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Goal 1: Albuquerque Public Schools will implement an academic plan aimed at improving achievement for all students with an intense focus on closing the achievement gap

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Goal Champion: Shelly Green

Goal Team: Eddie Soto, Raquel Reedy, Diane Kerschen

Action Plan 1.0 - Albuquerque Public Schools will improve academic achievement by three percent for the next three years (from 51 percent to 60 percent proficient in reading and 44 percent to 53 percent in math) and close the gap by five percent for the next three years (from a gap of 25.9 points to a gap of 10.9 points in three years in reading and from a 27-point gap to no more than a 12-point gap in math.) by providing support that ensures teachers successfully increase rigor through the implementation of the Common Core State Standards in a stimulating classroom environment

Action Steps	Lead	Required Resources	Date of Completion	Evidence of Completion
1.1 [G2:AP1] Create and train expert teams at the school and district level to transform teaching, build capacity, and support schools in their transition to Common Core State Standards (CCSS) (K-3 first phase)	Shelly Green Diane Kerschen Raquel Reedy Eddie Soto	\$500,000 – additional funds	Grades K-3, Summer 2012-2015 Grades 4-12, 2012-2015	-Documented participation -Principals trained -Instructional coaches trained -Teacher writing teams for Common Core State Standards (CCSS) -Discovery Education training -District staff attended trainings on CCSS
1.2 Train all elementary principal teams with Dana Center Protocols on “Study of Standards”. (Trainers trained by Dana Center)	Shelly Green Diane Kerschen Raquel Reedy	\$25,000 – existing budget	Spring 2012	-Participation /Completed -Completed Spring, 2012
1.3 Train directors/managers of instructional and support departments on “Study of Standards”	Shelly Green	\$6,200 – existing budget	Spring 2012	-Participation /Completed -Completed Spring, 2012
1.4 Develop K-3 Common Core State Standards (CCSS) aligned pacing guides and resources	Jami Jacobson	Instructional material – New Mexico Public Education Department (NMPED)	2012-2015	-Resources for teachers and alignment -K-3 written and first revision

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		allocation		completed -4-12 written Spring, 2013 -Posted on AIMS and Blackboard
1.5 Build "Scope and Sequence" for Common Core State Standards (CCSS) with Dana Center Protocols and training; included is protocol for instructional units for K-3 Build "Scope and Sequence" for CCSS with West Ed and Dana Center and training; included is protocol for instructional units for 4-12	Jami Jacobson	\$103,000 – existing budget –Uses existing budget	Spring 2012 K-3 "Scope and Sequence" June, 2013 4-12 "Scope and Sequence"	-Math and English Language Arts unit examples and K-12 CCSS scope and sequence -K-3 written and first revision completed -4-12 written Spring, 2013 -Posted on AIMS and Blackboard
1.6 Training for high school and middle school principal teams, including assistants on "Study of Standards"	Sheila Hyde Eddie Soto	\$5,000 – existing budget	Spring 2012 – Completed	-Participation /Completed -Completed Spring/Summer, 2012
1.7 Train principals to be trainers and instructional leaders for the Common Core State Standards	Shelly Green Diane Kerschen Raquel Reedy	\$5,000 – existing budget	2012-2015	-Principals as instructional leaders to build capacity -CCSS training at every elementary forum and secondary level meeting as well as curriculum board meetings.
1.8 Professional development for creating instructional units/lessons on CCSS for K-3 teachers Professional development for creating instructional units/lessons on CCSS for 4-12 teachers	Sheila Hyde Jami Jacobson	\$100,000 – existing budget –Existing budget	Ongoing Ongoing	-Units/lessons -K-3 written and first revision completed -4-12 written Spring, 2013 -Posted on AIMS and Blackboard
1.9 [G2:AP1] Develop Kindergarten District Progress Report (KDPR),	Rose-Ann McKernan	Appropriate assessments and item banks – additional	2012-2013	-New assessments aligned to CCSS

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Standards Based Progress Report (SBPR), and District Benchmark Assessments (DBAs) aligned to Common Core State Standards (CCSS) – K-3		operational costs		-Completed
1.10 Develop training for administrators and teachers to use new SBPRs and assessments	Rose-Ann McKernan	Time and principal forums	2012-2013	-Participation -Training will be provided through elementary principal forums and teacher Professional Learning Communities (PLC) in 2013-2014
1.11 [G2:AP1] Provide teachers instructional materials/resources to build academic language and vocabulary that will increase literacy skills (reading, writing and speaking) especially for English Language Learners (ELLs), native language students, and special education students	Shelly Green Jami Jacobson Lynne Rosen Daisy Thompson Anne Tafoya	K-12 resources, money from instructional materials – NMPED allocations and additional operation funds	2012-2015	-Materials at all schools ->40 trainings for teachers -District-wide professional development, August 2013 -AVID training in Critical Reading -Literacy Design Collaborative/Mathematics Design Collaborative training -Language and Cultural Equity representation on Elementary Academic Team -Special Education representation on Elementary Academic Team -Tier 3 intervention training for teachers documented in AIMS -Language and Cultural Equity purchased informational texts for English language learners (ELLs) for all schools.
1.12 Formal collaboration with Academic Team and other departments to ensure that CCSS	Shelly Green	Academic Team meetings, “Scope and Sequence” training	2013-2015	-Support to schools on CCSS -Ongoing participation on Elementary Academic Team and

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meets the needs of all students				Secondary Design Team
1.13 [G2:AP9] Create a digital Common Core State Standards (CCSS) course for professional development and format for Personal Learning Communities (PLCs) in all schools	Sheila Hyde	\$122,000 – existing/ Gates Grant - Completed	2012-2013	2012-2013 -Use in schools -Training modules on Blackboard
1.14 Work in accordance with NMPED CCSS rollout, including workshops and professional development provided	NMPED Shelly Green Raquel Reedy Diane Kerschen Eddie Soto Rose-Ann McKernan	Staff for scheduling	2012-15	-Support for schools – resources provided by the NMPED -Common Core State Standards (CCSS) rollout aligned to PED rollout -CCSS presentations at elementary principal forums and secondary principal level meetings and curriculum meetings -Principal Personal Learning Communities (PLCs)
1.15 [G2:AP4] Hire, place and retain highly qualified instructional staff	Andi Trybus Linda Bluestein Diane Kerschen Raquel Reedy Eddie Soto Dolores Chavez de Daigle Shayne Kendall	Screening procedures for employment and policy for placement. Ongoing “Teacher Class and Course” report for principal and Human Resources to ensure appropriate teacher placement Number of teacher vacancies STARS report exceptions	100 percent placement of highly qualified teachers by the 40 th day of each year	-Number of STARS exception by the 40 th day-100 percent of first-year teachers completing mentorships -Human Resources professional development provided at District Council meeting, new principal meetings, elementary principal forums and secondary level meetings -District-mandated training for Special Education intern licensed teachers -Peer Assistance Program for teachers on improvement plans

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Action Steps	Lead	Required Resources	Date of Completion	Evidence of Completion
				-Professional development for site based mentor teachers
1.16 Develop a digital tool for teacher feedback regarding ongoing CCSS implementation	Shelly Green Jami Jacobson	Existing funds	February, 2013	-Use by schools -Common Core State Standards Hotline -Curriculum and Instruction -Website

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Action Plan 2.0 - Albuquerque Public Schools will improve academic performance of all students and close the achievement gap by systematically identifying and supporting struggling students to increase their level of proficiency by three percent per year for three years to 60 percent proficient in reading and 53 percent proficient in math

Action Steps	Lead	Required Resources	Date of Completion	Evidence of Completion
2.1 [G2; AP 1.0, AS 1.1, 1.3 1.5] Identify and assess needs to evaluate English and Spanish instructional resources in early grades for students who do not demonstrate on-grade-level entry level skills	Jami Jacobson Diane Kerschen Raquel Reedy Eddie Soto Lynne Rosen Daisy Thompson Rachel Altobelli	\$50,000 – additional funds	Ongoing	-Resources provided to schools aligned with Common Core State Standards (CCSS) including using Complex Text with English Language Learners (ELL), Guided Language Acquisition Design (GLAD), and Achievement Inspired Mathematics
2.2 [G2:AP1] Provide professional development on Tier 1-2 interventions and resources; focus on implementation for required interventions and assessments	Rose-Ann McKernan Anne Tafoya	TBD - additional operational funds	Fall 2012	-Participation in professional development -Number of School Assistance Team (SAT) referrals -SAT training for School Assistance teams -504 training at principal forums and level meetings
2.3 Provide professional development for all teachers on basic understanding of language acquisition and academic language proficiency	Sheila Hyde Lynne Rosen	TBD - additional operational funds	Ongoing	-Standards Based Assessment (SBA) and District Benchmark Assessments (DBA) achievement -Lily Wong Fillmore, Using Complex Text with ELL, Guided Language Acquisition Design (GLAD) and Achievement Inspired Mathematics Scaffolding for Student Success
2.4 Provide K-3 teachers with online classroom level reports that identify the rate of growth	Rose-Ann McKernan	TBD - additional operational funds	Ongoing	-Reports for teachers -Alert reports -Data and School Systems

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Action Steps	Lead	Required Resources	Date of Completion	Evidence of Completion
in reading and math that their students must achieve to close the achievement gap				Support -Team training with teachers
2.5 Place students transitioning from fifth to sixth and eighth to ninth grades into appropriate classes using instructional support and district-approved assessments	Rose-Ann McKernan Jami Jacobson	Master schedules	Yearly	-District Benchmark Assessments (DBAs) -Iowa Math Placement Results and APS Placement Rubric used for eighth to ninth math placement -America’s Choice math screener used for fifth to sixth math placement -Ongoing articulation between schools and with district personnel -Counselor Professional Learning Communities (PLCs) focused on student transitions
2.6 Strategically transition struggling Special Education and ELL students into appropriate classes that meet their unique learning needs in a timely manner.	Lynne Rosen Anne Tafoya	Master schedules and placement documentation	First two weeks of school starting	-District Benchmark Assessment (DBA) and Standards Based Assessment (SBA) achievement -ACCESS for English Language Learners (ELLs) Assessment -Counselor Professional Learning Communities (PLCs) focused on student transitions

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<p>2.7 [G3: AP 1.0, AS 1.5; AP 3.0] Increase communication between teachers and families about student’s academic and socio-emotional progress by improving the effectiveness of parent conferences and advisory classes</p>	<p>Shelly Green Leslie Kelly Kristine M. Meurer Need to check about continuance of (Parent University)</p>	<p>Instructional leaders (principals and counselors)</p>	<p>Ongoing</p>	<p>-Participation and survey results -Student-led conferences is on going -Parent University is part of Goal 3 -Requiring after- school providers to link programs to the school day -Training to after- school providers on best practices for quality after- school programs -Cultural Proficiency Work Group established -Family Engagement Policy implemented -Counselor trained in School Assistance Team (SAT) process -Counselors aligned with Professional Learning Communities; number one goal is student transition -Schools partnered with Department of Health to participate in flu shot and immunization clinics to improve absenteeism</p>
<p>2.8 [G2:AP4.0; G3: AP12.0] Train staff to recognize, respect and use student identity and background to create an optimal student learning environment through a district-wide cultural proficiency model</p>	<p>Winston Brooks Toby Herrera Lynne Rosen</p>	<p>TBD</p>	<p>Ongoing</p>	<p>-Student achievement -Co-chairs: Lynne Rosen and Toby Herrera. -Plan to be presented to superintendent July, 2013</p>

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Action Steps	Lead	Required Resources	Date of Completion	Evidence of Completion
				-Advisory teachers and counselors monitor student progress -Students taking online, Advanced Placement and Honors courses. -Data and School Systems Support Team in place to support schools
2.13 Early warning reports for fifth-grade students going to sixth grade to support transition	Raquel Reedy Diane Kerschen	On-track reports	Yearly	-Achievement of sixth grade -America's Choice screening at fifth grade -Continued articulation between schools
2.14 [G2:AP1.0] Title I and Special Education funds aligned to all district goals and targets	Shelly Green Anne Tafoya Don Moya Laurie Everhart Diane Kerschen Raquel Reedy Eddie Soto	Title I budget Special Education budget	Early spring budget process to review budgets	-Increased proficiency levels of students in Title I schools and Special Education students in the district

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Action Plan 3.0 - Albuquerque Public Schools will expand opportunities and services for students with online courses and instructional digital tools for teachers to increase graduation rates to 70 percent

Action Steps	Lead	Required Resources	Date of Completion	Evidence of Completion
3.1 [G2:AP 1.0, AS1.1, 1.3, 1.5] Expand Discovery Education digital media and tech books to all schools	Shelly Green	\$500,000 - NMPED allocations and additional APS funds	School Year 2012-2019	-Participation -All schools received 12 hours professional development -Training at elementary and secondary principal meetings -Training for instructional coaches and librarians -Provided two trainings for health education instructors in Discovery Education
3.2 [G2:AP1] Pilot NM History/Health at select middle schools as online courses and receiving high school credit	Eddie Soto	School resources Possible printing costs	Ongoing	-Student grades -Piloted at three middle schools during Spring, 2012 -86 percent (77 students) passed, nine percent (eight students) failed and six percent (five students) withdrew
3.3 Continue to design online courses and train teachers to teach with online strategies and digital tools	Sheila Hyde	Professional development department resources	Ongoing	-Participation -Strategies for teaching online course offered throughout the year -Development of virtual high school which will open in 2013-14 -Library online resources also are available
3.4 Oversight and coordination of digital resources for teachers	Shelly Green	Collaboration among departments	Ongoing	-Resources aligned to Common Core State Standards (CCSS) and

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				available in AIMS
3.5 Continue to expand and fully integrate promethean board training into the instructional model. (Support district implementation of Common Core State Standards (CCSS) and Charlotte Danielson Instructional Model, Phase II)	Shelly Green Joseph Escobedo Paul Romero	Complete contract with TIG (Phase I) PD funds for Phase II	Phase I: Summer 2012 Phase II: Ongoing	-Participation from more than 4,000 teachers in trainings 1 and 2, 3 and 4 and train the trainer program. The district now has more than 130 trainers who may assist in phase II -Promethean Board used as tool for supporting instruction in a truly interactive way

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Action Plan 4.0 - Albuquerque Public Schools will audit bilingual and dual language programs in all Albuquerque Public Schools to ensure a continuum of services for all students, to increase achievement by three percent and close gap by five percent.

Action Steps	Lead	Required Resources	Date of Completion	Evidence of Completion
4.1 Develop a systematic process for an audit of bilingual and dual language programs	Rose-Ann McKernan Lynne Rosen	Language and Cultural Equity Department resources	2012-2015	-Process developed -Continuity of service -The audit process includes ESL and bilingual services, qualified staff, teacher schedules, classroom observation, student outcome data for English and Spanish language proficiency, district benchmark assessment data, professional development and parent engagement
4.2 Develop systematic process and guidelines for schools to match student need to appropriate programs, i.e., bilingual vs. dual language, maintenance vs. transition	Rose-Ann McKernan Lynne Rosen	Bilingual resources	2012-2015	-Standards Based Assessment (SBA) -Achievement -Hispanic Achievement Guidelines for identifying appropriate placement and continuum of services -Language and Cultural Equity has developed guidelines for schools to utilize to inform selection of alternative language service models to include English and bilingual models based on student demographics and student needs. Guidelines will be presented to Jami and Shelly for approval to be

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<p>4.3 Provide professional development for all principals on the guidelines associated with bilingual and dual language programs and schools' responsibility to support these students</p>	<p>Rose-Ann McKernan Diane Kerschen Raquel Reedy Eddie Soto Lynne Rosen</p>	<p>Principal Forums</p>	<p>2012-2015</p>	<p>disseminated to all schools</p> <ul style="list-style-type: none"> -Standards Based Assessment (SBA) -Achievement -Hispanic achievement -Pre-Scholastic Assessment Test (PSAT) -Language and Cultural Equity provides ongoing support to schools for budgeting and monitoring English Language Learner (ELL) processes, dual language and bilingual programs -Yearly principals are provided guidance and support in completing their instructional plan for bilingual program requirements, compliance, and program monitoring
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Action Plan 5.0 - Albuquerque Public Schools will review and study referrals to Special Education in order to decrease referrals by five percent over the next three years

Action Steps	Lead	Required Resources	Date of Completion	Evidence of Completion
5.1 Identify schools with disproportional numbers of referrals to Special Education	Anne Tafoya	Special Education department resources	Spring 2012	-Data on the number of referrals submitted by School Assistance Teams (SAT) to the Diagnostic Centers
5.2 Provide professional development for principals, teachers and Special Education teachers in schools with high numbers of Special Education referrals; professional development on interventions and length of time required for success before referral to School Assistance Team (SAT)	Jami Jacobson Anne Tafoya	TBD	Fall 2012	-Participation -Principal training by Elena Gallegos at elementary forum meetings -Principal training by Anne Tafoya at secondary level meetings -School Assistance Team (SAT) trainings for school SAT teams -Training for regular education teachers in Foundations
5.3 Continued support and professional development for School Assistance Team (SAT) chairs and Special Education head teachers and principals	Anne Tafoya	Stipends Principal forums	School Year 2012-2013	-Participation in School Assistance Team (SAT) training by SAT chairs documented in AIMS -Participation in head teacher training documented in AIMS -Participation in principal training documented in AIMS
5.4 Review efficiency of diagnostician role group	Anne Tafoya	Special Education department resources	School Year 2012-2013	-Data on the number of initial evaluations and re-evaluations completed by each diagnostician and the timelines for completion
5.5 Assess the process currently	Anne Tafoya	Special Education	Ongoing	-Appropriate and timely entry

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in place for students entering APS schools from private psychiatric/mental health facilities; study other districts' processes		department resources		
5.6 Professional development and study on behavior management in the classroom	Shelly Green Leslie Kelly	Study Positive Behavior Support (PBS) and other resources for training staff	Ongoing	<p>-Fewer students referred to Special Education for behavior</p> <p>-Positive Behavioral Interventions and Supports (PBIS) model continued at all participating schools</p> <p>-Nurtured Heart training conducted throughout the year</p>

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Action Plan 6.0 - Albuquerque Public Schools will support all schools with A-F school grading to increase schools earning C or better by 50 percent

Action Steps	Lead	Required Resources	Date of Completion	Evidence of Completion
6.1 Continue to work with principals for understanding their school's grade, points, growth, etc.	Shelly Green Diane Kerschen Raquel Reedy Eddie Soto Rose-Ann McKernan	Principal Forums	School Year 2012-2013	-Fewer schools designated D or F -Presentation by Carrie Menapace at ACE, 2012 -Online school grade workbook training provided at elementary and secondary principal meetings -Individualized support for schools provided by associate superintendents' staff and instructional departments -Q1 and Q3 student reports on AIMS
6.2 [G3: AP6, AP10] Collaborate with schools and school communities to support their work and improve their grades; departments' understanding of grades and how to support schools	Shelly Green Diane Kerschen Raquel Reedy Eddie Soto	Department resources; existing funding; no additional funding	School Year 2012-2013	-Fewer schools designated D or F -PED audits in fall with feedback used to develop strategic instructional strategies -Individualized support for schools provided by associate superintendents' staff and department staff -Online school grade workbook -Q1 and Q3 reports on AIMS - Data and School Systems Support Team (DSST) support to schools. -Truancy Prevention Project -Planning for Parent University -Community Schools work -Quality after-school programs

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6.3 Direct priority support to schools with Ds and Fs; attend NMPED workshops for information on how to support these schools plus any NMPED mandates/ requirements for working with D and F schools	Shelly Green Diane Kerschen Raquel Reedy Eddie Soto	Department resources; existing funding; no additional funding	School Year 2012-2013	-Fewer schools designated D or F -District support for audits in fall, 2012 -Individualized support for schools provided by associate superintendents' staff and instructional departments
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