# GOAL: TRANSFORMATION

## **STRATEGY:  1. USE OF DATA**

Identify the systems in place to ensure timely and periodic access to data that includes:  monitoring and evaluating student knowledge and skills, planning for future educational programs, adapting instruction to meet the needs of students, monitoring student progress toward college and career goals, identifying students who may be at risk of dropping out of HS, matching students to appropriate interventions to assure 85% or higher graduation rates.

### **ACTION STEP: Assessments**

The school will identify purposeful assessments in order to gain relevant data. We will test each student K-5 at least 3 times a year to determine progress toward CCSS. Teachers will receive data in a timely manner to assist in making decisions about each student’s intervention, placement and instruction.

### **ACTION STEP: Grade Level Data Studies**

Grade level collaborative meetings will be used primarily for analysis of data to drive classroom instruction

Data Collection:  Compile data in an effective manner for analysis for grade level collaboration and vertical articulation.

PD for Data Studies:   PD to ensure all staff members develop a complete understanding of how to analyze collected data and use it to adjust instruction as needed. PD will include how to interpret report results accurately and consistently, and best practices to drive classroom instruction

Grade level Team leaders:  Grade level leaders will be responsible for the facilitation of collaboration and discussion surrounding grade level data. Grade level leaders will keep the grade level data binder.

Grade level staff will keep a teacher data binder.

Data Analysis to Individualize Instruction:  The data will be used to identify students in need of instructional support, Intervention, or enrichment.

### **ACTION STEP:  SBA Data Study**

Review and reflect on the school letter grade and SBA scores. We will find areas of strength and weakness to improve instruction in grades K-5.  We will ensure all students take ownership of the SBA results.

SBA/ Parent:  4th and 5th grade teachers will review SBA data with parents at fall parent conferences to educate parents and further understanding of their child’s results

### **ACTION STEP:  Student Accountability/ Student Data folders**

Develop school-wide system for students to timely track their own progress to enhance student achievement. We will increase interactions between teachers and students to provide students with clear guidance on how to enhance learning.

Students will maintain and utilize student data folders to timely track their own progress.

### **ACTION STEP:  Leading Data Driven Schools**

Data task force will attend Leading Data Driven School training offered by New Mexico PED and receive training on how to utilize data to drive instruction. Task force will train staff to on use of strategies.

## **STRATEGY:  2. PROVIDING STRONG LEADERSHIP**

Principal is working to lead and implement a process for developing a shared vision and strategic goals for student achievement that reflects high expectations for staff and students. She is energetic and dynamic and is the driving force behind major initiatives adopted by the school. She seeks input from a variety of stakeholder groups. Systems are in place to allow for the methodical review of assessment data, identification of areas of student need as well as staff requirements, and the selection of specific classroom strategies that are to be used by teachers.

### **ACTION STEP:  Quality of Teaching Staff**

Principal will utilize the evaluation tool provided by PED to evaluate teacher effectiveness and provide support for teachers who are ineffective and replace teachers who do not make necessary changes.

### **ACTION STEP:  Redesign Instructional Council**

SRM has redesigned the Instructional Council to greater facilitate teacher collaboration for the analysis and collection of student data, analysis of student progress and interventions, and greater alignment to instruction programs.

### **ACTION STEP:  Development of a Collaborative School Community**

Modeling and promoting a school community where all constituents have a voice

### **ACTION STEP:  Empowerment of Staff**

Empowering staff members to chair, lead, and facilitate teams, task forces, and school-wide committees.

### **ACTION STEP:  Empowerment of Parents**

Empowering parents to chair, lead, participate, and facilitate and develop school wide committees.

### **ACTION STEP:  Implementation of CCSS**

## **STRATEGY:  3. EFFECTIVE TEACHERS**

Effective teachers demonstrate a set of behaviors they incorporate into their daily professional practice. They involve: a deep understanding of subject matter, learning theory, and student differences, planning classroom instructional strategies, assessment of student understanding and proficiency with learning outcomes, and ability to reflect and collaborate with colleagues.

**ACTION STEP:  Review Quality of Staff**

The principal communicates clear goals and measures for employees’ performance that reflect the established evaluation system. Using district supports, the principal will coordinate targeted training and assistance for employees receiving an unsatisfactory observation.

### **ACTION STEP:  Professional Development**

PD is aligned with identified needs based on staff evaluation and student performance.

### **ACTION STEP:  Review Quality of Staff**

### Staff will refer to the NMTeach rubric to guide their performance. Instructional Coach and District will provide support to staff as needed.

### **ACTION STEP:  Teacher Transfer**

### Principal will ensure that only highly effective teachers transfer to the school. Principal will review evaluations and references before a teacher is called for an interview. Teacher interviews will be conducted by an interview team to rate potential candidates.

### **ACTION STEP:  National Boards Certification**

### This is ‘year 2’ of the National Boards certification process at SRM. Teachers are provided an opportunity to be Nationally Board certified.  National Boards facilitator is a teacher on campus who meets with candidates and promotes process and support.

### **ACTION STEP:  Discovery Education**

### The staff are trained on how to utilize Discovery Education for reading instruction in order to meet CCSS in literacy and math instruction. Training was held in 2012-2013 and 2013-2014.

### **ACTION STEPS:  Project GLAD training**

### During the 2013-14 school year, 5 staff members will be trained in Project GLAD strategies.  Within the 2014-15 school year the entire SRM staff will be trained in Project GLAD strategies by department of Language and Cultural Equity (LCE).

**STRATEGY: 4. REDESIGNING DAY, WEEK, YEAR**

The school day, week, and year has been designed to enhance student learning and provide Professional Development and teacher collaboration opportunities

**ACTION STEP:  Protected Math and Reading Blocks**

Grade level pull-out schedule for PE, Art, library, technology will be coordinated by grade level to allow concentrated reading and math blocks

Morning Announcements:   In order to reduce interruptions during reading and math blocks, morning announcements are made outside of the protected blocks at 8:55 each morning.

**ACTION STEP:  Reading Intervention Block**

School schedule ensures protected 30 minutes per day of reading intervention blocks.

Structured time for Interventionists: Title l interventionists, ESL Resource teacher, and Indian Education teacher provide intervention for students and support teachers who are providing interventions in the classroom

**ACTION STEP: Collaborate with Neighborhood Associations**

Collaborate with Laurel wood and SR Marmon neighborhood Associations to support the alternative calendar schedule

**ACTION STEP:  Vertical Alignment Planning Task Force**

Create a task force to research design of our schedule to accommodate the opportunity for additional grade level and vertical articulation planning time during the duty day.

**ACTION STEP:  Before and After School Programs**

Support before and after school programs such as: EMSI, YDI, Ohiyesa, Rio Grande Educational Collaborative, Parks and Recreation, Girl Scouts and Boy Scouts, to extend and enhance learning

**ACTION STEP: Attendance Policy**

An attendance/tardy policy are developed.  The policy has been shared with staff, parents, and families. The policy is monitored by teachers, the Health and Wellness team and district truancy officer. School resources include the School Counselor, School Social Worker, Southwest family Guidance counselor, Truancy officer, and School Psychologist.

**ACTION STEP:  Summer Enrichment**

The school has established a Summer Enrichment Academy to support student academic skills.  The school will hold a Summer Spanish Institute to support culture and academics.

**ACTION STEP: Scheduled Daily Read Aloud**

SRM has a scheduled block of time to facilitate read-aloud each day in the classroom

**ACTION STEP: Technology teachers**

SRM has created a technology teacher position to facilitate greater computer achievement and use of technology for students.  The teacher will establish the curriculum for X Cal, laptop labs and ipads.

**ACTION STEP: Additional Full time PE teacher**

SRM has encumbered discretionary funds to offer student an additional full time PE teacher to promote greater physical health and playground opportunities for students.

**ACTION STEP: Resource teachers**

Two special education resource teachers will support student in grades 4 and grade 5. Resource teacher provides pull-out groups as well as classroom team teaching and inclusion groups.

**STRATEGY: 5. PARENT, FAMILY, and COMMUNITY**

Designed to support the development of the school community, the school, families, and community partnerships will work together to achieve an ultimate goal of supporting all children and youth to succeed in school and in life.

**ACTION STEP: Parent/ Teacher Association (PTA)**

The newly formed parent teacher association will increase parent involvement and facilitate fundraisers to support students and educational initiatives

Parent Representative: The PTA president will attend all Instructional Council meetings to inform grade level chairs and department leaders on all PTA educational incentives, fundraising and budgetary outcomes.

Read-a Thon: The PTA will initiate the Read-a-Thon program to support literacy and raise money for the school

**ACTION STEPS: Student/Teacher/Parent/Administration Agreement**

Student agreement includes responsibilities that communicate what parents, students, teachers, and administrators will do to support student learning.

**ACTION STEP: Parent Volunteers**

The school and PTA will actively support parent volunteerism.  Parent volunteers are included in the classroom, support of school activities, Coats for kids,  Operation School Bell, Roadrunner backpack program, library assistance, workroom assistance, school newsletter, student support vouchers, uniform support, title l homeless project support

**ACTION STEP: Assistance League of Albuquerque**

Assistance league offers yearly vouchers for school uniforms for families needing support.

**ACTION STEP: OASIS tutoring**

OASIS tutors are community members who tutor students.  This program is facilitated by a staff member to provide reading support to students

**ACTION STEP: Community Volunteers**

Community members provide support of SRM Book Fairs and annual Spelling Bee

**ACTION STEP:  Community Business Support**

Community businesses, Red Brick Pizza, Wal-Mart, Golden Corral, Peter Piper, Kona Ice, Perfect Teeth, etc., provide support to school community

**ACTION STEP:  YDI VISTA 3 year Grant – Volunteers in Service to America**

Volunteer to provide meaningful family engagement opportunities for families in underserved school communities.

**ACTION STEP:  Therapy Dogs**

SRM has been presented with a new initiative to support Special Education/ ED program for student at risk in literacy. Students will read and practice reading skill to therapy dogs.

**ACTION STEP: Bridge Communication Gap between School and Community**

SRM will continually seek to find greater methods to improve communication between SRM neighborhoods and school community

Home Owners Association: Administration and designated staff will attend HOA and Neighborhood Association meetings

Parent Attendance: School events, such as, International day, Dia de las Estrellas, Open House, Family Math and Science Nights, Science fair, Curriculum Nights, will support parent participation and engagement.

**STRATEGY:  6. School Safe Environments**

A school environment that improves school safety and discipline to include non-academic factors that impact student achievement, such as students’ social, emotional, and health needs

**ACTION STEP: Positive Behavior Supports (PBS)**

SRM will use Positive Behavior Support model to develop a school-wide safety and discipline plan.

Classroom rules are aligned with PBS. Teacher will reinforce classroom and school rules through positive reinforcement

PBS trainings: Students will be trained in PBS matrix for expectations and behaviors in all areas of the school campus twice a year

Acknowledgements: Students will be acknowledged weekly and daily for positive behaviors.  Recognition Assemblies will also be held per trimester to acknowledge positive student behaviors

**ACTION STEP: Non-academic Needs**

SRM will address non-academic needs through Health and Wellness, office staff, parent involvement committees, YDI, EMSI, community resources, social worker, counselor, title l staff, and title l homeless project. Examples: onsite health screenings, mental, dental services, family student counseling, vaccinations, roadrunner food bank, clothing vouchers, clothing bank, coats for kids, school supplies

**ACTION STEP: Bully Plan**

SRM has created a school-wide bullying plan and PowerPoint which will increase student safety and improve relationships.

**ACTION STEP: Intermural**

SRM will implement intermural at recess to encourage and promote positive peer relationships and physical health and reduce playground conflict

**ACTION STEP: BASE program**

SRM has piloted a BASE program to provide curriculum to increase positive behaviors for students with social and emotional needs in order to help them remain in a general education setting as much as possible.

**ACTION STEP: Counseling Support Groups**

The counselor will support student emotional needs with support groups.

**ACTION STEP:  Counselor Parent Support group**

The counselor will provide parent support groups 4 times per school year focusing on parenting and strategies to support the student in the home.

**ACTION STEP:  Student mediators**

The school counselor facilitates a mediation group to support playground and campus safety.

**ACTION STEP:  Site Safety Construction**

The school has constructed a site safety construction plan. The plan included construction and relocation of the following: movement of light beacons on 72nd Street, change of crosswalk locations, change of crossing guards, safety fencing, handicap access ramps, etc.  The construction involved the Albuquerque Public Schools, Albuquerque Police Department, crossing guards, the city of Albuquerque, parents and school personnel.

**STRATEGY:  7. Strengthening the School’s Instructional Program**

SRM will utilize best practices and a research based instructional program to meet the needs of the students. The program will be rigorous and aligned to state academic content standards.

**ACTION STEP: Vertical Alignment**

In order to strengthen the school instructional program, SRM will develop a system that will vertically align curriculum, instruction, and assessment based on CCSS.  SRM will provide vertical collaboration time for teachers to meet, analyze and discuss alignment of standards.

**ACTION STEP: Integration of Technology into Curriculum**

SRM will increase the use of technological resources in order to enhance instruction and student learning as well as increase student engagement and utilization of technology.

**ACTION STEP: Core Reading and Math Program**

Teachers will utilize and supplement as needed research-based core reading and math programs in order to meet CCSS.

**ACTION STEP: Intervention Reading and Math Program**

The classroom teacher will provide 30 minutes of intervention in reading and math each day utilizing the approved district intervention programs for students who are performing below grade level benchmarks.

**ACTION STEP: Reading Interventionists**

SRM will reinstate the Title l program to provide Tier ll reading intervention for targeted students who perform below grade level on reading assessments. SRM will also utilize the ESL Resource teacher, Native American Resource teacher to provide reading intervention to students.

**ACTION STEP: Curriculum Nights**

SRM will hold curriculum nights to increase family involvement and improve parental understanding of the CCSS.  Activities will engage students and parents and staff.

**ACTION STEP: New Mexico Kids First: Daily Differentiated instruction**

Instructional Coach will attend daily differentiated instructional training offered by NMPED: New Mexico Kids First.  After training, Instructional Coach will train staff on utilizing differentiated instruction effectively in the classroom.

GOAL:   Strengthening Reading Instructional Programs

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Reading SGT of 56.7%. (SGT=student growth target)

**STRATEGY: 1. Core Reading Program**

The CCSS will be fully implemented in grades K-5

**ACTION STEP:  Core Reading Materials for Classroom Instruction**

Each teacher will spend 90 minutes per day implementing Common Core ELA for English and Spanish Literacy in grades K-5 and use Treasures and Tesoros as supplemental materials

**ACTION STEP:  ESL Instruction**

Students identified as PHLOTE who score below a 5 on the ACCESS will receive 45 minutes of ESL instruction per day by an ESL certified teacher

**STRATEGY: 2. Tier ll Supports for Students in Reading**

Intervention Reading Programs are intended for flexible use as part of differentiated instruction, or in more intensive intervention, to meet student learning needs in specific areas in alignment with the NM RTI framework.

**ACTION STEP: Reading Intervention**

Each student who is performing at Beginning Steps as assessed by District Short Cycle Assessments and classroom assessments in grades K-5 will receive 30 minutes per day of research based intervention outside of the 90 minute ELA block.

**ACTION STEP: Strengthening**

Title l funding will find 2 Reading Interventionists to support reading intervention for students scoring beginning steps on district or classroom assessments

**ACTION STEP: Strengthening**

One Classroom Reduction Teacher (CRT) will be paid with Title l funding.  The CRT teacher has been added to grade 3 in order to reduce classroom student numbers and increase teacher ability to do greater small group interventions in reading.

**STRATEGY: 3. Tier lll Supports for Students in Reading**

**ACTION STEP: Special Education**

Students who need additional reading intervention per IEP will receive research based instruction that is systemic, sequential, explicit and multi-sensory. (SPIRE reading, Wilson Reading, Sound Sensible, and Just Words)

**STRATEGY: 4. Professional Development to Support Reading**

Professional development in reading for teachers and administrators are aligned with the CCSS including: description of delivery, methodology, length, relationship to student achievement, evidence based and follow up to professional development.

**ACTION STEP: Professional Development**

The Instructional Coach will provide professional development in supplemental core reading programs in order to meet CCSS for all teachers.

**ACTION STEP:  LaCoescha**

Professional development for dual language teachers to support literacy

**STRATEGY: 5. Collaboration Time for Reading**

SRM will dedicate time for data analysis and review to inform planning to deliver targeted instruction and support to students as needed.

**ACTION STEP: Grade Level Collaboration**Teachers will meet a minimum of 3 hours per month to analyze data, monitor student progress, and identify strategies to advance student’s levels of proficiency.

**STRATEGY: 6. Monitoring of Reading Instructional Programs**

The classroom teacher delivers the specific curriculum in an explicit systematic manner adhering to the fidelity of the program.

**ACTION STEP: Response to Reading Intervention**

Teachers will use district and classroom assessments to progress monitor student achievement and determine next steps. Students who perform below benchmarks will receive reading interventions.

**ACTION STEP: Classroom Observations**

Administration will observe and monitor classroom teachers to ensure the CCSS (K-5) are being addressed through the use of Everyday Math and appropriate supplementary resource.

**STRATEGY: 7. College and Career Ready**

SRM will provide opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

**ACTION STEP: Before and After School Programs**

Students will have opportunities to attend before and after school enrichment programs:

EMSI, Elementary, Middle School Initiative; help with homework, improve reading and math skills

YDI Program, Reading and math tutoring, homework support, build social skills through literacy games

RGEC, Rio Grande Educational Collaborative, academic tutoring and instruction

OHIYESA, academic and family involvement amongst our native population

Parks and recreation, provides homework help to those who need before and after school care

**ACTION STEP: Summer Enrichment programs**

A Summer Enrichment Academy and Spanish Institute will be held during the summer months to provide academic support for students.  Focus will be new students to SRM, pre K and those to students needing academic skills support.

**STRATEGY: 8. Use of Data to Analyze Reading**

**ACTION STEP: Data Analysis**

Teachers will meet for a minimum of 2 hours per trimester with leadership team to collect and analyze district and state assessments in order to make a plan to further the growth of all students

**STRATEGY: 9. Parent Opportunities to Support Reading**

SRM will provide multiple opportunities to involve parents in literacy.

**ACTION STEP: Preschool to Kindergarten Transitions**

Friday, April 19 a preschool Open House will be held.  SRM will contact preschools, neighborhood associations, APS Headstart, Evenstart, and Childfind programs to invite incoming Kindergarteners and their families to visit SRM to meet the teachers and see the campus.

**ACTION STEP: Read-a Thon**

Read-a-thon reading program used as an incentive for students, sponsored by parents

**ACTION STEP: Nightly reading**

Students are expected to read each night.  Parents support and monitor their students progress.

**ACTION STEP: Daily Read Aloud**

The school schedule provides 20 minutes of read aloud time each day. Parents attend to read to students.

**ACTION STEPS: Tumblebooks/online literacy programs**

Parents may support students in the home with online resources available.

GOAL: STRENGTHING MATH INSTRUCTIONAL PROGRAMS

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the math SGT of 50%.

**STRATEGY: 1. Core Math Program**

The Core math program will be fully implemented to correlate to the NM Common Core (K-5) and the math Standards (4-12)

**ACTION STEP:  Math Instruction**

Each teacher will spend 60 minutes per day implementing Math CCSS using Everyday math and other supplemental materials

**STRATEGY: 2. Tier ll Supports for Students in Math**

Intervention Math Programs are intended for flexible use as part of differentiated instruction, or in more intensive intervention, to meet student learning needs in specific areas in alignment with the NM RTI framework.

**ACTION STEP: Tier II Math Intervention**

Each student who is performing at Beginning Steps as assessed by District Short Cycle Assessments and classroom assessments in grades K-5 will receive 30 minutes per day of research based intervention outside of the 60 minute Math block.

**ACTION STEP: Strengthening**

One Classroom Reduction Teacher (CRT) will be paid with Title l funding.  The CRT teacher has been added to grade 3 in order to reduce classroom student numbers and increase teacher ability to do greater small group interventions in math.

**STRATEGY: 3. Tier lll Supports for Students in Math**

**ACTION STEP: Special Education**

Students who need additional math intervention per IEP will receive research based instruction that is systemic, sequential, explicit and multi-sensory by Special Education teachers. (Math U See and Voyages)

**STRATEGY: 4. Professional Development to Support Math**

Professional development in math for teachers and administrators are aligned with the CCSS including: description of delivery, methodology, length, relationship to student achievement, evidence based and follow up to professional development.

**ACTION STEP: Adaptation of Core Curriculum to CCSS Alignment**

On-going professional development to adapt and supplement the Core math program to meet the Common Core Standards for K-5

**ACTION STEP: Professional Development**

The Instructional Coach will provide professional development in supplemental core math programs in order to meet CCSS for all teachers.

**STRATEGY: 5. Collaboration Time for Math teachers**

SRM will dedicate time for data analysis and review to inform planning to deliver targeted instruction and support to students as needed.

**ACTION STEP: Grade Level Collaboration**

Teachers will meet a minimum of 3 hours per month to analyze data, monitor student progress, and identify strategies to advance student’s levels of proficiency.

**STRATEGY: 6. Monitoring of Math Instructional Programs**

The classroom teacher delivers the specific curriculum in an explicit systematic manner adhering to the fidelity of the program.

**ACTION STEP: Response to Math Intervention**

Teachers will use district and classroom assessments to progress monitor student achievement and determine next steps. Students who perform below benchmarks will receive math interventions.

**ACTION STEP: Classroom Observations**

Administration will observe and monitor classroom teachers to ensure the CCSS (K-5) are being addressed through the use of EveryDay Math and appropriate supplementary resource.

**STRATEGY: 7. College and Career Ready**

The school provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12 in math.

**ACTION STEP: Before and After School Programs**

Students will have opportunities to attend before and after school programs to increase academic growth:

EMSI, Elementary, Middle School Initiative; help with homework, improve ready and math skills

YDI Program, Reading and math tutoring, homework support, build social skills through literacy games

RGEC, Rio Grande Educational Collaborative, academic tutoring and instruction

OHIYESA, academic and family involvement amongst our native population

Parks and recreation, provides homework help to those who need before and after school care

**ACTION STEP: Summer Enrichment programs**

A Summer Enrichment Academy and Spanish Institute will be held during the summer months to provide academic support for students.  Focus will be new students to SRM, pre K and those to students needing academic skills support.

**STRATEGY: 8. Use of Data to Analyze Math**

A dialogue around how students are performing in math should guide action steps development in the webEPSS.

**ACTION STEP: Data Analysis**

Teachers will meet for a minimum of 2 hours per trimester with leadership team to collect and analyze district and state assessments in order to make a plan to further the growth of all students, determine next steps and inform instruction.

**STRATEGY: 9. Parent Opportunities to Support Math**

SRM will provide multiple opportunities to involve parents in math.  The math goal team will work with the school to plan school-wide opportunities for parents to receive information, training, and resources so parents can better support the learning of math in the home.

**ACTION STEP: Preschool to Kindergarten Transitions**

Friday, April 19 a preschool Open House will be held.  SRM will contact preschools, neighborhood associations, APS Headstart, Evenstart, and Childfind programs to invite incoming Kindergarteners and their families to visit SRM to meet the teachers and see the campus.

**ACTION STEP: Math Support for Parents**

Curriculum nights will share school resources and strategies that parents can use to support their child. Everyday math online- provide url and log in/password information so that students can extend math learning at home.

**ACTION STEP:  Scootpad/Kahn Academy/Math Online games**

Provide student access to math online games and programs to be used in the home