

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 61%.

Filing Cabinet Count	0	Budgeted:	\$7,135.00
SEA Resources Available	7	Actual:	\$7,135.00

STRATEGY 1. Core Reading Program

The Core Reading Program will include full implementation of the NM Common Core State Standards including Common Core shifts. Identify: Core program by name; grade levels being served; frequency and duration of delivery.

Filing Cabinet Count	0
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ACTION STEP Core Reading - McDougal Littell

ATDA teachers use the McDougal Littell system as their core in Language Arts. The program is aligned to New Mexico Common Core Standards and is kept up to date by the continual review and ordering of new materials. Per Turnaround Principle 5, teachers also continually evaluate the effectiveness of the core curriculum and discuss, in Friday Professional Learning Community time, any needed adjustments to the existing core.

Status	In Progress 12/17/2013	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

TASKS 1 of 2 Complete

Core Reading Evaluation	Completed	Due 5/31/2015
At the end of the 2014-2015 school year, based upon continuous review throughout the school year, the principal and staff of ATDA will make a determination as to the effectiveness of the McDougal Littell curriculum.		
In-Class Data Analysis	In Progress	Due 5/31/2017
Teachers are required as part of their instruction to offer a pretest and a posttest to students in order to track in-class growth. This data is presented to students and is used to guide future differentiated instruction.		

ACTION STEP Spanish Core Materials

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 1. Core Reading Program

ACTION STEP Spanish Core Materials

Utilizing funds from the regular Title I allotment, additional core Spanish books will be ordered for use by both Spanish and English classes at the school. These materials will allow for increased support for ELL and Bilingual students.

Status	Completed 01/07/2016	Filing Cabinet Count	1
Start-End Dates	02/01/2015 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP PEP Forms

As a defining feature of ATDA, all students are monitored via a custom Personalized Education Plan. These forms are created with the aid of students and parents and are the basis for dialogue at Open Houses and Parent/Teacher Conferences. The forms include custom differentiation for each student, testing scores on relevant assessments, and an action plan for each student to maximize success at the school.

Status	In Progress 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/31/2017		
Tags	Parent		
Persons Responsible	Gloria Garza		

TASKS 3 of 3 Complete

PEP Creation	Completed	Due 10/15/2015
PEP Documents are created each year with the assistance of students and parents prior to 1st Semester Conferences.		
PEP Review (Fall)	Completed	Due 10/31/2015
All PEP Documents, in addition to being reviewed by teachers on a weekly basis, are edited and confirmed during Fall Parent/Teacher Conferences.		
PEP Review (Spring)	Completed	Due 3/31/2016
All PEP Documents, in addition to being reviewed by teachers on a weekly basis, are edited and confirmed during Spring Parent/Teacher Conferences.		

ACTION STEP Core Reading - IDEAL-NM Courses

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 1. Core Reading Program

ACTION STEP Core Reading - IDEAL-NM Courses

Language Arts teachers at ATDA have access to IDEAL-NM, a computer-based program that allows course content to be custom-tailored to a student's individual needs. Use of the program is embedded into the normal curriculum for all students. Certain students are assigned all of their core coursework through IDEAL where appropriate. In accordance with Turnaround Principle 2, the effectiveness of all programs of this nature and the ability of the teacher to utilize the program are reviewed by both administration and through the examination of data.

Status	In Progress 02/25/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Michael Davis, Gloria Garza		

STRATEGY 2. Tier II Supports for Students in Reading

Intervention Reading Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s), to meet student learning needs in specific areas in alignment with the NM RTI Framework. Identify: research-based programs/strategies; students being served; and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count	0	Budgeted	\$7,135.00
		Actual	\$7,135.00

ACTION STEP Reading Plus Program

As our main Tier II support program for reading, ATDA has implemented the Reading Plus program. This program was selected by a collection of staff members, parents, and council members and was researched as being the most effective program for servicing our students. This program will be administered in the classroom as a supplement to Tier 1 instruction in accordance with Turnaround Principle 4, as the instructional program will be strengthened and differentiated with the addition of this resource.

Status	Completed 12/12/2014	Filing Cabinet Count	0
Start-End Dates	01/07/2013 - 08/31/2014		
Tags	RFA-P/F-14, DRev		
Persons Responsible	Gloria Garza		

ACTION STEP ATDA Mobile Literacy Lab

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 2. Tier II Supports for Students in Reading

ACTION STEP ATDA Mobile Literacy Lab

ATDA will continue to expand the Mobile Literacy Lab in 2015-2016 by utilizing Title I P/F funding to purchase both new eReader devices and additional mobile technologies. Using this updated lab, students will have access to a myriad of previously inaccessible reading materials and specialized programs to provide full differentiated support to Language Arts classes and to any student in need of intensive reading intervention or support.

Status	Completed 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2016		
Tags	RFA-P/F-15, RFA-P/F, DRev		
Persons Responsible	Gloria Garza		

ACTION STEP Specialized IDEAL-NM Courses

Students who are in need of an alternative curriculum will, by the end of the 2012-2013 school year, have access to specialized IDEAL-NM Courses that will be custom-tailored to the students' individual needs. IDEAL-NM Courses are available in a wide range of fields and are online-based.

Status	Completed 01/31/2013	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/30/2013		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Elective Tutoring

Students who are deemed in need of extra support beyond the classroom are, in accordance with Turnaround Principle 3, assigned to attend tutoring sessions outside of normal class time as arranged between the teacher of record and the student. This tutoring is typically group related or based on one-on-one interactions.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Friday School

Students who are deemed in need of extra support beyond the classroom are, in accordance with Turnaround Principle 3, assigned to attend school on Fridays with a fully-certified teacher as the attendant. Friday School takes the form of informal tutoring and typically features small-group and one-on-one interactions.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 2. Tier II Supports for Students in Reading

ACTION STEP Check NWEA Reading Scores for Beginning Steps

NWEA reading scores are reviewed and those that indicate issues with proficiency are selected for additional reading tutoring and/or differentiated instruction.

Status	In Progress 01/28/2014	Filing Cabinet Count	0
Start-End Dates	09/09/2012 - 05/31/2017		
Tags	DRev		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Student Staffing

In accordance with Turnaround Principle 4, as part of staff PLC on Fridays, teachers are encouraged to compile evidence on struggling students and to compare when a student can be identified as struggling in multiple areas. Students who are identified are placed on a staffing form and are subject to basic interventions and increased differentiation from ATDA teachers as an early measure. Students who continue to struggle after being staffed are subject to further interventions.

Status	In Progress 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/31/2017		
Tags	Parent		
Persons Responsible	Gloria Garza		

ACTION STEP SAIP Forms

As a reinforcement for Turnaround Principle 7, students for whom staffing interventions and differentiation are proving ineffective are placed on a Student Academic Intervention Plan which entails direct parental contact and involvement in a student's academic livelihood as an enhanced intervention and as evidence towards an eventual SAT referral if interventions continue to be unsuccessful. These forms are shared with the principal and with mentor teachers at the school.

Status	In Progress 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/31/2017		
Tags	Parent		
Persons Responsible	Gloria Garza		

ACTION STEP Student Assistance Team Recommendations

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 2. Tier II Supports for Students in Reading

ACTION STEP Student Assistance Team Recommendations

Teachers will monitor student progress and initiate a SAT referral for any student having unusual difficulty in classroom performance.

Status	In Progress	10/12/2012	Filing Cabinet Count	0
Start-End Dates	09/09/2012 - 05/31/2017			
Persons Responsible	Gloria Garza			

ACTION STEP Discovery Software

In order for teachers and EAs to differentiate effectively towards the lowest performing population at the school, instructional software especially suited towards their aims are needed. The acquisition of this Tier II software helps assist these professionals in accordance with Turnaround Principle 7 funded by Title I.

Status	Completed	02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/31/2017			
Persons Responsible	Michael Davis, Gloria Garza			

ACTION STEP Differentiate Instruction in ELA

Adobe Creative Suite programs will improve ATDA’s instructional program in reading by improving teachers’ ability to assess students’ skillsthrough multiple intelligences. Also, these programs assist students in numerous creative endeavors and apply their skills at all levels of Bloom’s Taxonomy that are essential to the learning process. Kinesthetic learners will be able to develop their skills by using programs in which they can interact and create in conjunction with their own unique interests.

Status	In Progress	02/05/2017	Filing Cabinet Count	0
Start-End Dates	07/01/2016	06/30/2017	Budgeted	\$2,100.00
Tags	RFA-P/F-16		Actual	\$2,100.00

ACTION STEP Supplement Math & ELA Materials

Albuquerque Talent Development Secondary

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

ACTION STEP **Supplement Math & ELA Materials**

This program will expand and improve instructional strategies and provide an opportunity for differentiated instruction by supplementing existing core materials in Math and Language Arts. Discovery Education Stream Plus will provide content to students in digital format in order to engage struggling students. Also, by teaching math and literacy skills in and through history/social studies, science, and technical content areas; students will become stronger critical thinkers who are better prepared for college and career success.

This program aides in cross curricular instruction which strengthens the schools overall instructional program.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$3,150.00
Tags	RFA-P/F-16	Actual	\$3,150.00

ACTION STEP **Supplement Reading Materials**

Print Plus (print and digital) subscriptions to TIME Magazine, National Geographic, and New York Times Upfront will help students meet the State's levels of student academic achievement by promoting reading comprehension across a wide variety of nonfiction text formats including articles, opinion pieces, interviews, and debates. Research demonstrates that magazines help teachers build students' reading skills by: motivating students to read, allowing for differentiated instruction, providing age-appropriate nonfiction, offering help for struggling readers, providing a valuable link between home and school, and using researched based activities to build reading skills. By teaching literacy skills in and through history/social studies, science, and technical content areas; students will become stronger critical thinkers who are better prepared for college and career success.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	06/30/2016 - 06/30/2017	Budgeted	\$1,885.00
Tags	RFA-P/F-16	Actual	\$1,885.00

STRATEGY **3. Tier III Supports for Students in Reading**

Scientificallly research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count	0
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ACTION STEP **EA Support**

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 3. Tier III Supports for Students in Reading

ACTION STEP EA Support

Students in need of Tier II and Tier III interventions have access to multiple fully-certified Educational Assistants at ATDA who are also certified teachers. These staff members provide one-on-one support when appropriate and can, in accordance with Turnaround Principle 6, provide better environmental conditions for students as well as refer them to counseling and other services. One of the EAs hired will be paid through Title I funds at a .62 FTE.

Status	In Progress 02/05/2017	Filing Cabinet Count	1
Start-End Dates	08/10/2016 - 05/31/2017		
Tags	NMIADP, DRev		
Persons Responsible	Gloria Garza		

ACTION STEP IEP Interventions

As part of ATDA dedication to full inclusion and individual student intervention, IEPs are issued and followed in accordance with law. IEPs are used to provide individualized instructions for students with disabilities.

Status	In Progress 04/04/2013	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Tags	SpecialED		
Persons Responsible	Lucinda Molina		

ACTION STEP IDEAL-NM Support Staff Member

For the 2015-2016 school year, a staff member has been paid through Title I to provide Tier III support for students taking IDEAL-NM classes. This support is focused on the lowest-performing students in the program, and students who have pre-existing interventions on file. This staff member will be paid at a .03 FTE from PF funds, and at a .14 FTE from regular Title I funds.

Status	Completed 02/05/2017	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 06/30/2016		
Persons Responsible	Gloria Garza		

ACTION STEP Targeted IDEAL Classes

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 3. Tier III Supports for Students in Reading

ACTION STEP Targeted IDEAL Classes

In accordance with Turnaround Principal 4, short-cycle and state testing data is analyzed at ATDA in order to identify students who are in need of extra differentiation in Language Arts and Mathematics. Regular Education teachers are then utilized to teach and/or facilitate a class period structured towards Tier II and Tier III intervention in the WebEPSS document. Typically, these classes also have a data measure to ensure that the programs and methods used in these recovery class periods are effective and a proper use of funds. 0.15 FTE Funded by Title I.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/31/2017		
Persons Responsible	Michael Davis, Gloria Garza		

STRATEGY 4. Professional Development to support Reading

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

Filing Cabinet Count 0

ACTION STEP ATDA Staff Trainings (2015-2016)

All ATDA Staff, in accordance with Turnaround Principals 2, 4, and 5, are trained on a variety of disciplines throughout the duration of each school year. For specific information about training sessions, refer to the list in the WebEPSS Filing Cabinet that will be updated quarterly.

Status	Completed 02/05/2017	Filing Cabinet Count	2
Start-End Dates	07/01/2015 - 06/30/2016		
Persons Responsible	Gloria Garza		

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 4. Professional Development to support Reading

ACTION STEP ATDA Staff Trainings (2015-2016)

TASKS 4 of 4 Complete

Training Review Q1	Completed	Due 10/9/2015
A Quarter 1 review of the list of staff training sessions.		
Training Review Q2	Completed	Due 12/18/2015
A Quarter 2 review of the list of staff training sessions.		
Training Review Q3	Completed	Due 3/11/2016
A Quarter 3 review of the list of staff training sessions.		
Training Review Q4	Completed	Due 5/31/2016
A Quarter 4 review of the list of staff training sessions.		

ACTION STEP ATDA Staff Trainings (2016-2017)

All ATDA Staff, in accordance with Turnaround Principals 2, 4, and 5, are trained on a variety of disciplines throughout the duration of each school year. For specific information about training sessions, refer to the list in the WebEPSS Filing Cabinet that will be updated periodically.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Gloria Garza		

STRATEGY 5. Collaboration Time for Reading Teachers

Dedicated and scheduled time during the school day for data analysis and review to inform planning to deliver targeted instruction and support to students as needed.

Filing Cabinet Count 0

ACTION STEP PLC

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 5. Collaboration Time for Reading Teachers

ACTION STEP PLC

ATDA teachers engage in weekly Professional Learning Communities during which time they collaborate on data results, lesson plans, and cross-curricular endeavors. In response to the 2013/2014 data review, the format of PLC was restructured to allow for an hour of collaborative time each week that teachers can use to share relevant data.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Tags	DRev		
Persons Responsible	Gloria Garza		

ACTION STEP Collaborative Conferences

ATDA teachers are sent in teams to conferences pertaining to course design and strategy implementation, ensuring that they are able to collaborate according to Turnaround Principle 3 and are able to be effective and improve instruction according to Turnaround Principle 2.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

STRATEGY 6. Monitoring of Reading Instructional Programs

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count	0
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ACTION STEP Differentiated Instruction

All ATDA teachers construct lesson plans that use the provided school resources in a variety of ways to most effectively instruct all students. Teachers routinely review their plans in order to evaluate their quality in accordance with Turnaround Principle 2.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Staff Observation

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 6. Monitoring of Reading Instructional Programs

ACTION STEP Staff Observation

In accordance with Turnaround Principle 2 and the NM Teach teacher evaluation system, all ATDA teachers are evaluated formally two times a year and are given informal feedback on a constant basis. Only staff who are determined to be effective are retained.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP In-Class Data Analysis

Teachers are responsible for maintaining in-class data that consists of both pre-test and post-test assessments. This data is analyzed collaboratively in staff PLCs in accordance with Turnaround Principle 2 to continually improve classroom instruction.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Evaluation of Library Resources

To better support Special Education and ELL students at ATDA, before the end of the 2013-2014 school year, an evaluation of library materials will be conducted in order to guide future budgetary decisions at the school.

Status	Completed 03/24/2014	Filing Cabinet Count	0
Start-End Dates	01/06/2014 - 05/29/2014		
Tags	ELL, SpecialED, DRev		
Persons Responsible	Gloria Garza		

STRATEGY 7. College and Career Ready (Grades 8-12)

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

ACTION STEP Dual Enrollment

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 7. College and Career Ready (Grades 8-12)

ACTION STEP Dual Enrollment

Students at ATDA will be given the opportunity to enroll in classes at both Central New Mexico Community College (CNM) and the University of New Mexico (UNM) as part of a dual credit program.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Johns Hopkins Program

Accelerated students will have an opportunity to take distance learning courses through Johns Hopkins University as part of a gifted program.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP College & Career Curriculum

Students will have the opportunity to take classes at ATDA including College Readiness and Workplace Readiness that enforce real-world skills and expose students to non-academic factors of achievement in accordance with Turnaround Principle 6.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP College Recruitment Days

Students at ATDA will have the opportunity to attend presentations by both CNM and UNM staff concerning possible college programs and enrollment.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP 2013 PSAT Administration

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY 7. College and Career Ready (Grades 8-12)

ACTION STEP 2013 PSAT Administration

The 2013 PSAT will be administered at ATDA so that future results can be analyzed.

Status	Completed 10/24/2012	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 11/30/2013		
Timeline Notes	Testing will take place in accordance with the state's testing window.		
Persons Responsible	Michael Davis, Gloria Garza, William Jackson, Lucinda Molina		

ACTION STEP 2014 PSAT Administration

The 2014 PSAT will be administered at ATDA so that future results can be analyzed.

Status	Completed 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 11/30/2014		
Persons Responsible	Michael Davis, Gloria Garza, William Jackson, Lucinda Molina		

ACTION STEP 2015 PSAT Administration

The 2015 PSAT will be administered at ATDA so that future results can be analyzed.

Status	Completed 01/07/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2015 - 11/30/2015		
Persons Responsible	Michael Davis, Gloria Garza, Raymond Irizarry		

ACTION STEP 2016 PSAT Administration

The 2016 PSAT will be administered at ATDA so that future results can be analyzed.

Status	Completed 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 11/30/2016		
Persons Responsible	Michael Davis, Gloria Garza, Raymond Irizarry		

STRATEGY Use of Data to Analyze Reading

A dialogue around how students are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and is uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 0

ACTION STEP In-Class Data Analysis

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP In-Class Data Analysis

Teachers are responsible for maintaining in-class data that consists of both pre-test and post-test assessments. This data is analyzed collaboratively in staff PLCs in accordance with Turnaround Principle 2 to continually improve classroom instruction.

Status	In Progress	09/03/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017			
Persons Responsible	Gloria Garza			

ACTION STEP 2016 SBA Analysis

The results of the Spring 2016 Standards Based Assessment will be examined to identify student needs where students were very close to passing and where students had significant gaps in knowledge. Strategies will be established to aid the students in obtaining a passing mark. In accordance with Turnaround Principle 7, results will also be shared with parents at Open Houses and Parent-Teacher Conferences.

Status	Completed	10/12/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 09/15/2016			
Tags	Parent			
Persons Responsible	Michael Davis, Gloria Garza			

TASKS 2 of 2 Complete

SBA Analysis	Completed	Due 9/15/2016
Student scores are analyzed to identify gaps in knowledge.		
Compare NWEA to SBA	Completed	Due 9/15/2016
Check on students who took the SBA in Spring 2014, compare to current NWEA. Use NWEA specifics to adjust student curriculum.		
		Michael Davis (School)

ACTION STEP 2016 PARCC Analysis

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP 2016 PARCC Analysis

The results of the Spring 2016 PARCC Assessment will be examined to identify student needs where students were very close to passing and where students had significant gaps in knowledge. Strategies will be established to aid the students in obtaining a passing mark. In accordance with Turnaround Principle 7, results will also be shared with parents at Open Houses and Parent-Teacher Conferences.

Status	Completed 01/07/2016	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 12/16/2016		
Tags	Parent		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Early-Cycle Assessment

Students will be given an NWEA short-cycle assessment during the first weeks of school. This assessment will identify student knowledge and abilities. Teachers will use related New Mexico Standards to configure their 1st nine weeks of instruction.

Status	Completed 12/23/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 09/30/2016		
Timeline Notes	Teachers will receive training in assessment procedures and in deciphering the breakdown of individual benchmarks.		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Early-Cycle Assessment Review

In accordance with Turnaround Principle 5, ATDA teachers will examine the data from the first cycle of NWEA testing during Friday PLC time in order to improve in-class instruction as well as to refine their Personalized Education Plans for students, which may include reclassification or an adjustment of strategies.

Status	Completed 10/24/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 09/30/2016		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Mid-Cycle Assessment

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP Mid-Cycle Assessment

Students will be given an NWEA short-cycle assessment sometime in the month of December as a mid-cycle assessment. This assessment will identify growth of student knowledge and abilities. Teachers will use related New Mexico Standards to configure their 3rd nine weeks of instruction.

Status	Completed 12/12/2014	Filing Cabinet Count	0
Start-End Dates	12/01/2016 - 03/31/2017		
Timeline Notes	Teachers will receive training in assessment procedures and in deciphering the breakdown of individual benchmarks.		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Mid-Cycle Assessment Review

In accordance with Turnaround Principle 5, ATDA teachers will examine the data from the second cycle of NWEA testing during Friday PLC time in order to improve in-class instruction as well as to refine their Personalized Education Plans for students, which may include reclassification or an adjustment of strategies.

Status	Not Begun 02/05/2017	Filing Cabinet Count	0
Start-End Dates	12/01/2016 - 03/31/2017		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP 2017 PARCC Administration

The 2017 PARCC will be administered at ATDA so that future results can be analyzed.

Status	Not Begun 01/29/2014	Filing Cabinet Count	0
Start-End Dates	12/01/2016 - 05/31/2017		
Timeline Notes	Testing will take place in accordance with the state's testing window.		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP End-Cycle Assessment

Albuquerque Talent Development Secondary

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP End-Cycle Assessment

Students will be given an NWEA short-cycle assessment sometime in the month of April as a end-cycle assessment. This assessment will identify growth of student knowledge and abilities. Teachers will use related New Mexico Standards to configure their 4th nine weeks of instruction.

Status	Not Begun 01/29/2014	Filing Cabinet Count	0
Start-End Dates	04/01/2017 - 05/31/2017		
Timeline Notes	Teachers will recieve training in assessment procedures and in deciphering the breakdown of individual benchmarks.		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP End-Cycle Assessment Review

In accordance with Turnaround Principle 5, ATDA teachers will examine the data from the third cycle of NWEA testing during Friday PLC time in order to improve in-class instruction as well as to refine their Personalized Education Plans for students, which may include reclassification or an adjustment of strategies.

Status	Not Begun 01/29/2014	Filing Cabinet Count	0
Start-End Dates	04/01/2017 - 05/31/2017		
Persons Responsible	Michael Davis, Gloria Garza		

Albuquerque Talent Development Secondary

GOAL Strengthening 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 55%.

Filing Cabinet Count	0	Budgeted:	\$16,865.00
SEA Resources Available	7	Actual:	\$16,865.00

STRATEGY 1. Core Math Program

The Core Math Program will include full implementation of the NM Common Core State Standards including Common Core shifts. Identify: core program by name; grade levels being served; frequency, and duration of delivery.

Filing Cabinet Count	0
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ACTION STEP Core Math - McDougal Littell

ATDA teachers use the McDougal Littell system as their core in Mathematics. The program is aligned to New Mexico State Standards and is kept up to date by the continual review and ordering of new materials. Per Turnaround Principle 5, teachers also continually evaluate the effectiveness of the core curriculum and discuss, in Friday Professional Learning Community time, any needed adjustments to the existing core.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

TASKS 1 of 2 Complete

Core Math Evaluation	Completed	Due 5/31/2015
At the end of the 2014-2015 school year, based upon continuous review throughout the school year, the principal and staff of ATDSCS will make a determination as to the effectiveness of the McDougal Littell curriculum.		Gloria Garza (School) , Michael Davis (School)
In-Class Data Analysis	In Progress	Due 5/31/2017
Teachers are required as part of their instruction to offer a pretest and a posttest to students in order to track in-class growth. This data is presented to students and is used to guide future differentiated instruction.		Gloria Garza (School)

ACTION STEP PEP Forms

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 1. Core Math Program

ACTION STEP PEP Forms

As a defining feature of ATDA, all students are monitored via a custom Personalized Education Plan. These forms are created with the aid of students and parents and are the basis for dialogue at Open Houses and Parent/Teacher Conferences. The forms include custom differentiation for each student, testing scores on relevant assessments, and an action plan for each student to maximize success at the school.

Status	In Progress 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/31/2017		
Tags	Parent		
Persons Responsible	Gloria Garza		

TASKS 3 of 3 Complete

PEP Creation	Completed	Due 10/15/2015
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PEP Documents are created each year with the assistance of students and parents prior to 1st Semester Conferences.

PEP Review (Fall)	Completed	Due 10/31/2015
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All PEP Documents, in addition to being reviewed by teachers on a weekly basis, are edited and confirmed during Fall Parent/Teacher Conferences.

PEP Review (Spring)	Completed	Due 3/31/2016
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All PEP Documents, in addition to being reviewed by teachers on a weekly basis, are edited and confirmed during Spring Parent/Teacher Conferences.

ACTION STEP Core Math - IDEAL-NM Courses

Mathematics teachers at ATDA have access to IDEAL-NM, a computer-based program that allows course content to be custom-tailored to a student's individual needs. Use of the program is embedded into the normal curriculum for all students. Certain students are assigned all of their core coursework through IDEAL where appropriate. In accordance with Turnaround Principle 2, the effectiveness of all programs of this nature and the ability of the teacher to utilize the program are reviewed by both administration and through the examination of data.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Advisory Period

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 1. Core Math Program

ACTION STEP Advisory Period

For the 2015/2016 school year, ATDA has eliminated the Math Facts period and instead has implemented an Advisory Period in the middle of the school day. Teachers instruct students in mathematics-based fields, such as horticulture and electronic production, in order to provide supplemental mathematical context.

Status	In Progress 03/24/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2015 - 05/31/2017		
Tags	DRev		

ACTION STEP Core Math - Elective Math Offerings

In order to assist ATDA students with completing 4 years of eligible mathematics for graduation, many programs are being piloted at the school, including the addition of a Business Computing class, an Excel class, and a Stock Market Game class. These classes will serve as alternates for lower level mathematics classes and/or as a 4th year elective math when possible to give students more flexibility with their math curriculums.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/31/2017		
Persons Responsible	Gloria Garza		

STRATEGY 2. Tier II Support for Students in Math

Intervention Math Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s) to meet student learning needs in specific areas, in alignment with the NM RTI Framework. Identify" research-based programs/strategies; students being served, and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count	0	Budgeted	\$16,865.00
		Actual	\$16,865.00

ACTION STEP Think Through Math Program

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 2. Tier II Support for Students in Math

ACTION STEP Think Through Math Program

As our main Tier II support program for math, ATDA has implemented the Think Through Math program. This program was selected by a collection of staff members, parents, and council members and was researched as being the most effective program for servicing our students. This program will be administered in the classroom as a supplement to Tier 1 instruction in accordance with Turnaround Principle 4, as the instructional program will be strengthened and differentiated with the addition of this resource as paid for by Title I.

Status	In Progress 01/07/2016	Filing Cabinet Count	0
Start-End Dates	01/07/2013 - 05/31/2017		
Tags	RFA-P/F-14, DRev		
Persons Responsible	Gloria Garza		

TASKS 0 of 1 Complete

Renewal of TTM	In Progress	Due 5/31/2016
In order for teacher and EAs to differentiate effectively towards the lowest performing population at the school, instructional software especially suited towards their aims are needed. The acquisition of this Tier II software helps assist teachers.		Gloria Garza (School) , Michael Davis (School)

ACTION STEP SMART Board Use

SMART Boards will be purchased to allow teachers and students to access the digital tools that ATDA will use to improve students' academic performance. SMART Boards will promote kinesthetic learning for students who are non-auditory and non-visual learners. Also funded by Title I Regular and Focus funds.

Status	In Progress 05/02/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017	Budgeted	\$13,650.00
Tags	RFA-P/F-16	Actual	\$13,650.00
Persons Responsible	Gloria Garza		

ACTION STEP Specialized IDEAL-NM Courses

Students who are in need of an alternative curriculum will, by the end of the 2012-2013 school year, have access to specialized IDEAL-NM Courses that will be custom-tailored to the students' individual needs. IDEAL-NM Courses are available in a wide range of fields and are online-based.

Status	Completed 01/31/2013	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/30/2013		
Persons Responsible	Michael Davis, Gloria Garza		

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 2. Tier II Support for Students in Math

ACTION STEP Elective Tutoring

Students who are deemed in need of extra support beyond the classroom are, in accordance with Turnaround Principle 3, assigned to attend tutoring sessions outside of normal class time as arranged between the teacher of record and the student. This tutoring is typically group related or based on one-on-one interactions.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Friday School

Students who are deemed in need of extra support beyond the classroom are, in accordance with Turnaround Principle 3, assigned to attend school on Fridays with a fully-certified teacher as the attendant. Friday School takes the form of informal tutoring and typically features small-group and one-on-one interactions.

Status	In Progress 09/06/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Check NWEA Math Scores for Beginning Steps

NWEA math scores are reviewed and those that indicate issues with proficiency are selected for additional math tutoring and/or differentiated instruction.

Status	In Progress 02/09/2014	Filing Cabinet Count	0
Start-End Dates	09/09/2012 - 05/31/2017		
Tags	DRev		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Student Staffing

In accordance with Turnaround Principle 4, as part of staff PLC on Fridays, teachers are encouraged to compile evidence on struggling students and to compare when a student can be identified as struggling in multiple areas. Students who are identified are placed on a staffing form and are subject to basic interventions and increased differentiation from ATDA teachers as an early measure. Students who continue to struggle after being staffed are subject to further interventions.

Status	In Progress 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/31/2017		
Tags	Parent		
Persons Responsible	Gloria Garza		

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 2. Tier II Support for Students in Math

ACTION STEP Student Staffing

ACTION STEP SAIP Forms

As a reinforcement for Turnaround Principle 7, students for whom staffing interventions and differentiation are proving ineffective are placed on a Student Academic Intervention Plan which entails direct parental contact and involvement in a student's academic livelihood as an enhanced intervention and as evidence towards an eventual SAT referral if interventions continue to be unsuccessful. These forms are shared with the principal and with mentor teachers at the school.

Status	In Progress 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/31/2017		
Tags	Parent		
Persons Responsible	Gloria Garza		

ACTION STEP Student Assistance Team Recommendations

Teachers will monitor student progress and initiate a SAT referral for any student having unusual difficulty in classroom performance.

Status	In Progress 02/09/2014	Filing Cabinet Count	0
Start-End Dates	09/09/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Differentiate Instruction in Math

Math Tools SMART Software License-The math tools software provides features that will support visual and kinesthetic learning of different mathematical concepts and skills. Students at all levels of understanding will benefit from the hands on interactivity. Teachers will be able to check understanding as students work through problems and quickly provide feedback as needed to support student understanding. Algebra/Virtual Manipulatives SMART Board use-Manipulatives are essential to bringing the abstract mathematical concepts into concrete form that promotes students to interact and build their knowledge. This is especially true for students that struggle with key concepts in mathematics. These tools will benefit the lowest performing students by engaging them and prompting them to take action in their own learning process. Air Track-specifically supports hands-on learning and critical thinking skills in math for lessons in linear motion. This promotes proficiency in algebra.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$3,215.00
Tags	RFA-P/F-16	Actual	\$3,215.00

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 3. Tier III Supports for Students in Math

Scientific research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count 0

ACTION STEP Special Education Support

Students in need of Tier III interventions will have access to a fully-certified Special Education Expert at ATDA with a mathematics background. This staff member will provide one-on-one support when appropriate and can, in accordance with Turnaround Principle 6, provide better environmental conditions for students as well as refer them to counseling and other services. This staff member will support a planned new teacher hire in 2017-2018 in the dual-endorsed areas of Math and Science, as data indicates the need for extra teaching resources in these overlapping areas.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Tags	NMIADP, DRev		
Persons Responsible	Gloria Garza		

ACTION STEP Applied Math Course

Based on their data scores, students may be required to enroll in a special elective math course in accordance with Turnaround Principle 3. Students scoring low in Math will be required to report to the elective, which is conducted by a fully-qualified Mathematics teacher. This program will be utilized whenever possible to assist students in increasing their proficiency scores on relevant testing. Alternately, parents may request that their child be placed into the program.

Status	In Progress 01/07/2016	Filing Cabinet Count	0
Start-End Dates	01/06/2014 - 05/31/2017		
Tags	Parent, DRev		
Persons Responsible	Gloria Garza		

ACTION STEP IEP Interventions

As part of ATDA dedication to full inclusion and individual student intervention, IEPs are issued and followed in accordance with law. IEPs are used to provide individualized instructions for students with disabilities.

Status	In Progress 04/04/2013	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Tags	SpecialED		
Persons Responsible	Lucinda Molina		

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 3. Tier III Supports for Students in Math

ACTION STEP IDEAL-NM Support Staff Member

For the 2015-2016 school year, a staff member has been paid through Title I to provide Tier III support for students taking IDEAL-NM classes. This support is focused on the lowest-performing students in the program, and students who have pre-existing interventions on file. The budget information for this staff member is present under the equivalent action step in Tier III Supports for Students in Reading.

Status	Completed 02/05/2017	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 06/30/2016		
Persons Responsible	Gloria Garza		

ACTION STEP Targeted IDEAL Classes

In accordance with Turnaround Principal 4, short-cycle and state testing data is analyzed at ATDA in order to identify students who are in need of extra differentiation in Language Arts and Mathematics. Regular Education teachers are then utilized to teach and/or facilitate a class period structured towards Tier III intervention in the WebEPSS document. Typically, these classes also have a data measure to ensure that the programs and methods used in these recovery class periods are effective and a proper use of funds.

Status	Not Begun 05/02/2016	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/31/2017		
Persons Responsible	Michael Davis, Gloria Garza		

STRATEGY 4. Professional Development to support Math

Professional Development in Math for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in math, evidence based, and follow up to professional development

Filing Cabinet Count 0

ACTION STEP ATDA Staff Trainings (2015-2016)

All ATDA Staff, in accordance with Turnaround Principals 2, 4, and 5, are trained on a variety of disciplines throughout the duration of each school year. For specific information about training sessions, refer to the list in the WebEPSS Filing Cabinet that will be updated quarterly.

Status	Completed 02/05/2017	Filing Cabinet Count	2
Start-End Dates	07/01/2015 - 06/30/2016		
Persons Responsible	Gloria Garza		

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 4. Professional Development to support Math

ACTION STEP ATDA Staff Trainings (2015-2016)

TASKS 4 of 4 Complete

Training Review Q1	Completed	Due 10/9/2015
A Quarter 1 review of the list of staff training sessions.		
Training Review Q2	Completed	Due 12/18/2015
A Quarter 2 review of the list of staff training sessions.		
Training Review Q3	Completed	Due 3/18/2016
A Quarter 3 review of the list of staff training sessions.		
Training Review Q4	Completed	Due 5/31/2016
A Quarter 4 review of the list of staff training sessions.		

ACTION STEP ATDA Staff Trainings (2016-2017)

All ATDA Staff, in accordance with Turnaround Principals 2, 4, and 5, are trained on a variety of disciplines throughout the duration of each school year. For specific information about training sessions, refer to the list in the WebEPSS Filing Cabinet that will be updated periodically.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Gloria Garza		

STRATEGY 5. Collaboration Time for Math Teachers

Dedicated and scheduled time during the school day for data analysis and review to inform planning to delivery targeted instruction and support to students as needed.

Filing Cabinet Count 0

ACTION STEP PLC

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 5. Collaboration Time for Math Teachers

ACTION STEP PLC

ATDA teachers engage in weekly Professional Learning Communities during which time they collaborate on data results, lesson plans, and cross-curricular endeavors. In response to the 2013/2014 data review, the format of PLC was restructured to allow for an hour of collaborative time each week that teachers can use to share relevant data.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Tags	DRev		
Persons Responsible	Gloria Garza		

ACTION STEP Collaborative Conferences

ATDA teachers are sent in teams to conferences pertaining to course design and strategy implementation, ensuring that they are able to collaborate according to Turnaround Principle 3 and are able to be effective and improve instruction according to Turnaround Principle 2.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

STRATEGY 6. Monitoring of Math Program

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count	0
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ACTION STEP Differentiated Instruction

All ATDA teachers construct lesson plans that use the provided school resources in a variety of ways to most effectively instruct all students. Teachers routinely review their plans in order to evaluate their quality in accordance with Turnaround Principle 2.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Staff Observation

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 6. Monitoring of Math Program

ACTION STEP Staff Observation

In accordance with Turnaround Principle 2 and the NM Teach teacher evaluation system, all ATDA teachers are evaluated formally two times a year and are given informal feedback on a constant basis. Only staff who are determined to be effective are retained.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP In-Class Data Analysis

Teachers are responsible for maintaining in-class data that consists of both pre-test and post-test assessments. This data is analyzed collaboratively in staff PLCs in accordance with Turnaround Principle 2 to continually improve classroom instruction.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Attendance Clerk and Data Analysis Services

To promote improvement in math and language arts through the monitoring and enforcement of attendance and by assisting the current attendance clerk with data for SAT consideration of students needing assistance, ATDA has used a portion of the 20% set aside allocation from Title I to hire an attendance clerk and data analyst.

Status	Completed 01/31/2013	Filing Cabinet Count	0
Start-End Dates	01/01/2013 - 05/30/2013		
Tags	NMIADP		
Persons Responsible	Gloria Garza		

STRATEGY 7. College and Career Ready (Grades 8-12)

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

ACTION STEP Dual Enrollment

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 7. College and Career Ready (Grades 8-12)

ACTION STEP Dual Enrollment

Students at ATDA will be given the opportunity to enroll in classes at both Central New Mexico Community College (CNM) and the University of New Mexico (UNM) as part of a dual credit program.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Johns Hopkins Program

Accelerated students will have an opportunity to take distance learning courses through Johns Hopkins University as part of a gifted program.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP College & Career Curriculum

Students will have the opportunity to take classes at ATDA including College Readiness and Workplace Readiness that enforce real-world skills and expose students to non-academic factors of achievement in accordance with Turnaround Principle 6.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP College Recruitment Days

Students at ATDA will have the opportunity to attend presentations by both CNM and UNM staff concerning possible college programs and enrollment.

Status	In Progress 09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP 2013 PSAT Administration

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY 7. College and Career Ready (Grades 8-12)

ACTION STEP 2013 PSAT Administration

The 2013 PSAT will be administered at ATDA so that future results can be analyzed.

Status	Completed 10/24/2012	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 11/30/2013		
Persons Responsible	Michael Davis, Gloria Garza, William Jackson, Lucinda Molina		

ACTION STEP 2014 PSAT Administration

The 2014 PSAT will be administered at ATDA so that future results can be analyzed.

Status	Completed 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 11/30/2014		
Persons Responsible	Michael Davis, Gloria Garza, William Jackson, Lucinda Molina		

ACTION STEP 2015 PSAT Administration

The 2015 PSAT will be administered at ATDA so that future results can be analyzed.

Status	Completed 01/07/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2015 - 11/30/2015		
Persons Responsible	Michael Davis, Gloria Garza, Raymond Irizarry		

ACTION STEP 2016 PSAT Administration

The 2016 PSAT will be administered at ATDA so that future results can be analyzed.

Status	Completed 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 11/30/2016		
Persons Responsible	Michael Davis, Gloria Garza, Raymond Irizarry		

STRATEGY Use of Data to Analyze Math

A dialogue around how student are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 0

ACTION STEP In-Class Data Analysis

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY Use of Data to Analyze Math

ACTION STEP In-Class Data Analysis

Teachers are responsible for maintaining in-class data that consists of both pre-test and post-test assessments. This data is analyzed collaboratively in staff PLCs in accordance with Turnaround Principle 2 to continually improve classroom instruction.

Status	In Progress	09/05/2012	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/31/2017			
Persons Responsible	Gloria Garza			

ACTION STEP 2016 SBA Analysis

The results of the Spring 2016 Standards Based Assessment will be examined to identify student needs where students were very close to passing and where students had significant gaps in knowledge. Strategies will be established to aid the students in obtaining a passing mark. In accordance with Turnaround Principle 7, results will also be shared with parents at Open Houses and Parent-Teacher Conferences.

Status	Completed	10/24/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 09/15/2016			
Tags	Parent			
Persons Responsible	Michael Davis, Gloria Garza			

TASKS 2 of 2 Complete

SBA Analysis	Completed	Due 9/15/2016
Student scores are analyzed to identify gaps in knowledge.		
Compare NWEA to SBA	Completed	Due 9/15/2016
Check on students who took the SBA in Spring 2014, compare to current NWEA. Use NWEA specifics to adjust student curriculum.		
		Michael Davis (School)

ACTION STEP 2016 PARCC Analysis

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY Use of Data to Analyze Math

ACTION STEP 2016 PARCC Analysis

The results of the Spring 2016 PARCC Assessment will be examined to identify student needs where students were very close to passing and where students had significant gaps in knowledge. Strategies will be established to aid the students in obtaining a passing mark. In accordance with Turnaround Principle 7, results will also be shared with parents at Open Houses and Parent-Teacher Conferences.

Status	Completed 01/07/2016	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 12/16/2016		
Tags	Parent		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Early-Cycle Assessment

Students will be given an NWEA short-cycle assessment during the first weeks of school. This assessment will identify student knowledge and abilities. Teachers will use related New Mexico Standards to configure their 1st nine weeks of instruction.

Status	Completed 10/24/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 09/30/2016		
Timeline Notes	Teachers will receive training in assessment procedures and in deciphering the breakdown of individual benchmarks.		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Early-Cycle Assessment Review

In accordance with Turnaround Principle 5, ATDA teachers will examine the data from the first cycle of NWEA testing during Friday PLC time in order to improve in-class instruction as well as to refine their Personalized Education Plans for students, which may include reclassification or an adjustment of strategies.

Status	Completed 10/24/2012	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 09/30/2016		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Mid-Cycle Assessment

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY Use of Data to Analyze Math

ACTION STEP Mid-Cycle Assessment

Students will be given an NWEA short-cycle assessment sometime in the month of December as a mid-cycle assessment. This assessment will identify growth of student knowledge and abilities. Teachers will use related New Mexico Standards to configure their 3rd nine weeks of instruction.

Status	Completed 12/12/2014	Filing Cabinet Count	0
Start-End Dates	12/01/2016 - 03/31/2017		
Timeline Notes	Teachers will receive training in assessment procedures and in deciphering the breakdown of individual benchmarks.		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP Mid-Cycle Assessment Review

In accordance with Turnaround Principle 5, ATDA teachers will examine the data from the second cycle of NWEA testing during Friday PLC time in order to improve in-class instruction as well as to refine their Personalized Education Plans for students, which may include reclassification or an adjustment of strategies.

Status	Not Begun 02/05/2017	Filing Cabinet Count	0
Start-End Dates	12/01/2016 - 03/31/2017		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP 2017 PARCC Administration

The 2017 PARCC will be administered at ATDA so that future results can be analyzed.

Status	Not Begun 02/09/2014	Filing Cabinet Count	0
Start-End Dates	12/01/2016 - 05/31/2017		
Timeline Notes	Testing will take place in accordance with the state's testing window.		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP End-Cycle Assessment

Albuquerque Talent Development Secondary

GOAL Strengthening Math Instructional Programs

STRATEGY Use of Data to Analyze Math

ACTION STEP End-Cycle Assessment

Students will be given an NWEA short-cycle assessment sometime in the month of April as a end-cycle assessment. This assessment will identify growth of student knowledge and abilities. Teachers will use related New Mexico Standards to configure their 4th nine weeks of instruction.

Status	Not Begun 02/09/2014	Filing Cabinet Count	0
Start-End Dates	04/01/2017 - 05/31/2017		
Timeline Notes	Teachers will receive training in assessment procedures and in deciphering the breakdown of individual benchmarks.		
Persons Responsible	Michael Davis, Gloria Garza		

ACTION STEP End-Cycle Assessment Review

In accordance with Turnaround Principle 5, ATDA teachers will examine the data from the third cycle of NWEA testing during Friday PLC time in order to improve in-class instruction as well as to refine their Personalized Education Plans for students, which may include reclassification or an adjustment of strategies.

Status	Not Begun 02/09/2014	Filing Cabinet Count	0
Start-End Dates	04/01/2017 - 05/31/2017		
Persons Responsible	Michael Davis, Gloria Garza		

Albuquerque Talent Development Secondary

GOAL Transformation

Transformation strategies that provide the foundational work required to meet the challenges of school reform.

Filing Cabinet Count	0
SEA Resources Available	2

STRATEGY 1. Use of Data

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

Filing Cabinet Count	0
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ACTION STEP Performance Analysis and Improvement

ATDA will administer three NWEA (MAPS) short cycle assessments during the year. The data will be analyzed and reported to:

Governing Council: Top review academic performance
 Teachers: To use formatively in their classrooms.

Status	In Progress 01/29/2014	Filing Cabinet Count	0
Start-End Dates	08/12/2013 - 05/31/2017		

ACTION STEP Graduation Data Review

To complete this step, the ATDA school counselor will make a list of Junior and Senior level students. For each group, the number of credits towards graduation that they have collected as well as participation and scoring for all mandatory state assessments that are required for graduation will be tallied. The lists generated by this activity will be reviewed periodically by the entire ATDA teaching staff during PLC, as well as with the students themselves and their parents, in order to develop a cohesive plan of action for supporting the students' academic progress and credit recovery. Counselors will also meet with Juniors and their parents to discuss transitioning to Senior year.

Status	In Progress 02/11/2015	Filing Cabinet Count	1
Start-End Dates	02/01/2015 - 05/31/2017		
Tags	InstrAudit, NMIADP		
Persons Responsible	Gloria Garza		

Albuquerque Talent Development Secondary

GOAL **Transformation**

STRATEGY **2. Providing Strong Leadership**

An effective leader with a record in improving student achievement and has the ability to lead the turnaround effort to achieve outstanding results and task-oriented actions required for success.

Action Steps:

are based on data and clearly articulate what everyone involved needs to do differently; specify how the leader personally analyzed data to inform decisions, make clear logical plans that people can follow; and ensure that a strong connection between school learning goals and classroom activity; specify how the leader has implemented a system to measure and report interim results often; and specify how the leader reports progress and keeps the organization focused on high level goals.

Filing Cabinet Count 0

ACTION STEP **Partner with external providers**

Hire an Performance Management Educational Consultant to facilitate and coordinate the development and implementation of a strategy map, scorecard, renewal documentation and data analysis.

Status	Completed 01/31/2013	Filing Cabinet Count	0
Start-End Dates	08/15/2012 - 05/27/2013		

TASKS 1 of 1 Complete

Educational Consultant	Completed	Due 4/12/2012
Mr. Rick Rios of JTI Systems was hired to lead this effort.		

ACTION STEP **Develop ATDA Strategic Plan**

The ATDA Governing Council along with key staff will develop a Strategy Map.

Status	Completed 01/31/2013	Filing Cabinet Count	0
Start-End Dates	11/04/2012 - 05/15/2013		

TASKS 2 of 2 Complete

Strategic Assessment Questionnaire	Completed	Due 12/3/2012
ATDA Governing Council will be given the opportunity to assess ATDA from varying perspectives.		

SWOT Analysis	Completed	Due 12/17/2012
ATDA and key staff will meet to develop a SWOT analysis of the school.		

ACTION STEP **Performance Scorecard**

Albuquerque Talent Development Secondary

GOAL Transformation

STRATEGY 2. Providing Strong Leadership

ACTION STEP Performance Scorecard

The ATDA Governing Council will develop a Performance Scorecard aligned with the Strategy Map. This Strategy Map and Performance Scorecard will also be used to prepare for developing and negotiating the Performance Contract and Performance Frameworks.

Status	Completed 05/23/2013	Filing Cabinet Count	0
Start-End Dates	11/04/2012 - 05/15/2013		

TASKS 1 of 1 Complete

Key Performance Indicators Completed Due 3/25/2013

A Performance Scorecard addressing the following will be developed: Key Performance Indicators, Performance Measures, Metrics, Targets and Accountability

ACTION STEP Administrator Evaluations

In accordance with NM TEACH and Turnaround Principle 1, ATDA administrators are subject to review by the ATDA Governing Council. All administrators are scored on a rubric to ensure their effectiveness.

Status	In Progress 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/31/2017		

STRATEGY 3. Effective Teachers

Effective teachers demonstrate a set of behaviors they incorporate into their daily professional practice. these include:

- 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, collaborate with colleagues.

Filing Cabinet Count 0

ACTION STEP Professional Learning Communities (PLC)

ATDA has implemented an ongoing process to establish a school wide collaborative improvement culture that:

- a.Focuses on building teacher leadership in school improvement efforts; and
- b.On improving student learning.

Status	In Progress 01/29/2014	Filing Cabinet Count	0
Start-End Dates	10/01/2012 - 05/31/2017		

Albuquerque Talent Development Secondary

GOAL **Transformation**

STRATEGY **3. Effective Teachers**

ACTION STEP **Professional Learning Communities (PLC)**

TASKS 7 of 7 Complete

Differentiated Instruction Training Differentiated Instruction Training at Orientation	Completed	Due 8/8/2012
Common Core Training Common Core Training	Completed	Due 8/17/2012
Health and Safety Blood borne Pathogens, Anti-Sexual Harassment, Identifying a Predator trainings	Completed	Due 9/21/2012
Special Education Training Strategies to reach the Special Learner	Completed	Due 10/5/2012
Reading Strategies Training Strategies to Improve Reading Skills	Completed	Due 11/2/2012
Math Strategies Strategies to Improve Math Skills	Completed	Due 11/9/2012
Sheltered Instruction Sheltered Instructional Strategies	Completed	Due 12/7/2012

ACTION STEP **Instructional Coach Hiring**

In response to a Level 2 finding on the 2014-2015 NMPED Instructional Audit, ATDA will hire a part-time experienced instructional coach to provide assistance to teachers with selecting and practicing effective instructional strategies to benefit ATDA students. This coach will be paid \$600 out of the Title I primary allocation and will help teachers with practicing effective differentiated instruction including the use of growth mindset in the classroom.

Status	Completed 02/05/2017	Filing Cabinet Count	1
Start-End Dates	02/01/2015 - 05/31/2017		
Tags	RFA-P/F-15, InstrAudit, NMIADP		
Persons Responsible	Gloria Garza		

ACTION STEP **PD - Instructional Strategies**

Albuquerque Talent Development Secondary

GOAL **Transformation**

STRATEGY **3. Effective Teachers**

ACTION STEP **PD - Instructional Strategies**

In response to a Level 2 finding on the 2014-2015 NMPED Instructional Audit, ATDA will provide teachers with additional expenditure of funds towards additional professional development which will be provided through the school's PLC sessions to meet the need for additional instructional strategies in reading and math.

Status	In Progress 02/11/2015	Filing Cabinet Count	1
Start-End Dates	02/01/2015 - 05/31/2017		
Tags	InstrAudit, NMIADP		
Persons Responsible	Gloria Garza		

STRATEGY **4. Redesigning Day, Week, Year**

Expanding or redesigning the school academic day to provide additional time for student learning and teacher collaboration.

Filing Cabinet Count	0
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ACTION STEP **Evaluation of Scheduling**

Upon the conclusion of each school year, as part of PLC meetings, ATDA staff members will examine the offered curriculum and other instructional blocks in order to ensure a robust schedule for the following school year that properly utilizes time.

Status	In Progress 01/08/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP **School Day Adjustment**

ATDA will be adjusting the time of the school day for the 2017-2018 school year in response to stakeholder survey data. The adjustments will allow for more robust scheduling and an increase in flexibility for staff and students.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/31/2018		
Persons Responsible	Gloria Garza		

Albuquerque Talent Development Secondary

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

Ongoing mechanisms for family and community engagement including:
 improving communication;
 promoting positive parenting;
 enhancing student learning;
 increasing volunteerism; and
 support decision-making through student advocacy.

Filing Cabinet Count 0

ACTION STEP **Parent Advisory Council (PAC)**

Is a parent group actively involved in the improvement of the school. The PAC makes recommendations for programs such as guitar workshops and raise funds for curriculum nights, school dances, and sports activities. In accordance with Turnaround Principle 5, ATDA hosts events where parents are invited to the school. Recent school data and the decisions that were made based on this data are discussed. In addition, these meetings are typically utilized to review Title I paperwork, including budgets, compacts, and parent involvement policies. The budget for PAC is funded by Title I.

Status	In Progress 01/31/2013	Filing Cabinet Count	1
Start-End Dates	10/01/2012 - 05/31/2017		
Tags	NMIADP		
Persons Responsible	Gloria Garza		

ACTION STEP **Personal Education Plan (PEP)**

The PEP is based upon New Mexico State Standards. PEP's are developed by parents, teachers, and students for each student. This Plan contains each student's education goals and provides the focus of instruction for each student in each class.

Status	In Progress 10/24/2012	Filing Cabinet Count	0
Start-End Dates	10/01/2012 - 05/31/2017		

TASKS 0 of 1 Complete

Student Academic Progress (Interventions)	In Progress	Due 5/31/2017
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If students drop below 70% on classroom assessments additional support are put into place. A mid-nine week report is sent to the parents; the expectation is that the student has four more weeks to improve their grades.

ACTION STEP **Title I Coordinator / Babysitting Services**

Albuquerque Talent Development Secondary

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

ACTION STEP Title I Coordinator / Babysitting Services

In accordance with Turnaround Principals 2 and 5, a Title I coordinator is utilized to support the development of school, family and community partnerships and lead the turnaround effort to achieve outstanding results and task-oriented actions required for success. Stipends will also be used to pay ATDA teaching staff to provide babysitting services for after-school parent involvement activities. Funded by Title I.

Status	In Progress 01/07/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2015 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Parent Data Meetings

In accordance with Turnaround Principle 5, ATDA hosts events where parents are invited to the school. Recent school data and the decisions that were made based on this data are discussed. In addition, these meetings are typically utilized to review Title I paperwork, including budgets, compacts, and parent involvement policies. Supplies and materials for special sessions of the monthly PAC meetings as well as math and literacy nights are needed, including books and math manipulatives for the students to take home on math and literacy nights as well as paper for newsletters, flyers, postage for mailers, etc. Funded by Title I.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP NMAA Status

ATDA is in the process of advocating for ACSL recognition from the state. Obtaining NMAA status will uplift morale and involvement of students, parents, and staff. We would have coverage of sports, stringent guidelines on rules, sportsmanship, and regulation field, courts, and pitches.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP Pep Rallies

ATDA is implementing pep rallies for the 2016-2017 school year to help increase student, parent, and teacher involvement in sports and academics.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	02/01/2017 - 05/31/2017		
Persons Responsible	Gloria Garza		

Albuquerque Talent Development Secondary

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

ACTION STEP **Banquets**

For the 2016-2017 school year, ATDA has instituted a required "All Sports Banquet" for individuals participating in athletics at the school. This event will increase parent and student involvement and assist with both intrinsic and extrinsic motivation. This will create a sense of "belonging" and contribute to academic success and improvements in attendance.

Status	In Progress 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/31/2017		
Persons Responsible	Gloria Garza		

STRATEGY **6. School Safe Environments**

A school environment that improves school safety and discipline to include:
 a positive, respectful classroom climate,
 a culture where relationships, communication and collaboration are demonstrated within the school community; and
 a safe and orderly environment conducive to learning.

Filing Cabinet Count 0

ACTION STEP **Security Guard**

For the 2014-2015 school year, ATDA has hired a security guard to assist with the monitoring of students on campus. The guard has completed all required trainings.

Status	Completed 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/31/2017		
Persons Responsible	Gloria Garza		

ACTION STEP **Active Shooter Training**

As part of required trainings for the 2014-2015 School Year, Active Shooter training was added to ATDA's roster of trainings. The training took place on November 7, 2014 for all staff members, and will be renewed on a yearly basis.

Status	Completed 12/12/2014	Filing Cabinet Count	0
Start-End Dates	08/13/2014 - 05/31/2015		
Persons Responsible	Gloria Garza		

ACTION STEP **Physical Campus Improvements**

Albuquerque Talent Development Secondary

GOAL **Transformation**

STRATEGY **6. School Safe Environments**

ACTION STEP **Physical Campus Improvements**

Fencing, gardening, and landscape features have been added to ATDA campus during the 2016-2017 school year with the intention of improving campus morale and security.

Status	Completed 02/05/2017	Filing Cabinet Count	0
Start-End Dates	08/10/2016 - 05/31/2017		
Persons Responsible	Gloria Garza		

TOTAL PLAN FUNDS:	\$126,239.00
Budgeted	\$24,000.00
Actual	\$24,000.00