

GOAL Strengthening Reading Instructional Programs

All students at Charlie Y. Brown will meet or exceed proficiency by meeting the SGT of 52.3% in Reading by May 2014 as measured by the NMSBA (PARCC Bridge Assessment for 3rd grade).

Filing Cabinet Count	3	Budgeted:	\$1,500.00
SEA Resources Available	7		

STRATEGY 1. Core Reading Program

Our core reading program is supported by literature and writing with common formative assessments in writing every three weeks.

Filing Cabinet Count	0
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ACTION STEP Assessment in Reading

Accelerated Reading Assessments, SBA Assessments, Short Cycle Assessments.

Status	Not Begun 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/29/2015		
Timeline Notes	All assessments are used to place students and monitor progress in flexible reading interventions.		
Persons Responsible	Tina Hanna, Erin Turman		

ACTION STEP Core Reading Program

Our core reading program is supplemented with various texts, reading assessments, writing assessments, ability and mastery are variables in working with interventions.

Status	Not Begun 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	Implement reading program for 9-12 grades in core English and supplemental in all orientation classes.		
Tags	ELL, SpecialED		
Persons Responsible	Tina Hanna, Kristi Phillips, Erin Turman, Troy Webb		

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL **Strengthening Reading Instructional Programs**

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

Intervention reading at Charlie Y. Brown is intended for flexible use as part of differentiated instruction, and includes more intensive interventions. All students are placed in ability group reading. Teachers will use data and reading interventions to meet student learning needs in specific areas in alignment with the NM RTI Framework.

Filing Cabinet Count 0

ACTION STEP **Supplemental Support in Reading**

Students who need supplemental support in reading or writing will take our seminar classes that focus on interventions in reading and writing.

Status	Not Begun 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Persons Responsible	Tina Hanna, Erin Turman, Troy Webb		

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

Students at Tier 3 have language interventions in our seminar classes where they study parts of speech, writing, reading, and elements of language arts. Our seminar classes are fully inclusive and intensive for targeted interventions in language arts. Additionally, students are placed in ability grouped reading classes based on data, testing, formative and summative evidence. All interventions are building wide and fully, inclusive.

Filing Cabinet Count 0

ACTION STEP **School Orientation Reading Intervention**

Students are placed in ability group reading and closely monitored for success. Groups consist of beginning reading to advanced reading groups. Participation in each group is flexible and dependent upon mastery of skills.

Status	Not Begun 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Persons Responsible	Tina Hanna, Kristi Phillips, Erin Turman		

ACTION STEP **Tier 3 Intervention**

GOAL Strengthening Reading Instructional Programs

STRATEGY 3. Tier III Supports for Students in Reading

ACTION STEP Tier 3 Intervention

When students from Tier 3 struggle with material though in a differentiated lesson they may be assigned to sheltered interventions for one-on-one support in what we call "AI" or Academic Intervention. Sheltered intervention days are shared in all common core areas and accessible to all students (it is simply a period of the day when students may be assigned help or may self-seek support)in all content areas.

Status	Not Begun 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	This occurs all year as part of the schedule.		
Tags	ELL, SpecialED		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman		

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	Budgeted	\$1,500.00
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ACTION STEP Supporting Common Core Reading and PD

Teachers will learn about teaching the common core with research based interventions in CCSS.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/15/2013 - 05/30/2014		Budgeted \$1,500.00
Timeline Notes	Training is being sought for secondary reading support and instruction.		
	Training will be offered when students have gone home for year so teachers can use learned information for planning.		

ACTION STEP Tribes Teaching Learning Communities

GOAL Strengthening Reading Instructional Programs

STRATEGY 4. Professional Development to support Reading

ACTION STEP Tribes Teaching Learning Communities

We have started working on some areas of teaching learning communities in our PLC. We need further funding to have all teachers participate.

Status	In Progress 03/19/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	Would like to have training over summer.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman, Troy Webb		

STRATEGY 5. Collaboration Time for Reading Teachers

All teachers at Charlie Y. Brown HS will work in an "SAT" to review data and provide/deliver targeted instruction to all students. Teachers meet once a week to discuss data, student performance, student placement, reading skills in technological classes (science, history).

Filing Cabinet Count 0

STRATEGY 6. Monitoring of Reading Instructional Programs

Classroom teachers at Charlie Y. Brown HS will meet with each student in ability grouped reading classes (based on RTI and short-cycle assessments) to deliver specific skill based instruction in an explicit and systematic manner. Students' instruction will be delivered based on differentiation and skills demonstrated in assessments and class performance.

Filing Cabinet Count 0

ACTION STEP Monitoring Reading Intervention

Walkthroughs, lesson observations, OTL surveys, feedback through surveys and informal meetings with staff. RTI meetings with staff, PLC meetings with staff. Lead teacher will track data and action plans will be created to improve based on reading data in NWEA assessments. Common Formative writing assessment data will also be collected tri-weekly.

Status	Not Begun 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	Start in August with testing and placement of students in reading intervention classes. Monitor students by quarter and move as needed for ability and instructional support.		
Tags	ELL, SpecialED		
Persons Responsible	Troy Webb		

GOAL **Strengthening Reading Instructional Programs**

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

ACTION STEP **WIDA Training**

Principal will attend WIDA training and implement strategies in building for best practices for all students. Planning will include ELL strategies for reading and language.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	02/26/2013 - 05/22/2013		
Timeline Notes	WIDA Training starts in Feb. and ends in May.		
Tags	ELL, SpecialED		
Persons Responsible	Troy Webb		

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

The school provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12 Reading. Students are monitored and instructed in an RTI system to ensure that every child receives academic support in reading. Each student meets daily with their academic advisor and each teacher meets weekly to discuss preparedness for college and/or career readiness in reading.

Filing Cabinet Count 0

ACTION STEP **College Success**

We have an elective class where college reading and readiness are taught.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/31/2013		

STRATEGY **Use of Data to Analyze Reading**

The English teacher of Charlie Y. Brown is the academic chair for the school's action team: this team maintains a weekly dialogue regarding student performance and action steps needed to address gaps in reading. The data from short cycle assessments (and classroom performance) is used to drive instructional interventions in leveled reading programs required for all students. Students are moved within the intervention groups according to acquisition of skills in reading.

Filing Cabinet Count 0

ACTION STEP **NWEA, STAR, SBA, CFA, and Entrance Exam Data**

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP NWEA, STAR, SBA, CFA, and Entrance Exam Data

Teachers meet regularly to use data for placement in reading interventions. Teachers meet daily informally, weekly for interventions and SAT, and Weekly for PD on strategies in PLC meetings. When students enter CYB their NWEA data is used for placement in a leveled reading class.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	We are working on this all year and will continue to be data driven.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Troy Webb		

STRATEGY MasteryConnect Common Core Assessments

We are using mastery connect common core assessment and planning system to assess standards and benchmarks in technical classes and core classes. Our assessment data is readily and immediately available for SAT review and student intervention.

Filing Cabinet Count 0

GOAL Strengthening Math Instructional Programs

All students at Charlie Y. Brown will meet or exceed proficiency by meeting the SGT of 45% in Math by May 2014 as measured by the NMSBA.

Filing Cabinet Count	2
SEA Resources Available	7

STRATEGY 1. Core Math Program

The Core Math program will be fully implemented to correlate to the NM Common Core (K-3) and the Math Standards (4-12).

Filing Cabinet Count	0
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ACTION STEP Assessments in Mathematics

Accelerated Math, SBA, and short-cycle math assessments.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	08/28/2012 - 05/24/2013		
Timeline Notes	All assessments are used to place students and monitor progress in Academic Intervention class for mathematical interventions		
Persons Responsible	Joanna Florez, Troy Webb		

ACTION STEP Create CCSS pacing guide for all Core Math Classes

Teacher (only math teacher in building) will use CCSS and MC2 math standards to create common core pacing for all math classes.

Status	Completed 03/18/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 02/19/2013		
Timeline Notes	Complete as soon as possible.		

GOAL Strengthening Math Instructional Programs

STRATEGY 2. Tier II Support for Students in Math

Students at Charlie Y. Brown are assigned to ability group math programs that center on the STARS math classes identified in schedule as Integrated Math 1, 2, 3, and or 4. Additional interventions in required (for all students) academic intervention elective. Students may receive one on one support during this intervention class affording for flexible use as part of the daily differentiated instruction. For more intensive interventions to meet student learning needs in specific areas, in alignment with the NM RTI Framework students are required to attend the one on one instructional meetings with our (only) math teacher.

Filing Cabinet Count 0

ACTION STEP Students in Integrated Math track for Tier 2

In our schedule (note with one math teacher) we have a built in Tier 2 support. Our 7th hour period is designed for lower level ability based on test data, or SAT interventions. Students are in a very small class no larger than 9 at any given time. They receive one on one support and work with teacher in an inclusive but supportive environment.

Status	Completed 03/18/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/24/2013		
Timeline Notes	Use testing data for scheduling at semester or upon entry to school. Each student is given the NWEA math assessment for placement. Students that are identified in SAT as needing further help will also be placed in this track and may remain as long as their data shows they need the support.		
Persons Responsible	Joanna Florez, Troy Webb		

STRATEGY 3. Tier III Supports for Students in Math

Students at tier III are placed in smaller integrated math course and provided academic interventions four days a week where they may work with our mathematics instructor in one-on-one setting. Students are discussed in action team weekly to ensure success and preparation for upper division integrated math courses. The RTI framework is used to monitor progress and mastery of skills in mathematics.

Filing Cabinet Count 0

ACTION STEP Tier 3 Support in Math

GOAL Strengthening Math Instructional Programs

STRATEGY 3. Tier III Supports for Students in Math

ACTION STEP Tier 3 Support in Math

our schedule (note with one math teacher) we have a built in tier 3 support. Our 7th hour period is designed for lower level ability based on test data, IEP, and interventions. Students are in a very small class no larger than 9 at any given time. They receive one on one support and work with teacher in an inclusive but supportive environment.

Status	Completed 03/19/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/24/2013		
Timeline Notes	The program is working to help kids.		
Persons Responsible	Joanna Florez, Tina Hanna		

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 MC2 Training

Our math teacher will attend MC2 training and continue to receive training in this area as we develop our CCSS in mathematics.

Status	Completed 03/18/2013	Filing Cabinet Count	0
Start-End Dates	09/02/2012 - 05/24/2013		
Timeline Notes	She has maintained her attendance at both the leadership and the instructional phase of these trainings in Farmington.		
Persons Responsible	Joanna Florez		

ACTION STEP Tribes Community Learning

We have started working on some areas of teaching learning communities in our PLC. We need further funding to have all teachers participate.

Status	In Progress 09/03/2013	Filing Cabinet Count	0
Start-End Dates	08/13/2013 - 03/28/2014		
Timeline Notes	Would like the training for all staff in the summer.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman, Troy Webb		

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL **Strengthening Math Instructional Programs**

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

All teachers at Charlie Y. Brown HS will work in an "Action Team" to review data and provide/deliver targeted instruction to all students. Teachers meet once a week to discuss data, student performance, student placement, mathematical skills in technological classes (science).

Filing Cabinet Count 0

ACTION STEP **Team Meetings**

We are a small group of amazing teachers and staff that get together regularly to discuss students in mathematics and their ability to perform in the classroom. We meet informally daily and weekly on Wednesdays to discuss student data and needs. We meet weekly on Fridays for our PLC to discuss practices for which our data may be deployed.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/24/2013		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman, Troy Webb		

STRATEGY **6. Monitoring of Math Program**

The classroom teacher delivers the specific program/curriculum in a direct, explicit and systematic manner adhering to the fidelity of the program.

Filing Cabinet Count 0

ACTION STEP **Monitoring Practices in Instruction**

The principal walkthrough, monitors and conducts opportunity to learn surveys with students. The teacher and the principal meet after observations and OTL surveys to discuss practices and areas of instruction.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/24/2013		
Timeline Notes	Complete by May 1 for HR. Record of each visit and/or walkthrough		
Persons Responsible	Joanna Florez, Troy Webb		

GOAL Strengthening Math Instructional Programs

STRATEGY 7. College and Career Ready (Grades 9-12)

The school provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college-and-career-readiness in grades 9 – 12 in math. Students are monitored and instructed in an RTI system to ensure that every child receives academic support in math. Each student meets daily with their academic advisor and each teacher meets weekly to discuss preparedness for college and/or career readiness in math.

Filing Cabinet Count 0

ACTION STEP Trigonometry

We will offer upper division math for students to prepare for college.

Status	Completed 03/18/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/24/2013		
Persons Responsible	Joanna Florez, Troy Webb		

STRATEGY Use of Data to Analyze Math

The math teacher of Charlie Y. Brown is part of the school's action team: this team maintains a weekly dialogue regarding student performance and action steps needed to address gaps in mathematics. The data from short cycle assessments (and classroom performance) is used to drive instructional interventions. in leveled reading programs required for all students.

Filing Cabinet Count 1

ACTION STEP NWEA testing

When students enter CYB they are given an assessment in mathematics. This test data is then used for differentiated instruction and/or placement in classes if applicable. Teachers use this data to help them select interventions in their classes during our intervention hour.

Status	Completed 03/18/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/24/2013		
Persons Responsible	Joanna Florez, Troy Webb		

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL **Graduation**

Charlie Y. Brown High School will increase graduation by 2% each year.

Filing Cabinet Count 0

STRATEGY **Graduation Check List (Next Step Plan)**

Upon entry to Charlie Y. Brown the school Principal/registrar, will create a graduation plan for each student based upon their individual needs, graduation requirements, ability, academic skills, and (if needed) special education supports.

Filing Cabinet Count 0

STRATEGY **Individual Advising**

Each student will be given an academic advisor (staff member) that will guide them toward graduation. All students will meet with their advisor daily. Each semester students will review their graduation plans (next step plans with their advisor).

Filing Cabinet Count 0

CHARLIE Y. BROWN ALT

GOAL Career and College Readiness

Charlie Y. Brown will test 85% of all students in Advanced Placement courses; 99.9% of all students will take advanced placement courses. 100% of Special-education students will all take career readiness course for elective credit.

Filing Cabinet Count 0

STRATEGY Advanced Placement

Students will take advanced placement classes and advanced placement assessments.

Filing Cabinet Count 0

STRATEGY Career Readiness

All special education students will receive elective credit in a career readiness course; additionally, students in tier 1, 2 and 3 may earn work study credit for internships, and/or work based programs outside of the given school day.

Filing Cabinet Count 0

ACTION STEP Dual Credit

Student 10th to 12th grade will have the opportunity to take a dual credit class with CNMU junior college and San Juan College.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes			
Persons Responsible	Joanna Florez		

ACTION STEP Dual Credit with San Juan College

Teachers will begin advising for Dual Credit at San Juan College for 2013-2014 school year.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	08/13/2013 - 05/23/2014		
Persons Responsible	Tina Hanna, Kristi Phillips, Erin Turman, Troy Webb		

CHARLIE Y. BROWN ALT

GOAL Career and College Readiness

STRATEGY ACT Coordinator

Charlie Y. Brown will have an ACT coordinator to work with New Mexico Talent Search and Charlie Y. Brown staff for the express purpose of preparing students for assessment success and coordinating building needs with the Talent Search College Coordinator.

Filing Cabinet Count 0

ACTION STEP Assignment of Coordinator Duties

Each year the Principal will assign coordinator duties to one of Charlie Y. Brown staff members.

Status	Completed 04/15/2013	Filing Cabinet Count	0
Start-End Dates	08/10/2012 - 08/12/2012		
Timeline Notes	Done		

ACTION STEP Work with Talent Search for ACT prep

The students of Charlie Y. Brown will have 100% access to Talent Search from San Juan College to prepare for ACT exam and FAFSA forms. Building Coordinator will help with this program on our site level as well.

Status	Completed 03/22/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/24/2013		
Persons Responsible	Troy Webb		

STRATEGY AP Classes

Charlie Y. Brown will offer a minimum of 2 honors classes.

Filing Cabinet Count 0

ACTION STEP Institute Honors/AP Human Geography Class

Course introduces students to the systematic study of patterns and process that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Methods and tools geographers' use in their science and practice will also be taught. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.

Status	Completed 03/19/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/24/2013		
Persons Responsible	Troy Webb		

GOAL Career and College Readiness

STRATEGY AP Classes

ACTION STEP Honors Biology Class for 2013-14

Typically taken after a year of high school biology and chemistry and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. Three general areas are covered: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college level laboratory experiments. . This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 09/01/2013		
Timeline Notes	Teacher review course requirments 2012-13 Offered class2013 Application to college board 2013		
Persons Responsible	Kristi Phillips, Troy Webb		

STRATEGY ASVAB Exam

The students at grades 10-12 will be offered the ASVAB exam for military and or career readiness. Data will be used for helping students understand their after high school options. Each student will meet with their advisor or principal and discuss testing outcomes.

Filing Cabinet Count 0

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL Opportunities to Learn

100% of Charlie Y. Brown students will take an elective course titled "Academic Intervention". All students in this course will work with advisors and staff for identified interventions in core classes. 100% of Charlie Y. Brown students will be placed in leveled reading programs based on short cycle assessments.

Filing Cabinet Count 0

STRATEGY Academic Intervention (Elective)

There are 3 purposes to this course: one-on-one interventions in core instruction, ACT test preparation, SBA preparation. Data drives instruction and interventions.

Filing Cabinet Count 0

STRATEGY School Orientation (Leveled Reading)

The purpose of this elective class is two fold: The first ten minutes of class is to ensure all students are prepared for the academic day. The second purpose of this class is for all students to participate in a leveled reading program. Students will be assigned based on beginning reader to advanced reader. The students are enrolled in this class with their advising teacher and are assigned to the reading intervention portion of the class based on data driven skill assessment. Special education teacher provides the lowest instruction and technical teacher provides highest level of reading. Students may be assigned reading from ELL to novels; placement is based on skill and mastery demonstration.

Filing Cabinet Count 0

STRATEGY OTL Survey Quarterly

Each quarter beginning in October (to allow for students to develop an honest perspective) students will evaluate the performance of their teachers using the OTL survey with one added question: "My teacher encourages us to ask questions". The survey data will be compiled and the data will be shared with the teachers in graphical format. Students will remain anonymous in their reporting and will only review one teacher as an individual in the monthly query. Classes will be randomly selected by the school principal to ensure equity in reporting. Equally the students' surveys will not be signed on known by anyone in the building (including the principal).

Filing Cabinet Count 0

ACTION STEP OTL Survey

Survey or opportunity to learn

Status	Completed 04/15/2013	Filing Cabinet Count	0
Start-End Dates	10/01/2013 - 05/30/2014		
Timeline Notes	Randomly in each month beginning in Oct the students will participate in OTL survey/evaluation.		

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL School Advisory Council

Charlie Y. Brown will have a quarterly school advisory council meeting to discuss school improvement.

Filing Cabinet Count 0

STRATEGY Increase/encourage Parent Participation

At the start of each year the school principal will hold a community meeting to discuss the school's goals and progress. During this meeting parents will be asked to participate in a school advisory council.

Filing Cabinet Count 0

ACTION STEP Community Meeting

Meet with parents during open house; outline goals for year and solicit parent participation in the School Advisory Council.

Status	Completed 08/30/2012	Filing Cabinet Count	0
Start-End Dates	08/28/2012 - 08/28/2012		
Timeline Notes	Plan for quarterly meetings with School Advisory Council.		
Tags	Parent		
Persons Responsible	Troy Webb		

ACTION STEP Quarterly Meetings for Advisory Council

Meet with parents and staff once a quarter to discuss improvements and options for increasing student success at Charlie Y. Brown. Meetings will be held after school based upon schedule and team meetings times set by all members of the team. Focus meeting times around parent needs and availability.

Status	Completed 03/21/2013	Filing Cabinet Count	0
Start-End Dates	09/02/2012 - 04/30/2013		
Timeline Notes	Meeting notes/agenda and sign in sheets will be kept for records.		
Tags	Parent		
Persons Responsible	Troy Webb		

CHARLIE Y. BROWN ALT

GOAL 13 Research Based Instructional Indicators

Charlie Y. Brown staff will use the 13 research based indicators for instructional success for the purpose of driving systematic improvements and maintenance of the present and/or future educational system. The objective is to realize that systems must grow and improve actions to address discrepancies, adjust for change, meet or exceed expectations, and learn from data collected.

Filing Cabinet Count	0	Budgeted:	\$400.00
		Actual:	\$307.99

STRATEGY Implement Research Based Strategies

Charlie Y. Brown will use research based strategies to ensure quality teaching and learning so all students will learn.

Filing Cabinet Count	0
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ACTION STEP Professional Learning Team

Staff will participate in a building wide professional learning team to discuss, reflect, and interpret best practices (based on readings and professional development).

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	This practice/action step is required yearly. Staff will be given reading materials; and, staff will have PLC opportunities to discuss readings, videos, and practices with each other.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman		

ACTION STEP Formal and Informal Classroom Observations

All staff will be formally and informally observed.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 04/14/2014		
Timeline Notes	Informal observations will be weekly (once students arrive at school) and formal observations will follow district guidelines Observations conclude with recommendation to human resources department according to district and state timelines.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Debbie Serrano, Erin Turman		

GOAL 13 Research Based Instructional Indicators

STRATEGY Effectively Employ Continuous Improvement in Class

Charlie Y. Brown follows a PRAXIS improvement model: Look, Think, Act, and Review. This model is cyclical and requires that we continuously review our model of delivery and systems to provide continuous improvement based on data, evidence, and classroom student performance.

Filing Cabinet Count 0

ACTION STEP Review the PRAXIS Model Once a Year With Staff

Once a school year staff must review the format for PRAXIS and how it applies to our continuous movement for improvement.

Status	Completed 09/03/2013	Filing Cabinet Count	0
Start-End Dates	08/09/2013 - 08/16/2013		
Timeline Notes	This should take place in PLC during first semester.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman		

STRATEGY Use Data to Modify Instruction

Instructors at Charlie Y. Brown will modify instruction, based on data from short-cycle assessments, progress monitoring, classroom performance, mastery check lists, and formative and summative assessments.

Filing Cabinet Count 0

ACTION STEP Student Assistance Team/s

Teachers meet as an SAT (team) once a week to discuss student performance in all content areas, but with a focus on data derived information to improve instruction.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	Staff has begun meeting to place students in intervention groups for reading. They will continue to meet weekly to adjust students interventions after short cycle assessments have been completed and updated data is compiled. Data is compiled throughout the year.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman		

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL **13 Research Based Instructional Indicators**

STRATEGY **District Policy for Allocating Instructional Time**

Charlie Y. Brown has 5 staff members: (1) Special Education, (2)English, (3)History, (4)Math, and (5) Science. Each staff member teaches core classes and electives for students of Charlie Y. Brown. With school board approval the Principal and staff have created a weekly core schedule. On one day a week the staff teaches all elective credits meeting state and district requirements for courses. This schedule allows for students to meet all core and elective requirements for graduation with an emphasis on intervention and mastery on core instruction.

Filing Cabinet Count 0

STRATEGY **Content Knowledge for Effective Instruction**

Staff will provide sample evidence of their content knowledge to Charlie Y. Brown's data collection folder. Additionally, staff will have formal observations, courses will follow STARS manual, and Human Resources will ensure all staff members are highly qualified.

Filing Cabinet Count 0

STRATEGY **Employ Differentiated Instruction**

Staff will provide evidence to the school leadership and action team chair regarding their efforts and actions to differentiate instruction to the various students of Charlie Y. Brown.

Filing Cabinet Count 0

ACTION STEP **Compile Evidence of Differentiation in Data Folder**

Staff will submit evidence of differentiation for students to a compilation binder.

Status	Completed 03/18/2013	Filing Cabinet Count	0
Start-End Dates	09/02/2012 - 02/03/2013		
Timeline Notes	Follow start and end dates for submission of data.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman		

ACTION STEP **SAT Team**

GOAL 13 Research Based Instructional Indicators

STRATEGY Employ Differentiated Instruction

ACTION STEP SAT Team

Staff will use a portion of their action team to discuss how they may be differentiating instruction for students at tier 1,2, and 3. (This does not include system's ability groups, but actions within the ability groups and intervention class).

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	None		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman		

STRATEGY Timely Feedback to Students

Staff will act on then collect evidence of feedback vehicles used in class used to help students self-improve their performance.

Filing Cabinet Count 0

ACTION STEP Provide Evidence of Providing Feedback to Students

Staff will provide evidence of how they provide ongoing feedback to students for the purpose of students improving their performance.

Status	Completed 03/18/2013	Filing Cabinet Count	0
Start-End Dates	09/07/2012 - 02/08/2013		
Timeline Notes	None		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman		

STRATEGY Offer Opportunities to Demonstrate Proficiency

Staff of Charlie Y. Brown will create common core instructional maps for each semester of each core class and will have a connecting mastery check list for each class to monitor student mastery. Teachers will provide various means and methods for students to demonstrate mastery and/or proficiency.

Filing Cabinet Count 0

ACTION STEP Submit Sample of Mastery Check List

GOAL 13 Research Based Instructional Indicators

STRATEGY Offer Opportunities to Demonstrate Proficiency

ACTION STEP Submit Sample of Mastery Check List

Staff will submit a sample of their mastery check list for one common core class, but are expected to have a mastery check list for all core classes.

Status	Completed 03/18/2013	Filing Cabinet Count	0
Start-End Dates	09/02/2012 - 01/31/2013		
Timeline Notes	Staff must submit a sample within the start and end dates noted above.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman		

STRATEGY Assessments Aligned with Common Core

Staff at Charlie Y. Brown align assessments with common core.

Filing Cabinet Count 0

ACTION STEP Submit Sample of Common Core Assessments (Sem 1)

Teachers in reading and mathematics will submit a sample of common core assessments; teachers in tech classes (history and science) will submit a sample of common core assessments.

Status	Completed 03/18/2013	Filing Cabinet Count	0
Start-End Dates	09/14/2012 - 03/01/2013		
Timeline Notes	Staff will submit their sample within the dates noted above		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman		

ACTION STEP Submit Sample of Common Core Assessments (Sem 2)

All staff will submit a sample of semester 2 common core assessments.

Status	Completed 03/18/2013	Filing Cabinet Count	0
Start-End Dates	02/08/2013 - 03/08/2013		
Timeline Notes	Staff will submit within the window of time noted above.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman		

CHARLIE Y. BROWN ALT

GOAL 13 Research Based Instructional Indicators

STRATEGY Maintain Positive, Respectful Climate

Charlie Y. Brown will use effective strategies to ensure that learning for all students is our focus and graduating all students is our mission. Our culture will be drug and violence free. Violations of any district policy will be tracked and students will adhere to high expectations as part of the PBIS school system.

Filing Cabinet Count 0

ACTION STEP Express School Mission to Stakeholders

All stakeholders will be informed of the school culture of safety and caring instructional model.

Status	Completed 09/03/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 08/30/2013		
Timeline Notes	At the start of each school year the school principal will meet with students, staff, parents, and community members (applicable) to express the mission and vision for a safe and productive school year.		
Persons Responsible	Troy Webb		

ACTION STEP Classroom management

Staff will monitor, and intervene when needed with students regarding discipline.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	All year.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman, Troy Webb		

ACTION STEP Good Noodles and Positive Message Boards

Each year students will participate in good noodle acknowledgments, and positive message boards.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/15/2013 - 05/30/2014		
Persons Responsible	Joanna Florez, Tina Hanna, Erin Turman, Troy Webb		

ACTION STEP Student Council and Peer to Peer Teaching

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL 13 Research Based Instructional Indicators

STRATEGY Maintain Positive, Respectful Climate

ACTION STEP Student Council and Peer to Peer Teaching

Students in leadership perform peer to peer teaching for anti-bullying program and student voice in school.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Persons Responsible	Tina Hanna		

STRATEGY Culture of Respect, Trust, & Communication

Charlie Y. Brown will maintain a culture of respect, trust and communication with entire school community.

Filing Cabinet Count	0	Budgeted	\$400.00
		Actual	\$307.99

ACTION STEP Maintain Contact Logs; Auto Caller, and Mailers

All staff will maintain contact logs with community, parents etc. Samples will be saved in Charlie Y. Brown Data Folder.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2012 - 05/31/2013		
Timeline Notes	Start at the beginning of school year and maintain over the course of the year.		
Persons Responsible	Joanna Florez, Tina Hanna, Kristi Phillips, Erin Turman, Troy Webb		

ACTION STEP School Connect Curriculum

Students in leadership will be taught the researched based curriculum "School-Connect". The curriculum is designed to: Create a supportive learning community; increase student motivation and self-management; effective study habits; pathways to college and careers; practice conflict resolution; and, responsible decision making.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	03/17/2013 - 08/21/2013	Budgeted	\$400.00
Timeline Notes	Review curriculum 4th quarter of 2012 -13 and implement curriculum all year 2013-14 for leadership students and peer to peer instruction.	Actual	\$307.99
Persons Responsible	Tina Hanna, Troy Webb		

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL **13 Research Based Instructional Indicators**

STRATEGY **Safe School/Highly Disciplined Environment**

Charlie Y. Brown is and will remain a safe and orderly environment conducive to learning.

Filing Cabinet Count 0

ACTION STEP **Safe School Plan Update**

Each year Charlie Y. Brown principal will update the safe school plan.

Status	Completed 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 08/30/2013		
Timeline Notes	Complete at or before the start of each school year.		
Persons Responsible	Troy Webb		

ACTION STEP **Track all Discipline for Each Student**

Principal will log and monitor all discipline related events and compare data for systematic modifications when needed.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	All year and charts will be provided to school board and administration. Also added to data binder for Charlie Y. Brown.		
Persons Responsible	Troy Webb		

STRATEGY **Respectful and Culturally Aware Environment**

Charlie Y. Brown will maintain a culturally diverse and respectful climate where every person is valued.

Filing Cabinet Count 0

CHARLIE Y. BROWN ALT

GOAL Co-curricular Teams at CYB

Charlie Y. Brown will have academic teams that will publicly present and compete for titles and awards. These teams will represent our school across the state and region. Our teams will be in chess and poetry.

Filing Cabinet Count	0	Budgeted:	\$2,590.00
		Actual:	\$2,059.22

STRATEGY Chess Team

We will participate in the NMAA certification process and compete as a sanctioned chess team.

Filing Cabinet Count	0	Budgeted	\$2,500.00
		Actual	\$1,975.22

ACTION STEP Chess Team Regionals

Based on NMAA qualifying standards students will compete at regionals and state competitions for recognition.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	01/14/2013 - 04/22/2013	Budgeted	\$500.00
		Actual	\$456.76

Persons Responsible Kristi Phillips

ACTION STEP Chess Team State

Team will compete at state.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	04/18/2013 - 04/19/2013	Budgeted	\$2,000.00
		Actual	\$1,518.46

Persons Responsible Kristi Phillips, Troy Webb

STRATEGY Poetry Team

We will have a poetry team that is derived from our poetry class. Students will write and compete according to national poetry slam competition standards.

Filing Cabinet Count	0	Budgeted	\$90.00
		Actual	\$84.00

ACTION STEP Poetry Team Competition At San Juan College

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL **Co-curricular Teams at CYB**

STRATEGY **Poetry Team**

ACTION STEP **Poetry Team Competition At San Juan College**

Poetry team will host the second annual poetry competition at San Juan College on April 19th. Teams from San Juan (New Mexico), Montezuma and La Plata counties (Colorado) will be invited.

Status	Completed 05/09/2013	Filing Cabinet Count	0
Start-End Dates	04/19/2013 - 04/19/2013	Budgeted	\$90.00
		Actual	\$84.00
Persons Responsible	Erin Turman, Troy Webb		

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL **Attendance**

Charlie Y. Brown will have a system of support for in class attendance. The goal is to improve attendance for 90% of the students to have 80% in class attendance or better and for 100% of students to communicate with the school regarding attendance and/or absences.

Filing Cabinet Count 0

STRATEGY **Bloomfield Schools Attendance Policy for Secondary**

All students shall be expected to attend school as many days as school is in session in accordance with the Compulsory Attendance Laws as found in the New Mexico Statutes Annotated 22-12-2 and 22-12-7 NMSA 1978. (Being Laws 1967, Chapter 16, Section 170 and 175 as amended).

Filing Cabinet Count 0

ACTION STEP **Attendance School**

All unexcused absences and trancies must be made up at attendance school in order to avoid loss of course credit. Students who have not met the attendance requirement but have received a passing grade will receive "no grade" (NG) if the excessive absences/tardies are not made up or excused through the review process.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Persons Responsible	Troy Webb		

ACTION STEP **Track Attendance**

This action step is build and track attendance for each quarter and the entire year in an excel document that will mathematically denote attendance by hour in each class by student and for the entire school based on quarter enrollment. Data will come from powerschool and teacher reporting. It will me closely monitored by school administrator daily.

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/14/2013 - 05/30/2014		
Timeline Notes	Each quarter run full attendance check and put data into excel.		
Persons Responsible	Troy Webb		

ACTION STEP **Big Kid Attendance Project**

SCHOOL PLAN
CHARLIE Y. BROWN ALT

GOAL **Attendance**

STRATEGY **Bloomfield Schools Attendance Policy for Secondary**

ACTION STEP **Big Kid Attendance Project**

Students from CYB that owe time for attendance school may choose to make it up at a local elementary by tutoring or working with thier students in "Saturday School".

Status	In Progress 07/29/2013	Filing Cabinet Count	0
Start-End Dates	08/23/2013 - 05/30/2014		
Timeline Notes	Waiting on hearing back from elementary school on how they want to use this program		
Persons Responsible	Troy Webb		

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$4,490.00
Actual	\$2,367.21