

Public Academy for Performing Arts Governing Council Meeting Agenda

Tuesday, October 31, 2017, 4:15 – 6:00p.m.

Public Academy for Performing Arts Campus
11800 Princess Jeanne Ave NE, Albuquerque, NM 87112, Room 2

Type of meeting: Monthly

Chair: Joshua Vallano

Invited to Attend:

- | | |
|--|---|
| 1. Mark Huntzinger, GC Secretary | 8. Sherry Allen, Staff Representative |
| 2. Michael Keith, GC Member | 9. Virginia Wilmerding, Staff Representative |
| 3. Michael Matsko, GC Member | 10. Carol Torrez, Staff Representative |
| 4. Elizabeth Roybal, GC Vice President | 11. Doreen Winn, Executive Director |
| 5. Joshua Vallano, GC President | 12. Rhonda Cordova, Business Manager |
| 6. Open Position | 13. Juan Andres Rodriguez, HS Student Council President |
| 7. Open Position | 14. Isis Lopez, MS Student Council President |

Scheduled Guest(s):

Scheduled Absence:

----- Meeting Agenda -----

- | | | |
|--|----------------|-----------|
| 1. Call to Order, Roll Call (Quorum 4/7 voting members) | Chair | 4:15 p.m. |
| 2. Welcome and Introductions | Chair | 4:17 p.m. |
| 3. Approval of Agenda ACTION ITEM | All | 4:20 p.m. |
| 4. Approval of Previous Meeting Minutes ACTION ITEM | All | 4:23 p.m. |
| 5. Open Forum for Public Comment (Form Required) | Chair | 4:30 p.m. |
| 6. Budget & Finance Committee Report, BARS ACTION ITEM...Michael Matsko and Rhonda Cordova | | 4:40 p.m. |
| a. Financial Records Review | | |
| 7. Executive Director's Report | Doreen Winn | 4:50 p.m. |
| a. Written Report | | |
| b. NM DASH 90-Day Plan | | |
| c. Recognize 2018 NM Teacher of the Year | | |
| 8. Organizational Business | Joshua Vallano | 5:00 p.m. |
| a. Two Vacant Council Positions ACTION ITEM / | | |
| b. Member Training Reports | | |
| c. NM Office of State Auditor Disposition of Assets Request | | |
| 9. President's Report | Joshua Vallano | 5:20 p.m. |
| 10. Closed Session to Discuss Audit Results | Joshua Vallano | 5:30 p.m. |
| 11. Other Announcements/Discussion | All | 5:50 p.m. |
| 12. Adjourn | Chair | 6:00 p.m. |

----- Statement on Open Forum for Public Comment -----

The Governing Council welcomes public comments during the "Public Comment" portion of the governing council meeting agenda. Individuals wishing to make public comments shall complete a Public Comment form and submit it to the Council President prior to the "Public Comment" section of the meeting. Individual oral presentations will be limited to 5 minutes, unless extended by the Council President.

----- Statement of Non Discrimination -----

Public Academy for Performing Arts does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. Persons requiring special accommodations should contact the administrative office at 830-3128 Ext. 0 at least 24 hours prior to the meeting.

----- Additional Information -----

Audit Committee – Michael Matsko (Chair), Elizabeth Roybal, Rhonda Cordova, Ruby Arispe, Russ Romans, Doreen Winn

Finance Committee – Michael Matsko (Chair), Mark Huntzinger, Rhonda Cordova, Doreen Winn

Long-Range Planning – Michael Keith (Chair), Joshua Vallano, Michael Youngman, Doreen Winn, Naomi Montoya

Performing Arts Committee – Elizabeth Roybal (Chair), Joshua Vallano, Michael Keith, Doreen Winn, Naomi Montoya

Policy Review Committee – Mark Huntzinger (Chair), Joshua Vallano, Merry Dudley, Doreen Winn, Jennifer Lopez, Virginia Wilmerding

Website Committee – Joshua Vallano (Chair), Michael Keith, Stella Lavis, Jackie Mickey, Doreen Winn

Public Academy for Performing Arts
DRAFT Governing Council Meeting Minutes September 26, 2017

Date: 9-26-2017	Location: PAPA Room 2
Time: 4:15-5:03 PM	Facilitator: Joshua Vallano
Invitees in Attendance: Mark Huntzinger, Elizabeth Roybal, Michael Keith, Virginia Wilmerding Sherry Allen, Carol Torres, Doreen Winn , Rhonda Cordova, Isis Lopez,	
Not in Attendance: Michael Matsko, Merry Dudley,	
Guests in Attendance: Melanie Chavez, Olivia Roybal, Jessica Keith, Sarah Huntzinger	
Discussion	Resource
1. Call to Order 4:15 pm/Roll Call, 4 voting members present	Joshua Vallano
2. Welcome and Introductions	Joshua Vallano
3. Approval of Agenda Motion to approve the agenda was made by Mark Huntzinger, seconded by Elizabeth Roybal, approved 4-0	Joshua Vallano
4. Approval of Minutes Motion to approve the minutes of the August 29, 2017 meeting was made by Joshua Vallano, second by Elizabeth Roybal, approved 4-0.	Joshua Vallano
5. Open Forum for Public Comment – none	
6. Budget and Finance Report <ul style="list-style-type: none"> Finance Committee Meeting was held, present were Doreen Winn, and Rhonda Cordova. The bank register report, bank reconciliation report, journal entries, and the detailed report for August 2017 were reviewed. The Budget Report as of September 21, 2017 was presented and discussed. Information on the food service operation was provided. BARS: <ul style="list-style-type: none"> Two BARS were presented and discussed. 0013-I increased the IDEA B by \$3,177 a carryover increase award. 0014-I increased the activities fund by \$45,098 from registration fees. Motion to approve the finance committee report and approve BARS 0013-I and 0014-I by Mark Huntzinger, seconded by Elizabeth Roybal, approved 4-0 Information from the Audit out brief will be presented at a closed session at the October 2017 meeting. 	Rhonda Cordova
7. Policy Committee <ul style="list-style-type: none"> Proposed changes to sections A.7.1, H.3.6, and H.7 have been sent out for public comment with one positive comment received. The motion to approve the proposed changes was made by Elizabeth Roybal, 	Mark Huntzinger

Public Academy for Performing Arts
DRAFT Governing Council Meeting Minutes September 26, 2017

seconded by Michael Keith, approved 4-0.			
8. Executive Director's Report <ul style="list-style-type: none"> • Written report was provided. • Information was provided on the NM DASH requirement, testing coordinator, kitchen inspection by NM Department of Health, and the October 20, 2017 fund raising event. 			Doreen Winn
9. Organizational Business <ul style="list-style-type: none"> • Nominating Committee – Michael Youngman has resigned; a community member is being solicited. GC members are to contact people they think may be interested and have them submit a resume to Joshua Vallano. • The GC training requirements and the upcoming PED training schedule were discussed. 			Joshua Vallano
10. President's Report <ul style="list-style-type: none"> • Encouraged all committees to become more active. • Website to have individual teacher's pages. 			Joshua Vallano
11. Other Announcements/Discussion <ul style="list-style-type: none"> • None 			Joshua Vallano
12. Adjourn 5:03 pm			
Next schedule meeting October 31, 2017 4:15			
Status			Action Item
		Resource	Due Date
In Progress	Establish procedure to have a GC member as a second line signer on all PAPA checks	Finance Committee	

V1

FY2018
Transaction Type: Actuals

Posted Status	Attachments	Transaction Number	Origin	Transaction Date	Transaction Comment	Transaction Recorded D	Transaction Recording User
True		0 00040279	J/E	09/11/2017	Client Analysis Fee September 2017	10/15/2017	riovato
True		0 00040280	J/E	09/13/2017	Bankcard Fees September 2017	10/15/2017	riovato
True		0 00040406	J/E	09/30/2017	Void Prior Year checks to be reimbursed for cookie dough reimbursements	10/18/2017	riovato
True		0 00040451	J/E	09/30/2017	Correct GO bond negative expense line item; Temp Transaction Number T0040625	10/23/2017	riovato

Finance Meeting on 10/31/17

[Handwritten signatures and initials]

Packet Includes:

- *Journal Entries Listed Above
- *Bank Register Report for September 2017
- *Bank Reconciliation for September 2017
- *1st Quarter Cash Report FY2018
- *Trial Balance as of 09-30-17
- *Detailed Revenue & Expenditure Report as of 10-27-17

Budget Report as of October 27, 2017

OPERATIONAL

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>	<u>% to Budget</u>
\$2,888,349.16	(\$788,980.56)	(\$2,055,380.52)	\$43,988.08	2%
			(\$6,017.69) <i>Reallocate IDEA B</i>	
			<hr/> \$37,970.39	

INSTRUCTIONAL MATERIALS

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$22,363.95	(\$14,617.42)	(\$1,438.06)	\$6,308.47

Food Services

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$113,908.00	(\$27,412.99)	(\$79,587.78)	\$6,907.23

Activities

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$134,917.18	(\$26,145.34)	(\$25,743.25)	\$83,028.59

Title I

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$63,136.00	(\$15,111.93)	(\$44,832.97)	\$3,191.10

IDEA B

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$66,137.00	(\$14,260.54)	(\$61,071.15)	(\$9,194.69)
			<hr/> \$3,177.00 <i>BAR Increase</i>
			(\$6,017.69) <i>Reallocate to SEG</i>

Title III

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$65.00	(\$65.00)	\$0.00	\$0.00

Teacher/Principal Training

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$33,190.00	\$4.66	(\$22,477.19)	\$10,717.47

Medicaid

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$7,347.52	(\$388.60)	(\$18.00)	\$6,940.92

CNM

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$2,969.43	(\$1,500.00)	(\$2,500.00)	(\$1,030.57)
			\$1,500.00 <i>Pending BAR</i>
			\$469.43

GO Bond Library

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$5,360.00	\$0.00	\$0.00	\$5,360.00

Youth Chat Grant

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$2,750.00	\$0.00	(\$840.52)	\$1,909.48

Lease Reimbursement

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$280,143.00	\$0.00	(\$280,143.00)	\$0.00

HB33

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$313,722.56	(\$69,780.24)	(\$238,627.18)	\$5,315.14

SB9 State Match

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$16,106.00	\$0.00	\$0.00	\$16,106.00

SB9 Tax Allocation

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$121,538.00	(\$11,749.76)	(\$22,248.07)	\$87,540.17

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1718-0015-I
Fund Type: Flowthrough

Adjustment Type: Increase

Fiscal Year: 2017-2018

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY	
Budget Period: 07/01/2017	To: 06/30/2018
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 24154.0000.41924 \$7,228

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
24154 Teacher/ Principal Training & Recruiting	1000 Instruction	51300 Additional Compensation	1010 Regular Education (K- 12) Programs	1411 Teachers- Grades 1-12		\$7,228	\$7,228	
Sub Total						\$7,228		
Indirect Cost								
DOC. TOTAL						\$7,228		

Justification:

Carryover Balance from Prior Year

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Approvals by Digital Signature

<u>Name</u>	<u>Role</u>	<u>Date</u>
Rhonda Cordova	Business Manager	10/29/2017 7:06:45 PM

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1718-0016-I

Fund Type: Flowthrough

Adjustment Type: Increase

Fiscal Year: 2017-2018

Entity Name: Public Academy for Performing Arts

Adjustment Changes intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY
Budget Period: 07/01/2017 To: 06/30/2018
A. Approved Carryover:
B. Total Current Year Allocation:
D. Total Funding Available:

Revenue 24154.0000.41924 \$3,699

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
24154 Teacher/ Principal Training & Recruiting	1000 Instruction	51300 Additional Compensation	1010 Regular Education (K- 12) Programs	1411 Teachers- Grades 1-12		\$3,699	\$3,699	
Sub Total						\$3,699		
Indirect Cost								
DOC. TOTAL						\$3,699		

Justification:

Add'l Carryover Balance from prior year

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Approvals by Digital Signature

<u>Name</u>	<u>Role</u>	<u>Date</u>
Rhonda Cordova	Business Manager	10/29/2017 7:08:11 PM

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1718-0017-I
Fund Type: Flowthrough

Adjustment Type: Increase

Fiscal Year: 2017-2018

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY

Budget Period: 07/01/2017

To: 06/30/2018

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 27103.0000.41924 \$5,360

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
27103 2009 Dual Credit Instructional Materials/ HB2	1000 Instruction	56112 Other Textbooks	1010 Regular Education (K- 12) Programs	0000 No Job Class		\$5,360	\$5,360	
					Sub Total	\$5,360		
					Indirect Cost			
					DOC. TOTAL	\$5,360		

Justification:

Award for FY2018

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Approvals by Digital Signature

Name

Role

Date

Rhonda Cordova

Business Manager

10/29/2017 7:09:44 PM

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1718-0018-I

Fund Type: Direct Grant

Adjustment Type: Increase

Fiscal Year: 2017-2018

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY
Budget Period: Jul 1 2017 12:00AM To: Jun 30 2018 12:00AM
A. Approved Carryover:
B. Total Current Year Allocation:
D. Total Funding Available:

Revenue 26207.0000.41921 \$1,500

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
26207 CNM Foundatio n	1000 Instruction	55915 Other Contract Services	1010 Regular Education (K- 12) Programs	0000 No Job Class	\$2,969	\$1,500	\$4,469	
Sub Total						\$1,500		
Indirect Cost								
DOC. TOTAL						\$1,500		

Justification:

Actual Revenues Received

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Approvals by Digital Signature

<u>Name</u>	<u>Role</u>	<u>Date</u>
Rhonda Cordova	Business Manager	10/29/2017 7:01:44 PM

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1718-0019-IB

Fund Type: General Fund / Capital
Outlay / Debt Service

Adjustment Type: Initial Budget

Fiscal Year: 2017-2018

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY

Budget Period: Jul 1 2017 12:00AM

To: Jun 30 2018 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 31200.0000.43209 \$280,143

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
31200 Public School Capital Outlay	4000 Capital Outlay	54610 Rental - Land and Buildings	0000 No Program	0000 No Job Class		\$280,143	\$280,143	
					Sub Total	\$280,143		
					Indirect Cost			
					DOC. TOTAL	\$280,143		

Justification:

Award Letter for FY2018

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Academic Achievement / Students:

- Congratulations to the 203 students grades 6-12 who earned Honor Roll status for the first quarter. This was the highest number of students ever honored! They were treated to "Halloween Honor Roll Eyes Cream Social".
- NHS held a "Helping the Homeless" clothing drive.
- Ms. Maestas, PAPA's new Transition Specialist, held FAFSA workshops for students and their parents. She also offered Saturday ACT practice and result sessions.
- Several colleges visited PAPA including Berklee College of Music, NM Tech, and NMSU.
- Science students attended CNM Stem Days field trip.
- Juniors participated in the PSAT.
- NHS sponsored a Scholarship Pizza Party for Juniors and Seniors where students had the opportunity to identify and begin filling out applications.
- PAPA held its first Scholastic Book Fair for Middle School. It was a great success, earning PAPA \$835.55 worth of books. We appreciate the 13 parents who volunteered to help!
- Students received training in Mindfulness by Leslye Padilla, PAPA's Social Worker, weekly during the month of October.
- Kahlil Simson facilitated the First Annual 7th Grade Poetry Reading.
- Students participated in the Youth Risk and Resiliency Survey.

Performing Arts / Activities

- Twenty-four Choir, Orchestra, and Guitar students attended All State. Congratulations to Choir members for making the 2018 NM Music Educators Association All State Choirs: Alivia Abernathy, Delia Bradley, Cassidy Cantu, Hailey Christensen, Samuel Guajardo, Brianna Hubbard, Mason Konior, and Jaaziah Vallano. The following made the NM American Choral Directors Association Youth All State Festival: Rachel Armstrong, Madison Bihn-Adams, Eli Behrens, Jaaziah Vallano, Sophie Aderson-Hayme, Deilia Bradley, Memphis Bravo-Gomez, Sarah Huntzinger, and Trinity Moffet. Congratulations to MariLuz Lebkuechner and Lin Tu Saltzstein for being accepted to All State Symphonic Orchestra! Congratulations to Luke Dierks and Connor Gonzales for making NM All State Guitar Ensemble!
- "Oklahoma!" the audition only Fall Musical Theater production rehearsals are well underway.
- The "Scoop" PAPA's student-created newspaper was published in time for PAPAPalooza!
- HS Acting participated in High Desert Thespian Festival.
- Bear Fare Muralist was a guest artist in the Hip-Hop classes.
- Visual Arts had 5 winners in the Honorable Mentions category at the NHCC Swire Coca Cola and International Balloon Fiesta Art Contest. Congratulations to Jenaya Aguirre, Serenity Baca, Daniela Batista, Brendan Oberg, and Reyna Yara.
- Visual Artists Kristen Carrara and Morgan Orehek won the art contest having their original pieces included in the Panda Basket raffled off at PAPAPalooza!
- PAPA Facebook now has over 1,000 followers!
- Auditions for Thespian Troupe were held. New members include Kaleah Baca, Delia Bradley, Casey Combs, Samuel Guajardo, Maysie Kilgore, Cailyn parsons and Jaaziah Vallano.
- Student groups facilitated fundraising at Barnes and Nobel and held movie nights, candy gram sales, ad sales, spirit gear sales, snack bar and art card sales.

Professional Development / Staff

- PAPA Teacher, Ivonne Orozco, received an excited surprise when she was awarded 2018 New Mexico Teacher of the Year by Secretary Designate Christopher Ruszkowski! Congratulations to this outstanding teacher!
- PAPA held SAT meetings, Senior mentor sessions, and struggling student staffing meetings during the recent teacher workdays. Staff was also trained in working with LGBTQ+ students and took care of various business.
- The Science and Socials Studies departments attended trainings in STEM and Bill of Rights.

- Jackie Mickey, Cafeteria Coordinator attended Serve Safe Manager Training.
- Administration participated in Safe Schools and School Health Training.
- Administration also participated in or facilitated meetings on charter renewal, facility design updates, NMASSP, ACES regional, charter design, PTSO, SAC/SHAC, audit exit, 90 day plan, progress toward goals, APS Title I, and APS charter leader.

Community

- PAPA Palooza! Fall Festival joint fundraiser with the PTSO was a huge success taking in close to \$6,000. It was a wonderful community event! We appreciate the help and donations of parents, students, community, and staff to make this event worthwhile!
- We appreciate PAPA parent, Tatum McIntyre! She held a Walgreen's Flu Shot Clinic at PAPA.
- The SAC/SHAC and PTSO meetings were held.
- Staff and students hosted a booth and performed at the APS School Choice Fair where information was provided to over 100 booth visitors.

Facility

- Administration met with Studio Southwest Architects and APS for a facility design update.
- We appreciate community members and Les Chanteuses who volunteered time to complete necessary weeding on the grounds of PAPA!

Submitted By:



Doreen A. Winn

**New Mexico 90-day Plan
Offline Planning Process Workbook**

Step 1 – Build Core Team

With district support, the school leader(s) identify critical members to bring together as a team to co-construct the school vision for dramatic change and establish a 90-day Plan that will increase achievement for all students.

Guiding Questions –

District Level:

- To what extent does the district representative need to be involved in the planning process?
- Should Core Teams look the same at every school?

School Level:

- To what extent does the Core Team represent diverse backgrounds and viewpoints, in order to consider challenges from many perspectives?
 - Are there representatives from across grade levels?
 - Is the group representative of the student body and community?
 - Is the Core Team the same as the school leadership team?
 - Are the strongest teacher-leaders on the Core Team?

Team Member	Position	<u>Rationale:</u> What strengths/perspective does this person bring to the team? How will including this individual help the team address the school's current reality?

Doreen Winn	Executive Director	Principal/Director for over 15 years with 15 years of classroom experience. Eighth year as Director of PAPA. Under her leadership, has maintained an A or B on school report card since 2013. Effectively uses data to drive improvement initiatives. Brings knowledge of historical data and school background with regard to meeting the mission.
Melanie Chavez	Assistant Director and parent	Assessment Coordinator for over 23 years. Utilization of data to drive student achievement and curriculum change is a strength. Last year facilitated curriculum, Tiers 1 and 2 RTI change in Math that showed increase in lower quartile growth that resulted in change of grade of F to C on report card. Brings a history of success in raising test scores by implementing meaningful change in curriculum and instruction.
Tamara Lopez	Director of Special Education and parent	Experience with ELL, APS Assistant Principal, staff development, and program improvement. Represents and understands Special Education program requirements, students, and parents. As a new leader, brings fresh eyes to the analysis.
Fabian Sisneros	MS ELA, HS AP Language/Composition, Flamenco Teacher	Represents students at middle and high school levels in ELA and Performing Arts. Understands and utilizes assessment data. Actively investigates on-line and PD resources to improve student achievement. Mentor for new teachers. National Board applicant. Brings experience in classroom continuous, effective improvement.
Laurie Blackwell	MS & HS Math Teacher, On-line/Dual Credit Facilitator, Targeted Assistance Teacher	Utilizes standards-based approach to teaching/learning. Represents Mathematics Department at middle and high school levels. Part of the team that created and implemented recent changes in middle school Mathematics curriculum

		and instruction. Serves on the NMPED NM Teacher Leader Advisory Committee.
Allison Sundstrom	MS Science Teacher	Second year teacher. Fresh out of college, bringing a fresh approach to teaching and learning. Actively investigates resources to improve teaching and learning in Science. Effective team planning/curriculum mapping with other middle school science instructor. Strong knowledge in technology skills and instructional utilization.
Jason Ocken	HS History and Special Education ELA Teacher	Veteran teacher representing ELA, Social Studies and Special Education. Experienced in implementing effective individualized instructional plans for students based on IEP's and testing result analysis.
Joseph Escobedo	APS Charter School Liaison	Assigned to the the team. Director of Charter Schools for APS. Strong leadership in policy and utilizing data to drive instructional plans.

Step 2 - Analyze Data & Set Student Achievement Goals

With the core team, analyze student achievement data (e.g. interim assessment results, common formative assessments, student work samples, summative results). Through deep data analysis and reflection, set summative student achievement goals for ELA and math. An optional third goal may be identified based on deep data analysis (e.g. subgroup achievement, attendance rates).

Once summative goals have been established, set benchmark goals to monitor progress toward summative goals. Benchmark goals should be clearly articulated in both ELA and math (and for an optional third goal), align with summative goals, and be connected to the most current interim or formative assessment data.

Data Analysis Notes

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PARCC Percent Proficient by Cohort

Grad Year	Subject	2017	2016	2015	Change 15-17	Comment
2023	ELA	27				
(6th grade in 2017)	Math	23				
2022	ELA	41	38		+3	
(7th grade in 2017)	Math	23	20		+3	
2021	ELA	32	28	23	+9	Steady increase
(8th grade in 2017)	Math	15	28	20	-5	up/down
2020	ELA	27	33	34	-7	Steady decrease
(9th grade in 2017)	Math	25 (Alg 1)	24	17	+8	Steady increase
2019	ELA	50	39	23	+27	Large increase
(10th grade in 2017)	Math	13 (Geom)	12 (Alg 1)	17	-4	Decrease then slight increase
2018	ELA	52	37	27	+25	Large increase
(11th grade in 2017)	Math	25 (Alg 2)	13 (Geom)	15 (Alg 1)	+10	Decrease then increase

ELA

On average, thirty-seven percent of students are proficient in ELA. Grade 11 showed the highest proficiency rate at 52% and grades 6 and 9 had the lowest with 27% proficient. The ELA average scale score growth (students who attended PAPA for 2 years) ranged from -4.2 points (6th grade) and increased each year (7th + 4.4, 8th +4.1, 9th +7.5, 10th +10.4, 11th +24.3). In theory, PAPA should be improving the percent proficient each year (are we getting better at teaching a particular grade). Only two (ELA 7 and ELA 10) of the six grades showed greater percent of students with 4s and 5s. Increasing the percent proficient from year to year is much more difficult to plan for and does not account for variations from cohort to cohort where some cohorts perform higher than others. With this in mind, PAPA will focus on growth of cohort groups in ELA and Math.

Looking at the same cohort (are we getting better at teaching this group of students), 4 of the 5 cohorts showed improvement (ELA 7 - class of 2022, ELA 8 - class of 2021, ELA 10 - class of 2019, ELA 11 - class of 2018) with greater percentages of students proficient.

Growth of the lower quartile improved and was reflected on PAPA's school report card. The grade for that area increased from an F to a C. ELA growth of lower quartile (who attended PAPA in 2015-16 and 2016-17) showed 8.5 points on

average. Looking at proficiency groups BY COHORT, there were fewer students who scored a 1 in 2017 in ALL ELA courses.

Analysis of COHORT growth in ELA over three PARCC test years (2015, 2016 and 2017) shows: class of 2018 - 25% more 4s and 5s; class of 2019 - 27% more; class of 2020 - 7% drop; class of 2021 - 9% increase; class of 2022 - 3% increase (only two years of data); and the class of 2023 (6th graders) ended the year with 27% proficient.

MATH

Twenty percent of PAPA students were proficient in Math with a high of 25% (Algebra 1) and a low of 13% (Geometry). Scale score growth for students at PAPA for two years ranged from -10.5 points (Algebra 2) to +5.5 points (Algebra 1). Math 7, 8 and Algebra 1 showed improvements in scale scores. Math 6, Geometry and Algebra 2 showed negative growth. The percent proficient for each class (are we getting better at teaching Geometry, for example) shows improvement in three areas: Math 6, Algebra 1 and Geometry. Fewer students were proficient in Math 7, 8 & Algebra 2.

Math growth of lower quartile (who were at PAPA in 2015-16 and 2016-17) showed an average increase of 1.8 points. All Math student with Targeted Assistance (TA) experienced an average growth in PARCC 2016 to 2017 of 5.1 points. Prior to TA in 2015-2016, growth was an average of -0.4 points.

Looking at cohorts, four of five showed growth in the percent proficient with the greatest gain in Algebra 2 of 9.95% greater proficiency from 2016 to 2017. Math 7 to Math 8 showed a decrease in percent proficient over the same time. Looking at three years of cohort growth, math scores were inconsistent and showed minimal growth.

Analysis of cohort growth in Math over three PARCC test years shows the Class of 2018 at +10% more 4s and 5s, Class of 2019 at -4%, Class of 2020 at +8%, Class of 2021 at -5%, Class of 2022 +3% (only two years of data), and Class of 2023 (6th graders) had 23% proficient with no growth data available.

In summary, PAPA will use cohort data to monitor change and improvement with a focus on increasing the percent of 4s and 5s on PARCC. This will also have an impact on decreasing the percentage of students with scores below 3.

PAPA ELA and Math teachers will use PARCC practice tests each quarter to monitor improvement and predict 2018 PARCC scores.

PERFORMING ARTS

The Performing Arts staff at PAPA utilizes a variety of standards in regard to teaching skills/performance based courses. NM Standards and Benchmarks are the basis for teaching, although National Core Arts Standards are also used to develop syllabi, lessons, and curriculum. EOC's were given for the first time last year in Theater, Music (vocal and instrumental), and Visual Arts. The EOC for Dance and Film has not been developed. There is no identified "cut score" for passage of the EOC's, so the exam was not used for the pass/fail unless the teacher chose to use it for the semester final exam. There are also not multiple tests reflecting different levels in all areas. The current scores will be used as a basis for future growth. The first and second 90 days will be used to identify essential standards at each level in each art form, and create performance/paper quarterly exams to measure standard success.

Guiding Question – Given the most recent student achievement data, what summative and benchmark goals will create a sense of focus and urgency towards action to increase student achievement?

Grade/Subject Area	2016-17 PARCC Results	2017-18 PARCC Goals **MINIMUM INCREASE	<u>Benchmark Goals</u> : How will you know you are on track to meet your summative student achievement goals?
Class of 2024	Partial ELA 5 data 28% (4, 5)	ELA 6 34% (4, 5)	Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10. Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www.Parcc.pearson.com/practice-tests Percent Proficient Quarterly Goals: Q1=Base Score Q2=3% Over Base Q3=3% Over Quarter 2 EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC. End-all determination = PARCC minimum increase.
Class of 2023	ELA 6 27% (4,5)	ELA 7 33% (4, 5)	Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10. Students assessed at the end of each quarters (1, 2, 3) culminating with the

			<p>PARCC test and EOC in May. www.Parcc.pearson.com/practice-tests</p> <p>Percent Proficient Quarterly Goals:</p> <p>Q1=Base Score</p> <p>Q2=3% Over Base</p> <p>Q3=3% Over Quarter 2</p> <p>EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>
Class of 2022	<p>ELA 7</p> <p>41% (4,5)</p>	<p>ELA 8</p> <p>47% (4, 5)</p>	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10.</p> <p>Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www.Parcc.pearson.com/practice-tests</p> <p>Percent Proficient Quarterly Goals:</p> <p>Q1=Base Score</p> <p>Q2=3% Over Base</p> <p>Q3=3% Over Quarter 2</p> <p>EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>
Class of 2021	<p>ELA 8</p> <p>32% (4,5)</p>	<p>ELA 9</p> <p>38% (4, 5)</p>	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10.</p> <p>Students assessed at the end of each</p>

			<p>quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www. Parcc.pearson.com/practice-tests</p> <p>Percent Proficient Quarterly Goals:</p> <p>Q1=Base Score</p> <p>Q2=3% Over Base</p> <p>Q3=3% Over Quarter 2</p> <p>EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>
Class of 2020	<p>ELA 9</p> <p>27% (4,5)</p>	<p>ELA 10</p> <p>33% (4, 5)</p>	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10.</p> <p>Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www. Parcc.pearson.com/practice-tests</p> <p>Percent Proficient Quarterly Goals:</p> <p>Q1=Base Score</p> <p>Q2=3% Over Base</p> <p>Q3=3% Over Quarter 2</p> <p>EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>

Class of 2019	ELA 10 50% (4,5)	ELA 11 56% (4, 5)	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10. Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www. Parcc.pearson.com\practice-tests</p> <p>Percent Proficient Quarterly Goals: Q1=Base Score Q2=3% Over Base Q3=3% Over Quarter 2 EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC. End-all determination = PARCC minimum increase.</p>
Class of 2024	Partial Math 5th data 18% (4,5)	Math 6 24% (4, 5)	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10. Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www. Parcc.pearson.com\practice-tests</p> <p>Percent Proficient Quarterly Goals: Q1=Base Score Q2=3% Over Base Q3=3% Over Quarter 2 EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p>

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			End-all determination = PARCC minimum increase.
Class of 2023	Math 6 23% (4, 5)	Math 7 29% (4, 5)	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10. Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www. Parcc.pearson.com/practice-tests</p> <p>Percent Proficient Quarterly Goals: Q1=Base Score Q2=3% Over Base Q3=3% Over Quarter 2 EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>
Class of 2022	Math 7 23% (4,5)	Math 8 29% (4, 5)	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10. Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www. Parcc.pearson.com/practice-tests</p> <p>Percent Proficient Quarterly Goals: Q1=Base Score Q2=3% Over Base Q3=3% Over Quarter 2 EOC=Cut Score if available or 6% higher than previous year average score. Grades</p>

			<p>9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>
Class of 2021	<p>Math 8</p> <p>15% (4,5)</p>	<p>Alg 1*</p> <p>21% (4, 5)</p>	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10.</p> <p>Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www. Parcc.pearson.com\practice-tests</p> <p>Percent Proficient Quarterly Goals:</p> <p>Q1=Base Score</p> <p>Q2=3% Over Base</p> <p>Q3=3% Over Quarter 2</p> <p>EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>
Class of 2020	<p>Alg 1*</p> <p>25% (4,5)</p>	<p>Geom*</p> <p>31% (4, 5)</p>	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10.</p> <p>Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www. Parcc.pearson.com\practice-tests</p> <p>Percent Proficient Quarterly Goals:</p> <p>Q1=Base Score</p> <p>Q2=3% Over Base</p> <p>Q3=3% Over Quarter 2</p>

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			<p>EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>
Class of 2019	<p>Geom *</p> <p>13% (4,5)</p>	<p>Alg 2*</p> <p>19% (4, 5)</p>	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10. Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www.parc.pearson.com/practice-tests</p> <p>Percent Proficient Quarterly Goals:</p> <p>Q1=Base Score</p> <p>Q2=3% Over Base</p> <p>Q3=3% Over Quarter 2</p> <p>EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>
Class of 2018	<p>Alg 2*</p> <p>22% (4,5)</p>		<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10. Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www.parc.pearson.com/practice-tests</p> <p>Percent Proficient Quarterly Goals:</p> <p>Q1=Base Score</p> <p>Q2=3% Over Base</p>

			<p>Q3=3% Over Quarter 2</p> <p>EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>
ALL PERFORMING ARTS GOALS	Identification of Essential Standards	Introductory Quarterly Assessment results will become Base Scores	<p>Students will be tested by CCS utilizing PARCC Unit I, II, and III practice tests modified to fit curriculum maps for grades 6,7,9,11 and PARCC practice or Pre AP materials for grades 8, 10.</p> <p>Students assessed at the end of each quarters (1, 2, 3) culminating with the PARCC test and EOC in May. www.Parcc.pearson.com/practice-tests</p> <p>Percent Proficient Quarterly Goals:</p> <p>Q1=Base Score</p> <p>Q2=3% Over Base</p> <p>Q3=3% Over Quarter 2</p> <p>EOC=Cut Score if available or 6% higher than previous year average score. Grades 9, 10 utilize final exam as there is no EOC.</p> <p>End-all determination = PARCC minimum increase.</p>

Well-written goals help to set a bold, positive vision and establish a sense of urgency. They communicate and make visible to all stakeholders the intent of the plan.

Guiding Question – To what extent do summative and benchmark goals meet SMART criteria?

SMART Checklist		
Specific	Is the goal clearly defined?	x

<u>Measurable</u>	Are concrete criteria identified for measuring progress toward attainment of the goal?	x
<u>Ambitious & Attainable</u>	Does the goal stretch the school while still being attainable?	x
<u>Relevant</u>	Does the goal relate to student learning and achievement? Is it data-based?	x
<u>Time-bound</u>	Is the timeframe appropriate for accomplishment of the goal?	x

Step 3 – Identify Focus Areas

Following deep data analysis and reflection on qualitative and quantitative evidence, the core team identifies the 2-3 highest-leverage focus areas that will increase student achievement for all students. Focus areas are best practices that will increase achievement for all students and narrow the scope for root cause analysis, desired outcomes, and critical actions.

Possible evidence sources to consider include: observation data (evaluative or non), lesson/unit plans, student surveys, interim assessment results, common formative assessment results, student work samples, summative results.

Focus Areas & Guiding Questions –

1. Standards Alignment

All grade levels have identified essential standards.

Guiding questions –

- How do you ensure that the Tier I (core) curriculum and instruction is aligned with the CCSS and is being implemented with fidelity?
- Do you have a scope and sequence aligned to the CCSS?

2. Tier I (core) instruction

There is a dedicated block of time devoted to providing core instruction to all students aligned with grade level standards.

Guiding questions –

- What percent of your students are achieving grade-level expectations or making significant growth? If at least 80% are not attaining proficiency, what are you doing to ensure that your school is making significant progress toward this goal?
- What evidence do you have that the level of rigor of the tasks students perform during the lesson is aligned to the rigor of the CCSS?

3. *Data-driven instruction*

There is a precise, systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis and action.

Guiding questions –

- Are the district's and school's assessment strategies firmly in place? (formative, interim, and summative)
- How do teachers and leadership analyze and act on assessment data?
- Do teacher action plans include focused and targeted whole-group, small-group, and individual interventions?
- How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback?

4. *Tier I interventions*

There are fluid, flexible interventions in place during Tier I (core) instruction for students not progressing as expected.

Guiding questions –

- How do you identify students in need of Tier I (core) interventions?
- How do you differentiate instruction based on the screening results, as well as the abilities and needs of all students in the core program?
- To what extent are Tier I (core) interventions successful in addressing student needs based on data?

5. *Observation and feedback cycles*

Principal and other instructional leaders devote time daily to non-evaluative classroom walkthroughs and provide face-to-face feedback to teachers in a timely manner.

Guiding questions –

- Are frequent and regular non-evaluative walkthroughs built into the leaders' schedules?

- Do leaders give face-to-face direct feedback to teachers focused on specific action steps for improvement?
- To what extent to leaders hold teachers accountable to translate feedback into practice?

6. *Collaboration*

Teachers have time during the week to work together to promote student success.

Guiding questions -

- What evidence do you have that your teacher teams work together weekly to analyze data, share strategies, plan collaboratively, and debrief the outcomes of instruction?
- How do school leaders support and hold teacher teams accountable?

7. *Ongoing, job embedded professional development*

Teacher professional development is grounded in day-to-day teaching practice and is designed to enhance student learning.

Guiding questions -

- Describe the process for identifying and providing job-embedded, ongoing, professional development informed by the teacher evaluation system.
- How is professional development for teachers tied to student needs as identified by assessment data?

8. *Tier II (SAT) process*

There is a system in place to provide strategic and individualized support to students for whom Tier I instruction and interventions have proven insufficient.

Guiding questions -

- What criteria does the SAT team use to identify students in need of TIER II support?
- To what extent are Tier II interventions successful at addressing skill gaps to allow students to master CCSS? What specific research-based interventions are provided?
- Is progress monitoring frequent enough to ensure fluidity and that the RtI process is working?

9. *School leadership and systems*

There is a school leadership framework that supports increasing and sustaining student achievement.

Guiding questions –

- Is there a school leadership team in place comprised of key instructional leaders?
- To what extent does the leadership team focus on data-driven instruction, observation and feedback, standards-aligned planning and instruction, and job-embedded professional development?

10. School culture

All students, staff and stakeholders are aware that student achievement is the top priority of school.

Guiding questions –

- Do students receive the continual message that nothing is as important or engaging as learning?
- How do consistent minute-by-minute systems and procedures support a student culture focused on achievement?
- How does leadership monitor and maintain a positive student and staff culture?

<i>Focus Area:</i> What are the 2-3 highest-leverage focus areas (best practices – see pp. 3-5) that must be addressed to reach the student achievement goals?	<i>Data Connection:</i> What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area?
ELA AND MATHEMATICS Standards Alignment	<p>Student PARCC Percent Proficient scores are inconsistent at each grade level and within cohort groups in both ELA and Mathematics.</p> <p>In ELA, PARCC Evidence Tables show curricular weaknesses in nearly all grades in: Reading Literacy in History, Science and Technical Subjects, using</p>

	<p>textual evidence, generating conclusions from multiple sources, reading for information event analysis, research simulation, and written expression (mid school).</p> <p>The level of rigor and complexity of daily work that mimics PARCC questions is limited, even though lesson plan/teacher-made assessments indicate standards were addressed.</p> <p>Walk throughs and preliminary analysis of syllabi and lesson plans indicate alignment with standards, but lessons are not to the degree of complexity or rigor reflected in Mathematics CCSS and required for success on PARCC.</p> <p>There have been essential standards identified at grade/subject levels. However, evidence of vertical alignment is lacking throughout grade levels in ELA and particularly at the high school level in Mathematics. The high school level also lacks consistent reflection of standards in written language.</p>
<p>ELA AND MATHEMATICS Tier 1 Core Instruction</p>	<p>ELA - Observation of instruction and the PARCC data analysis indicate students struggle to comprehend and analyze informational text in vocabulary-heavy subjects. There is also a lack of focus on textual evidence when analyzing written work. Students struggle to utilize multiple sources to synthesize conclusions.</p>

	<p>Qualitatively, there is a lack of continuity of written language in increasing complexity for grades 6-12.</p> <p>Mathematics - Instruction and in-class assessment do not rise to the level of complexity required in CCS. Teachers do not use <u>complex</u> real-world connection problems frequently enough, focusing more on solving equations.</p> <p>In addition, students are lacking attack skills and the ability to verbalize the language of math, mathematical procedures, and the need for clarification.</p>
MISSION SPECIFIC-PERFORMING ARTS Standards Alignment	<p>There is a need to identify essential standards at differing levels within each art form.</p> <p>There is inconsistent assessment design across art forms and levels.</p> <p>Much of student grading focuses on participation in lieu of skill development.</p>

Step 4 – Conduct Root Cause Analysis

After identifying 2-3 high-leverage focus areas, the core team engages in thoughtful root cause analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge.

Resources: Fishbone template, 5 Whys Guidance, Role Play Script



Guiding Questions –

- What do you believe is at the heart of the problem for this focus area?
- What qualitative and quantitative evidence do you have to support this hypothesis?
- Would the problem/challenge have occurred if that cause had not been present?
- If the cause is corrected, will the problem/challenge recur?

<i>Focus Area</i>	<i>Root Cause Hypothesis</i>	<i>Evidence to Support</i>
ELA AND MATHEMATICS Standards Alignment	<p>ELA - There is not a common/shared vision or expectation vertically or horizontally for writing..</p> <p>MATH - Vertical alignment with math standards is incomplete. A clearer understanding of what each group can/cannot do at the end of the year is necessary. There are now shared teachers in Math 8 and Algebra 1. There is no opportunity for horizontal alignment/pacing.</p> <p>ELA and MATH - Teachers do not receive support to identify and implement CCSS standards at the level of complexity or rigor needed for success on PARCC.</p>	<p>ELA - Standard scores (evidence tables) on PARCC are low for informational text, analysis of multiple sources (especially in history, science and technical subjects). Using textual evidence and research simulations are a struggle.</p> <p>ELA - There is a lack of continuity throughout as each teacher has his/her own rubrics and criteria used to score written assessments.</p> <p>MATHEMATICS - Skill deficits are inconsistent across grade levels, especially with incoming students.</p> <p>ELA AND MATHEMATICS - In-service agendas do not provide enough time to identify areas and plan strategies to support student success in a consistent, comprehensive manner.</p>

		The current observation and feedback system is not frequent enough to sustain change.
ELA AND MATHEMATICS Tier 1 Core Instruction	<p>ELA - Teachers struggle to find meaningful, engaging informational text at each level with multiple source activities and data elements.</p> <p>Content instruction in ELA, Science and History focus on analyzing texts one at a time and do not require significant textual evidence consistently during discussion or written work.</p> <p>Cross-curricular collaboration and standards integration is not evident.</p> <p>MATHEMATICS - Prior skill/learning gaps are difficult to overcome in order to master grade level standards.</p> <p>Teachers struggle to sufficient find real-world, complex problems to use in class.</p> <p>Students are hesitant to tackle problems described above</p> <p>Preliminary analysis of classwork, homework and tests focus heavily on simple problem</p>	<p>ELA - PARCC data analysis does not reflect the inclusion of significant textual evidence.</p> <p>MATHEMATICS - Skill gap identification proves difficult when information is not provided through prior school cumulative records.</p> <p>Walk through observation notes repeatedly state that teachers are not using complex problems. In one classroom there was refusal to use word problems.</p> <p>Evidence has not reflected that Professional Development is translating into practice. Staff use of data driven, focused lessons is lacking in lesson plans and practice.</p>

	<p>solving with little to no word or complex problems.</p> <p>ELA and MATH - Teachers do not receive enough time/support to analyze, design and implement CCSS standards at the level of complexity or rigor needed for success on PARCC (the results of which are also not received in a timely manner). Time, collaboration and relevant feedback is needed.</p>	
MISSION SPECIFIC - PERFORMING ARTS Standards Alignment	<p>No common expectation exists for the identification and implementation of essential standards.</p> <p>No concrete evidence that scope and sequence has been identified and aligned across levels within each art form.</p>	<p>Teachers independently identify essential standards.</p> <p>Teachers have independent methods when evaluating skills that focus too much on participation.</p>



Step 5 – Create Desired Outcomes & Define Critical Actions

Create Desired Outcomes:

Based on each thoughtful root cause analysis, the core team creates a 90-day Desired Outcome for each focus area. Specifically, the team identifies the *change in adult behaviors* that will create focus and urgency towards action that would logically result in increased student achievement in math and reading.

Guiding Questions for Setting Desired Outcomes -

- What specific outcome do you want? What change in adult behaviors will be observable by the end of 90 days?
- How will you know when you have reached this goal? What will be different if you are successful in focusing on this area of practice? After 90 days, what changes in practice will be observed?

<i>Focus Area</i>	<i>Draft Desired Outcome (<u>change in adult behaviors</u>)</i>
Standards Alignment	<p>MATHEMATICS AND ELA - Administration will provide more time during in-service for meaningful evaluation of standards in each department in order to identify essential standards horizontally and vertically. The "time" needs to be utilized effectively through guidance and planning of specific goals and activities within the collaboration with observable, accountable results. Professional Development Plans will reflect plan goals for individuals.</p> <p>MATHEMATICS - Vertical teaming will be used to identify strategies to increase rigor at each level. Individual teachers will implement the strategies into their programs with the focus on application of complex skills in preparation for the next level. Professional Development Plans will reflect integration of vertical team articulation.</p> <p>ELA - Vertical team will create and implement consistent assessment expectations for written language that increases in complexity of scope and sequence to accommodate preparation for the next level. Professional Development Plans will reflect team collaboration and completion of finished product.</p>
Tier I Core Instruction	Administration will provide time for department members to work vertically to evaluate standards, research best practices, and create plans for implementation.

	ELA AND MATHEMATICS - Teachers will embrace the opportunity to take students further into the complexity of the language of ELA and Mathematics.
MISSION SPECIFIC - PERFORMING ARTS Standards Alignment	Teachers will identify essential standards and create assessments for the different levels of their art forms. Teachers will analyze data from quarterly assessments to set base scores for student growth projections.

Define Critical Actions:

After identifying the desired outcomes (change in adult behaviors), the core team determines the critical actions that will promote a sense of urgency toward addressing root cause(s) and achieving each desired outcome.

Guiding Questions for Critical Actions (Options) -

- What are some possible ways to achieve...?
- What will you do to move yourself closer to the goal?
- What have you done in similar situations in the past?
- What is something you have never tried?
- What else?

Guiding Questions for Critical Actions (Decisions) -

- Which would be most impactful?
- What exactly will you do?
- Who will be involved? How are critical actions strategically owned by various school/district individuals?
- What obstacles do you need to address in order to get this done?
- What support/resources will you need to make this happen?

Focus Area:

Standards Alignment

Desired Outcome:

MATHEMATICS AND ELA - Administration will provide more time during in-service for meaningful evaluation of standards in each department in order to identify essential standards horizontally and vertically. The "time" needs to be utilized effectively through guidance and planning of specific goals and activities within the

collaboration with observable, accountable results. Professional Development Plans will reflect plan goals for individuals.

MATHEMATICS - Vertical teaming will be used to identify strategies to increase rigor at each level. Individual teachers will implement the strategies into their programs with the focus on application of complex skills in preparation for the next level. Professional Development Plans will reflect integration of vertical team articulation.

ELA - Vertical team will create and implement consistent assessment expectations for written language that increases in complexity of scope and sequence to accommodate preparation for the next level. Professional Development Plans will reflect team collaboration and completion of finished product.

CRITICAL ACTIONS

<i>Timeline Yearly</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Inservice Dates: 10/23/17 11/20/17 11/21/17 01/2/18 02/5/18 03/5/18 04/9/18	Devote time during each in-service for vertical team work	Inservice calendar	Director	Director
10/1/17 - 5/20/18	Guide and support the work of the vertical teams	Sample vertical writing rubrics, CCSS standard statements, sample PARCC questions, Performing Arts Standards	Admin Team	Admin Team

Fall 2017	Complete/Revise Professional Development Plans	90 Day Plan Document	Teachers	Teachers
Each Semester	Complete Walkthrough and Provide Feedback	Scheduled Time	Admin	Content Teams
End of 90 days	Provide Evidence of Vertical Team Results	Time for Collaboration	Team Leaders	Content Teams
January 2018	NM DASH 90 Day Plan Team Meeting to Assess Progress of the Plan	Evidence of Implementation	Admin	Team Members
End of 90 days	Produce and Implement Vertical Team Products (ie. lists of essential standards, assessments, data analysis)	Scheduled Time for department and co-curricular collaboration	Team Leaders	Content Teams

Focus Area:

Tier I Core Instruction

Desired Outcome:

Administration will provide time for department members to work vertically to evaluate standards, research best practices, and create plans for implementation.

ELA AND MATHEMATICS - Teachers will embrace the opportunity to take students further into the complexity of the language of ELA and Mathematics.

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Fall 2017	ELA -Collaboratively search to find meaningful, engaging informational text at each level with multiple source activities and data elements.	Time to collaborate Specific goal and product AP Lit, Common Lit, other tools, Instructional Material \$	Admin and ELA Team	ELA Team
10/15/17 and On-going	Focus Content instruction in ELA, Science and History on analyzing multiple texts and require significant textual evidence consistently during discussion or written work.	Lesson plans, instructional materials, on -line resources, assessment materials	Content Teachers	Admin
11/20-21/17	Cross-curricular collaboration and standards	Time during in-service	Science, History,	Core Teachers

	integration meeting.	Framework for Collaboration	English Teacher	
Through October 2017	MATHEMATICS - Prior skill assessment	Skill Gap identification assessment	Math Teachers	Math Teachers and Targeted Assistance Teachers
Inservice Dates and ongoing	Utilize the real-world, complex word problems available through instructional materials on a regular basis	Math Text books, internet resources, Collaboration time, Lesson Plans	Math and Science Content Teachers	Math and Science Content Teachers

Focus Area:

MISSION SPECIFIC - PERFORMING ARTS Standards Alignment

Desired Outcome:

Teachers will identify essential standards and create assessments for the different levels of their art forms. Teachers will analyze data from quarterly assessments to set base scores for student growth projections.

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Inservice Dates	Identify the essential standards in each of the performing arts levels-aligning leveled scope and sequence	Fine Arts Standards, professional knowledge, time for production of essential standards assessments	Arts Coordinator & Admin	Performing Arts teachers
Q1-10/20/17 Q2-12/11/17 Q3 - 3/2/18 Q4- 5/12/18	Create and implement Quarterly Assessments reflecting progressing essential skills	Support from Admin	Arts Teachers	Admin

Step 6 – Monitor Implementation

After creating a desired outcome for each focus area and defining the critical actions, the core team strategically selects progress indicators – the metrics and evidence that will be used to measure progress toward the desired outcomes and goals. The core team identifies how the plan might be adjusted due to accelerated progress and unanticipated barriers.

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Guiding Questions –

- What are the metrics, feedback, observations, etc. the core team will use to determine progress toward the desired outcome? What is the evidence of progress?
- How will you know the critical actions are having a positive impact?
- How might the plan be adjusted due to accelerated progress or unanticipated barriers?

Focus Area:

Standards Alignment

Desired Outcome:

MATHEMATICS AND ELA - Administration will provide more time during in-service for meaningful evaluation of standards in each department in order to identify essential standards horizontally and vertically. The “time” needs to be utilized effectively through guidance and planning of specific goals and activities within the collaboration with observable, accountable results. Professional Development Plans will reflect plan goals for individuals.

MATHEMATICS - Vertical teaming will be used to identify strategies to increase rigor at each level. Individual teachers will implement the strategies into their programs with the focus on application of complex skills in preparation for the next level. Professional Development Plans will reflect integration of vertical team articulation.

ELA - Vertical team will create and implement consistent assessment expectations for written language that increases in complexity of scope and sequence to accommodate preparation for the next level. Professional Development Plans will reflect team collaboration and completion of finished product.

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
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Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS		
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
Semester 1	Report from Data Team to Administration indicating ELA Team implementation of team collaboration and completion of finished product.	Team may need more time. Team may have results that indicate successful implementation. Outside Core Teams may implement ELA designed product for evaluating writing and implementing rigor.

Focus Area: Tier I Core Instruction				
Desired Outcome: Administration will provide time for department members to work vertically to evaluate standards, research best practices, and create plans for implementation. ELA AND MATHEMATICS - Teachers will embrace the opportunity to take students further into the complexity of the language of ELA and Mathematics.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>

Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
Semester 1	Score results from Practice PARCC assessments will be recorded.	Instructional practices may be altered based on results from practice PARCC assessments and team collaboration of best practices.

Focus Area:

Mission Specific Arts Alignment

Desired Outcome:

Teachers will identify essential standards and create assessments for the different levels of their art forms. Teachers will analyze data from quarterly assessments to set base scores for student growth projections.

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
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Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS



<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>		
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>

Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
Semester 1	Assessment Created and distributed to students through Arts classes.	Teachers may adjust pacing of lessons and re-teach necessary components based on results of arts assessment.

System to Monitor Implementation –

The core team clearly details a system to monitor implementation of the plan including a procedure, timelines, and person(s) responsible.

Guiding Questions –

- How will the core team systematize implementation and monitoring of the plan?
- What is the procedure? What are the timelines? Who is responsible?

Procedure	Timelines	Person(s) Responsible
Core Team representative from each department will report progress to administration of progress and plan implementation.	Each Semester	Core Team Members
Administration will report progress to Governing Council.	Each Semester	Administration



From: Tim Neuenschwander <tmneuen@gmail.com>
Sent: Friday, October 27, 2017 2:21 PM
To: Doreen Winn
Subject: Application for PAPA Governing Board

Ms Winn,

This is in regard to my interest and qualifications for a position on the governing board of PAPA.

I became aware of PAPA with the enrollment of my granddaughter in 2011. (Moving here in 2010) My involvement with PAPA began in 2012.

1. Substitute 2011-2013
2. Tutoring 2014-2016
3. Volunteering in areas of need 2011-2017
 - a. Humming Bird Sponsor
 - b. Appreciation teacher meals
 - c. Spring Dance Sponsor
 - d. Drama backstage Sponsor
 - e. Grounds care

My involvement in the community support include:

1. Heading a Literacy reading program at Mitchell Elementary 2013-2017
2. Clergy board member of Heading Home Inc. 2015-2016
3. Habitat For Humanity house build 2016

I believe the existence of a performing arts school in Albuquerque is a valuable educational settings for students that need a physical and emotional outlet different than the "traditional" form of educational learning pattern. I believe the arts induced program helps prepare students in a successful, well rounded perspective for their future and opens opportunities they might not have had in the traditional form of program. The final outcome of this system is students moving into their community with a broader perspective of how arts impacts their lives, community and economy.

I would be interested in giving my perspective on a board that helps shape PAPA's influence in it's students and our community.

Sincerely,
Tim Neuenschwander

PS My education, BA & MA both in music fields, and life experience in developing fully graded choir, orchestra, band and drama programs for three large church's (average attendance over 2000 each) in my life time equips me to understand the intricate workings of people, programing, finances and community organizations.

Sent from my iPad



September 29, 2017

NM Office of the State Auditor
Attention: Disposition of Assets Dept.
2540 Camino Edward Ortiz, Suite A
Santa Fe, NM 87507

RE: Public Academy for Performing Arts – Disposition of Assets Request

Dear Sir or Madam:

Please accept this letter as our request for approval of Disposition of Assets for Public Academy for Performing Arts.

I have enclosed the list of assets with notarized signatures of three Governing Council Board Members. I have also attached a copy of the May 23, 2017 GC Agenda and Minutes that address disposition of assets and record the motion and second to the motion to dispose of assets.

Please let me know if you need anything further or have any questions.

Sincerely,


Jackie Danfelser
Financial Assistant

