


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<b>Legal Name of Applicant:</b>  New Mexico Public Education Department	<b>Applicant's Mailing Address:</b>  300 Don Gaspar Jerry Apodaca Building Santa Fe, New Mexico 87501
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<b>Chief State School Officer (Printed Name):</b> Hanna Skandera	<b>Telephone:</b> 505.827.5800
<b>Signature of the Chief State School Officer:</b>  X 	<b>Date:</b>  1.17.13
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

# Continuation Awards Only Application for FY 2012 School Improvement Grants (SIG) Program

This application is being used for continuation awards in the following schools:

LEA NAME	SCHOOL NAME	COHORT #	IMPLEMENTATION PROGRESS TO DATE	PROJECTED AMOUNT OF FY 12 ALLOCATION
Pecos	Pecos Middle School	Cohort # 2	<p>Full implementation of the Transformation Model. The SEA, LEA and school continue to meet monthly to update progress based on SIG requirements. Significant work based on first quarter report includes:</p> <ol style="list-style-type: none"> <li>1. The 2012-2013 school year shows staffing changes from the previous year with the understanding that program continuity would progress in meeting set goals and objectives. A full-time principal, one full time assistant principal and 2 additional Language Arts teachers. Additionally, the Pecos Middle School has implemented the READ180 program for each grade level. The APANGEA/Think Through Math and Linda Mood Bell Learning Process programs are the recognized intervention programs for students struggling in math and reading.</li> <li>2. Through aligned professional development and the use of the McRel Walkthrough tool, staff is provided with input and feedback on the implementation of the skills/practices in the classroom setting.</li> <li>3. Pecos Middle School staff have held meetings for data analysis using data from the most recent SCA, SBA, and most recent classroom performance as a practice to determine classroom strategies, differentiated instruction practices, interventions, etc.</li> <li>4. Pecos Middle School Principal has required school counselor to align student schedules to meet student needs. GEAR-UP director works with the Principal to ensure additional services are provided for students in grades 7 and 8 including part-time tutor.</li> </ol>	\$624,817.00
Albuquerque	Highland HS	Cohort # 2	<p>Full implementation of the Transformation Model. The SEA, LEA and school continue to meet monthly to update progress based on SIG requirements. Significant work based on first quarter report includes:</p> <ol style="list-style-type: none"> <li>1. The staff has been deeply involved in high quality professional development this quarter. The math department began with two full days of training on the integration of the TI calculators into their classrooms. This has been followed by two days of on-site coaching from a TI trainer as well as one day of off-site training. The math department has also attended two days of Math Design</li> </ol>	\$740,000.00

			<p>Collaborative training provided by HSTW to learn to develop unit plans aligned to CCSS.</p> <ol style="list-style-type: none"> <li>2. Two members each from the LA, SS, and Science Departments attended two days of training on the Literacy Design Collaborative. Each Professional Learning Community also received an overview of the LDC modules. All staff trained on LDC the prior school year as well.</li> <li>3. PLC's received training on Lesson Study and during the month of October will practice a Lesson Study. This will be followed up in November with a day of PD based on integrating the LDC modules with Lesson Study. Content teams will develop a unit of instruction using the LDC modules based on CCSS to be presented during the second semester.</li> <li>4. Math Coach has begun the process of re-introducing math review. The math department continues to develop common six week assessments and is developing three formative assessments for each six week period.</li> <li>5. The Literacy Coach provided school wide training for each grade level on the school writing plan. The Coach took feedback from each grade level, both from the students and the staff to determine the effectiveness of the trainings. Data was gathered and shared with the Literacy Committee and Administration to prepare for future trainings.</li> </ol>	
	West Mesa HS	Cohort # 2	<p>Full implementation of the Transformation Model. The SEA, LEA and school continue to meet monthly to update progress based on SIG requirements. Significant work based on first quarter report includes:</p> <ol style="list-style-type: none"> <li>1. Professional Development is primarily delivered through the PLC's, however PD is occurring once a month during Staff Meetings. We do have a calendar in place now and have also conducted two all-staff training sessions through our SIG team. By conducting walk through observations in tandem, we have identified areas of need in staff skill sets and training.</li> <li>2. PD is ongoing through the PLC's. Two contractors from HSTW have worked with us – one for leadership training and one for PLC's. PLC facilitators have attended four days of training through HSTW. Our primary goal was completed as our PLC's this year was have our facilitators trained to lead their collaboration teams effectively.</li> <li>3. Literacy and math coaches were hired two years ago and in place since August of 2011. Math coach has implemented the ICU model for our Algebra I students. We are utilizing a PLC Coach to assist facilitators and PLCs with a Jim Knight approach to coaching aligned with best practices.</li> <li>4. Literacy coach has been with us since the start of the 2011-12 school years. She has conducted school-wide reading level tests in conjunction with the English department. Her work been around getting systems in place to practice effective literacy strategies across disciplines i.e., ER initiative, while keeping data on student achievement.</li> </ol>	\$740,000.00

	Rio Grande HS	Cohort # 2	<p>Full implementation of the Transformation Model. The SEA, LEA and school continue to meet monthly to update progress based on SIG requirements. Significant work based on first quarter report includes:</p> <ol style="list-style-type: none"> <li>1. High Schools That Work: Provided training prior to the first day of school on higher order thinking questioning, common assessments and the analyzing of common assessments. Ongoing Friday PD's Implemented –One day a month is with regard to research based instructional strategies and one day a month HSTW Implements based on PLC feedback.</li> <li>2. Each classroom is visited every 2 weeks with feedback based on training by New Mexico Public Education Department, schedule of zones, agenda of staff and administrative teams meetings. Professional Development Schedules adjusted as necessary.</li> <li>3. Pre and Post tests were created for core content areas. Training provided to determine level of rigor of the question and revisions taking place. Student not meeting standards required to attend tutoring options.</li> <li>4. Administrative team fully trained in observation and walkthrough methods. Continued calibration of PDP questions and post-observations conferences.</li> </ol>	\$717,000.00
Deming	Bell Elementary School	Cohort # 2	<p>Full implementation of the Turnaround Model. The SEA, LEA and school continue to meet monthly to update progress based on SIG requirements. Significant work based on first quarter report includes:</p> <ol style="list-style-type: none"> <li>1. All teachers have been trained on how to use the data warehouse where all data is kept for most assessments. K-1 teachers are also trained how to use the data for making instructional decisions for their students.</li> <li>2. The leadership team does classroom observations that give feedback on teacher instructional effectiveness and curriculum implementation with fidelity using the NM Teacher Evaluation Pilot Observation.</li> <li>3. The turnaround principal has remained at the leader at the school site for the 2012-2013 SY. All SIG staff has either stayed in place or has been replaced using the Chicago Turnaround Tool Kit for interviewing applicants. All teachers are to continue with their assigned content specific jobs in reading and math with integration of science and social studies to be taught.</li> </ol>	\$597,829.00
Alamogordo	Alamogordo HS	Cohort # 2	<p>Full implementation of the Transformation Model. The SEA, LEA and school continue to meet monthly to update progress based on SIG requirements. Significant work based on first quarter report includes:</p> <ol style="list-style-type: none"> <li>1. New mechanisms such as Discovery Assessments are in place; some disciplines have developed common assessments but still require the methods to discuss their data.</li> <li>2. Staff is currently implementing new strategies provided by instructional leads and High Schools That Work (HSTW).</li> <li>3. Discovery Assessment in place but still require further training on its usage, Alpine</li> </ol>	\$550,012.00

			Assessments available as an additional tool but has yet to be utilized by staff. Data mechanisms are in place for relevant sources and are being collected; data has not been fully utilized to make decisions.	
			4. Changed to a flex schedule with extended learning time, hiring of HSTW staff for continuous support of school improvement models, the addition of the Seminar period twice per week, and incentive for perfect attendance for seniors.	

**In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).**

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			

**School Improvement Grants (SIG) Program FY 2012 Assurances**

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

- Use FY 2012 SIG funds solely to make continuation awards and will not make any new awards<sup>1</sup> to its LEAs.
- Use the renewal process identified in New Mexico's most recently approved SIG application to determine whether to renew an LEA's School Improvement Grant.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Report the specific school-level data required in section III of the final SIG requirements.

**By submitting the assurances and information above, New Mexico agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2012 SIG application.**

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<sup>1</sup> A "new award" is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2013–2014 school year. New awards may be made with the FY 2012 funds or any remaining SIG funds not already committed to grants made in earlier competitions.