

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
SEA Resources Available	7

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 High School English Language Arts course

Enroll students in grades 9-12 in a 3.7 hour per week English Language Arts course correlated to the Common Core State Standards (CCSS).

Status	In Progress 08/16/2016	Filing Cabinet Count	8
Start-End Dates	08/08/2016 - 05/26/2017		
Tags	CCSS		
Persons Responsible	Jenn Gable, Julie Radoslovich		

TASKS 1 of 1 Complete

Curriculum Alignment with CCSS	Completed	Due 6/30/2016
The English Department will update/revise a curriculum map for English 9, English 10, English 11, and English 12 that specifies alignment to CCSS.		Jenn Gable (School)

ACTION STEP Sustained Silent Reading

Daily sustained silent reading 15-25 minutes per day, 4-5 times per week.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/26/2017		
Persons Responsible	Jenn Gable		

ACTION STEP Mid School Reading Program

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **1. Core Reading Program**

ACTION STEP **Mid School Reading Program**

Students reading levels are monitored individually and each student has a goal based on reading improvement that is shared with the student, family and advisor. These skills are addressed in class 6.66 hours per week in their Humanities classes. Furthermore, another 2 hours per week are focused on developing culture of reading across the school through a separate class period.

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017		
Persons Responsible	Jenn Gable, Julie Radoslovich		

ACTION STEP **ELL Specialist**

Providing ELL support with students directly and facilitating professional development with mid school and high school staff. This is an additional stipend for supporting the ELL program as funded by Title 1.

Status	Completed 06/10/2016	Filing Cabinet Count	0
Start-End Dates	08/09/2015 - 06/30/2016		
Timeline Notes	2015-2016 Fiscal Year.		
Persons Responsible	Jenn Gable, Julie Radoslovich		

ACTION STEP **June Curricula Restructuring**

Our PARCC scores as a school were substantially lower than anticipated. After examining that data, English, Social Studies, Science and Math teachers will work in June to evaluate and restructure the present curricula at the High School. Title 1 funds will be used to pay teacher stipends for their work.

Status	Completed 06/24/2016	Filing Cabinet Count	0
Start-End Dates	06/13/2016 - 06/30/2016		
Persons Responsible	Jenn Gable		

ACTION STEP **Differentiation Professional Development**

Professional development workshop on differentiating for advanced students. Contract services for facilitator using Title 1 funds.

Status	Completed 06/24/2016	Filing Cabinet Count	0
Start-End Dates	05/09/2016 - 06/10/2016		
Persons Responsible	Jenn Gable		

ACTION STEP **High Interest Books**

GOAL Strengthening Reading Instructional Programs

STRATEGY 1. Core Reading Program

ACTION STEP High Interest Books

Purchase high interest books for both class use and SSR use with Title 1 funds.

Status	Completed 06/24/2016	Filing Cabinet Count	0
Start-End Dates	01/04/2016 - 06/30/2016		
Persons Responsible	Jenn Gable		

ACTION STEP AP English Language and Composition

SVA offers one AP English course for students grades 11-12. It is aligned to common core standards, as well as AP expectations. The class meets 4 times a week for 55 minutes per day. As a new course offering, funds will be used to purchase instructional materials.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		

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 1

ACTION STEP Supplemental Language Arts teacher

Maintain a 1.0 FTE supplemental Language Arts teacher to provide reading instruction to our lowest readers. 3.8 hours per week.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Jenn Gable, Julie Radoslovich		

ACTION STEP Supplemental language arts course

Enroll identified students in a Supplemental English Language Arts course. 3.8 hours/week.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Jenn Gable		

ACTION STEP English Language Development course

GOAL Strengthening Reading Instructional Programs

STRATEGY 2. Tier II Supports for Students in Reading

ACTION STEP English Language Development course

Enroll identified 9th- and 10th grade students in an English Language Development course. 3.8 hours/week. Teachers are TESOL certified and use research-based,sheltered instruction practices to support our English Language Learners.

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/02/2017			
Persons Responsible	Jenn Gable, Julie Radoslovich			

ACTION STEP Reading Intervention Block

Based on GATES assessment data and classroom assessment data, students grades 9-12 will be grouped in intervention blocks once a week for 25 minutes during Quarter Two and Quarter Four of the 2016-2017 school year. Students below grade level will be given targeted interventions to increase their reading comprehension. Students at or above grade level will be in extension/enrichment reading groups to maintain/increase their reading comprehension to advanced levels.

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017			
Persons Responsible	Jenn Gable			

ACTION STEP Online Learning Programs

Implement online programs, including ACELLUS as a credit recovery alternative for needed classes, including English and Math. Students meet 3.8 hours per week in a scheduled class that meets 4 times a week.

Status	In Progress	08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/22/2016 - 06/30/2017			
Persons Responsible	Jenn Gable			

ACTION STEP RTI Process

GOAL Strengthening Reading Instructional Programs

STRATEGY 2. Tier II Supports for Students in Reading

ACTION STEP RTI Process

Weekly department meetings and grade level meetings, grade 6-12, facilitated by department chairs/grade-level facilitators whereby content teachers identify struggling students and propose timely interventions. Department chairs and Grade-level facilitators (paid with a stipend) track and monitor interventions.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Timeline Notes	Essential Skills and benchmarks identified August 2016, focused interventions on essential skills begin as Tier 1 interventions and for those students who continue to struggle, will be identified for Tier 2 interventions by October 2016. PD will be provided to all teachers on Tier 1 and 2 interventions throughout the school year.		
Persons Responsible	Jenn Gable		

ACTION STEP Reading Intervention and Practice Program

In grades 6-12, maintain the use of the Reading Intervention Program: The Fast ForWord program (Scientific Learning) Fast ForWord software exercises the brain and increases its ability to perform four basic cognitive functions that are essential to learning; Memory, Attention, Processing, and Sequencing. This program is designed as a Tier II intervention program for some of our lowest students to be who are in need of supplemental, above core instruction provided through our RTI period which is an intervention class.

Practice program: Reading Assistance Program (Scientific Learning) provides patented technology provides real-time corrective feedback via speech recognition, enabling students to self-correct as they are reading aloud. Title 1 funding used for renewal fees.

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017		
Timeline Notes			
Persons Responsible	Jenn Gable		

ACTION STEP Purchase 2 Computer Labs on Wheels and Equipment

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Strengthening Reading Instructional Programs**

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

ACTION STEP **Purchase 2 Computer Labs on Wheels and Equipment**

South Valley Academy has access to a PC laboratory and 2 Computer Labs on Wheels. One is used specifically for reading interventions for identified students, as planned in 2013-2014 school year. With the expectation of implementing more technology based reading strategies, SVA has a greater need for computer resources. If the funding is available, we will purchase 2 more Computer Labs on Wheels with Title 1 funds to support student success with the CCSS as will be determined by the PARCC exam.

Status	Suspended 06/05/2015	Filing Cabinet Count	0
Start-End Dates	11/03/2014 - 05/29/2015		
Persons Responsible	Jenn Gable, Julie Radoslovich		

ACTION STEP **EA to support classroom instruction**

Hire 1.0 FTE EA to support classroom instruction to support our lowest achieving students (special ed and non-special ed students). Paid with Title I funding

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Office Hours**

Every teacher offers tutoring after school during office hours. Office Hours are available in each subject from 4-5pm, Monday, Tuesday and Wednesday each week.

Status	In Progress 09/08/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/26/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Mid School Foundational Reading Intervention**

A special ed teacher works with a small group of 6-8 grade students who were identified using classroom data and GATES test data. 2 hours per week, the teacher works with these students on basic phonics and sight words using Leveled Literacy Intervention books and materials

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Educational Assistant**

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Strengthening Reading Instructional Programs**

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

ACTION STEP **Educational Assistant**

Educational Assistant will provide support to our highest need students in their academics. This is a 1.0 FTE position using Title 1 money.

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/09/2017			
Persons Responsible	Jenn Gable, Julie Radoslovich			

ACTION STEP **Classroom support to reduce student:teacher ratio**

Educational Assistants (EAs) in the classroom to support students with highest needs. This will be funded through Title 1.

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/09/2017			
Persons Responsible	Jenn Gable			

ACTION STEP **Mid School Leveled Literacy Curriculum**

Purchase 2 sets of Leveled Literacy Curriculum, using Title 1 and IDEA-B funds. Curriculum used specifically to work with low level readers as a targeted reading intervention.

Status	In Progress	08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017			

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

Scientifically 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 **IEPs**

IEP are followed for students according to State Regulations

Status	In Progress	08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017			
Persons Responsible	Jenn Gable, Julie Radoslovich			

ACTION STEP **SLP Services**

GOAL Strengthening Reading Instructional Programs

STRATEGY 3. Tier III Supports for Students in Reading

ACTION STEP SLP Services

Speech Language Pathologist services per IEP

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Jenn Gable		

ACTION STEP Fast ForWord and Reading Assistant

Offer time and space to implement use of Fast ForWord and Reading Assistant. Implement weekly for a total of three hours for grades 9-12 through IDEAL and our R3 reading time. 6-8 grades implemented 30 minutes, 4 times per week.

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017		
Timeline Notes	Title 1 funds will be used to cover the cost of Fast ForWord by the end of the 2014-2015 Fiscal Year.		
Persons Responsible	Jenn Gable		

ACTION STEP High-Interest Novels

To better support our goal of getting every child at school reading an independent novel on a daily basis, we would like to continue to purchase additional, new books for our tier III students for their independent reading time. Funded by Title I and IDEA-B.

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017		
Persons Responsible	Jenn Gable		

ACTION STEP ELL Supports

Staff and Professional Development specializing in ELL support.

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017		
Persons Responsible	Jenn Gable		

GOAL Strengthening Reading Instructional Programs

STRATEGY 3. Tier III Supports for Students in Reading

ACTION STEP ELL Supports

TASKS 0 of 1 Complete

ELL specialist	In Progress	Due 6/30/2016
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English Language Aquisition Specialist works to support ELL students grades 6-12 as well as providing professional development to staff.

ACTION STEP Academic Mentoring Program (AMP)

Students who are at high academic risk are referred to the Academic Mentoring Program. Each student is paired with a mentor who will provide added support with tutoring, academic guidance, and any necessary follow up to help the student succeed academically.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Jenn Gable		

ACTION STEP Reading Intervention Block

Based on IEP goals, GATES assessment data and classroom assessment data, students grades 9-12 with IEPs will be grouped in intervention blocks once a week for 25 minutes during Quarter Two and Quarter Four of the 2016-2017 school year. Students below grade level will be given targeted interventions to increase their reading comprehension. Students at or above grade level will be in extension/enrichment reading groups to maintain/increase their reading comprehension to advanced levels.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		

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 High School Head Teacher

GOAL Strengthening Reading Instructional Programs

STRATEGY 4. Professional Development to support Reading

ACTION STEP High School Head Teacher

The Head Teacher oversees all teacher professional development. Two main focuses this school year include PD on research based reading strategies, and Tier 1 interventions.

Status	In Progress 09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/30/2017		
Persons Responsible	Jenn Gable		

TASKS 0 of 2 Complete

Learning Teams	In Progress	Due 6/30/2017
Teachers are assigned to a Learning Team of 4-6 individuals. Throughout the school year, the teams are given time to discuss, collaborate, and evaluate their team's efforts to improve instruction.		
		Jenn Gable (School)

Reading Strategies	In Progress	Due 6/30/2017
SVA Administration provides weekly department time to discuss quality instruction, including reading strategies that help meet the reading goals of the CCSS.		
		Jenn Gable (School)

ACTION STEP TESOL Certification for teachers of ELL Students

Our language arts teachers are completing course work required for TESOL certification for teachers of ELL students. This may also include bilingual certification. Other staff, where money permits, are encouraged to complete TESOL course work as well. Funded by Title III.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP NM Teach Training

Principal, Head Teachers and Special Education Director go to PED sponsored training teacher observations. Title II funds will be used to cover the expense.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	07/04/2016 - 06/30/2017		
Persons Responsible	Jenn Gable		

ACTION STEP PD Conferences and Workshops

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **4. Professional Development to support Reading**

ACTION STEP **PD Conferences and Workshops**

Teachers participate in Professional Development Conferences and Workshops. Title II money will be used for this.

Status	Completed	07/08/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 06/30/2016			
Persons Responsible	Jenn Gable			

ACTION STEP **Teachscape Training**

HS Head Teacher attends Teachscape Training, sponsored by PED, at Buffalo Thunder in Santa Fe. The training will provide skills to improve observations, feedback, and evaluation of teachers.

Status	Completed	06/10/2015	Filing Cabinet Count	0
Start-End Dates	06/08/2015 - 06/09/2015			
Timeline Notes	Title 2 funds will be used for the training expenses.			
Persons Responsible	Jenn Gable			

ACTION STEP **G.L.A.D. Training**

Host a G.L.A.D. 6 day training on site; use Title 3 funds to pay facilitator and 3 teachers.

Status	Completed	06/24/2016	Filing Cabinet Count	0
Start-End Dates	06/10/2016 - 06/17/2016			
Persons Responsible	Jenn Gable			

ACTION STEP **ELL Professional Development**

Title 3 funds used to support ELL Professional Development.

Status	In Progress	08/16/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/30/2017			
Persons Responsible	Jenn Gable			

ACTION STEP **La Cosecha Training**

La Cosecha training supporting ELL and dual language programs for mid-school teachers using Title 3 funds.

Status	In Progress	08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017			
Persons Responsible	Jenn Gable			

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **4. Professional Development to support Reading**

ACTION STEP **La Cosecha Training**

ACTION STEP **Mid School Head Teacher**

The Mid School Head Teacher is responsible for all professional development for staff teaching grades 6-12.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/30/2017		

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
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ACTION STEP **Department Meetings**

Departments meet weekly for 30-60 minutes to inform planning to discuss struggling students, to identify appropriate academic interventions, and to evaluate the effectiveness of those interventions. Several Thursday afternoons have been scheduled to work in departments for larger chunks of time, between 1-3 hours.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/30/2017		
Persons Responsible	Jenn Gable, Julie Radoslovich		

ACTION STEP **Grade level Meetings**

Grade level teams meet weekly for 30 minutes to discuss struggling students, to identify appropriate behavioral/social-emotional interventions, and evaluate the effectiveness of those interventions.

Status	In Progress 09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/30/2017		
Persons Responsible	Jenn Gable		

ACTION STEP **Teacher Learning Communities (TLCs)**

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Strengthening Reading Instructional Programs**

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

ACTION STEP **Teacher Learning Communities (TLCs)**

Teachers are given 6-10 hours per semester to collaborate with colleagues on particular instructional strategies that will improve student achievement.

Status	In Progress	08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017			
Persons Responsible	Julie Radoslovich			

ACTION STEP **Pre-referral Intervention Manuals**

Purchase pre-referral intervention manuals for grade levels to discuss appropriate tier 1 and tier 2 interventions; use Title 2 funds.

Status	Completed	06/24/2016	Filing Cabinet Count	0
Start-End Dates	06/06/2016 - 06/30/2016			
Persons Responsible	Jenn Gable			

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 **Teacher Observations**

The Head Teachers, Principal/Director, and Special Education Director do regular observations of all teachers to ensure the delivery of quality instruction. This includes walk-through observations, informal observations, formal observations and follow up coaching as needed.

Status	In Progress	08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017			
Persons Responsible	Jenn Gable			

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
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ACTION STEP **College Guidance**

GOAL Strengthening Reading Instructional Programs

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

ACTION STEP College Guidance

For students who wish to attend college, the bulk of college preparation (including identifying and/or visiting suitable colleges, managing the application process, taking appropriate standardized tests, and applying for financial aid and/or scholarships) takes place during the junior and senior years. Our college guidance team offers workshops on each step of the college application process for students and their families.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Jenn Gable, Julie Radoslovich		

ACTION STEP Career Fair

Annual Career Fair promotes careers in math and science as well as other career interests.

Status	Not Begun 09/08/2016	Filing Cabinet Count	0
Start-End Dates	01/02/2017 - 04/13/2017		
Timeline Notes	Planning for career fair begins in January. Actual career fair is on April 13, 2017.		
Persons Responsible	Julie Radoslovich		

ACTION STEP Senior Seminar

All seniors are required to take a seminar on critical reading using college-level texts (analyze, interpret, synthesize) in order to understand social justice and research methods

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP Professional Writing and Speaking Workshop

Six-week workshop on professional writing and speaking in order to obtain a career internship (juniors only).

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP Other Programs

GOAL **Strengthening Reading Instructional Programs**

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

ACTION STEP **Other Programs**

We have a variety of programs that support our Title I goals, such as the Academic Mentoring Program, after school tutoring, athletics (soccer, basketball, and volleyball), MESA, South Valley Peers in Action, National Honor Society, ABQ Interfaith and Student Council.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Mentor 2.0**

All High School students (grades 9-12) are matched with a professional mentor in the community through Big Brothers and Big Sisters. Students have weekly email communication and monthly meetings with their mentor to discuss their career goals and how to achieve them. Students also have 55 minutes a week of instruction focused on career and college readiness skills.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Dual Credit**

High School Students work with the College Guidance Teacher to enroll in Dual Credit classes through CNM and UNM. Financial Literacy is offered on SVA Campus, all other courses are taken off campus.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Next Step Plans**

Twice per year, advisors meet with students and parents to discuss and document academic progress to date as well as career interests, academic goals, and personal goals. As appropriate, remediations, summer programs, and credit recovery are discussed based on student needs. A Next Step Plan is completed and signed off on during this time.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **C.E.C. Classes**

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL Strengthening Reading Instructional Programs

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

ACTION STEP C.E.C. Classes

SVA provides supports for students grades 9-12 to take C.E.C. classes.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		

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	1
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ACTION STEP Short Cycle Analysis

The High School Head Teacher with support from the English Department gives short-cycle analysis 3 times per year of reading data to all staff to address gaps in regard to gender, SPED, and ELL. Because we are a school-wide Title I Program serving 95% Hispanic students, we do not break out data on ethnicity or socio-economic status.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Tags	DRev		
Persons Responsible	Julie Radoslovich		

ACTION STEP DATA Reviews

At the end of each quarter, full school/grade level/department teams review student achievement and make adjustments to curriculum as necessary.

Status	In Progress 08/16/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP ACCESS Data Analysis

Continue to analyze ACCESS test results to determine and prioritize needed ELL instructional support.

Status	In Progress 08/16/2016	Filing Cabinet Count	3
Start-End Dates	07/25/2016 - 06/30/2017		
Persons Responsible	Jenn Gable, Julie Radoslovich		

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP ACCESS Data Analysis

TASKS 0 of 2 Complete

ACCESS data summaries	In Progress	Due 6/30/2016
Compile an updated list of ACCESS test results.		
ELL PD for Teachers	In Progress	Due 6/30/2016
Using the ACCESS data, provide targeted Professional Development for teachers to best meet the needs of their ELL students. Strategies will be shared and time will be given for teachers to incorporate strategies in their lesson plans.		
Jenn Gable (School)		

ACTION STEP Specialized Reading Class

Use GATES test results to identify students who have shown little growth in 6-8th Grade Reading. Adjust student schedule to create one class of high needs students to take a Reading Intervention class 2.25 hours per week as their Reading class.

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017		
Persons Responsible	Jenn Gable		

ACTION STEP Short Cycle Data Professional Development

Contract with Discovery Education to provide focused training on how best to analyze and utilize short cycle data to inform interventions and instruction.

Status	Suspended 06/05/2015	Filing Cabinet Count	0
Start-End Dates	01/05/2015 - 06/05/2015		
Persons Responsible	Jenn Gable		

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
SEA Resources Available	7

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 College Preparatory Math Curriculum

Every student, grades 9-12, takes one of the following classes: Algebra 1, Geometry, Algebra 2, Pre-Calculus. The CPM curriculum is aligned with CCSS and offers a combination of group collaborative problems solving, individual skill practice and reflection. Students have this class 4 times a week for 55 minutes each day. There is an additional 25 minute class on the 5th day.

Status	In Progress	08/19/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/26/2017			
Timeline Notes	This is a new curriculum, so we have had to purchase and will need to continue to purchase textbooks this school year.			
Persons Responsible	Jenn Gable, Julie Radoslovich			

ACTION STEP 2 Math Teachers- Title I

Hire additional math teacher, 1.0 FTE, to reduce student teacher ratio to strengthen math intervention. Maintain another math teacher, 1.0 FTE, to continue to strengthen the math program. Funded by Title 1.

Status	In Progress	08/19/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/09/2017			
Persons Responsible	Julie Radoslovich			

ACTION STEP Targeted Math Interventions

Students grades 6-8 with identified gaps that are significantly below grade level will work on specific, basic math skills on ALEKS for 2-3 hours per week.

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/02/2017			

GOAL Strengthening Math Instructional Programs

STRATEGY 1. Core Math Program

ACTION STEP Targeted Math Interventions

ACTION STEP Mid School Connected Mathematics Program

Students grades 6-8 take 3.5 hours per week of CMP. It is a specially designed course of study which uses group work, hands on learning, and differentiated curriculum to build math competency. The text is called CMP 3, levels 1, 2 and3. Class sizes are kept between 21-25 students. This curriculum is already aligned with CCSS.

Status	In Progress	08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017			

ACTION STEP Tier 1 Math Interventions

Math teachers will use formative assessment data to determine which students need tier 1, classroom focused interventions. Assessment data and progress monitoring will focus on identified essential skills in each course.

Status	In Progress	08/19/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017			

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	1
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ACTION STEP Math Intervention Block

Based on assessment data from math and science classes, as well as PARCC data, all students grades 9-12 will be in a math focused intervention block for 25 minutes per week during Quarter Two.

Status	In Progress	08/19/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/26/2017			
Persons Responsible	Jenn Gable, Julie Radoslovich			

ACTION STEP RTI Process

GOAL **Strengthening Math Instructional Programs**

STRATEGY **2. Tier II Support for Students in Math**

ACTION STEP **RTI Process**

Weekly grade level team meetings and/or department meetings, grades 6-12, facilitated by grade-level facilitators and department chairs whereby content teachers identify struggling students and propose timely interventions. Teachers and school social workers track and monitor interventions.

Status	In Progress 08/22/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/26/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Continue Math Intervention Program (ALEKS)**

Continue use of ALEKS as a math intervention for grades 6-12.

Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn.

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017		
Timeline Notes	ALEKS was purchased during the 2012-2013, and will be used by full school starting in the 2013-2014 school year. Additional licenses were purchased 2015-2016 using Title 1 SIG money.		
Tags	SIG		
Persons Responsible	Jenn Gable, Julie Radoslovich		

ACTION STEP **Online Learning Programs**

Continue to use online programs, including ACELLUS and ALEKS as a credit recovery alternative for needed HS classes, including English and Math. Students meet 3.8 hours per week in a scheduled class that meets 4 times a week.

Status	In Progress 08/22/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Timeline Notes	ACELLUS student licenses will be purchased/renewed using Title 1 funds.		
Persons Responsible	Jenn Gable		

ACTION STEP **Interim School**

GOAL Strengthening Math Instructional Programs

STRATEGY 2. Tier II Support for Students in Math

ACTION STEP Interim School

Teachers recommend students who are almost passing a course to remediate their credit during Interim School. Teachers provide work/assessments that are specific for each student's academic needs. Interim School is 2-5 days of intensive study hall and tutoring after the fall semester and spring semester classes are over.

Status	In Progress 08/22/2016	Filing Cabinet Count	0
Start-End Dates	10/03/2016 - 05/31/2017		
Persons Responsible	Jenn Gable		

ACTION STEP Mid School Foundational Math Intervention

Special Education Teacher works with a small group of students in grades 6-8 on remediating math skills that are 2-3 years below level according to SBA, short cycle and classroom data. These small groups meet 30 minutes 3 times per week for a total of 1.5 hours per week.

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP Summer Math Intervention

2 teachers are providing a 2 week math intervention during the summer for the middles school students (10 total days, 3 hours per day). Teachers will work with a small group of students to focus on specific fundamental skills in math. Title 1 funds will be used for this.

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	06/11/2017 - 06/30/2017		
Persons Responsible	Jenn Gable, Julie Radoslovich		

ACTION STEP Summer Math Intervention Supplies

Purchase supplies for summer math intervention program with Title 1 funds.

Status	In Progress 08/29/2016	Filing Cabinet Count	0
Start-End Dates	04/02/2017 - 06/30/2017		
Persons Responsible	Jenn Gable, Julie Radoslovich		

GOAL Strengthening Math Instructional Programs

STRATEGY 3. Tier III Supports for Students in Math

Scientifically 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 IEPs

IEP are followed for students according to State Regulations

Status	In Progress 08/24/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/31/2017		
Persons Responsible	Jenn Gable, Julie Radoslovich		

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 Head Teacher

Head Teacher oversees full implementation of teacher professional development plans and observes classroom instruction and student learning on a weekly basis, with specific attention to math and reading support.

Status	In Progress 08/24/2016	Filing Cabinet Count	0
Start-End Dates	08/01/2016 - 06/30/2017		
Persons Responsible	Jenn Gable, Julie Radoslovich		

ACTION STEP High School Math Department Chair

The HS Math Department Chair works regularly with all HS math teachers to ensure quality instruction. This includes informal observations, coaching, and targeted professional development of math teachers to implement the CPM curriculum.

Status	In Progress 08/24/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/02/2017		

ACTION STEP NM Teach Training

GOAL Strengthening Math Instructional Programs

STRATEGY 4. Professional Development to support Math

ACTION STEP NM Teach Training

Principal, Head Teachers, and Director of Special Education go to PED sponsored training for using OASYS for teacher observations. Title II funds will be used to cover the expense.

Status	Completed 09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 07/29/2016		
Persons Responsible	Jenn Gable		

ACTION STEP College Preparatory Math Curriculum PD

Math teachers work with trainers and support staff from CPM to learn how to implement curriculum. Math teachers work within department, under the guidance of the department chair, to discuss and reflect on implementation of curriculum at least 30 minutes per week. Larger chunks of department time are scheduled throughout the school year on Thursday afternoons to further professional development with this curriculum.

Status	In Progress 08/24/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		

STRATEGY 5. Collaboration Time for Math Teachers

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

Filing Cabinet Count 0

ACTION STEP Department Meetings

Departments meet weekly for 30 minutes to 3 hours, depending on the collaboration schedule, to inform planning to deliver targeted instruction and support to students as needed.

Status	In Progress 09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/09/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP Department Retreats

Departments meet at least once a semester for a 3 hour block to look at student achievement data, identify instructional needs for their departments, and plan collaboratively.

Status	In Progress 09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/09/2017		

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **5. Collaboration Time for Math Teachers**

ACTION STEP **Grade level Meetings**

Grade level teams meet weekly for 30-60 minutes to analyze student performance, identify appropriate interventions, and evaluate the effectiveness of those interventions.

Status In Progress 09/08/2016 Filing Cabinet Count 0
 Start-End Dates 07/25/2016 - 06/09/2017

ACTION STEP **Pre-referral Intervention Manuals**

Purchase pre-referral intervention manuals for grade level teams to use in identifying appropriate interventions for students; title 2 funds used.

Status Completed 07/08/2016 Filing Cabinet Count 0
 Start-End Dates 01/04/2016 - 06/30/2016

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

ACTION STEP **Teacher Observations**

The Head Teachers, Principal/Director and Special Education Director do regular observations of all teachers to ensure the delivery of quality instruction. This includes walk-through observations, informal observations, formal observations and follow up coaching as needed.

Status In Progress 08/24/2016 Filing Cabinet Count 0
 Start-End Dates 08/08/2016 - 05/19/2017
 Persons Responsible Jenn Gable

ACTION STEP **Classroom Data Reviews**

The Math Department does regular data reviews of student progress after each progress report (approximately once every 3 weeks). Based on classroom data, students are identified who need Tier 1 and 2 interventions. Interventions are monitored and student progress is documented.

Status In Progress 08/24/2016 Filing Cabinet Count 0
 Start-End Dates 08/25/2016 - 05/31/2017

ACTION STEP **PARCC Data Reviews**

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **6. Monitoring of Math Program**

ACTION STEP **PARCC Data Reviews**

PARCC data is reviewed annually upon availability of data. Math scores are reviewed and analyzed by the administration and math department. After analysis, students are identified for Tier 1 interventions throughout the school year as well as weekly Tier 2 interventions during Quarter 2. Student progress is monitored using classroom assessments throughout the school year.

Status	In Progress 09/08/2016	Filing Cabinet Count	0
Start-End Dates	08/19/2016 - 05/26/2017		

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
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ACTION STEP **Career Fair**

Host annual Career Fair to promote careers in math and science, particularly engineering, allied health professions, as well as other medical fields.

Status	Not Begun 09/08/2016	Filing Cabinet Count	0
Start-End Dates	01/02/2017 - 04/13/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **College Guidance**

For students who wish to attend college, the bulk of college preparation (including identifying and/or visiting suitable colleges, managing the application process, taking appropriate standardized tests, and applying for financial aid and/or scholarships) takes place during the junior and senior years. Our college guidance team offers workshops on each step of the college application process for all students and their families.

Status	In Progress 08/24/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/26/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Other Programs**

GOAL Strengthening Math Instructional Programs

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

ACTION STEP Other Programs

We have a variety of programs that support our Title I goals, such as ELL, after school tutoring, athletics (soccer, basketball, volleyball and rugby), MESA, South Valley Peers in Action, Robotics, National Honor Society, ABQ Interfaith, and Student Council.

Status	In Progress 08/24/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/26/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP Mentor 2.0

9th - 12th grade students are matched with a professional mentor in the community through Big Brothers and Big Sisters. Students have weekly email communication and monthly meetings with their mentor to discuss their career goals and how to achieve them. Many mentors are professionals from Sandia Labs and UNM with engineering or medicine related careers. Students also have 55 minutes a day, 3-4 times a week of instruction focused on career and college readiness skills.

Status	In Progress 08/24/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/26/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP Physics Course

A senior level Physics course is available for up to 20 students. The class will help prepare our STEM interested students for math and science classes in college. They meet 3.8 hours per week.

Status	In Progress 08/24/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/26/2017		

ACTION STEP Science Fair

The science department is organizing the first ever annual science fair. Students will be provided with supports throughout the school year on their projects and experiments. The science fair is scheduled to take place in April.

Status	In Progress 08/24/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/12/2017		
Timeline Notes	Science fair coordinator is provided with a stipend funded through a grant.		

GOAL Strengthening Math Instructional Programs

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 Short Cycle Analysis

Discovery Education assessments are being used this year to monitor student progress in Algebra 1, Geometry and Algebra 2. The Math department will analyze data at the end of each quarter to determine appropriate interventions to do with identified students.

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/09/2017			
Persons Responsible	Julie Radoslovich			

ACTION STEP Data Reviews

At the end of each quarter, full school/grade level/department review student achievement and make adjustments to curriculum as necessary

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	10/10/2016 - 06/09/2017			
Persons Responsible	Julie Radoslovich			

ACTION STEP ACCESS Data Analysis

Continue to analyze ACCESS test results to determine and prioritize needed ELL instructional support.

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/30/2017			
Timeline Notes	This will continue into next year.			
Persons Responsible	Jenn Gable			

ACTION STEP Short Cycle Data Professional Development

Contract with Discovery Education to provide focused training on how best to analyze and utilize short cycle data to inform interventions and instruction.

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	09/05/2016 - 06/09/2017			
Persons Responsible	Jenn Gable			

SCHOOL PLAN
SOUTH VALLEY ACADEMY

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:
 omonitoring and evaluating student knowledge and skills,
 oplanning for future educational programs
 oadapting instruction to meet the needs of students
 omonitoring student progress towards college and career goals
 oidentifying students who may be at risk for dropping out of High school
 (High School only)
 omatching students to appropriate interventions to assure 85% or higher
 graduation rates

Filing Cabinet Count	1
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ACTION STEP Short Cycle Testing

Continue short cycle testing three times per year: GATES Reading and Discovery Ed for Algebra, Geometry and Algebra 2.

Status	In Progress 09/07/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/02/2017		
Timeline Notes	Discovery Ed units need to be purchased Q1 at \$8/unit.		
Persons Responsible	Julie Radoslovich		

ACTION STEP Dedicated time to analyze and use data

Administration reviews student achievement data with all staff, including gaps as they relate to gender, SPED, and ELL. Teachers collaborate in weekly bi-department meetings to plan and differentiate instruction based on both short cycle data and classroom formative assessments. Teachers meet weekly in grade level meetings to monitor student progress and provide academic and well as social and emotional interventions.

Status	In Progress 09/07/2016	Filing Cabinet Count	2
Start-End Dates	08/08/2016 - 06/09/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP Short Cycle Data Professional Development

GOAL Transformation

STRATEGY 1. Use of Data

ACTION STEP Short Cycle Data Professional Development

Contract with Discovery Education to provide focused training on how best to analyze and utilize short cycle data to inform interventions and instruction.

Status	In Progress 09/07/2016	Filing Cabinet Count	0
Start-End Dates	08/29/2016 - 06/30/2017		
Persons Responsible	Jenn Gable		

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 Leadership Team

Create a Leadership Team made up of instructional leaders from core departments and the Head Teacher. The purpose of the Leadership Team is to distribute leadership that will ensure quality instruction is being implemented and monitored in all core classes. The leaders conduct observations, provide coaching, and collaborate monthly to recommend professional development needs of their departments.

Status	In Progress 09/07/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		

ACTION STEP Data Analysis

The Head Teacher and Principal/Director will summarize and analyze data from: student achievement data, teacher progress reports, and report cards. They will identify trends, areas of need and work directly with staff to adjust instruction to meet those needs that are identified. Data will be used to monitor and celebrate improvements in instruction.

Status	In Progress 09/07/2016	Filing Cabinet Count	1
Start-End Dates	05/30/2016 - 06/30/2017		
Persons Responsible	Jenn Gable, Julie Radoslovich		

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Transformation**

STRATEGY **2. Providing Strong Leadership**

ACTION STEP **Data Analysis**

TASKS 0 of 2 Complete

State of Instruction	In Progress	Due 9/30/2016
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Principal/Director presents the State of Instruction for the school at in service. This usually happens at the beginning of the school year, but PARCC data was not available until the end of August 2016.

Classroom Data Summaries	In Progress	Due 6/30/2017
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Head Teacher runs summary reports through Jupiter each progress report and grading period. The data is shared with full staff and discussed in Department and Grade Level meetings.

ACTION STEP **Principal Mentorship**

Dr. John Eller provides mentorship to Admin Team: Head Teachers, Dean of Students and Principal/Director; title 3 funds used.

Status	In Progress	09/07/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017			
Persons Responsible	Jenn Gable			

ACTION STEP **ASCD Leadership Institute**

Administrators will attend ASCD Leadership Institute for Professional Development in leadership. Title 2 funds will be used.

Status	Not Begun	09/07/2016	Filing Cabinet Count	0
Start-End Dates	10/31/2016 - 06/30/2017			

GOAL **Transformation**

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 **Mentoring**

Contract with Dr. Shelley Roberts from UNM College of Education to coach teachers through OPAL and dossier process. Funded by Title II

Status	In Progress 09/07/2016	Filing Cabinet Count	0
Start-End Dates	07/29/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Learning Teams**

Each teacher and education assistant is part of a learning team for professional development. The purpose of the learning teams is to improve classroom instruction and student learning. Learning Teams are provided 3-5 hours per month to meet, discuss selected reading, collaboratively plan strategies, and reflect on the effectiveness of the strategies in the classroom. Each learning team will share out once per semester, giving recommendations of best practice to all teaching staff.

Status	In Progress 09/07/2016	Filing Cabinet Count	0
Start-End Dates	08/05/2016 - 06/30/2017		
Persons Responsible	Jenn Gable		

ACTION STEP **Grade level Meetings**

Grade level teams meet weekly for 30-60 minutes to analyze student performance, identify appropriate interventions, and evaluate the effectiveness of those interventions.

Status	In Progress 09/07/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Department Meetings**

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Transformation**

STRATEGY **3. Effective Teachers**

ACTION STEP **Department Meetings**

Departments meet weekly between 30 minutes - 3 hours, as determined by the Thursday afternoon Collaboration Calendar. Departments discuss essential skills, progress monitoring of students, and interventions specific to their content.

Status	In Progress	09/07/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/30/2017			
Persons Responsible	Julie Radoslovich			

ACTION STEP **Exemplary School Visit**

Administrators will visit exemplary Expeditionary Learning Schools to learn about Academic Instructional Practices, college initiatives and school culture. The goal is to learn about best practices that could be used at SVA. Title 2 funds will be used to cover the cost of this professional development.

Status	In Progress	09/07/2016	Filing Cabinet Count	0
Start-End Dates	08/01/2016 - 06/30/2017			
Persons Responsible	Julie Radoslovich			

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	1
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ACTION STEP **Redesign the school day**

The school day and week was redesigned to accommodate 6 class periods, with the addition of a "College and Career Readiness" course for grades 9-12. The "CCR" course includes Mentor 2.0, college workshops, ACT Prep, Service Learning, Wellness and Study Hall time. Thursday mornings have short classes with a 25 minute intervention period built in.

Status	In Progress	09/07/2016	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/30/2017			
Persons Responsible	Julie Radoslovich			

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 Liaison**

Have a paid parent liaison to chair the Parent Involvement Committee.

Status	Completed 09/10/2012	Filing Cabinet Count	0
Start-End Dates	07/25/2016 - 06/02/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Family Meetings**

Host five annual Family meetings (Parent/teacher/student conferences). During these meetings, academic performance is discussed and plans are made to support growth and improvement using teacher feedback as well as appropriate Federal, State and District assessment results. Title I goal is that 90% of our families attended family meetings.

Status	In Progress 09/08/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 06/02/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Parent Involvement Committee**

Parent involvement committee meets once each month. Title I parent involvement monies used to provide snacks at each meeting.

Status	In Progress 09/08/2016	Filing Cabinet Count	0
Start-End Dates	08/01/2016 - 06/02/2017		
Persons Responsible	Julie Radoslovich		

ACTION STEP **Title I Annual Meeting**

An Annual Title I meeting is held each year to update families on the status of school's Title I program and to share school results.

Status	Completed 02/03/2016	Filing Cabinet Count	0
Start-End Dates	09/27/2016 - 09/27/2016		

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Transformation**

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

ACTION STEP **Student/Parent Involvement Policy**

Each year school policy, that includes the Title I parent compact, is revised to reflect the needs and concerns of our parents.

Status	Not Begun 09/08/2016	Filing Cabinet Count	1
Start-End Dates	04/03/2017 - 04/28/2017		
Timeline Notes	Need to choose a date in April.		

ACTION STEP **School Social Work**

School social workers provide social and emotional support to students and their families, especially those with IEPs. Funded with IDEA-B

Status	Completed 06/05/2015	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/29/2015		
Persons Responsible	Julie Radoslovich		

ACTION STEP **S.T.E.M. Night**

SVA Math and Science teachers collaborate with Engineers and Mathematicians from University of NM to provide hands on activities to excite students about STEM Fields. Funded by Title I Parent Involvement. Date not yet determined.

Status	Suspended 06/10/2016	Filing Cabinet Count	0
Start-End Dates	12/01/2015 - 05/13/2016		

ACTION STEP **MS and HS Student orientation**

SVA orientation provides new families about the school and how they will contribute to their child's learning. Roles and responsibilities are reviewed. Funded by Title I parent involvement. This meeting happens in April of each year.

Status	Not Begun 09/08/2016	Filing Cabinet Count	0
Start-End Dates	04/03/2017 - 04/28/2017		

ACTION STEP **Community Meeting Space**

School provides space for community initiated meetings, including but not limited to Albuquerque Interfaith, Blake Neighborhood Association and the Valle de Oro Planning Group.

Status	In Progress 09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		

ACTION STEP **Community Trauma Healing**

SCHOOL PLAN
SOUTH VALLEY ACADEMY

GOAL **Transformation**

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

ACTION STEP **Community Trauma Healing**

Partnering with NM Forum for Youth to develop systematic ways in which to support students with significant trauma in their lives. This includes professional development for staff in how to respond or approach students who have experienced significant trauma.

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017			

ACTION STEP **NM Immigrant Law Center Meetings**

NM Immigrant Law Center offers free weekly consultations to families one day per week after school hours.

Status	In Progress	09/08/2016	Filing Cabinet Count	0
Start-End Dates	08/08/2016 - 05/31/2017			

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
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TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$0.00
Actual	\$0.00