



**NEW MEXICO
PUBLIC EDUCATION
DEPARTMENT**

**2008-2009
SCHOOL IMPROVEMENT
FRAMEWORK**

*Teaching Like Our Lives
Depend On It*



**NEW MEXICO PUBLIC EDUCATION DEPARTMENT
2008-2009
SCHOOL IMPROVEMENT FRAMEWORK**

Introduction

“Classroom instruction that works” is the focus of New Mexico’s system of school improvement. The Public Education Department’s commitment to continuous improvement is evident in the steps taken to refine the 2008-2009 School Improvement Framework to reflect long-term efforts that sustain promising practices and meet No Child Left Behind (NCLB) requirements. The School Improvement Framework was developed in recognition of our shared contributions and responsibilities to all of New Mexico’s children. It tells the story of:

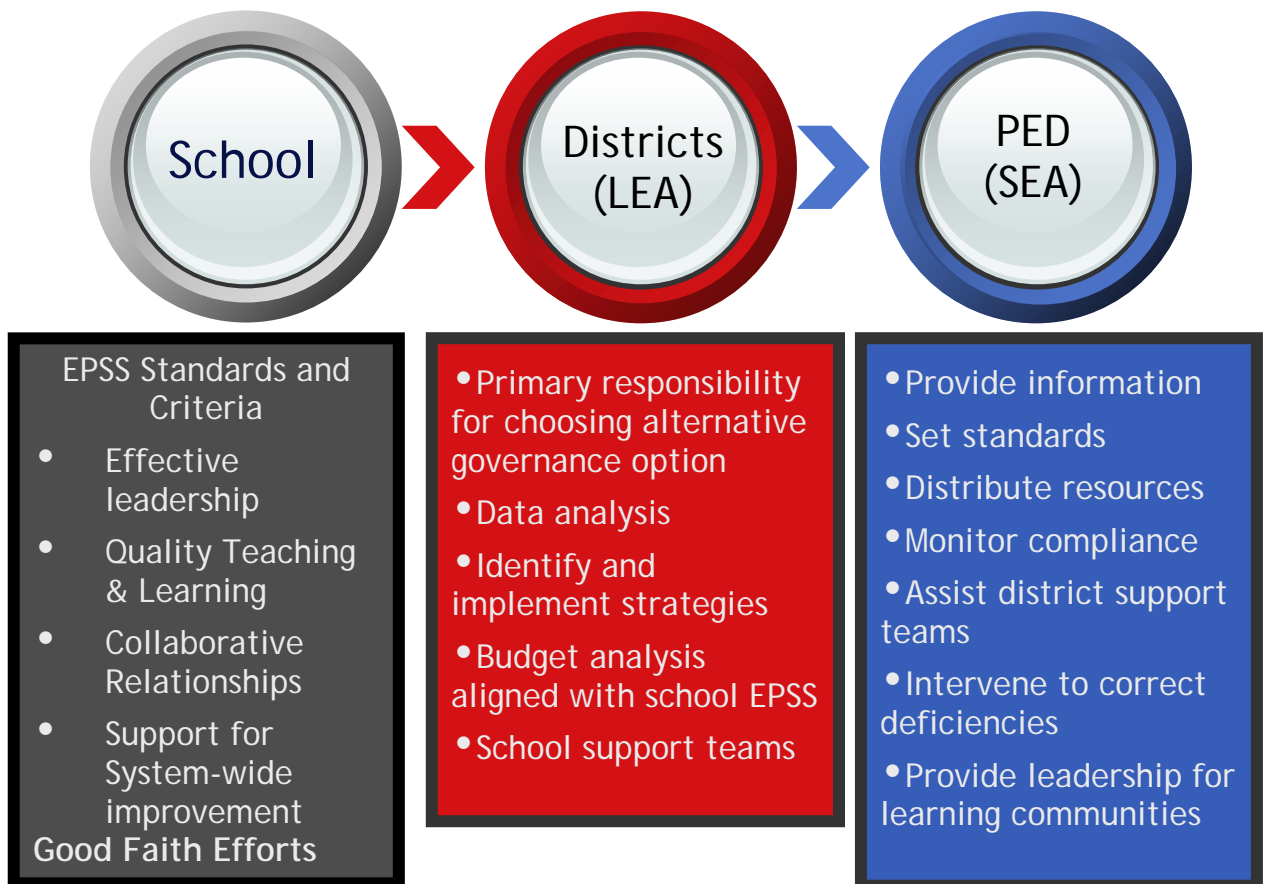
- New Mexico Standards
- Success Indicators
- Roles & Responsibilities
- Improvement Tools

The Priority Schools Bureau is organized to provide support to schools through collaboration with districts, Regional Quality Centers, Regional Educational Cooperatives, and other educational partners. The support provided is based on a Statewide System of Support to:

- Provide incentives for change
- Build local capacity
- Build systemic change
- Provide opportunities for change

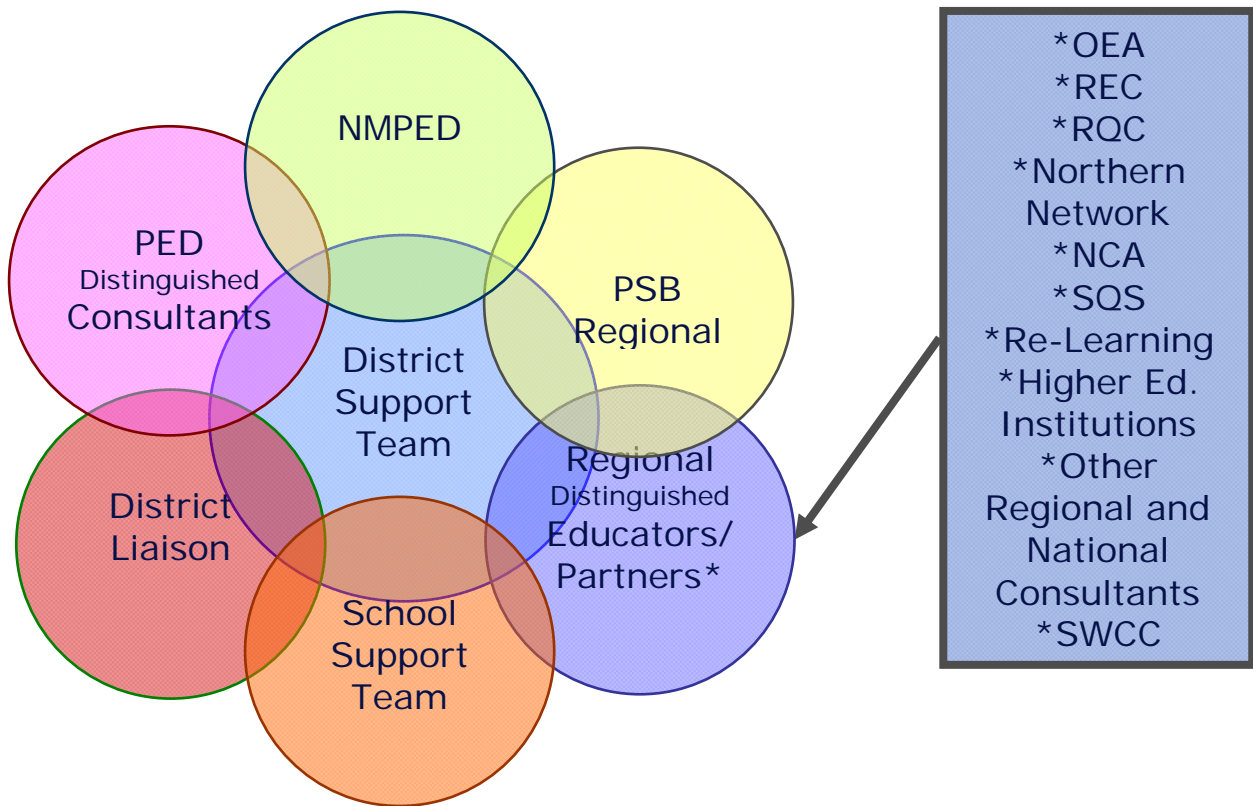
School Districts will take the lead to provide support and monitoring of School Improvement I (SI-I) and School Improvement II (SI-II) schools as required under No Child Left Behind (NCLB). The Priority Schools Bureau will provide leadership and technical assistance to Corrective Action, Restructuring I and Restructuring II schools using District Support Teams. These District Support Teams are composed of a District Liasion, a Priority Schools Consultant, one or more Public Education Department professionals, and other educational partners. These District Support Teams will monitor and assist districts for compliance with the Alternative Governance Plans written for restructuring schools. The goal is to ensure intense focused change based on the data, achievement gaps, and distance from the Annual Measurable Objectives (AMOs) in reading and math.

Roles & Responsibilities



In order to develop appropriate and differentiated services and supports for districts, the NMPED will implement a framework around a district support team. The role of the support teams will be to network internally and externally to collaborate and focus resources on the districts' needs identified in the District EPSS. The Priority Schools Bureau staff will be deployed around a Regional Model (Northeast, Northwest, Southeast, Southwest, and Central areas of the state).

District Support Model



The commitment of New Mexico's public schools to continuous improvement is manifested in the revised Educational Plan for Student Success (EPSS). The alignment of organizational systems with measurable targeted goals is essential to improved student achievement. The revised EPSS document is the result of multi-stakeholder interactions and partnerships which are focused on the continuous

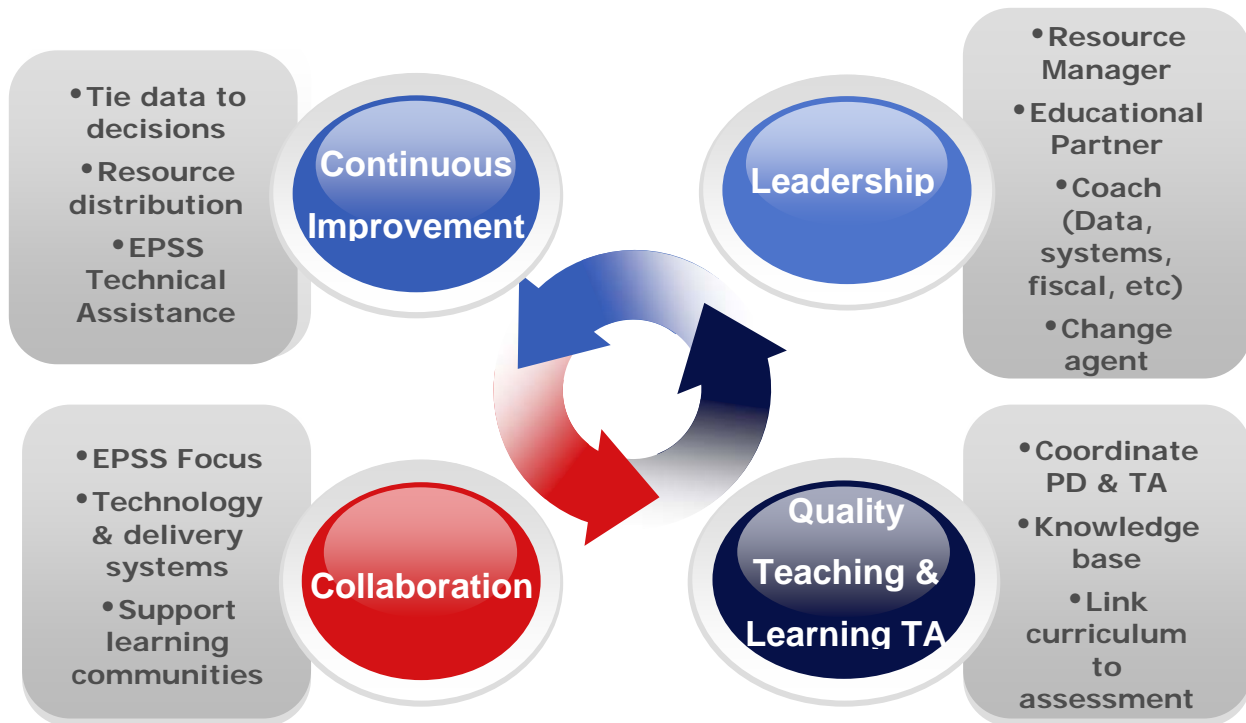
improvement processes, accountability, and student achievement. Reporting of results on a quarterly/trimester basis ensures that schools are using the short cycle assessment data to inform instructional practices.

EDUCATIONAL PLAN for STUDENT SUCCESS (EPSS)

1. An Educational Plan for Student Success (EPSS) is required for all public schools and districts, with the exception of districts with fewer than 600 students, who may apply for and will receive approval to combine the district EPSS and all school EPSS into a single document. (Exception would be when one or more of the district schools are in some form of NCLB status. These schools must have a school level EPSS.) Districts with more than 600 students may request this waiver if they can offer compelling reasons for the Secretary of Education's consideration and all schools in the district are meeting AYP.
2. The EPSS is a strategic plan for continuous improvement consolidating all improvement plans into one document. The EPSS contains an action plan (Plan, Do Study, Act cycle) specifying how the district/school will accomplish the identified goals including interventions, strategies, plans and evaluations for each action.
3. Goals must be:
 - a. student centered and supported by strategies, resources, and systems alignment;
 - b. annual and measurable, using baseline assessment data; and
 - c. written to address gaps in student achievement as measured by the New Mexico Standards Based Assessment (NMSBA) and to align with Annual Measurable Objective (AMO) targets.
4. Plans must be submitted to the Priority Schools Bureau by June 14th for the following academic year.
 - a. Revisions can be made prior to September 14th of each academic year. The revised EPSS is then re-submitted to the Priority Schools Bureau.

The Priority Schools Bureau is targeting limited resources to the support of intensive and focused change in our Restructuring I and Restructuring II Schools. Systemic reform through pilot projects, intensive interventions, data monitoring, short cycle assessments, and professional development is the goal of the Priority Schools Bureau in providing assistance to our schools. Using the Plan, Do, Study, Act (PDSA) process, the Priority Schools Bureau will lead the district's review of school improvement efforts quarterly or triennially to assist schools in adjusting the EPSS to meet the needs of students.

The Priority Schools Bureau goal is to collaborate with all New Mexico districts and schools to provide support and assistance for student achievement. Therefore, the Priority Schools Bureau provides professional development and technical assistance linked to the Four Standards for School Improvement.



The revised 2008-2009 School Improvement Framework is a guide that complies with Federal and State requirements. **Note: The Framework will be updated on September 15, 2008.** Copies of this document can be accessed online by clicking the Priority Schools Bureau link on the New Mexico Public Education Department website at <http://www.ped.state.nm.us>. The Framework is built around the following benchmarks of successful curriculum and instructional alignment:

- Leadership & governance focus student achievement.
- District-wide measurable goals with timelines adhered to in each classroom & school.
- Performance & learning goals are monitored in each school & reported quarterly.
- Reforms are urgently pressed into low performing schools and classrooms with differentiated instruction for subgroups.

- Baseline data and formative assessments drive instructional interventions each month or quarter.
- Early childhood and elementary schools focus on mastery of emerging literacy and numeracy skills.
- Secondary schools teach basic reading and math skills while opening challenging courses to all students.
- Low performing schools and special populations have targeted interventions each quarter to boost achievement.

Source: Partners for Leaders in Education, University of Virginia

SITE REVIEW INSTRUMENT

Standards And Indicators For School Improvement

This instrument is intended to help schools at all levels of performance assess the strengths and limitations of their instructional practice and organizational conditions. It serves three primary functions:

- as a blueprint to communicate New Mexico's standards of excellence and expectations for continuous school improvement;
- as an internal needs assessment tool to be used by the educational community at the local level; and
- as an external needs assessment to be used by the NM PED or its designated representatives to assist in the school improvement process.

The instrument is not designed to be evaluative; instead it is designed to assess the effectiveness of the school in sustained continuous improvement and is intended to inform the school improvement plan, New Mexico's EPSS. The Standards and Indicators for School Improvement were developed in accordance and alignment with Standards for Excellence 6.30.2.8 NMAC Subsection G which are referenced in the instrument.

The Standards and Indicators for School Improvement are anchored in scientifically based research and evidence-based characteristics that distinguish high performing schools. The indicators are defined within each of the four standards and criteria:

Standard 1: Effective Leadership

- Dynamic and Distributed Leadership
- Focus on Student Learning
- Sustained Improvement Efforts

Standard 2: Quality Teaching and Learning

- Quality Classroom Instruction
- Coordinated and Embedded Professional Development Focused on Classroom Instruction
- Coordinated and Aligned Curriculum and Assessments

- High Expectations for Teachers and Students

Standard 3: Collaborative Relationships

- Family and Community Involvement
- Professional Culture and Collaborative Relationships

Standard 4: Support for System-wide Improvement

- Effective Use of Data
- Strategic Allocation of Resources

Note: The entire Instrument with instructions and Rubric is available on the Priority Schools web page, titled: Site Review Instrument

The Education Alliance at Brown University recently hosted a conversation amongst educational leaders, researchers, and policy actors. Participants identified a number of interrelated themes and innovative strategies as critical to the success of efforts to improve public education:

- **State education agencies must develop new organizational structures**, reorient their approach towards working with district and school leaders, and develop or access the expertise needed to effectively support districts and schools.
- **Developing a shared focus, a common language, and greater coherence** within and across levels of the educational system, including federal policymakers, state and district leaders, school boards, and local schools.
- **Right-sizing the work as a means of resolving core challenges at both the district and school levels.** Right-sizing the work involves agreeing on goals and objectives, agreeing on the core challenges to district and school improvement, and appropriately allocating resources within and across agencies (state, district, and others) to address these challenges directly.
- **Using the shared expertise of state officials and district leaders to jointly define what “district capacity” means**, how to appropriately “diagnose” district capacity, and what might be the focus of efforts to build district capacity.
- **Developing appropriate and differentiated services and supports** for districts.
- **Creating “safe zones for improvement”** that remove many of the barriers that have typically hindered various improvement efforts.
- **Networking educational agents for improved capacity.** Use the positional leverage of the state education agency to facilitate networks of districts and external agents that can collectively and collaboratively address the shared challenges across districts and throughout the state.

Source: 2008 Brown University

http://www.alliance.brown.edu/projects/csrqi/docs/Symposium_Exec_Summary.pdf

Summary:

The School Improvement Framework is designed to strengthen instructional practices and provide tools and benchmarks for monitoring of school improvement strategies and interventions. A school improvement plan aligns objectives and strategies, provides timelines, and assigns responsibilities based on data that assesses the strength of district or school functions.

The Priority Schools Bureau staff is committed to these strategies and is available to answer your questions and provide assistance. If you have questions, please call (505) 827-6462.

Sheila A. Hyde, Ph.D.

Assistant Secretary

Quality Assurance & Systems Integration

**NEW MEXICO PUBLIC EDUCATION DEPARTMENT
ADEQUATE YEARLY PROGRESS (AYP) DESIGNATIONS AND CRITERIA**

The School Improvement Framework 2008-2009 addresses specific requirements for all designated groups of New Mexico public schools.

SCHOOLS IN NEED OF IMPROVEMENT (SINOI)

| DESIGNATION | School Improvement I (SI-I) | School Improvement II (SI-II) | Corrective Action (CA) | Restructuring I (R-I) | Restructuring II (R-II) |
|--------------------|--|--|---|---|--|
| DESCRIPTION | Did not meet AYP for two consecutive years in the same subject and/or other indicator(s) | Did not meet AYP for three consecutive years in the same subject and/or other indicator(s) | Did not meet AYP for four consecutive years in the same subject and/or other indicator(s) | Did not meet AYP for five consecutive years in the same subject and/or other indicator(s) | Did not meet AYP for six consecutive years in the same subject and/or other indicator(s) |

| Summary of SINOI Guidance | | | | | | | | | | | | | | |
|---------------------------|---------------------------------------|--|---|---------------------------------------|---|--|--|--|--|---|--|-------------------------------------|---------------------------------------|--|
| NM PED Designations | Short Cycle Assessment (3-4 per year) | Operative SAT on behalf of student who are nonresponsive to Tier I core programs | Educational Plan for Student Success (EPSS) | Budget Alignment for PED Requirements | Percentage of employed Level 2 & 3 Teachers to be same as district average. | Update EPSS with District Support Team on a monthly basis. | Attend Principal Leadership Trainings and Regional Trainings | Participate in Technical Assistance Assessment Process | Submit EPSS Monitoring Reports to PED on a quarterly or trimester basis. | Training and Mentorship for 1 st Year Principals | Attend Principal Leadership Trainings and Regional Trainings | Develop Alternative Governance Plan | Implement Alternative Governance Plan | Submit Good Faith Effort Report to PED on a semester basis |
| SI-1 | → | | | | | | | | | | | | | |
| SI-2 | → | | | | | | | | | | | | | |
| CA | → | | | | | | | | | | | | | |
| R-1 | → | | | | | | | | | | | | | |
| R-2 | → | | | | | | | | | | | | | |

| SUMMARY AND TIMELINE OF 2008-2009 EPSS Guidelines | | | | |
|--|--|--|--|--|
| Timeline | Guidelines for All Districts | Guidelines for SI, SII, and CA schools. | Guidelines for Districts with Restructuring Schools | PED Technical Assistance and Feedback |
| September 14 th | Finalized EPSS for districts and schools after receipt of NMSBA data. Submit to Priority Schools Bureau. | Finalized EPSS for districts and schools after receipt of NMSBA data. Submit to Priority Schools Bureau. | Submit the Alternative Governance Contingency Plan or Alternative Governance Plan with signatures by the Superintendent and Board President to the Priority Schools Bureau . | Feedback on final EPSS, AGCP, and AGP plans for Schools In Need of Improvement to be provided. |
| October | | District Support Teams develop project plans for the year based on EPSS. | District Support Teams develop project plans for the year based on EPSS. | Feedback to all schools and districts on EPSS plans that are in CA, RI, or RII status. |
| November | | District Support Teams review EPSS Project Plans based on Short-cycle assessments | District Support Teams review EPSS Project Plans based on Short-cycle assessments | |
| December & January | | | | |
| February | Finalize budget based on trend data for NMSBA and short cycle assessments. | District Support Teams review EPSS Project Plans based on Short-cycle assessments | District Support Teams review EPSS Project Plans based on Short-cycle assessments | |
| March | | | | |

2008-2009 New Mexico School Improvement Framework

| Timeline | Requirements for All Districts | Requirements for SI, SII, and CA schools. | Requirements for Districts with Restructuring Schools | PED Technical Assistance and Feedback |
|----------|---|---|---|---------------------------------------|
| April | | District Support Teams review EPSS Project Plans based on Short-cycle assessments | District Support Teams review EPSS Project Plans based on Short-cycle assessments | |
| May | | | | |
| June 14 | Draft EPSS Plans for District and Schools Submitted to Priority Schools Bureau. | | | |
| August | <u>Feedback to RI and RII schools on the AGP and EPSS.</u> | | | |

CORRECTIVE ACTION: PED, DISTRICT AND SCHOOL RESPONSIBILITIES

| Public Education Dept. | District | School |
|---|--|--|
| Provide a Consumer Guide on Short Cycle Assessments on the PED website. | Purchase a Short Cycle Assessment for district wide use. | Administer Short Cycle Assessments 3-4 times per year |
| Provide guidance and technical assistance with the implementation of a Student Assessment Team (SAT). | Monitor the effectiveness of the Student Assessment Team (SAT). | Implement an operative SAT for the purpose of collaborative planning and action on behalf of non-proficient students. |
| Review and approve district budgets for alignment to district and school EPSS. | Develop a district EPSS plan prior to the development of the budget cycle. | Develop and implement the EPSS by reallocating funds from Title I, ELL, Special Education, 21 st Century, Grants, and General Fund. |
| Monitor for compliance that schools have Level 2 and Level 3 Licensed Teachers at the same average as the district average. | Pursue the hiring of Level 2 and Level 3 Licensed teachers at the same average as the district average. | Interview teachers that are Level 2 and Level 3 in the hiring process to ensure the same average as the district average. |
| Public Education Dept. | District | School |
| Review the District Monitoring Reports submitted by the Superintendent for each School in Corrective Action. | Submit the District Monitoring Reports by the Superintendent for each School in Corrective Action to the PED. | Submit data to the district to ensure accuracy of the Monitoring Reports. |
| Provide technical assistance reviews in Corrective Action Schools prior to the writing of the EPSS for 2009-2010. | Meet with the District Support Team and the principal(s) of the Corrective Action Schools prior to the review. Respond to the requests for information to complete the review in the CA schools. | Cooperate fully with School Review Team assigned to the school and district by providing the documentation, schedules, access to classrooms for observations, interviews, and meetings with the Leadership Team. |
| Coordinate Technical Assistance Site Visit to evaluate and develop a Technical Assistance Plan. | Superintendent (designee) participates in the Technical Assistance Site Visits for the purpose of evaluation | Participate in the development of a Technical Assistance Plan. |

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| | and development of a Technical Assistance Plan. | |
| Coordinate training on the development of an EPSS for district and school staff in regional areas of the state. | Develop the District EPSS based on school data in the areas of Reading, Math, and Parent Involvement. Attend the PED training on development of the EPSS. | Develop a school EPSS aligned to the District EPSS that is focused on school site data. Participate in EPSS training. |
| Provide feedback to District EPSS Annual Report. | Submit a first and second semester District Progress Report for all CA schools to the District Support Team. | Provide data to the district on short cycle assessments and quarterly/triennial progress toward goals on EPSS to the district. |
| Develop and maintain a resource list of all district and school contacts. | Identify the district contact for the District Support Team PED to serve as a contact for School Reform. | Identify a contact at the school to work with the District Support Team regarding School Reform. |

GENERAL REQUIREMENTS FOR RESTRUCTURING I AND RESTRUCTURING II SCHOOLS

| Public Education Dept. | District | School |
|--|---|--|
| Ensure that all schools have access to formalized SAT training and materials for the purpose of collaborative planning and action on behalf of non-proficient students. The use of the Response to Intervention process will be available to ensure student needs are being addressed appropriately. | Provide training and support for formalized SAT using the Response To Intervention (RTI) process. | Principal will ensure a formalized SAT is fully operational using the Response to Intervention process. |
| Review and approve district budgets for alignment to district and school EPSS. | Develop a district EPSS prior to the development of the budget cycle. Monitor the expenditures of Title I that are used for personnel so that funding is available for professional development, interventions, | Develop and implement the EPSS by reallocating funds from Title I, Bilingual, Special Education, 21 st Century, Grants, and General Fund. |

| Public Education Dept. | District | School |
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| <p>Monitor for compliance that schools have Level 2 and Level 3 Licensed Teachers at the same average as the district average.</p> <p>Provide technical assistance for recruiting, hiring, and training of Principals.</p> | <p>administrative support, etc.</p> <p>Pursue the hiring of Level 2 and Level 3 Licensed teachers at the same average as the district average.</p> <p>Ensure that principals have knowledge, skills, and abilities to lead a Restructuring School.</p> | <p>Interview teachers that are Level 2 and Level 3 in the hiring process to ensure the same average as the district average.</p> <p>Inform the school interview process that only candidates that meet the qualifications of an experienced administrator will be a part of the interview pool.</p> |
| <p>Lead the District Support Team in the hiring of the principals to ensure compliance with the requirements for experienced principals.</p> | <p>The District will comply with the recommendations of the District Support Team and fund the requirements submitted. The District needs to set aside funding from Title I, General Fund, Professional Development in anticipation of support that may be needed.</p> | <p>The school will be required to allocate a substantial portion of Title I funding to the EPSS plan for interventions, professional development, and support for the administrator in leading change at a RI or RII school.</p> |
| <p>Assist the District Support Team in working with the Restructuring I and Restructuring II Schools to write the Alternative Governance Plans.</p> | <p>The Superintendent and district leadership team will meet with the District Support Teams when they submit the Alternative Governance Plans.</p> | <p>Cooperate with the District Support Team in conducting observations, interviews, review of data, and developing a plan of action for each quarter or trimester of data using the PDSA cycle.</p> |
| <p>Review the short cycle assessment data on a quarterly or trimester basis.</p> | <p>The Superintendent and the District EPSS contact will review the short cycle assessment data and be prepared to meet with the District Support Teams regarding how they will support the schools in implementing the changes suggested each</p> | <p>Leadership Team will review the short cycle assessment data and meet with the district personnel to determine how to revise the plan to make the gains required.</p> |

| Public Education Dept. | District | School |
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| | quarter/trimester. | |
| Meet with Superintendent and District Support Team at semester to determine what direction will be taken if the school remains in R2 more than two years after the AGP is written | Superintendent will develop a plan with the unions, local School Board and district staff that will address the options that must be taken if a school remains in RII status more than two years after the AGP is written. | Staff will be informed of the decisions that will impact the school if they remain in Restructuring II for more than two years after the AGP is written. |

*ALTERNATIVE GOVERNANCE CONTINGENCY PLAN (AGCP) R-I
ALTERNATIVE GOVERNANCE PLAN (AGP) R-II*

| ALTERNATIVE GOVERNANCE CONTINGENCY PLAN (AGCP) for R-I & R-II Schools R-I = plan R-II = implement |
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| <p>DISTRICT ALTERNATIVE GOVERNANCE CONTINGENCY PLANNING YEAR 2008-2009:</p> <ol style="list-style-type: none"> 1. The Alternative Governance Contingency Plan (AGCP) must be submitted to the Assistant Secretary of Quality Assurance and Systems Integration for action by the Secretary of Education. The AGP must include budgets, transportation, staffing, designated instructional strategies and intensive interventions, facilities, and parental and community involvement in the planning and execution of the contingency plan. 2. The 2008-2009 school year will be a <u>contingency planning year</u> for district administration to articulate the steps to be taken in order to provide educational services to those students impacted in <u>newly identified RI schools</u>. 3. The 2008-2009 school year will be the Alternative Governance implementation year for all school and districts <u>previously identified</u> as RI and RII. 4. Staffing and facility implications will be considered. 5. Parental and community involvement will be integral to the planning and execution of the AGP. |

RESTRUCTURING I: WRITING THE ALTERNATIVE GOVERNANCE CONTINGENCY PLAN (AGCP)

| Public Education Dept. | District | School |
|---|---|--|
| Provide Technical Assistance in the development of the Alternative Governance Contingency Plan (EPSS addendum) with district and school leadership teams. | Participate in the development of the Alternative Governance Contingency Plan (EPSS addendum) for each RI School. | Develop an Alternative Governance Contingency Plan (EPSS addendum) with PED or RQC as agreed upon with PED. |
| Develop the budget for School Improvement based on data and research based systemic reform. | Collaborate with the PED and support the school as they implement systemic reform based on the data. | Participate in Coaching for intensive reform with the service provider jointly determined by PED and the district. |

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| <p>Ensure that the district selects one of the five options for restructuring in the Alternative Governance Plan.</p> <ol style="list-style-type: none"> 1. Replace all or most of the staff (which may include the principal) who are relevant to the failure to make AYP; 2. Enter into a contract with another organization (excluding private entities per NMSA 22-2C-7L) with a demonstrated record of effectiveness, to operate the school; 3. Turn over the operation of the school to the state, if the state agrees; 4. Any other restructuring of a school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement and that has substantial promise of enabling the school to make AYP; or 5. Reopen as a State-chartered Charter School (HB34). <p>Ensure compliance with the alternatives for restructuring as provided by NCLB.</p> | <p>Select the option for restructuring that is needed based on the data and the staffing needs in the district.</p> <p>Oversee compliance with the alternatives for restructuring as provided by NCLB.</p> | <p>Participate in the development and implementation of the option selected for restructuring.</p> |
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| <p>Monitor to ensure that education services to students impacted will continue to be provided by the school during the planning year.</p> <p>The Secretary of Education will return the plan with one of the following designations:</p> <ol style="list-style-type: none"> 1. Approved the plan. 2. Approved the plan with revisions. 3. Request to meet with a Priority Schools Team Leader to write the plan to address the mandates of this process. | <p>Ensure district participation in the development of the Alternative Governance Contingency Plan to meet one of the five (5) required restructuring options.</p> <p>Submit the plan to the Assistant Secretary for Quality Assurance and Systems Integration for review by June 14th of each academic year.</p> | <p>The AGCP must address the following:</p> <ol style="list-style-type: none"> 1. Implementation of a core curriculum aligned to the New Mexico Content Standards. 2. Alignment of the school's budget to address the Alternative Governance Contingency Plan focusing on Title I budget; Special Education budget, general fund budget, 21st Century, grants, and funds allocated by the PED for school improvement. 3. Staffing to address the changes required to implement the AGCP. 4. Interventions for students who are not proficient in reading and math that are provided in addition to the core curriculum. 5. Parental support to achieve the goals specified in the AGP. 6. Participate with a District Support Team in the development of the AGCP . 7. Develop an EPSS goal for reading, math, and parental |
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| | | <p>involvement that is based on the Annual Measurable Objectives. Target goals must be developed for all subgroups that are not meeting the AMOs.</p> <ol style="list-style-type: none"> 8. Involve the parent and school community in the development of the AGCP. 9. Submit the AGCP to the District. |
| <p>Provide a Consumer Guide on Short Cycle Assessments on the PED website (Archives).</p> | <p>Monitor the assessment plan in the district with short cycle assessments. Collect data on a quarterly or triennial basis. Review the data with the schools and assist them in revising the strategies in the AGCP based on the data.</p> <p>Graph and communicate student data to the community</p> | <p>Administer the short cycle assessments and provide time for staff to review the data and make adjustments to instruction.</p> <p>Implement other methods of evaluating student progress, such as rubrics, teacher made tests, scoring guides, etc.</p> |
| <p>Provide technical assistance for schools formalized Student Assistance Team for the purpose of collaborative planning and action on behalf of non-proficient students. The use of the Response to Intervention process will be monitored to ensure student needs are being addressed appropriately.</p> | <p>Provide training and support for SAT Teams using the Response To Intervention process.</p> | <p>Principal will ensure a formalized SAT is fully operational using the Response to Intervention process.</p> |
| <p>Provide support for districts regarding research based interventions and effective instructional strategies.</p> | <p>Interventions will be provided for students who are not proficient in math and reading. The interventions will follow the Response to Intervention</p> | <p>Design a schedule to allow time for in-school interventions in order to provide equity of access to academic support. The plans must specifically</p> |

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| | <p>model that requires stages of intervention to increase in time and intensity. These interventions are in addition to the core curriculum that occurs during the day, extended year, or summer programs.</p> | <p>address the interventions the school is using; when they are scheduled; who is responsible for the interventions; and the number of students identified for participation. Parents must be informed of the intervention that is required in order to address the students' needs. Parents who refuse the support must inform the principal in writing and the document placed in the student's cumulative file.</p> |
| <p>The District Support Teams will work with the Restructuring I and Restructuring II Schools to write the Alternative Governance Contingency Plans. The teams will visit the district/schools 3-4 times per year based on the short cycle assessment schedules.</p> | <p>The Superintendent and district leadership team will meet with the District Support Teams when they visit the schools and include team members to work with the District Support Teams for each visit.</p> | <p>Cooperate with the District Support Teams in conducting observations, interviews, review of data, and developing a plan of action for each quarter or trimester of data using the PDSA cycle.</p> |
| <p>Provide Technical Assistance in the importance of providing extended learning time during the day using research based math and reading programs.</p> | <p>Provide support in redesigning the schedule to allow for extended learning time as an addition to the core program in reading and math.</p> | <p>Design the schedule to allow for an additional class in reading and math for students who are not proficient.</p> |

RESTRUCTURING II: IMPLEMENTING THE ALTERNATIVE GOVERNANCE PLAN

- Implementation of the Alternative Governance Plan developed during the previous year and approved by the Secretary of Education.
- 2. Adequate notification of parents and community of the school AYP designation and the opportunity for school choice or supplemental services if requested. (See template posted on PED AYP webpage)
- 3. If school remains in this designation more than 2 years, the district must make plans to institute Option 1, 2, 3, 4, or 5.

REORGANIZATION OPTIONS for SY 2008-2009

- Change the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the local district;
- Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., math and science, dual language, communication arts);
- Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.);
- Dissolve the school and assign students to other schools in the district;

Options for schools that are in R2 status for more than 2 years?

While the local district has primary responsibility for assisting its schools that do not make adequate progress toward meeting established student academic achievement target, schools who remain in R2 status for more than 2 years continue to have the alternative governance arrangements. However, if the local district does not carry out its responsibilities in this area, the PED must take the actions it determines to be appropriate, in compliance with State law concerning school governance. PED must ensure that the local district is implementing a restructuring plan that contains fundamental reforms that have substantial promise to improve student academic achievement and enable a school to make AYP. The EPSS Plan will serve as documentation that the school is making "Good Faith Efforts" to make progress.

Good Faith Effort

By June 14th 2008, the district will submit their R2 AGP that addresses the indicators below which assures the PED that a "Good Faith Effort" is being made towards AYP.

The PED will be looking for assurance and documentation that the school has implemented one or more of the following:

- Short cycle assessments in reading and /or math administered quarterly or trimester basis for planning and monitoring instruction;
- Research based results driven instructional strategies and interventions based on demonstrated student needs;
- Systematic Reform model;
- Intensive Professional Development based on documented teacher needs to meet the identified student needs for academic improvement;
- District assurance that additional instructional time beyond the core instruction has been added for all students who are not proficient in reading and/or math.
- Financial resources are allocated to support successful implementation of EPSS

These indicators of progress will give the district and school the opportunity to demonstrate a “Good Faith Effort” and growth, even though AYP is not achieved. This will also allow the district and school an opportunity to plan for other corrective actions as deemed appropriate.

INTERVENTIONS

The New Mexico Public Education Department aligned organizational systems within the bureaus to improve and support the success of the schools and the districts. The intent of the School Improvement Framework is to provide direction to schools and districts. It also provides a viable means to meet federal NCLB requirements and New Mexico State laws. The following monitoring initiatives are provided to examine the extent of progress made by schools and districts and to also identify educational challenges and barriers to school improvement.

Educational best practices represented in this document are based in scientific research and current data, and are the basis for the Public Education Department initiatives and mandates.

The following are interventions for all Schools In Need of Improvement to implement to address student achievement. It is the expectation of the Public Education Department that schools and districts comply with all requirements and opportunities provided in this framework.

ALL NEW MEXICO PUBLIC SCHOOLS (SINOI)

| Interventions | Research Based Intervention Programs |
|------------------------------------|--|
| <p>School Improvement I and II</p> | <ol style="list-style-type: none"> 1. Provide research-based interventions to identified Schools In Need of Improvement (SINOI) 2. Impact elementary, middle, and high schools with innovative research-based curricula for during school, after-school, and summer programs. 3. Optional implementation of one or more of the following: <ol style="list-style-type: none"> a. Research Based Literacy intervention that addresses the needs of K-12 students; b. Modular Based Math intervention programs that address the identified areas of need; c. Accelerated Algebra programs; d. Systemic Reform model; e. Data management systems; and/or f. Intensive professional development in Sheltered Instruction, Effective Instructional Practices, and Continuous Classroom Improvement. 4. An intervention that builds capacity to deliver instruction and provide differentiated instruction. 6. Short cycle assessments will be administered quarterly or triennially in reading and math. 7. In Title I schools, reserve 10% of allocation for focused and embedded professional development aligned to the EPSS. 8. A preventive measure that students' needs are being addressed in the most direct fashion-additional instructional time. |

| Interventions | Research Based Intervention Programs |
|--|---|
| <p>Corrective Action Restructuring I Restructuring II</p> <p>Corrective Action Restructuring I Restructuring II (cont'd)</p> | <ol style="list-style-type: none"> 1. Provide research-based interventions to identified Schools In Need Of Improvement (SINOI). 2. Impacts elementary, middle, and high schools with innovative and research-based curricula for during school and summer school programs. 3. Districts receive funding on behalf of SINOI. 4. "Good faith" implementation of one or more of the following: <ol style="list-style-type: none"> a. Research-based literacy interventions that address the needs of K-12 students; b. Modular based math intervention programs that addresses the identified areas of need.; c. Accelerated algebra program; d. Systemic Reform model; e. Data management system; f. Short cycle assessment in reading and math; g. Intensive professional development in Sheltered Instruction, Effective Instructional Practices, and Continuous Classroom Improvement. 5. Additional time beyond the core instruction in reading and math for all students who are not proficient. |

RECOGNITION

The 2008-2009 *School Improvement Framework* identifies the importance of acknowledging and rewarding schools for taking the initiatives necessary to raise student achievement. Realistic targets for student academic gains are a requirement to improve systems quality because it reinforces the motivation to succeed.

| REWARDS AND ADVOCACY | Description |
|----------------------|-------------|
|----------------------|-------------|

| RECOGNITION OF SCHOOLS ON THE RISE | <ol style="list-style-type: none">1. PED will monitor and evaluate progress of restructuring efforts that make fundamental reforms and have the promise of enabling schools to make Adequate Yearly Progress (AYP).2. The Priority Schools Bureau performs studies and data reviews to be able to identify and acknowledge the progress of schools meeting AYP requirements for one to two consecutive years.3. PED resources and technical assistance will target the needs of schools that must significantly raise student performance gains.4. Invitation to participate in the annual "Schools on the Rise" Day.<ol style="list-style-type: none">a. Schools that have exited statusb. Schools that have moved into delay status |
|------------------------------------|---|

School Improvement Resources on the web: <http://www.ped.state.nm.us/div/psb/index.html>

- EPPS (Templates, Tools, Training Documents)
- Alternative Governance Plan
- Site Review Instrument
- Best Practices Guide for Parent and Community Involvement
- What Works Clearing House
- Instructional Strategies

