Tasks: None

**Action Step:** Parent Resource Center

Tags: 2010-2011, SIG, Parent, Tech, PD

To establish a Parent Resource Center at the school furnished with materials and computers available for checkout, and training as needed

Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Karen Henry, Rick Horacek, Kilino Marquez

Start Date: 04/15/2010 End Date: 06/01/2011

Status: In Progress 12/08/2010

Budgeted: \$0.00  
Actual: \$0.00  
Tasks: 0 of 1 Complete  
Computer access (Due on 11/1/2010)

**Action Step:** HAWK Pride

Tags: REVISED, SIG, Tech  
Continue to work with school government and community to promote HAWK pride, as well as promote alumni participation  
Persons Responsible: Gloria Chavez, Gloria Hale, Rick Horacek, Kilino Marquez  
Start Date: 04/15/2010 End Date: 06/01/2011  
Status: Not Begun 03/12/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Tasks: 0 of 2 Complete  
Alumni Participation (Due on 5/27/2011)  
Student Involvement in Community Communication (Due on 12/17/2010)

**Action Step:** Parent Liaison

Tags: REVISED, SIG, Parent  
A parent or community member will be hired as an activity director/liaison for the school  
Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez, Dwayne Toivanen  
Start Date: 08/02/2010 End Date: 06/01/2011  
Status: Not Begun 03/12/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Tasks: 0 of 2 Complete  
Job Description (Due on 8/27/2010)  
Advertise and Hire (Due on 9/3/2010)

**Action Step:** MOA

Tags: SIG  
Use the Eastern Cibola MOA to promote and encourage seamless transition activities from feeder schools to LAHS  
Persons Responsible: Gloria Chavez, Gloria Hale, Rick Horacek, Kilino Marquez

Start Date: 08/02/2010 End Date: 06/01/2011  
Status: In Progress 08/26/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Filing Cabinet Count: 1  
Tasks: 0 of 1 Complete  
Purpose of Eastern Cibola MOA (Due on 4/22/2011)

**Action Step:** Ongoing Recognition

Tags: REVISED, SIG, Parent  
Provide a system of ongoing recognition of students, staff, and community  
Persons Responsible: Gloria Chavez, Rick Horacek, Kilino Marquez  
Start Date: 08/02/2010 End Date: 06/01/2011  
Status: In Progress 09/16/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Tasks: 0 of 1 Complete  
Awards Criteria (Due on 6/1/2011)

**Action Step:** Sustaining Non Academic Support for Students

Tags: REVISED, SIG, PD  
Teachers and leaders will receive PD and support to build capacity for continuing implementation. Resources will be identified and aligned to sustain implementation.  
Persons Responsible: Gloria Chavez, Ann Marie Gallegos, Gloria Hale, Rick Horacek, Kilino Marquez  
Start Date: 03/18/2011 End Date: 05/31/2013  
Status: Not Begun 04/14/2010  
Budgeted: \$0.00  
Actual: \$0.00  
Tasks: None

**TOTAL PLAN FUNDS:**

Estimated Cost: \$0.00  
Actual Cost: \$0.00  
Budgeted Cost: \$0.00  
Available Funds: \$36,589,361.00