AGENDA ITEM EXECUTIVE SUMMARY

I.   **Public Education Commission Meeting Date:** January 15, 2016

II.   **Item Title:** Discussion And Possible Action On Policy Recommendation For Improvement Plan And Definition Of Substantial Progress

III. **Executive Summary and Proposed Motions:**

A. **2016 New Application**

Over the summer, CSD staff was tasked with evaluating the implementation of Improvement Plans submitted by schools under a Performance Contract that had earned a letter grade of a C or lower in 2014.

CSD staff found that it was impossible to evaluate the implementation of these plans because there were no established, consistent standards for what must be contained in an improvement plan. Additionally, there were no clear expectations for reporting or documentation.

At the August PEC meeting, CSD made the recommendation all improvement plans that had been assigned previously be closed out and that those schools be informed that that assignment of an improvement plan in the future will be based on their academic performance when new academic data is available. CSD also recommended a work session be held with the Commissioners in November to establish clear guidelines for what an improvement plan should include, how it will be evaluated, and how it will be monitored.

CSD has been working with the Priority Schools Bureau to determine the protocols used by the PSB and adapt those materials as appropriate. CSD has also looked to materials available from other stated. CSD is presenting the attached draft materials which include an improvement plan guide with evaluation criteria, an improvement plan template, and reflection worksheet to help guide charter schools in developing an improvement plan. This proposed improvement plan template would guide schools in implementing data driven systems to improve curriculum and instruction in order to improve student achievement.

These materials would provide substantially more transparency to charter schools that are assigned an improvement plan than has been available in the past. These materials would also provide consistent standards for the PEC to evaluate whether a school that doesn't meet the department's standards of excellence or student performance standards identified in the charter contract is making substantial progress, as is required in the Charter School Act.

CSD presented these materials to to the charter school community for public

comment. CSD has included the public comment in today's materials.

Proposed Motions:

-Move to adopt the policy and improvement plan documents provided in today's materials.

-Move to adopt the policy and improvement plan documents provided in today's materials, with the changes discussed on the record today.

-Move to convene a subcommittee to work on the development of an improvement plan policy and protocol, including evaluation criteria and a definition of substantial progress, and present that protocol to the entire commission.

- Tak no action.

Improvement Plan
Guide for charter schools

NM Public Education Commission

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Charter School Division

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Contents

I. Introduction to the Improvement Plan Process

An Improvement Plan is a continuous improvement plan and an accountability agreement between a charter school and the Public Education Commission (PEC) for the academic performance of schools operated by the charter school. Improvement Plans are assigned in accordance with the Performance Framework. A charter school that earns a letter grade of C or below for the first time will be required to submit an improvement plan to demonstrate it is making make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract. If the school subsequently earns another letter grade of C or below the school will be required to submit an improvement plan implementation report and CSD will conduct an site visit and evaluation to determine if the school can demonstrate it is making make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

The purpose of an Improvement Plan is to focus the charter school on improving pupil achievement sufficiently to meet the PEC's standard by ensuring the charter school has created a comprehensive, sufficiently detailed and implementable plan. The Improvement Plan describes the charter school's plan for creating and implementing integrated systems in the areas of Data, Curriculum, Assessment, Monitoring Instruction, Professional Development, Opportunity to Learn, and Increasing Graduation Rate and College and Career Readiness (if applicable).

In its determination of whether a charter school demonstrates it is making make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract through the submission of an Improvement Plan, the CSD, on behalf of the PEC, will evaluate the charter school's thoroughness and detail in creating a continuous improvement plan as described above, to improve academic performance. The evaluation criteria for an Improvement Plan are provided in this document.

A charter school assigned an Improvement Plan will continue to be monitored in subsequent years, in which the charter school receives a C or lower letter grade, to determine whether the charter school can demonstrate that it is making substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract through implementation of a comprehensive continuous improvement plan. A charter school that fails to demonstrate that it is making substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract may be brought before the PEC for consideration. Thus, for any area where the Improvement Plan action steps or evidence are evaluated as "Does Not Meet" or "Falls Far Below", the charter school should make appropriate revisions to address the identified deficiencies.

If a charter school's Improvement Plan is evaluated as "Falls Far Below" for both Action Steps and Evidence in any two areas, the charter school has failed to demonstrate that it is making substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract and may be brought before the PEC for consideration. A charter school's failure to

1

address all required elements in its Improvement Plan will be considered by the PEC in making its determination. The PEC may refuse to accept additional information prior to or during PEC consideration.

The CSD, on behalf of the PEC, has designed this guidance document to provide practical information on the Improvement Plan process in order to inform stakeholders on how to prepare an Improvement Plan and what the expectations are. Familiarity with the following procedures and protocols will help to ensure that the Improvement Plan is submitted in its complete form. At the end of this document, is a checklist (Attachment A) to assist the charter school in preparing their Improvement Plan.

II. Location of Relevant Documents

Each Improvement Plan must be prepared using the Improvement Plan Template. The Improvement Plan Template can be located in the Charter Schools Document Library on the PEC's website.

To locate the Improvement Plan Template on the PEC's website:
1. Go to the Public Education Commission's website (http://ped.state.nm.us/ped/PECIndex.html)
2. Locate the "Charter Schools Document Library" tab toward the upper right side of the page.
3. Locate the "Improvement Plan Template" link found under the "Monitoring Plan and Tools" header.

Online technical assistance for the Improvement Plan is also available. To locate the Improvement Plan Online Technical Assistance presentations on the CSD's website:

Comment [KP1]: If adopted, CSD will create technical assistance presentations.

III. Components of the Improvement Plan

The Improvement Plan Template requires a plan to address each of the areas of Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development. Charter schools that receive a C letter grade or lower for either the Graduation Rate or College and Career Readiness measures must also address the Graduation Rate and College and Career Readiness area in their Improvement Plan.

Only one (1) Improvement Plan Template document may be submitted. Additional documents will not be reviewed.

A thorough and sufficiently detailed plan will provide answers to each of the guiding questions for an area. The totality of the processes described within each area shall comprise an ongoing system implemented at the school. CSD staff will evaluate the Improvement Plan using the evaluation criteria located in this document. Each plan will include:

2

- Action Steps - The charter school must identify specific actions, tasks, or meetings that contribute to the required systems. Include continuation of effective processes, revision to existing processes, or creation of new processes.

- Person(s) Responsible – The charter school must identify the title/role/position of the individual(s) that are responsible for completing each Action Step.

- Frequency and/or Timing – The charter school must provide the frequency (i.e. weekly, monthly, every other Wednesday) and timing (i.e. two days after benchmark testing, within 48 hours of completing a classroom observation) for the completion of each action step.

- Evidence of Implementation – The charter school must list documentation that will serve as evidence of the completion of the action step. Evidence must be able to demonstrate completion of all components of the action step. Should the charter school be assigned to the improvement plan implementation report and monitoring process in subsequent years, the documentation listed in the Improvement Plan will be required as evidence of the implementation of the system.

- Process for Implementing Action Step– The description of the fundamental elements for each action step should include any information that is collected, reviewed, or created. The charter school must include any criteria used for making decisions, and any external technical guidance or support that will be utilized for the completion of the action. Essential details will answer all what, where, and how questions required to enable implementation of each action step.

IV. Improvement Plan Template Instructions

Reflection Response

The Reflection Response is a tool designed to aid in the creation of a complete Improvement Plan. The charter school is NOT required to complete or submit the Reflection Response. **However, it is highly recommended that charter school staff complete this activity prior to completing the Improvement Plan.**

1. Locate the Reflection Response in the Charter Schools Document Library on the PEC's website.

2. Read the directions on the Reflection Response. As stated, the purpose is to prompt the charter school to reflect on existing processes, and identify where processes need revisions or new processes may be required.

3. Use the Reflection Response as a tool to reflect on the "who, what, and when" of the charter school's existing processes.

4. This information will be the base of your Improvement Plan. Use the reflection to compile the action step, person(s) responsible, frequency and/or timing, and evidence of implementation.

3

Preparing for Your Improvement Plan

1. View the Improvement Plan Online Technical Assistance presentations for guidance regarding the Improvement Plan process.

2. Familiarize yourself with the requirements of an Improvement Plan that meets the PEC's criteria. Review the evaluation criteria listed in this document.

3. Familiarize yourself with the School Grade Report Card performance indicators (Current Standing, School Growth, Student Growth of Highest Performing Students, School Growth of Lowest Performing Students, Opportunity to Learn, Graduation Rate, and College and Career Readiness) listed in the Terms to Know and the individual charter school mission specific indicators in the Performance Framework. Determine how the charter school will be provide required year-to-year comparative data for each measure under the School Grade Report Card performance indicators and mission specific indicators.

4. Understand the academic performance of the charter school. Review the School Grade Report Card and Performance Framework for the school to identify measures that did not meet the required academic standards.

5. Identify important documents and data for each measure. Using the description of the measures and the evaluation criteria as guidance, identify the processes the school has in place to evaluate, track, and support student performance in each measure. Analyze data and documents related to those processes to become familiar with the how each process is currently implemented.

6. When the Improvement Plan is complete and ready to submit, save the document.

General Completion Instructions

When creating the Improvement Plan, use the following guidelines:

1. Refer to the **Terms to Know** section (Attachment B) which is included at the end of this document. All words or phrases **bolded and underlined** in the Improvement Plan template are included in this section. Knowing and understanding these terms will provide additional guidance in completing the Improvement Plan template.

2. The plan must provide sufficiently detailed and implementable action steps that address each of the following required elements to create comprehensive Curriculum, Assessment, Monitoring Instruction, Professional Development, and Opportunity to Learn systems. Additionally, if applicable, the plan should address Graduation Rate and College and Career Readiness.

3. The action steps must identify documentation (Evidence of Implementation) that can serve as detailed evidence of completion of the action step for of each of the required elements of a comprehensive system in each area required by the PEC's Improvement Plan Implementation Report criteria.

4

4. An Action Step (and its corresponding details) may be applicable to more than one Guiding Question within each section (i.e. A. Evaluating Curriculum). If an Action Step applies to more than one Guiding Question, indicate this by writing "Refer to (numbered Action Step) in the appropriate box. For example, if Action Step 1.1 applies to Action Step 2.2, write "Refer to Action Step 1.1" in the box marked for Action Step 2.2.

5. To add an additional Action Step in a section, follow these steps:

    - Select the Action Step table to be copied.

    - Right click and select "copy".

    - Place cursor where you want to insert table.

    - Right click and select "paste".

6. CSD staff will evaluate the Improvement Plan using the evaluation criteria located in this document.

Revised Improvement Plan Instructions

If an initial Improvement Plan has been submitted and evaluated, the charter school may have the option to revise and resubmit a Improvement Plan. In this case, follow   the directions below:

1. During the revision timeframe, the charter school has the option to schedule a 30 minute meeting with CSD staff to receive technical guidance prior to submitting the revised Improvement Plan. Contact the CSD staff member indicated in the Improvement Plan Initial Evaluation letter.

2. When making changes to your Improvement Plan, use a blue font for any text that has changed.

3. Ensure that all action steps that were not evaluated as "meets" have been addressed in the revisions.

4. Ensure that all technical guidance questions have been answered in the revisions.

5. Submit according to the directions provided in the Improvement Plan Evaluation letter.

5

Charter Information

Fill out this section completely, including:

- The charter school name

- Submission date (this is the date the Improvement Plan is provided to CSD staff or uploaded to WebEPSS System)

- Indicate if the Improvement Plan is a revised version of a previous Improvement Plan

- Choose the applicable reason for the Improvement Plan submission

- Indicate the academic year for which the school received an Improvement Plan assignment

6

Example of Completed Action Step

Below is an example of an action step for the area of Curriculum. Each action step includes a description of the action, who is responsible, when the action step occurs, and the evidence of documenting implementation of the action step. Subsequently are the processes for implementing the described action step. The outcome is to include an action step that is sufficiently detailed and provides implementable action steps.

AREA II: CURRICULUM

Complete the plan for each of the six sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following sections.* (See *Terms to Know*)
For each Action Step you add, ensure all fields have been completed.

A. **Evaluating Curriculum**

Guiding Question #1: What ongoing process will the charter school use to evaluate curriculum? What criteria will guide that process?

Action Step 1	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Curriculum Committee Analyzes Collected Data from Curriculum Evaluation Forms	Curriculum Committee (consisting of: Principal, Assistant Principal for Academics, Instructional Coach, 8th Grade Math Teacher)	First Monday of every month For 2014-2015: (September 1st, October 6th, November 3rd, December 8th, February 2nd, March 2nd, April 6th, May 4th)	•Curriculum Committee meeting agendas (for each monthly meetings) that include topics, dates, and times •Curriculum Committee meeting minutes (for each meeting) that summarize action steps as well as curricular resources in each area of action •Completed Curriculum Analysis Sheets for all meetings •Completed Curriculum Committee action

Process for Implementing Action Step 1

At the beginning of every month (as identified by the dates in the Intervals column), the Curriculum Committee will meet to compile and analyze data gathered from completed Curriculum Evaluation Forms. Data will be aggregated by each component of the curriculum according to rubric scores from individual teacher Curriculum Evaluation Forms. The Committee will compile the following using a Curriculum Analysis Sheet:

- Any component of the curriculum identified as not sufficiently or partially aligned to ACCR Standards
- Any component of the curriculum identified as not sufficiently or partially meeting the appropriate rigor level
- Any component of the curriculum identified as not sufficiently or partially containing sufficient content and supplemental materials
- Any component of the curriculum identified as not sufficiently or partially containing appropriate differentiation for all subgroups

For any components of the curriculum in the above area, the Committee will create a list of action steps to be taken with governing body approval. The Committee will compile action steps in an

7

Area I: Data

This area is divided into two sections, a description of how data is valid and reliable and a table to identify the school's internal benchmarking data for math and reading and data for tracking and reporting on mission specific goals. Read carefully through the information below, and ensure that each aspect is addressed in the Improvement Plan

Completing the Data Table:

1. Refer to the General Template Directions and Terms to Know when completing this section.

2. In the first data table, the charter school must identify the internal assessments that are used to gather **benchmarking** data and mission specific goal data.

3. In the drop down menu under "Assessment Tool"[1], choose the type of assessment tool that will be used for internal benchmarking for math and reading.

    a. If the charter school's tool is not listed, select "Other" and provide the name in the "Notes" column.

    b. If more than one tool will be used, select "Multiple" and provide the names of all tools in the "Notes" column.

4. Explain how the charter school has verified that the internal data collected is **valid and reliable** in the space provided. See the Terms to Know for further guidance.

5. In the second data table, the charter school must complete the necessary information to demonstrate that data will be gathered for each School Grade Report Card indicator and mission specific indicator in the school's Performance Framework.

    a. Select the students who will be measured, whether the group measured will be all students, only full academic year (FAY) students, Q1 Students, or Q3 Students.

        i. If the group of students to be measured is not listed, select "Other" and provide a description of the student group in the box directly beneath the drop down list.

    b. Indicate the identifying data by selecting an item from the drop down list.

        i. If the identifying data is not listed, select "Other" and provide a description in the box directly beneath the drop down list.

    c. Describe how the data will be presented. This may be the name of the report taken from the assessment system.

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[1]The list of assessment tools is based on those commonly used by charter schools and is not intended to reflect an endorsement of any one assessment tool. The PEC has not independently evaluated any assessment tools and makes no claims regarding the validity, reliability, or predictive qualities of the assessments listed.

Area II: Curriculum

This Area is divided into six sections, each with a set of guiding questions. An acceptable plan for this area will provide sufficiently detailed actions steps that include each of the required elements and presents a comprehensive curriculum system. Refer to the General Template Directions and Terms to Know when completing this section. Read carefully through the information below, and ensure that each aspect is   addressed in the Improvement Plan:

	Section	Aspects that MUST be described in detail in the Improvement Plan
A	Evaluating Curriculum	- determining if curriculum is effective based on criteria set by the school, - ensuring that the curriculum allows students to meet the standards, - determining if the curriculum addresses other site specific required elements, - verifying whether curriculum is aligned to student needs, and - identifying if a curricular gap is preventing the students from mastering a standard
B	Adopting Curriculum	- adopting new and supplemental curriculum - gathering curriculum options - evaluating proposed curriculum programs and materials
C	Revising Curriculum	- making revisions to existing curriculum - replacing/supplementing existing curriculum thorough adoption of new curriculum.
D	Implementing Curriculum	- integrating curriculum into instruction consistently - implementing the curriculum with fidelity to the design of the curriculum and program of instruction.
E	Alignment of Curriculum	- verifying that curriculum is aligned to ACCRS - ensuring that the curriculum maintains alignment as it is revised.
F	Adapted to Meet the Needs of Subgroups	ensuring that implemented curriculum and supplemental curriculum meets the identified needs of students in subgroups.

9

Subgroup Curriculum Table: In the Improvement Plan template complete the Curriculum Subgroup table (see below) with the applicable information:

1. Provide the charter school's plan to address how implemented curriculum, including supplemental curriculum, will address the needs of ALL subgroups.

2. A plan is required for all subgroups, regardless of whether the charter school currently serves students in each subgroup.

Subgroup Curriculum Table

Subgroup	How will the charter school ensure that implemented curriculum meets the identified needs of students in the following subgroups?
Q1 - Students with proficiency in the bottom 25%/non- proficient students	
ELL students	
Students eligible for FRL	
Students with disabilities	

(sample provided for reference)

11

Area III: Assessment

This Area is divided into three sections, each with a set of guiding questions. An acceptable plan for this area will provide sufficiently detailed actions steps that include each of the required elements and presents a comprehensive assessment system. Refer to the General Template Directions and Terms to Know when completing this section. Read carefully through the information below, and ensure that each aspect is addressed in the Improvement Plan:

	Section	Aspects that MUST be described in detail in the Improvement Plan

A	Developing the Assessment System	• creating a data collection system that involves both formative and summative assessments,
		 • ensuring the assessment system is aligned to
		   o the curriculum and
		   o the instructional methodology/program.

B	Analyzing Assessment Data	• process and criteria used to evaluate
		   o how students are performing,
		   o whether instructional methodology and curriculum are meeting the needs of all students, and
		   o what adjustments are made when methodology and/or curriculum are not meeting student needs.

C	Adapted to Meet the Needs of Subgroups	• specifically evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.

Assessment System Table: Complete the table using applicable information:

- Assessment tool: Indicate what assessment tool is being used for each grade level. More than one assessment can be used. Examples: PARCC, Teacher made assessments, DIBELS, Textbook Assessment, STAR Reading, etc.

- Grades: Indicate which assessments are used at **every** grade level.

- How it is used: indicate whether the assessment is used a formative, summative, benchmark, or other type of testing.

- Performance measures: indicate which measures are assessed. For more information, see the Terms to Know.

- Assessment data generated: indicate what type of data is generated by the performance measure. Examples: reports on students passing, RTI breakdown, Student Growth Percentile scatter plots, etc.

- When/how often: indicate the intervals the different assessments occur.

Subgroup Assessment Table: Complete using the directions for the Assessment System Table (see below).

1. Indicate any progress monitoring that occurs for the subgroups.

2. A plan should be in place for all subgroups, whether or not the charter school currently has students enrolled that fall into each subgroup.

Subgroup	How will the system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?
Students with proficiency in the bottom 25%/non-proficient students	
ELL students	
Students eligible for FRL	
Students with disabilities	

(sample provided for reference)

13

Area IV: Monitoring Instruction

This Area is divided into four sections, each with a set of Guiding Questions. An acceptable plan for this area will provide sufficiently detailed actions steps that include each of the required elements and presents a comprehensive system for monitoring instruction. Refer to the General Template Directions and Terms to Know when completing this section. Read carefully through the information below, and ensure that each   aspect is addressed in the Improvement Plan:

	Section	Aspects that MUST be described in detail in the Improvement Plan
A	Monitoring Instruction	• gathering evidence to ensure that the classroom instruction is aligned with standards, • identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, • verifying if the instruction allows students to effectively master state standards, and • ensuring that adjustments are made to the curriculum for students in subgroup populations
B	Evaluating Instructional Practices	• gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, • using criteria to clearly measure instructional quality, and • disaggregating teacher evaluation data to identify strengths, weaknesses, and needs of individual teachers
C	Adapted to Meet the Needs of Subgroups	• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.
D	Providing Feedback that Develops the Quality of Teaching	• analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual instructional staff member.

14

Subgroup Monitoring Instruction Table:

1. Indicate what the process will be to monitor the instruction of each subgroup, including both general classroom monitoring and the monitoring of supplemental instruction.

2. A plan should be in place for all subgroups, regardless if the charter school currently has students enrolled that fall into each subgroup.

Subgroup	What is the charter school's ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?
Students with proficiency in the bottom 25%/non-proficient students	
ELL students	
Students eligible for FRL	
Students with disabilities	

(sample provided for reference)

15

Area V: Professional Development

This Area is divided into four sections, each with a set of guiding questions. An acceptable plan for this area will provide sufficiently detailed actions steps that include each of the required elements and presents a comprehensive professional development system. Refer to the General Template Directions and Terms to Know when completing this section. Read carefully through the information below, and ensure that each   aspect is addressed in the Improvement Plan:

	Section	Aspects that MUST be described in detail in the Improvement Plan
A	Developing the Professional Development Plan	• determining what PD topics will be covered throughout the year and • deciding what data and analysis will be utilized to make those decisions.
B	Adapted to Meet the Needs of Subgroups	• determining what topics are addressed during PD to meet the needs of subgroups.
C	Supporting High Quality Implementation	• supporting high quality implementation of PD strategies by providing support and • allocating resources such as time, space and the necessary material items required for implementation.
D	Monitoring Implementation and Follow-up	• monitoring that the strategies learned in professional development are implemented, and • following up with instructional staff regarding levels of implementation.

16

Area VI: Opportunity to Learn

This Area is divided into one section with a set of guiding questions. Refer to the General Template Directions and Terms to Know when completing this section. An acceptable plan for this area will provide sufficiently detailed actions steps that includes each of the required elements and presents a system for keeping students motivated and engaged in school. Read carefully through the information below, and ensure that each aspect is addressed in the Improvement Plan:

	Section	Aspects that MUST be described in detail in the Improvement Plan
A	Strategies for Fostering Student Learning	• identifying, remediating, and monitoring the progress of academically-disengaged students, and • regularly assessing the effectiveness of those strategies

Area VII: Graduation Rate and College and Career Readiness

This Area is divided into two sections, each with a set of guiding questions. An acceptable plan for this area will provide sufficiently detailed actions steps that includes each of the required elements and presents a system for ensuring students in grades 9-12 graduation on time and are college and career ready. Refer   to the General Template Directions and Terms to Know when completing this section. Read carefully through the information below, and ensure   that each aspect is addressed in the Improvement Plan:

	Section	Aspects that MUST be described in detail in the Improvement Plan
A	Monitoring Progress towards Timely Graduation and College and Career Readiness	• overseeing the progress of high school students towards timely graduation, • creating and implementing academic and career plans, and • identifying signs of academic deficiencies at an early stage.
B	Addressing Barriers to Timely Graduation	• remediating academic and social problems that threaten timely graduation or completion of academic and career plans, and

18

Submitting the Improvement Plan

1. Log in to the charter school's WebEPSS account.   http://web-epss.ped.state.nm.us

2. If the password cannot be located, click the "Reset Password" link on the login page to reset the password. An email will be sent to the email on file with instructions for resetting.

3. On the Dashboard, select the school year in which the Improvement Plan was assigned. Next select the "PEC Authorized Charter School Annual Monitoring" instrument.

4. Expand the section titled "CATEGORY: II. Academic Progress Report" and select "ITEM: II.A.01: School Grade Progress Report." In this item click the "Respond" link.

5. Upload the completed Improvement Plan Template, saved as a Microsoft Word document, by selecting the "New File" radial button and "Browse". The Browse box will open and allow you to locate the Microsoft Word document on the computer.

6. Once the correct Microsoft Word file has been chosen, provide a document Title using the following naming convention SCHOOLNAME_ImprovementPlan_FYXX.

7. Click on the "Continue" link to complete the upload process.

8. Upload only the required documents. The charter school must upload only the Improvement Plan Template. Additional documents will not be reviewed.

19

V. Improvement Plan Process: Review, Evaluation and Feedback

The table below outlines the steps that occur after an Improvement Plan is submitted.

Step	Improvement Plan Process	Action
1	Administrative Completeness Check	Upon Improvement Plan submission, staff conducts an Administrative Completeness Check to determine if: • all charter school information is present and correct • all action steps have been provided • all action steps have all required components • all required areas have been addressed in the Improvement Plan A letter will be sent notifying the charter school whether or not any deficiencies exist, and the deadline for correction.
2	Charter school Revisions in response to Administratively Completeness Check	If the Improvement Plan is administratively incomplete, the charter school must resubmit the Improvement Plan with revisions within 2 weeks of the Administratively Completeness Check.
3	Staff Evaluates the Improvement Plan	Once an Administratively Complete Improvement Plan has been received, CSD staff will evaluate the Improvement Plan for a comprehensive plan in each of the Areas. See below for further guidance on how to understand the Improvement Plan Evaluation.
4	Staff completes the Technical Guidance document	CSD staff will complete the Technical Guidance document. This document lists all the questions CSD staff had when reviewing the Improvement Plan in relation to the guiding questions.
5	Improvement Plan Evaluation and Technical Guidance notification	Staff sends the Improvement Plan Evaluation and Technical Guidance to the charter school. If revisions to the Improvement Plan are required, the charter school will be notified.
6	Improvement Plan Revision	If an Improvement Plan revision is an option or requirement, see the Improvement Plan Template Completion Directions (*Revised Improvement Plan Instructions*) for more information on what is required as part of this process. Steps 1-5 will follow.

20

Evaluation Criteria

DATA

Evidence		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has identified sufficient data to provide a year-over-year comparison for at least the two most recent school years for all measures used in the School Grade Report and Academic Performance Framework to evaluate academic performance.	The Charter Holder has identified sufficient data to provide a year-over-year comparison for at least the two most recent school years only for the School Grade Report Card measures in which the school received a Grade of C or lower and measures in the Academic Performance Framework in which the school received a rating of "Does Not Meet" or "Falls Far Below" on its most recent reports, but not for all measures used in the School Grade Report and Academic Performance Framework to evaluate academic performance.	The Charter Holder has failed to identify sufficient data to provide a year-over-year comparison for at least the two most recent school years for one or more of the School Grade Report Card measures in which the school received a Grade of C or lower or measures in the Academic Performance Framework in which the school received a rating of "Does Not Meet" or "Falls Far Below" on its most recent reports.

21

CURRICULUM

Action Steps		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive curriculum system: • adoption of curriculum; • implementation of curriculum; • evaluation of curriculum; • revision of curriculum; • adaptation to address the curriculum needs of subgroup populations; and • verification to ensure the curriculum is aligned to NM Common Core State Standards and NM Content Standards.	The Charter Holder has provided action steps that address each of the following required elements to create a comprehensive curriculum system: • adoption of curriculum; • implementation of curriculum; • evaluation of curriculum; • revision of curriculum;, • adaptation to address the curriculum needs of subgroup populations; and • verification to ensure the curriculum is aligned to NM Common Core State Standards and NM Content Standards. However, one or more action steps do not provide sufficient detail to enable implementation of the plan.	The Charter Holder has provided actions steps that do not address each of the following required elements to create a comprehensive curriculum system: • adoption of curriculum; • implementation of curriculum; • evaluation of curriculum; • revision of curriculum; • adaptation to address the curriculum needs of subgroup populations; and • verification to ensure the curriculum is aligned to NM Common Core State Standards and NM Content Standards.
Evidence		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive curriculum system.	The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive curriculum system. More detailed evidence of implementation will be required.	The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive curriculum system. Detailed evidence of implementation will be required.

ASSESSMENT

ACTION STEPS		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive assessment system to assess student performance: • data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology; • adaptation to address the assessment needs of subgroup populations; and • analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner.	The Charter Holder has provided action steps that address each of the following required elements to create a comprehensive assessment system to assess student performance: • data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology; • adaptation to address the assessment needs of subgroup populations; and • analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner. However, one or more action steps do not provide sufficient detail to enable implementation of the plan.	The Charter Holder has provided action steps that do not address each of the following required elements to create a comprehensive assessment system to assess student performance: • data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology; • adaptation to address the assessment needs of subgroup populations; and • analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner.
EVIDENCE		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance.	The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance. More detailed evidence of implementation will be required.	The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive assessment system to assess student performance. Detailed evidence of implementation will be required.

23

MONITORING INSTRUCTION

ACTION STEPS		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive system for monitoring instruction: • monitoring the integration of NM Common Core State Standards and NM Content Standards into instruction; • evaluating instructional practices; • evaluating instructional practices targeted to address the needs of subgroup populations; and • providing analysis and feedback to further develop instructional quality and standards integration.	The Charter Holder has provided actions steps that address each of the following required elements to create a comprehensive system for monitoring instruction: • monitoring the integration of NM Common Core State Standards and NM Content Standards into instruction; • evaluating instructional practices; • evaluating instructional practices targeted to address the needs of subgroup populations; and • providing analysis and feedback to further develop instructional quality and standards integration. However, one or more action steps do not provide sufficient detail to enable implementation of the plan.	The Charter Holder has provided action steps that do not address each of the following required elements to create a comprehensive system for monitoring instruction: • processes for monitoring the integration of NM Common Core State Standards and NM Content Standards into instruction; • evaluating instructional practices; • evaluating instructional practices targeted to address the needs of subgroup populations; and • providing for analysis and feedback to further develop instructional quality and standards integration.
EVIDENCE		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction.	The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction. More detailed evidence of implementation will be required.	The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive system for monitoring instruction. Detailed evidence of implementation will be required.

24

PROFESSIONAL DEVELOPMENT

ACTION STEPS		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a comprehensive professional development system: • identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance; • identifying and providing professional development that addresses the needs of subgroup populations; • supporting high quality implementation of the strategies learned in professional development; and • providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.	The Charter Holder has provided action steps that address each of the following required elements to create a comprehensive professional development system: • identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance; • identifying and providing professional development that addresses the needs of subgroup populations; • supporting high quality implementation of the strategies learned in professional development; and • providing monitoring and follow-up to support and develop implementation of the strategies learned. However, one or more action steps do not provide sufficient detail to enable implementation of the plan.	The Charter Holder has provided action steps that do not address each of the following required elements to create a comprehensive professional development system: • identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance; • identifying and providing professional development that addresses the needs of subgroup populations; • supporting high quality implementation of the strategies learned in professional development; and • providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development..
EVIDENCE		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a comprehensive professional development system.	The documentation identified can serve as limited evidence of implementation of each of the required elements of a comprehensive professional development system. More detailed evidence of implementation will be required.	The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a comprehensive professional development system. Detailed evidence of implementation will be required.

25

OPPORTUNITY TO LEARN

ACTION STEPS		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a system for keeping students motivated and engaged in school: • measuring levels of engagement; and • providing timely interventions for students who demonstrate potential for disengagement.	The Charter Holder has provided action steps that address each of the following required elements to create a system for keeping students motivated and engaged in school: • measuring levels of engagement; and • providing timely interventions for students who demonstrate potential for disengagement. However, one or more action steps do not provide sufficient detail to enable implementation of the plan.	The Charter Holder has provided action steps that do not address each of the following required elements to create a system for keeping students motivated and engaged in school: • measuring levels of engagement; and • providing timely interventions for students who demonstrate potential for disengagement.
EVIDENCE		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a system for keeping students motivated and engaged in school.	The documentation identified can serve as limited evidence of implementation of each of the required elements of a system for keeping students motivated and engaged in school. More detailed evidence of implementation will be required.	The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a system for keeping students motivated and engaged in school. Detailed evidence of implementation will be required.

26

ACTION STEPS		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The Charter Holder has provided sufficiently detailed and implementable action steps that address each of the following required elements to create a system for ensuring students in grades 9-12 graduate on time: • creating and monitoring academic and career plans; and • timely addressing academic and social difficulty.	The Charter Holder has provided action steps that address each of the following required elements to create a system for ensuring students in grades 9-12 graduate on time: • creating and monitoring academic and career plans; and • timely addressing academic and social difficulty. However, one or more action steps do not provide sufficient detail to enable implementation of the plan.	The Charter Holder has provided action steps that do not address each of the following required elements to create a system for ensuring students in grades 9-12 graduate on time: • creating and monitoring academic and career plans; and • timely addressing academic and social difficulty.
EVIDENCE		
ACCEPTABLE	**NOT ACCEPTABLE**	
Meets	Does Not Meet	Falls Far Below
The action steps identify documentation that can serve as detailed evidence of implementation of each of the required elements of a system for ensuring students in grades 9-12 graduate on time.	The documentation identified can serve as limited evidence of implementation of each of the required elements of a system for ensuring students in grades 9-12 graduate on time. More detailed evidence of implementation will be required.	The action steps fail to identify documentation that can serve as evidence of implementation of each of the required elements of a system for ensuring students in grades 9-12 graduate on time. Detailed evidence of implementation will be required.

27

Guide to Understanding the Improvement Plan Evaluation/Technical Guidance

Following the receipt of the Improvement Plan Evaluation, the charter school may be required to revise the Improvement Plan if the overall evaluation found the Improvement Plan to be unacceptable (rated overall as "Does Not Meet" or "Falls Far Below"). An Improvement Plan that is evaluated as unacceptable indicates that the submitted plan suffers from deficiencies that may hinder the implementation of comprehensive systems and collection of sufficient evidence to document the implementation of comprehensive systems. The charter school should review the evaluation and additional technical guidance feedback in their entirety and utilize these to guide revision and implementation of the submitted plan. Changes to the Improvement Plan should take into consideration the requirements of an Improvement Plan Implementation Report as one may be required at a later date based on the charter school's academic performance in subsequent years.

Some charter schools will be required to submit the revisions to their Improvement Plan. For more information on this Process, see "*Revised Improvement Plan Instructions*".

Technical Guidance Document:

This document provides assistance to the charter school specific to the Action Step Processes/Frequency/Person(s) Responsible/Evidence on the Improvement Plan. Each area contains questions that represent gaps in the Improvement Plan, and require additional information for the plan to be evaluated as sufficiently detailed. If an Improvement Plan revision was not required, these questions should be considered in the event the charter school is required to submit an Improvement Plan Implementation Report in a subsequent year.

The charter school should review the evaluation and additional technical guidance feedback in their entirety and utilize these to guide revision and implementation of the submitted plan.

Improvement Plan Evaluation:

    I.   CSD staff evaluates the Improvement Plan based on the completeness of all the components of each action step, and whether the Improvement Plan addresses each aspect of the guiding questions.

        a.   An action step that includes a complete response will be evaluated as "Meets".

        b.   An action step that answered some of the components, but not all, will be evaluated as "Does Not Meet".

        c.   If the charter school failed to provide a complete response for each of the components, then the answer will be evaluated as "Falls Far Below".

II. For any area that was evaluated as "Does Not Meet" or "Falls Far Below", feedback will be provided as Technical Guidance.

III. An example of the Improvement Plan Evaluation is provided on the next page to demonstrate how to interpret an Improvement Plan Evaluation.

28

Area II: Curriculum

A. Evaluating Curriculum

1. What is the Charter Holder's process for evaluating curriculum?

Relevant Action Steps # 1

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps #1	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps #1 ☐ Failed to identify relevant documents
Areas of concern: ☒ Essential Details ☒ Interval ☐ Responsible Party	

This action step clearly listed WHO was responsible for evaluating curriculum, but failed to address the intervals and detailed process for evaluating. Therefore, the PMP evaluation for this action step is "partial".

Because the process for implementing was lacking sufficient detail, the evidence is also insufficient. Therefore, "limited" has been checked.

2. How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?

Relevant Action Steps - none

Action Steps	Documentation
☐ Complete ☒ Failed to Address ☐ Partial based on action steps #	☐ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☒ Failed to identify relevant documents
Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	

In this case, none of the action steps addressed how effective the curriculum will be in enabling the students to meet the standards. Therefore, "failed" has been checked.

3. How will the Charter Holder identify gaps in the curriculum?

Relevant Action Steps #1, 2

Action Steps	Documentation
☒ Complete ☐ Failed to Address ☐ Partial based on action steps #	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps #1 ☐ Failed to identify relevant documents
Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	

In this case, relevant information was found in action steps 1 and 2 to address how gaps are identified. The action steps were complete and addresses all components.

Although the action steps were complete, the evidence listed did not cover the all the aspects outlined in the answer. Therefore, "limited" has been checked.

Section Rating - A. Evaluating Curriculum

Action Steps:
☐ The action steps provided describe a complete process for evaluating curriculum.
☒ The action steps provided describe a partial process for evaluating curriculum.
☐ The action steps provided failed to describe a process for evaluating curriculum.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for evaluating curriculum.
☒ The documents, as described, would provide limited evidence of the process for evaluating curriculum.
☐ The documents, as described, did not provide relevant evidence of the process for evaluating curriculum.

The evaluation for this section will only be "complete" if all action steps in each section are evaluated as complete. If all action steps are "Failed", then the evaluation for this section will be "failed". Any other combination of evaluations will be marked as "partial".

29

Attachment A: Improvement Plan Checklist

☐ Review Improvement Plan Guide for Charter Schools, Improvement Plan Evaluation Criteria, and charter school Academic Performance Framework and School Grade Report.

☐ Determine if Graduation Rate and College and Career Readiness must be addressed in the plan.

☐ Complete action steps for each area (Curriculum, Assessment, Monitoring Instruction, Professional Development, and Opportunity to Learn)

☐ Complete action steps for Graduation Rate and College and Career Readiness (if applicable).

☐ Complete Area I: Data.

☐ Complete the charter school Information.

☐ Save file as Microsoft Word document.

☐ Submit Improvement Plan by the deadline date described in the notification letter.

30

Attachment B: Terms to Know

Area—one of the essential elements that comprise a comprehensive system for improving a school's academic performance (i.e. Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development, Opportunity to Learn , and Graduation Rate)

Areas of high importance—the identified professional development needs, generally of the majority of staff, that have been identified through student assessment, data analysis, or a needs assessment, and must be addressed to meet the needs of the majority of the student body

Assessment—the systematic methods and tools used to evaluate, measure, and document student learning progress and skill acquisition

Benchmarking data—assessment results collected at specific intervals throughout the year to inform the charter school about student performance in relation to the identified indicators

Concrete resources—financial support or tangible items provided to staff to aid in implementation of curriculum or professional development strategies

Curricular gaps—standards or skills that are not addressed or lack sufficient breadth and depth to develop student mastery through full implementation of the curriculum

Curricular tools—tools that indicate what must be taught and when it must be taught (e.g. curriculum maps, pacing guides)

Curriculum—the content, programs, and materials that teachers will utilize with students to allow achievement of educational outcomes and mastery of the standards

Disengagement—when students have feelings of alienation, a poor sense of belonging, and a general dislike for school; often measured by absenteeism and discipline problems

Engagement—positive student behaviors such as attendance, paying attention, and participating in class; identifying with school and feeling one is cared for, respected, and part of the school environment

Fidelity—using the instructional strategies and delivering the content of the curriculum in the way that they were designed to be used and delivered

Frequency—how often something occurs (e.g. weekly)

Growth—student progress over time; how much students learn and improve over a school year

Implementable action steps—specific actions, tasks, or meetings, placed in a logical and sequential order, that contribute to a comprehensive

31

system

Indicator—general category of academic performance (i.e. growth, proficiency, and post-secondary readiness)

Instruction—the manner in which teachers present curriculum to students

Instructional methodology—the manner in which instruction is delivered

Internal data—results acquired from student assessments administered by the charter school

Measure—general means to evaluate an aspect of an indicator (e.g. proficiency on state assessments)

Metric— method of quantifying a measure

Performance measures—the specific skills or knowledge measured by assessment (e.g. oral reading fluency, Lexile level, or math fluency)

Persistent Students—students that remained enrolled in any public school from the previous year

College and Career Readiness (for high schools)—how well a school's students are prepared for college or employment after graduation. Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.

Professional development—a comprehensive, sustained, and intensive approach to improving teachers' skills, knowledge, and expertise as a teacher

Professional development plan—the plan by which teachers will be developed at specific times throughout the year and through different formats (e.g. workshop, mentoring, action research)

Current Standing—proficiency; student achievement; the percentage of students meeting standards

Reliable—consistent and stable; provides the same results each time it is used within the school

Section—the required components that comprise a particular area

Staff learning needs—the specific professional development needs of individual staff members, or small groups of staff members, that include both strengths and weaknesses as identified through observations, evaluations, or other prescribed methods utilized by the charter school

Standards—the knowledge and skills students are expected to acquire by the end of a grade

Subgroup—a group of students who share similar characteristics; four subgroups have been identified and are included in the : Q1 - students with proficiency in the bottom 25% (non-proficient students), English Language Learners (ELL), students qualifying for Free and Reduced Lunch (FRL), and students with disabilities (SPED)

32

Sufficiently detailed—a plan that contains such clear steps and procedures that if the entire leadership team left the school, new leaders could comprehend and fully implement the plan without need for explanation

Supplemental curriculum—additional curriculum (e.g. an intervention program, computer-based program, or other specific components) used to reinforce, enrich, or extend the basic program of instruction

Support—assistance or intangible resources provided to staff to aid in implementation of curriculum or professional development strategies

Target—threshold that signifies success in *meeting the standard* for a specific measure

Timing—a specific time (e.g. December) or in conjunction with a specific event (e.g. 1 week after benchmarking)

Valid—measures the intended metric within the school

33

IMPROVEMENT PLAN

CHARTER INFORMATION			
Charter School Name	**Click to enter text.**	**Purpose of Improvement Plan Submission**	**Click to enter text.**
Submission Date	**Choose date.**		

AREA I: DATA

*Complete the table below. Identify the school's internal benchmarking data for math and reading, as well as any other internal data used to report on mission specific goals, and describe how data is **valid** and **reliable**. (See Terms to Know)*

DATA TABLE 1

Assessment	Assessment Tool	Notes
Internal Benchmarking data shall be disaggregated by **READING** from:		**Click to enter text.**
Internal Benchmarking data shall be disaggregated by **MATH** from:		**Click to enter text.**
Internal data used to report on mission specific goals:	**Click to enter text.**	

Explain how the Charter Holder has verified that the internal data is **valid** and **reliable.**

36T

Complete the table below. For each measure, provide the following information:

1. *Identify which students will be included in the data reported.*
2. *Identify the information that will be provided from the data that speaks directly to the measure.*
3. *Describe how data will be calculated, presented, and supported by underlying evidence.*

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document.

DATA TABLE 2

Assessment Measure	Students who will be measured	Identifying data	How will the data be calculated, presented, and supported by underlying evidence?
Current Standing—**Math**	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**

Current Standing—**Reading**	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**
School Growth—**Math**	**Click to enter text.**	**Click to enter text.**	36T
School Growth—**Reading**	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**
Student Growth of Highest Performing Students —**Math**	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**
Student Growth of Highest Performing Students —**Reading**	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**
Student Growth of Lowest Performing Students —**Math**	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**
Student Growth of Lowest Performing Students —**Reading**	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**
Opportunity to Learn	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**
Graduation (HS only)	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**
College and Career Readiness (HS only)	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**
Mission Specific Goal 1	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**
Mission Specific Goal 2	**Click to enter text.**	**Click to enter text.**	**Click to enter text.**

Complete the plan for each of the six sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following sections.* (See *Terms to Know*)
For each Action Step you add, ensure all fields have been completed.

A. Evaluating Curriculum

Guiding Question #1: What ongoing process will the Charter Holder use to evaluate curriculum? What criteria will guide that process?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Guiding Question #2: What ongoing process will the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards? What criteria will guide that process?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Guiding Question #3: What ongoing process will the Charter Holder use to identify **curricular gaps**? What criteria will guide that process?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

November 2015

B. Adopting Curriculum

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

C. Revising Curriculum

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

November 2015

D. Implementing Curriculum

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

E. Alignment of Curriculum

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

Guiding Question #2: When adopting or revising curriculum, what process will the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to NM Common Core State Standards and NM Content Standards?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

F. Adapted to Meet the Needs of Subgroups

Subgroup Curriculum Table

Subgroup	How will the Charter Holder ensure that implemented curriculum meets the identified needs of students in the following subgroups?
Q1- Students with proficiency in the bottom 25%/non-proficient students	
ELL students	
Students eligible for FRL	
Students with disabilities	
Hispanic Students	
Native American Students	

*Complete the plan for each of the three sections. Provide **sufficiently detailed** and **implementable action steps** that address each of the following sections. (See Terms to Know)*
For each Action Step you add, ensure all fields have been completed.

A. Developing the Assessment System

Complete the table below with the Charter Holder's applicable information.

Assessment System Table

Assessment Tool	What grade(s) uses this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What performance measures are assessed?	What assessment data is generated?	When/how often is it administered?

Guiding Question #1: What ongoing process will the Charter Holder use to evaluate assessment tools? What criteria will guide that process?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Guiding Question #2: What ongoing process will the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria will guide that process?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

November 2015

Guiding Question #3: What will be the Charter Holder's ongoing process to evaluate how the assessments are aligned to **instructional methodology**? What criteria will guide that process?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

B. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder's applicable information. Descriptions within the table should be brief and concise.

Subgroup Assessment Table

Subgroup	How will the system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?
Q1- Students with proficiency in the bottom 25%/non-proficient students	
ELL students	
Students eligible for FRL	
Students with disabilities	
Hispanic Students	
Native American Students	

C. Analyzing Assessment Data

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

November 2015

Complete the plan for each of the four sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following sections. (See* Terms to Know*)*

For each Action Step you add, ensure all fields have been completed.

A. Monitoring Instruction

Guiding Question #1: What will be the Charter Holder's ongoing process to monitor that the instruction taking place is

- Aligned with NMCCS standards and NMC standards,
- Implemented with **fidelity**,
- Effective throughout the year, and
- Addressing the identified needs of students in all 6 subgroups?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Guiding Question #2: How will the Charter Holder monitor instruction to ensure that it is leading all students to mastery of the standards?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

B. Evaluating Instructional Practices

Guiding Question #1: How will the Charter Holder evaluate the instructional practices of all staff?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Guiding Question #2: What is the Charter Holder's ongoing process to identify the quality of instruction?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Guiding Question #3: How will the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

November 2015

C. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder's applicable information. Descriptions within the table should be brief and concise.

Subgroup Monitoring Instruction Table

Subgroup	What is the Charter Holder's ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?
Q1- Students with proficiency in the bottom 25%/non-proficient students	
ELL students	
Students eligible for FRL	
Students with disabilities	
Hispanic Students	
Native American Students	

D. Providing Feedback that Develops the Quality of Teaching

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Complete the plan for each of the four sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following sections.* (See *Terms to Know*)
For each Action Step you add, ensure all fields have been completed.

A. Developing the Professional Development Plan

Guiding Question #1: What will be the Charter Holder's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

Guiding Question #2: What will be the Charter Holder's ongoing process to ensure the professional development plan is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

Guiding Question #3: What will be the Charter Holder's ongoing process to address **areas of high importance** in the professional development plan? How are the areas of high importance determined?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step Select #

November 2015

B. Adapted to Meet the Needs of Subgroups

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Process for Implementing Action Step Select #			

C. Supporting High Quality Implementation

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

November 2015

D. Monitoring Implementation

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

*Complete the plan for the one section. Provide **sufficiently detailed** and **implementable action steps** that address the following section. (See Terms to Know)*
For each Action Step you add, ensure all fields have been completed.

A. Strategies for Student Engagement

Guiding Question #1: What is the Charter Holder's ongoing process to measure levels of **engagement**? What criteria will guide this process?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Guiding Question #2: What will be the Charter Holder's ongoing process to provide timely intervention for students demonstrating potential for **disengagement**?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Guiding Question #3: What is the Charter Holder's ongoing process to evaluate these strategies to determine effectiveness? What criteria will guide this process?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

November 2015

Complete the plan for each of the two sections. Provide **sufficiently detailed** *and* **implementable action steps** *that address each of the following sections. (See* Terms to Know*)*
For each Action Step you add, ensure all fields have been completed.

A. Monitoring Progress Towards Timely Graduation

Guiding Question #1: What will be the Charter Holder's ongoing process to create academic and career plans?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Guiding Question #2: What will be the Charter Holder's ongoing process to monitor and follow-up on student progress towards completing goals in academic and career plans? What criteria will guide that process?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

B. Addressing Barriers to Timely Graduation

Guiding Question #1: What will be the Charter Holder's ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

Guiding Question #2: What is the Charter Holder's ongoing process to evaluate the processes described above to determine effectiveness? What criteria will guide this process?

November 2015

Action Step Select #	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step   Select #

REFLECTION RESPONSE WORKSHEET

<u>Purpose</u>

The Reflection Response Worksheet is a guidance document for creating a Improvement Plan. This may be used to brainstorm processes the charter school currently uses that relate to the Guiding Questions. Reflection responses should provide the charter school an opportunity to consider the successful components of the school's academic plan, consider revisions to unsuccessful or missing components, and then use all components to develop a comprehensive Improvement Plan. *Completion of this worksheet is optional*. Charter schools may use this document in any manner to guide the creation of the Improvement Plan.

<u>Directions for Completion</u>

A. For each Area (Data, Curriculum, Assessment, Monitoring Instruction, Professional Development, Opportunity to Learn, and where applicable, Graduation Rate and College and Career Readiness), provide answers to the Guiding Questions. Brainstorm the specific processes, actions, steps, meetings, etc. that are a component of that Area within the schools operated by the charter school. Document the process in response to each question in the form of a narrative, list, graphic organizer, or other format that is beneficial to the charter school. For definitions of words that are bold and underlined, see the Terms to Know in the "Improvement Plan Instructions and Terms to Know" document.

B. After completion of an Area, use the "Further Reflection" section to evaluate the answers for gaps in processes, incompleteness, or the need for an updated procedure. If any deficiencies are identified, consider formulating new or updated processes to clearly and completely answer each question.

C. Convert the newly identified processes into **sufficiently detailed** and **implementable action steps** that would fully answer each question. Create the plan using a level of detail that would allow an interim leader unfamiliar with the systems to consistently implement the systems and processes with fidelity.

D. After the Reflection Response Worksheet is complete in all areas, transfer the action steps of the complete and comprehensive system to the Improvement Plan template. Ultimately, only action steps are submitted to Board staff for evaluation. This Reflection Response Worksheet *will not* be evaluated by Board staff.

November 2015

REMEMBER: The Improvement Plan needs to present a detailed plan of action, <u>not</u> a plan to create a plan. Use the worksheet to identify areas where the charter school has not consistently implemented a plan that fully addresses each question, and determine what actions will be taken to address those questions fully before completing the Improvement Plan template.

November 2015

Reflection Response Worksheet

Area I: Data

Data Table 1	
Guiding Questions	Reflection
What internal methods are used for collecting benchmarking data in math and reading?	
How has the charter school verified that the assessments described above provide **valid** and **reliable internal data**?	
Data Table 2	
Guiding Questions	Reflection
How will the charter school account for each of the Board's assessment measures? Consider the following: • Which students will be measured? • What information will be provided from the data? • How will the data be presented?	

November 2015

Area II: Curriculum

A. Evaluating Curriculum	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What ongoing process will the charter school use to evaluate curriculum? What criteria will guide that process?	
What ongoing process will the charter school use to evaluate how effectively the curriculum enables students to meet all standards? What criteria will guide that process?	
What ongoing process will the charter school use to identify **curricular gaps**? What criteria will guide that process?	

B. Adopting Curriculum	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
After curriculum is evaluated, what process will the charter school use to determine if new and/or supplemental curriculum needs to be adopted? What criteria will guide that process?	
Once determined that new and/or supplemental curriculum will be adopted, how will the charter school evaluate curriculum options? What criteria will guide that process?	
C. Revising Curriculum	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
After curriculum is evaluated, what process will the charter school use to determine if curriculum must be revised? What criteria will guide that process?	
Once determined that curriculum must be revised, what process will the charter school use to revise the curriculum? What criteria will guide that process?	

November 2015

D. Implementing Curriculum	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What ongoing process will the charter school use to ensure curriculum is implemented with **fidelity**? What criteria will guide that process? How will these expectations be communicated to instructional staff?	
What is the charter school's ongoing process to ensure consistent use of **curricular tools?** How will these expectations be communicated to instructional staff?	
What process will the charter school use to ensure that all grade-level standards are taught to mastery within the academic year?	
E. Alignment of Curriculum	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What process will the charter school use to verify that the curriculum is aligned to Arizona's College and Career Ready Standards?	
When adopting or revising curriculum, what process will the charter school use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards?	

November 2015

F. Adapted to Meet the Needs of Subgroups	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
How will the charter school ensure that implemented curriculum meets the identified needs of students in the following **subgroup**s? • Q1 - Students with proficiency in the bottom 25%/non-proficient students? • ELL students • Students eligible for FRL • Students with disabilities • Hispanic Students • Native American Students	

November 2015

Further Reflection	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed in order to have a comprehensive system?	
Based on your reflection, what processes have you identified as effective that should be updated, improved, or refined to be implemented as part of a comprehensive system? What will those identified changes be?	
Based on your reflection, what new processes are needed to make up a complete and comprehensive system in this area?	

November 2015

Area III: Assessment

A. Developing the Assessment System	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What assessment tools does the charter school use? Consider all types of assessments used including formative, summative, benchmark, etc.	
What **performance measure** does each assessment address? What data is generated?	
What ongoing process will the charter school use to evaluate assessment tools? What criteria will guide that process?	
What ongoing process will the charter school use to evaluate how the assessments are aligned to the curriculum? What criteria will guide that process?	
What will be the charter school's ongoing process to evaluate how the assessments are aligned to **instructional methodology**? What criteria will guide that process?	

November 2015

B. Adapted to Meet the Needs of Subgroups	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
How will the system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	

C. Analyzing Assessment Data	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What will be the charter school's ongoing process to collect and analyze assessment data for all grades and subgroups?	
What will be the charter school's ongoing process to make adjustments to *curriculum* based on the data analysis? What criteria will guide that process?	
What will be the charter school's ongoing process to make adjustments to *instruction* based on the data analysis? What criteria will guide that process?	

November 2015

Further Reflection	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed in order to have a comprehensive system?	
Based on your reflection, what processes have you identified as effective that should be updated, improved, or refined to be implemented as part of a comprehensive system? What will those identified changes be?	
Based on your reflection, what new processes are needed to make up a complete and comprehensive system in this area?	

November 2015

Area IV: Monitoring Instruction

A. Monitoring Instruction	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What will be the charter school's ongoing process to monitor that the instruction taking place is • Aligned with ACCRS standards, • Implemented with **fidelity**, • Effective throughout the year, and • Addressing the identified needs of students in all 4 subgroups?	
How will the charter school monitor instruction to ensure that it is leading all students to mastery of the standards?	
B. Evaluating Instructional Practices	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
How will the charter school evaluate the instructional practices of all staff?	
What is the charter school's ongoing process to identify the quality of instruction?	
How will the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	

November 2015

C. Adapted to Meet the Needs of Subgroups	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What is the charter school's ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups? • Q1 - Students with proficiency in the bottom 25%/non-proficient students? • ELL students • Students eligible for FRL • Students with disabilities • Hispanic Students • Native American Students	

D. Providing Feedback the Develops the Quality of Teaching	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
How will the charter school analyze information about strengths, weaknesses, and needs of instructional staff members?	
How will the analysis be used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	

November 2015

Further Reflection	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed in order to have a comprehensive system?	
Based on your reflection what processes have you identified as effective that should be updated, improved, or refined to be implemented as part of a comprehensive system? What will those identified changes be?	
Based on your reflection, what new processes are needed to make up a complete and comprehensive system in this area?	

November 2015

Area V: Professional Development

A. Developing the Professional Development Plan	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What will be the charter school's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	
What will be the charter school's ongoing process to ensure the **professional development plan** is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?	
What will be the charter school's ongoing process to address **areas of high importance** in the professional development plan? How are the areas of high importance determined?	

B. Adapted to Meet the Needs of Subgroups	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
Identify how the charter school will provide professional development to ensure instructional staff is able to address the needs of students in all four subgroups.	
C. Supporting High Quality Implementation	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What will be the charter school's ongoing process to provide **support** to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?	
What will be the charter school's ongoing process to identify **concrete resources**, necessary for high quality implementation, for instructional staff?	

D. Monitoring Implementation	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What will be the charter school's ongoing process to monitor the implementation of the strategies learned in professional development sessions?	
How will the charter school follow-up with instructional staff, regarding implementation of the strategies learned in professional development?	

Further Reflection	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed in order to have a comprehensive system?	
Based on your reflection, what processes have you identified as effective that should be updated, improved, or refined to be implemented as part of a comprehensive system? What will those identified changes be?	
Based on your reflection, what new processes are needed to make up a complete and comprehensive system in this area?	

Area VII: Opportunity to Learn

A. Strategies for Continuous Enrollment	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What is the charter school's ongoing process to measure levels of **engagement**? What criteria will guide this process?	
What will be the charter school's ongoing process to provide timely intervention for students demonstrating potential for **disengagement**?	
What is the charter school's ongoing process to evaluate these strategies to determine effectiveness? What criteria will guide this process?	

Further Reflection	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed in order to have a comprehensive system?	
Based on your reflection, what processes have you identified as effective that should be updated, improved, or refined to be implemented as part of a comprehensive system? What will those identified changes be?	
Based on your reflection, what new processes are needed to make up a complete and comprehensive system in this area?	

Area VI: Graduation Rate and College and Career Readiness (High Schools Only)

A. Monitoring Progress Towards Timely Graduation	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What will be the charter school's ongoing process to create academic and career plans?	
What will be the charter school's ongoing process to monitor and follow-up on student progress towards completing goals in academic and career plans? What criteria will guide that process?	

B. Addressing Barriers to Timely Graduation	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
What will be the charter school's ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?	
What is the charter school's ongoing process to evaluate the processes described above to determine effectiveness? What criteria will guide this process?	

Further Reflection	
Guiding Questions	Reflection (During brainstorming, consider the who, what, and when of the process, as well as documentation for completion of each step)
Based on your reflection regarding currently implemented processes, what required elements have been identified as having gaps to be addressed in order to have a comprehensive system?	
Based on your reflection, what processes have you identified as effective that should be updated, improved, or refined to be implemented as part of a comprehensive system? What will those identified changes be?	
Based on your reflection, what new processes are needed to make up a complete and comprehensive system in this area?	

November 2015

After receiving feedback from member and non-member charters schools, NMCCS presents the following review and recommendations. NMCCS believes the role of an Authorizer is to evaluate *outcomes* achieved by charter schools. If a school is receiving "Does Not Meet Standard" or "Falls Far Below Standard" on a yearly evaluation of the Performance Framework, then a charter school should be required to submit a plan specific only to the areas of deficiency(ies). The school is responsible for the development of the plan with timelines and specific benchmarks to measure results that are reviewed/evaluated by CSD/PEC. This includes Academic, Financial and Organizational performance indicators. NMCCS has "cross walked" the current educational improvement processes as well as the AdvancEd accreditation process, that was previously an improvement option for charter schools in the Performance Frameworks. We have also made policy recommendations.

Document	Trigger	Process	Reporting	Plan	Comments/Questions
Performance Frameworks Information from: *NM PEC Charter School Performance Framework (Approved by PEC 2/13/15)*	Upon approval or renewal of charter After annual site visit and report from CSD, charter schools will be evaluated as to their level of achievement ("exceeds," "meets," "does not meet," etc.)	School Negotiation with Authorizer	• CSD Site Visit • Reports • Updates	Each section of the PF has measures to determine if a school is meeting its performance targets. • Academic-Report grade of "C" and below- *School* writes improvement plan (The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades. • Financial-No specific IP • Organizational-No specific IP	A Report Card grade of "C" or below would trigger the AIP? What else would trigger an AIP?
Performance Contract Information from: *Final PEC contract template approved with technical edits 032814*	Upon approval or renewal of charter	School Negotiation with Authorizer	• CSD Site Visit • Reports • Updates	***See above	Improvement Plan vs. Corrective Action Plan?

December 17, 2015

Document	Trigger	Process	Reporting	Plan	Comments/Questions
WebEPSS Information from: *Guidance for Developing a School Web EPSS / November 2013*	All public schools must complete a WebEPSS	Online submission of goals, strategies, action steps and tasks Required Goals: • **Strengthening Reading Instructional Programs** • **Strengthening Math Instructional Programs** • Schools that have a letter grade of "D" or "F" and/or a status of "Priority" or "Focus" will also have a **Transformational Goal** in their Web EPSS.	Yearly Program Review Desktop Evaluations	Strategies: • Strategy 1:Core Reading Program • Strategy 2:Tier II Supports for Students • Strategy 3: Tier III Supports for Students - is for Special Education students only • Strategy 4: Professional Development • Strategy 5: Collaboration Time for Teachers • Strategy 6: Monitoring of Reading/Math Instructional Programs • Strategy 7: College and Career Ready (Grades 8-12) • Strategy 8: Use of Data to Analyze Reading/Math	There is concern among charter schools that in addition to completing WebEPSS that they would also have to complete the AIP. This appears to be redundant.

December 17, 2015

Document	Trigger	Process	Reporting	Plan	Comments/Questions
NM A-F School Grading Accountability System (Now Tiered System of Support) Instructional Audit Information from: *New Mexico A-F Grading Accountability System 2015-16*	School grades, when released, will determine where a school falls in the Tier System. Criteria to be released late fall 2015	• <u>Tier One</u> schools are provided with information and access to best practices. (C and Strategic Schools will receive "desk top" monitoring) • <u>Tier Two</u> schools receive targeted supports designed to provide schools and districts in greater need with additional assistance. (IA required) • <u>Tier Three</u> schools receive comprehensive supports designed to provide schools and districts with the highest level of need with rigorous and explicit interventions. (Triannual Site Visit)	Instructional Audits conducted at schools have comprehensive protocols designed to address areas of deficiency on school report card grading.	• TBD by Priority School Bureau based on school grades. • No IA in 2015-16 • If schools received Triannual Site Visits in 2014-15; will continue to have TSV	This process is for schools that have a report card of "C" and below. The interventions are intensified based on how low the school grade is. This is also a school improvement process. Again, it appears that the AIP would be duplicative of these protocols.

Document	Trigger	Process	Reporting	Plan	Comments/Questions
PEC Academic Improvement Plan (Proposed)	A school earns a school report card grade of C or below	School must submit CSD/PEC Academic Improvement Plan per the AIP template through WebEPSS	*Action steps* required for each *section* under a *component* with each *aspect* (guiding questions) requiring a response Completed Action Step: Table includes-*Action Steps, Person(s) Responsible, Frequency and/or Timing, Evidence of Implementation, Process for Implementing Action Step* In addition, *component* II-IV require a plan of assurances for each subgroup	Components: • Area I: Data • Area II: Curriculum • Area III: Assessment • Area IV: Monitoring Instruction • Area V: Professional Development • Area VI: Opportunity to Learn • Area VII: Graduation Rate and College and Career Readiness (If applicable for the school)	What is the definition of "making substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract?" This needs to be resolved in order for schools to have an absolutely clear expectation about *not* making progress.
AdvancED Information from: *AdvancEd Standards for Quality Document*	School self-selects to participate in the accreditation process. Schools pay a fee for accreditation services.	1. Application and Readiness 2. Internal Review 3. External Review 4. Post Review 5. Accreditation Status Determination	• Accreditation Application • Internal Quality Assessment-Data Analysis, Self-Assessment,	Standards for Quality: • Purpose and Direction • Governance and Leadership • Teaching and Assessing for Learning • Resources and Support Systems • Using Results for Continuous Improvement	AdvancEd is an internationally recognized accreditation agency (formally North Central Accreditation)

December 17, 2015

Observations/Questions

- Performance Frameworks:
  - Academic Performance Framework-For schools who receive a school report card grade of "C, D, F"- "The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades."
  - The AIP is only for the Academic Framework. There is not a plan to address Financial or Organizational Framework deficiencies.
- According to the CSD Strategic Plan, "Streamline duplicitous and burdensome reporting requirements and strengthen quality of operational and fiscal performance evaluations." (p.10 on PPT)
  - AIP duplicates areas of WebEPSS and Instructional Audit; creating additional reporting burdens for charter schools.
  - AIP does not address the Financial or Organization framework deficiencies. Is there another instrument that will be developed for those areas?
- The AIP template, reflection and guidance document, while a useful tool for addressing academic school improvement, is redundant for schools who are already required to do a WebEPSS and/or an Instructional Audit.
- WebEPSS has many of the same components as the AIP-Will this replace WebEPSS? If so, will all schools (traditional public and charter), then be required to complete this plan?
- AdvancEd Accreditation Option:
  - NMCCS received feedback from schools that the AdvancED accreditation process was initially an option for charter schools that uses an internal and external quality review process that could be utilized as an improvement plan option for schools that received "C ,D, F" on their PED report card. This option was removed from the Performance Framework in 2014.
  - With a balanced, systemic approach combining Standards, stakeholder feedback and student performance to measure quality programs, relationships and results, AdvancED's systems-oriented Accreditation Process helps schools evaluate and support their continuous improvement process. With internal and external quality assurance review processes, AdvancED aligns accreditation with accountability and is a viable alternative for an improvement plan.
  - NOTE: The time of initial AdvancEd accreditation application to final external review/accreditation is two years.

NMCCS Recommendations

- The proposed AIP format is duplicative of existing methods currently in place for monitoring charter school accountability. If a charter school is deemed in need of improvement based on the results from the Performance Contract/Framework, the CSD/PEC should align the improvement plan expectations to current PED systems in place and use the data to ensure the charter school is meeting improvement expectations.
- AdvancEd accreditation should be allowed as an option for charter schools to exercise as a demonstration of school improvement. It is a demanding and relevant school improvement model that is recognized internationally by post-secondary institutions.
- NMCCS proposes to develop a template of an improvement plan process that would standardize the outline of the improvement plan but would allow the school identify the specific elements of their improvement processes with tangible indicators of success. We would present this to the PEC for consideration a week prior to the January 14, 2016 PEC Work Session.

December 17, 2015

Recommendations and considerations for the "Improvement Plan Guide for Charter Schools"

Side note: "draft" is spelled wrong. "dratf" ☺

A few notes: The plan is detailed and well written, but I am not sure that it is usable in its current form. As a school that will have to go through this process, I would like to see a required completion of the reflection document. After completion of that document, a meeting with a CSD representative to determine which areas need to be addressed in the improvement plan. From there, the school completes the sections that pertain to their unique situation. This would allow for differentiation and for customization. For example, a failing school may have a perfectly adequate curriculum purchased that is research based, works with their population and can be implemented correctly to obtain growth. This school does not need to readopt, but they do need to evaluate for gap areas, supplemental and the other sections of Area II. Instead of having an action step in B: adopting curriculum they have 3 action steps in D: implementing curriculum because that is the difficulty the school is having and the reason they are not succeeding. This would hold true for all sections.

When the PED completes an academic audit on a school, they essentially look at the reflection document and then meet with the staff to determine specific areas that are causing a school to fail. They choose target areas for improvement that will produce the most gain. I believe that this document can do the same. By requiring a Charter to complete all sections when not necessary, it will possibly lead to charters not putting deep effort into the areas that truly need to be addressed. The way it appears now, the action steps will thin the focus on what really matters. If this is not clear, I would be glad to explain in person what I mean about choosing specific areas to focus on for the plan. That being said, I do like the specific-ness of the directions and the careful thought put into this document. Please see some areas of concern and questions that I have.

Page 2 – I would also make this blank plan accessible to download through WebEPSS, especially as CSD is asking schools to report through this instrument.

Page 3 – Make the reflection response mandatory. Most likely the school needs to think this through in order to be successful. (See my further links in later comments on this document)

Page 9 – Section "E" Should the curriculum be aligned to ACCRS or to CCSS or to both? This also appears on page 7 in the process for implementing Action step

Page 14 – Some of the type in the table is cut off. The table needs to be stretched to include the information

Pages 20 – 27 The rubrics are not clear. What are the expectations for "sufficiently detailed"? This is subjective unless clearly specified. Using your sample on page 7, a possible rubric for compliance might be better worded as follows: (I added an additional section entitled required elements as they are separate from the actual writing of the action steps as far as a rubric would be concerned, unless you have a rubric for each element)

Required Elements		
Acceptable	Not Acceptable	
The Charter school addresses each of the following required	The charter school addresses most of the following required	

elements as identified in the reflection response or in the school report card: • Adoption of curriculum • Implementation of curriculum • Evaluation of curriculum • Revision of curriculum • Adaptation to address the curriculum needs of subgroup populations and Verification to ensure the curriculum is aligned to CCSS and the NM Content Standards.	elements as identified in the reflection response or in the school report card: • Adoption of curriculum • Implementation of curriculum • Evaluation of curriculum • Revision of curriculum • Adaptation to address the curriculum needs of subgroup populations and Verification to ensure the curriculum is aligned to CCSS and the NM Content Standards.	
Action Steps		
Acceptable	Not Acceptable	
Meets	Does not meet	Falls far below
The charter holder has provided action steps that address the needs found in the reflection response with completion of the following: • Person(s) responsible • Frequency and/or Timing that illustrates sufficient timing to address the matter • Process of implementation that shows measurable data, correlated documents that reflect the work done including, but not limited to meeting minutes, work samples, data collection sheets, etc. The action steps must also address each of the following required elements as identified in the reflection response or in the school report card: • Adoption of curriculum • Implementation of curriculum • Evaluation of curriculum • Resivision of curriculum • Adaptation to address the curriculum needs of	The charter holder has provided action steps that address the needs found in the reflection response with completion of the following where one area (action step, Person responsible, Frequency and/or Timing, or process for implementing Action Step) is not correlated to the reflection response and/or does not reflect enough data for adequate evaluation of the action step(s): Area that is inadequate: _____	The charter holder has provided action steps that address the needs found in the reflection response with completion of the following where one or more areas (action step, Person responsible, Frequency and/or Timing, or Process for implementing Action step) are not correlated to the reflection response and does not reflect enough data for adequate evaluation of the action step(s): Areas that are inadequate: _____

• subgroup populations and • Verification to ensure the curriculum is aligned to CCSS and the NM Content Standards.		

Evidence		
Acceptable	Not Acceptable	
Meets	Does Not Meet	Falls Far Below
The evidence of implementation identifies documentation that can serve as data to support each of the steps The evidence shows measurable data, correlated documents that reflect the work done including, but not limited to meeting minutes, work samples, data collection sheets, etc.	The documentation identified can serve as limited evidence of implementation of the action step. The evidence may not provide adequate documentation of change, growth or focus on the action step.	The documentation identified does not serve as evidence of implementation of the action step. The evidence will not provide adequate documentation of change, growth or focus on the action step.

Based on the way the plan is written right now, the rubric base that you provided (or the one that I provided) can only be used for either one action step or for one implementation area. It would be better if you provided the rubric framework and added numbers to each section (see below). On page 29 it shows a description of how each area is evaluated. This does not match with the rubric provided and seems confusing. The rubrics below could be combined so that there is the check box evidence for each action step rather than the entire section. This may be more comprehensible than just one per guiding question.

Evidence		
Acceptable	Not Acceptable	
Meets (3)	Does Not Meet (2)	Falls Far Below (1)

Then, a more comprehensive rubric is provided that breaks down each action step with the rubric designation so that if an area does not meet or falls far below, it is clear to both CSD, PEC, and the charter school which specific area needs to be improved. This can be combined with the check box system provided on page 29. See example below.

Charter Name:	
Rubric: 3= Meets; 2=Does not meet; 1= Falls Far below	
Area 1: Data	Rubric Score (see rubric description for description)
	3
Area 2: Curriculum	
A: Evaluating Curriculum	Rubric Score (see rubric description for description)
Action Step 1	3
Action Step 2	1
B: Adopting Curriculum	Rubric Score (see rubric description for description)

Action Step 3	2
C: Revising Curriculum	Rubric Score (see rubric description for description)
Action Step 4	3
D: Implementing Curriculum	Rubric Score (see rubric description for description)
Action Step 5	3
Action Step 6	3
E: Alignment of Curriculum	Rubric Score (see rubric description for description)
Action Step 7	3
F: Adapted to Meet the Needs of Subgroups	Rubric Score (see rubric description for description)
Action Step 8	2
Action Step 9	3
Area III: Assessment	

This individualized rubric allows for a score for each area of implementation so that schools know what the score for each action step is and can change the one inadequate action step to make the overall score as "meets".

Reflection Response worksheet

This reflection Response worksheet is well done. I have no recommendations other than making this a required part of the process in conjunction with a meeting with a CSD representative.

From:	Traci Filiss <tfiliss@taosacademy.org>
Sent:	Wednesday, November 18, 2015 1:08 PM
To:	Poulos, Katie, PED
Subject:	RE: CORRECTED- Draft Improvement Plan Materials

Categories:	Red Category

Hi Katie,

I really like the streamlined process that the improvement documents provide. The clarity of targeted advancement is clear, while still providing autonomy for developing a plan that is in line with the charters mission. Having a systemic process is always helpful to negate any ambiguity.

Thanks for your work on making the process clear.

Traci Filiss
Taos Academy Charter School
Director/Superintendent
110 Paseo Del Canon West
Taos, NM 87571
575-751-3109

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From: Poulos, Katie, PED [mailto:Katie.Poulos@state.nm.us]
Sent: Friday, November 13, 2015 1:35 PM
To: PED-NM Charter State Schools <PED-NMCharterStateSchools@state.nm.us>; PED-NM Charter Local Schools <PED-NMCharterLocalSchools@state.nm.us>
Subject: CORRECTED- Draft Improvement Plan Materials

Charter school leaders,

I apologize the correct materials are attached to this email.

Thank you,

Katie

From: Poulos, Katie, PED
Sent: Friday, November 13, 2015 1:26 PM
To: PED-NM Charter State Schools; PED-NM Charter Local Schools
Subject: Draft Improvement Plan Materials

Charter school leaders,

Attached is a proposed Draft Improvement Plan that was presented to the PEC today. If adopted these materials would establish the improvement plan requirements for PEC authorized schools that do not meet the PEC's expectation for academic performance.

We are providing this for the input of both PEC authorized and district authorized schools in order to elicit the feedback of the entire New Mexico charter school community.

We will appreciate your feedback no later than December 18th. This policy matter will be considered by the PEC at their January meeting.

Thank you,

Katie

Katie Poulos
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