



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
Division of Quality Assurance and Systems Integration
Priority Schools Bureau

ALTERNATIVE GOVERNANCE PLAN REVIEW

District: _____

School: _____

NCLB Designation: _____

Approved

Approved With Conditions

Technical Assistance Requested:

Not Approved

Technical Assistance Required:

Reviewer: _____

Date Reviewed: _____

Category	Addressed Completely	Addressed Partially	Addressed – Not Aligned to Data	Not Addressed	Comments
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I. ORGANIZATIONAL MANAGEMENT: FOCUSING ON THE QUALITY OF THE WORK OF THE SCHOOL.					
<u>Effective Leadership</u>					
Are responsibilities allocated among the school leadership team? <ul style="list-style-type: none"> • Distributive Leadership • Clear delineation of duties • Accountability 					
<u>Focus on All Students Learning</u>					
Does the educational program provide access to a common academic core for all students, including ELL, Economically Disadvantaged, Gifted, and Special Education students?					
<u>Effective Policies and Procedures</u>					
How do responsibilities flow through the organization? <ul style="list-style-type: none"> • Leadership Team • Staff Meetings/Team/Department 					
Are teachers organized for collaboration? <ul style="list-style-type: none"> • Goal Teams • Common Planning Collaborative Decision Making					
<u>Human Resources</u>					

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<p>Is professional development aligned with goals?</p> <ul style="list-style-type: none"> • What knowledge and skills must the personnel possess to meet the needs of the targeted students? 					
<p>Are teachers teaching in the areas for which they are qualified?</p>					
<p>Are teacher Professional Development Plans written to address identified student achievement goals based on the data?</p>					
<p>Does the plan include professional development opportunities for staff to implement research-based strategies and interventions?</p> <p>Professional development opportunities:</p> <ul style="list-style-type: none"> • Differentiated • Focused on adult learning • Sustained and intensive <p>Fidelity:</p> <ul style="list-style-type: none"> • Coaching • Walk-throughs • Observation • Peer coaching • Other 					

II. SYSTEM-WIDE IMPROVEMENT: FOCUSING ON THE COHERENT MANAGEMENT OF SCHOOL AND DISTRICT OPERATIONS TO SUPPORT STUDENT LEARNING.

<p><u>Policy and Program Coherence</u></p>					
<p>Does the plan link school programs and practices to student</p>					

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achievement goals?					
Does the plan coordinate curriculum approaches with student needs and state content standards?					
Are instructional programs consistent across elementary, middle and high schools?					
<u>Effective Use of Data</u>					
Are the plan focus and actions based on needs assessment and data analysis?					
Are plan actions measurable and focused on student needs?					
Do the plan actions represent objectives and achievement appropriate to reaching the school's Annual Measurable Objectives (AMO)?					
Are the plan actions for student achievement based on assessment data?					
<u>Strategic Allocation of Resources</u>					
Is the allocation of resources aligned to identified areas of need based on data?					
Have resources been realigned from prior year to support identified actions?					
III. QUALITY TEACHING AND LEARNING: HIGH EXPECTATIONS AND ACCOUNTABILITY FOR ADULTS; COORDINATED AND ALIGNED CURRICULUM AND ASSESSMENT; COORDINATED AND EMBEDDED PROFESSIONAL DEVELOPMENT; AND QUALITY CLASSROOM INSTRUCTION.					
Is the curriculum aligned to standards?					
Is a systematic process for monitoring curriculum in place?					
Assessment Plan <ul style="list-style-type: none"> • Linked to Instruction • Ongoing 					

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<ul style="list-style-type: none"> Formative and Summative Plan for Reteaching 					
Are Instructional Strategies Research Based? (Cite evidence) <ul style="list-style-type: none"> Sheltered Instruction Differentiated Instruction McRel Effective Instructional Strategies Other 					
Are strategies focused, student centered, data driven, and measurable?					
Do strategies address special needs of subgroups?					
Are Interventions Research Based? (Cite evidence) <ul style="list-style-type: none"> Read 180 Navigator Corrective Teaching (Corrective Reading, Writing, Math, Spelling) Other 					
Is professional development embedded and ongoing and does it include coaching?					
<u>Quality Classroom Instruction</u>					
Does the AGP give evidence of lesson planning aligned to standards?					
Does the AGP mandate opportunities for students to receive additional instruction based on ongoing assessment?					
Does the AGP indicate methods of evaluation that include short cycle/formative assessments as well as other evaluation means that inform instruction?					
Does the plan include a method to report achievement results to stakeholder groups?					

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IV. PROFESSIONAL CULTURE AND COLLABORATIVE RELATIONSHIPS: THE PRESENCE OF A FOCUSED PROFESSIONAL CULTURE AND FUNCTIONAL COLLABORATIVE RELATIONSHIPS; DELINEATION AND UNDERSTANDING OF SCHOOL AND DISTRICT ROLES AND RESPONSIBILITIES.

<u>Professional Development</u>					
Does the plan include professional development based on staff needs (including change management processes)?					
Does the plan include professional development that addresses the needs of diverse populations?					
<u>Parent/Community Engagement</u>					
Does plan include documentation of parental/community involvement in development and monitoring of AGP?					
Does the plan document membership of parents/community on the School Leadership Team?					
<u>School Safety</u>					
Does the plan include evidence of policy and behavioral expectations that is consistent and communicated to all stakeholders?					