



APPENDIX O

New Mexico 90-day Plan Offline Planning Process Workbook

ANNUAL PLAN

Step 1 – Build Core Team

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

Guiding Questions –

- District Level:
 - To what extent does the district representative need to be involved in the planning process?
 - Should Core Teams look the same at every school?
- School Level:
 - To what extent does the Core Team represent diverse backgrounds and viewpoints, in order to consider challenges from many perspectives?
 - Are there representatives from across grade levels?
 - Is the group representative of the student body and community?
 - Is the Core Team the same as the school leadership team?
 - Are the strongest teacher-leaders on the Core Team?

Core Team Notes

Team Member	Position	<u>Rationale:</u> What strengths/perspective does this person bring to the team? How will including this individual help the team address the school's current reality?
Patricia Herrera	Sped Teacher Language Arts	Mrs. Herrera has a degree in PreK-12 special Education with, English Language Arts endorsements. She also has a Master's in Education as well as her Administration License. She has three children and is very dedicated to quality education. Mrs. Herrera has a wonderful relationship with the student body because she is in tune with their academic and social needs. She has a wealth of information on what students need to be successful on both ends of the spectrum.
Damon McGinn	Math Teacher	Mr. McGinn has years of teaching experience, most of which has been at Espanola Public Schools. His longevity at EVHS and CRVMS has allowed him to see what does and does not work, making him a valuable member of the leadership team when decisions need to be made. He has worked with many colleagues as well as different principals with all varying approaches to parent, students, and teachers. His strength and knowledge of the content standards and using data analysis to drive the instruction. He is a methodical teacher.

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		He disaggregates his own data and uses specific growth percentages on his PDP goal setting and reflections to analyze how his students are performing.
Yvette Bakken	ISS, AVID and ELA	Mrs. Bakken has a Bachelor of Arts degree in Elementary Education and a Master's in Education (she is currently working on her administration degree. She taught for four years at both the elementary and middle school levels. Ms. Bakken understands how things change over time and how teachers must adjust instruction to meet the needs of all students every year. As a 7th grade team, she and her coworkers analyze data to drive their instruction for the current class so that they can be successful. She also has a good understanding of our ELL population and high risk children.
Jason Clark	CAP Teacher	Mr. Clark has been teaching for 5 years, most of them at Carlos F. Vigil Middle School. His experience as a teacher, coach, and past jobs in management are all useful for the everyday issues that are brought up during leadership meetings. He is team driven and strives to work with others across the curriculum in order to make Carlos F. Vigil Middle School the best in the state.
Karina Rascon	Parent	Mrs. Rascon has been actively involved in getting parents to participate in PAC meetings and deeply cares about school issues both at the middle school and high school. She is an active member of the community and serves as a link between the school and other sectors.
Cameron Duran	Middle School Student	This student is an active member of the school community and she takes her education very seriously. One of those students who are very dedicated to achievement and who serve as a model to peers. She is admired by others and we feel confident that her voice is representative of the student body.
Robert Quinonez	Asst. Principal	Mr. Quinonez has over 25 years of teaching experience and three years of site administration, he is a dedicated to the staff and students going beyond the call of duty to ensure student success. Mr. Quinonez has created a culture of teamwork by increasing communication, analyzing and insuring school safety, and increasing student learning by collaborating with staff and students.
Julie Gutierrez	Principal	Third year principal at Carlos F. Vigil Middle School, but prior to this position Ms. Gutierrez was the assistant principal for two years and was an integral part the data analysis team. Ms. Gutierrez's strengths are in disaggregating data and using that information to guide instruction. She is also very good with technology. She understands the importance of providing support to teachers to adjust their instruction to improve student achievement and success. She is also the test coordinator and works hand in hand with the school counselors.

Step 2 – Analyze Data & Set Student Achievement Goals



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

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

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

Student Achievement Goals			
Grade/Subject Area	2016-17 PARCC Results	2017-18 PARCC Goals	<u>Benchmark Goals</u> : How will you know you are on track to meet your summative student achievement goals?
7 th ELA PARCC	9.90% Proficient	Given a previous achievement of 9.90% proficiency in 7th grade Language Arts, the middle school commits to ensuring that by the end of the 2017-18 school year, at least 20% of our students in the 7th grade will have achieved a proficiency level of 4 or above as measured by the PARCC ELA 2018 assessment	<p>In addition to re-visiting existing standardized assessment data, the school will monitor student growth toward the agreed-upon goals in the following ways:</p> <ul style="list-style-type: none"> - Teachers and administrators will organize collaborative opportunities to review in-class assessment periodically. - Students will be involved in the creation, analysis and utilization of their own achievement data through the use of explicit instruction around CCSSS expectations and the way in which they align to the task at hand. - Teachers will re-visit previously created exit exams or original forms of assessment (Google Forms, Microsoft forms, Quizlet, etc.), improve them, give them specificity and disseminate for use in place of other short-cycle assessment venues. - Instruction will be chunked into a manageable amount of standards, which will be decided through a collaborative process between subject teams. - Vertical and horizontal collaborative teams to review short-term achievement and re-visit how strategies are measuring up to desired goals will be formed early in the year and modified as the need arises.
7 th Math PARCC	5.30 Proficient	Given a previous achievement of 5.30% proficiency in 7th grade	<p>In addition to re-visiting existing standardized assessment data, the school will monitor student growth toward the agreed-upon goals in the following ways:</p>

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		<p>Mathematics, the middle school commits to ensuring that by the end of the 2017-18 school year, at least 15% of our students in the 7th grade will have achieved a proficiency level of 4 or above as measured by the PARCC Mathematics 2018 assessment.</p>	<ul style="list-style-type: none"> - Teachers and administrators will organize collaborative opportunities to review in-class assessment periodically. - Students will be involved in the creation, analysis and utilization of their own achievement data through the use of explicit instruction around CCSSS expectations and the way in which they align to the task at hand. - Teachers will re-visit previously created exit exams or original forms of assessment (Google Forms, Microsoft forms, Quizlet, etc.), improve them, give them specificity and disseminate for use in place of other short-cycle assessment venues. - Instruction will be chunked into a manageable amount of standards, which will be decided through a collaborative process between subject teams. - Vertical and horizontal collaborative teams to review short-term achievement and re-visit how strategies are measuring up to desired goals will be formed early in the year and modified as the need arises."
<p>8th ELA PARCC</p>	<p>10.70% Proficient</p>	<p>Given a previous achievement of 10.70% proficiency in 8th grade Language Arts, the middle school commits to ensuring that by the end of the 2017-18 school year, at least 20% of our students in the 8th grade will have achieved a proficiency level of 4 or above as measured by the PARCC ELA 2018 assessment.</p>	<p>In addition to re-visiting existing standardized assessment data, the school will monitor student growth toward the agreed-upon goals in the following ways:</p> <ul style="list-style-type: none"> - Teachers and administrators will organize collaborative opportunities to review in-class assessment periodically. - Students will be involved in the creation, analysis and utilization of their own achievement data through the use of explicit instruction around CCSSS expectations and the way in which they align to the task at hand. - Teachers will re-visit previously created exit exams or original forms of assessment (Google Forms, Microsoft forms, Quizlet, etc), improve them, give them specificity and disseminate for use in place of other short-cycle assessment venues. - Instruction will be chunked into a manageable amount of standards, which will be decided through a collaborative process between subject teams. - Vertical and horizontal collaborative teams to review short-term achievement and re-visit how strategies are measuring up to desired goals will be formed early in the year and modified as the need arises.

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8 th Math PARCC	2.20% Proficient	<p>Given a previous achievement of 2.20% proficiency in 8th grade Mathematics, the middle school commits to ensuring that by the end of the 2017-18 school year, at least 10% of our students in the 8th grade will have achieved a proficiency level of 4 or above as measured by the PARCC Mathematics 2018 assessment.</p>	<p>In addition to re-visiting existing standardized assessment data, the school will monitor student growth toward the agreed-upon goals in the following ways:</p> <ul style="list-style-type: none"> - Teachers and administrators will organize collaborative opportunities to review in-class assessment periodically. - Students will be involved in the creation, analysis and utilization of their own achievement data through the use of explicit instruction around CCSSS expectations and the way in which they align to the task at hand. - Teachers will re-visit previously created exit exams or original forms of assessment (Google Forms, Microsoft forms, Quizlet, etc.), improve them, give them specificity and disseminate for use in place of other short-cycle assessment venues. - Instruction will be chunked into a manageable amount of standards, which will be decided through a collaborative process between subject teams. - Vertical and horizontal collaborative teams to review short-term achievement and re-visit how strategies are measuring up to desired goals will be formed early in the year and modified as the need arises.

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

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

SMART Checklist

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

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Step 3 – Identify Focus Areas

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

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

Focus Areas & Guiding Questions –

1. *Standards Alignment*

All grade levels have identified essential standards.

Guiding questions –

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

2. *Tier I (core) instruction*

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

Guiding questions –

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

3. *Data-driven instruction*

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

Guiding questions –

- Are the district's and school's assessment strategies firmly in place? (formative, interim, and summative)
- How do teachers and leadership analyze and act on assessment data?

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- Do teacher action plans include focused and targeted whole-group, small-group, and individual interventions?
- How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback?

4. *Tier I interventions*

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

Guiding questions –

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

5. *Observation and feedback cycles*

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

Guiding questions –

- Are frequent and regular non-evaluative walkthroughs built into the leaders' schedules?
- Do leaders give face-to-face direct feedback to teachers focused on specific action steps for improvement?
- To what extent do leaders hold teachers accountable to translate feedback into practice?

6. *Collaboration*

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

Guiding questions –

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

7. *Ongoing, job embedded professional development*

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

Guiding questions –

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

8. *Tier II (SAT) process*

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

Guiding questions –

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

9. *School leadership and systems*

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

Guiding questions –

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

10. *School culture*

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

Guiding questions –

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

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Focus Areas	
<i>Focus Area:</i> What are the 2-3 highest-leverage focus areas (best practices – see pp. 3-5) that must be addressed to reach the student achievement goals?	<i>Data Connection:</i> What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area?
TIER I INSTRUCTION	<ul style="list-style-type: none"> • PARCC Results • Read Theory • EOC scores • In-class assessment
SCHOOL CULTURE AND CLIMATE	<ul style="list-style-type: none"> • Student Council-led school culture survey. • Team PLC reports • Informal walkthroughs and observations • Student survey data from Teacher evaluations
FEEDBACK AND OBSERVATION CYCLES	<ul style="list-style-type: none"> • Walkthrough schedules • Mylearningplan Observation scores • NMTEACH Evaluation schedules

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Step 4 – Conduct Root Cause Analysis

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

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

Guiding Questions –

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

Root Cause Analysis Notes		
<i>Focus Area</i>	<i>Root Cause Hypothesis</i>	<i>Evidence to Support</i>
TIER I INSTRUCTION	<ul style="list-style-type: none"> • The demographic composition of the community the district serves is one that relies often on English language acquisition in early grades rather than grade-level tasks, which combined with a poor system of support in place, make it so that a high percentage of students are victims of a snowball effect that exponentially places them behind in the learning spectrum. • The vast majority of families do not provide (whether by choice or not) students with literacy opportunities beyond the schools. For many students, reading, writing and mathematics can only happen within the school classroom, which makes it the more urgent for our school to ensure it happens. • 1 in 3 students have not had a full-time teacher for a considerable portion of the school year. 1 in 9 students have not had a full-time teacher for at least two years. Still, the presence of a teacher does not always equate effective instruction. • Teachers are not prepared to teach to 	<ul style="list-style-type: none"> • PARCC • Read Theory • EOC scores <p>In-class assessment</p> <ul style="list-style-type: none"> • Students in 8th grade have an average reading comprehension of 750 Lexile, roughly a 4th grade level. Teachers spend a considerable amount of instruction on remedial strategies. Around 10% of students scored proficiency or higher in the latest state-mandated ELA tests. • Mathematics proficiency in 7th and 8th grade sits below 5% as per state assessment. • The level of rigor of tasks is not standardized across the school, which leads to the CCSS expectations to be followed by teacher choice. In the opinion of both students and teachers, rigor depends primarily on the teacher's own style and ambitions within the classroom, or at least on whether remedial instruction carries a higher sense of

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	<p>the actual need of each of their students (an 8th grade teacher, for example, has access to 8th grade materials, but his/her students may not benefit from that level of task yet).</p> <ul style="list-style-type: none"> • Teacher demonstrate a common misunderstanding on the purpose and implementation of scaffolding strategies, which are typically overly reliant on knowledge material from lower grades. • No short cycle assessment to measure progress over time • Teachers do not have access to relevant state data, even when they do, PARCC data is limited, as it's not disaggregated to the teachers by standards on a timely and regular manner, so that instruction is informed throughout the year, no only after the school-year is over. • Adopted textbooks are not utilized, which leads to most planning and instruction being designed along the way. This approach can represent time constraints, errors in standard-alignment and possible discrepancies in instruction from one classroom to another. 	<p>urgency than grade-level rigor.</p> <ul style="list-style-type: none"> • While in-class assessment of students yields higher achievement levels, the distance between subject instruction and actual state testing (at the end of the year), creates a discrepancy between what the school measures—albeit under a limited context—and the results the state receives.
<p>SCHOOL CULTURE AND CLIMATE</p>	<ul style="list-style-type: none"> • Teachers lacking confidence in the potential of each student to succeed • No time for department and team collaboration. No early release days like in Elementary schools. • Existing resources are not being utilized by teachers (I.e. teacher binder drafted by administration) • Some teachers sense a general reactive rather than proactive mentality to challenges, which leads to a stressful climate • A focus on behavior may be 	<ul style="list-style-type: none"> • Student Council-led school culture survey. • Team PLC reports • Informal walkthroughs and observations • Student survey data from Teacher evaluations • Routines and systems vary from classroom to classroom. If there are systems in writing, they are not being followed by everyone, and standardization of behavior expectations is only nascent. There

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	<p>overemphasized at the expense of learning</p> <ul style="list-style-type: none"> • Most teachers have not bought into the idea that learning is the most important part of this school, which leads to this message not being constantly communicated to students in direct or indirect ways. 	<p>are, however, examples of well-established routines that are conducive to learning.</p> <ul style="list-style-type: none"> • A positive culture is expected and somehow fostered, but it is not clearly structured and monitored at desirable levels yet: a sizable percentage of students express not feeling appreciated by their teachers, combative relationships are more common than it is desired, and there exists an unspoken distance between the adult and the student. • Culture and climate survey results have not been disseminated to all staff members
<p>FEEDBACK AND OBSERVATION CYCLES</p>	<ul style="list-style-type: none"> • No sense of urgency to aggressively approach improvement. Some committee members believe that the school's failing grade has not worried staff as much as it would be expected. • Reported hopelessness and acceptance of the status quo: the attitude that if a teacher is bad at their practice, there is not much anyone can do about that. • A culture of blaming someone or something else (community, elementary schools, other staff, student behavior, etc.) • Administrators have too much on their plate. Discipline and reporting takes up too much of their time. At times when only one administrator is present it would be unrealistic to expect walkthroughs or instructional accompaniment to take priority. • A reactive, more than proactive, environment • NMTEACH evaluation scores that overstate the actual effectiveness of teachers • Lack of formally established supportive structures for teachers who struggle, 	<ul style="list-style-type: none"> • Walkthrough schedules • Mylearningplan Observation scores • NMTEACH Evaluation schedule • Some teachers do not perceive a regular administrative presence in the classroom. Those who do, cannot point at the purpose, structure, or follow up of these walkthroughs. • Other than the formal evaluations, some teachers express not receiving regular feedback on their practice. • NMTEACH is evaluative and punitive in nature. Relying solely on the two required observations is not constructive and does not encourage teacher growth. • In the absence of administrative accompaniment in instructional growth, some teachers rely solely on their own student achievement data • Teachers welcome feedback when it is given by the administration

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	either sourced from the administration or their peers.	
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90-DAY PLAN

Step 5 – Create Desired Outcomes & Define Critical Actions

Create Desired Outcomes:

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

Guiding Questions for Setting Desired Outcomes –

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

Desired Outcomes	
Focus Area	Draft Desired Outcome (<i>change in adult behaviors</i>)
TIER I INSTRUCTION	<ul style="list-style-type: none"> • Tier I intervention schedules in place to provide additional assistance to students depending on their need. • Standardization of instruction across subjects and along grade-level that closely aligns to NM standards and the Common Core. • Shared planning between High School and Middle School math and ELA departments. • Assessment structures in place that yield usable data on a regular basis. • Collaboration opportunities for teacher teams to analyze data and plan for targeted instruction
FEEDBACK AND OBSERVATION CYCLES	<ul style="list-style-type: none"> • Teachers, administrators and overall staff will foster a culture of trust and confidence in the potential of students and of each other. • As a school, we will move from a fixed to a growth mentality, in which failure is not seen as the norm but opportunities for improvement and the elevation of every member of the school community. • We will begin to move from islands to a collective awareness and sense of shared purpose. • Uniformity of instruction and learning rigor across the school • Classroom cultures will reflect a greater school culture that places the greatest value on student achievement and community
FEEDBACK AND OBSERVATION CYCLES	<ul style="list-style-type: none"> • We will achieve a genuine personal commitment to improvement by every teacher on campus, and a commitment from administration to accompany them in the process • We will implement clear, formalized, and well-designed structures of teacher growth and regular feedback with instruction and student achievement at its core



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Define Critical Actions:

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

Guiding Questions for Critical Actions (Options) –

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

Guiding Questions for Critical Actions (Decisions) –

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

[to avoid repetition, critical actions and implementation are merged in the next section]

Step 6 – Monitor Implementation

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

Guiding Questions –

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

Focus Area: TIER I INSTRUCTION				
Desired Outcome: Tier I intervention schedules in place to provide additional assistance to students depending on their need.				
CRITICAL ACTIONS				
Timeline	Critical Action to Address Root Cause & Achieve	Resources	Person(s)	Person(s)

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	<i>Desired Outcome</i>	<i>Needed/Source</i>	<i>Responsible</i>	<i>Involved</i>
1/1 – 5/31	Revise scheduling and monitor classes closely to ensure that students receive enough reading, writing, mathematics and relevant instruction throughout the day, whether formally, through related electives and non-core subjects, or alternative venues.	CCSS-aligned texts, short-cycle assessment	Julie Gutierrez, Robert Quinonez, Damon McGinn	Julie Gutierrez, Robert Quinonez, Damon McGinn
1/1 – 5/31	Give core teachers access and control over assessment and data, or establish school-wide systems whose function is to monitor student progress and to oversee critical assessment	Data “binders” or drives available to teachers	Julie Gutierrez, Robert Quinonez, Patricia Herrera	Julie Gutierrez, Robert Quinonez, Patricia Herrera
1/1 – 5/31	Ensure that teachers of tested subjects are scheduled in a way that maximizes instructional time	Time, human resources	Julie Gutierrez, Robert Quinonez, Yvette Bakken	Julie Gutierrez, Robert Quinonez, Yvette Bakken
1/1 – 5/31	Tier I intervention scheduled within the month, in which the data gathered regularly can inform the added instruction during this time.	PLCs, professional development	Julie Gutierrez, Robert Quinonez, Tammy Riser	Julie Gutierrez, Robert Quinonez, Tammy Riser

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
Every two weeks, end date May, 15	Agreed-upon schedules will be in place and will be faithfully implemented	Although schedule changes will be minimized to avoid confusion, students may be moved from their existing structure in order to adapt to their projected achievement
Every two weeks, end date May, 15	RTI Blocks will be implemented and strengthened. The RTI design will mirror current achievement data	While the school does not have a short-cycle assessment, any other interim data available should be evaluated constantly to inform decisions on RTI planning

Focus Area:

TIER I INSTRUCTION

Desired Outcome:

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Assessment structures in place that yield usable data on a regular basis.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
1/1 – 5/31	Regularly monitor in-class achievement data through formative and summative assessment, while making purposeful instructional decisions to tackle the specific needs of students as they arise	Purposeful formative and summative assessments	Julie Gutierrez, Robert Quinonez, Jason Clark	Julie Gutierrez, Robert Quinonez, Jason Clark
1/1 – 5/31	Create formal assessment methods and schedules that quickly inform instruction as it happens: that categorizes critical needs, that is uncontroversial, and that aligns directly to state standards.	Professional development, PLCs	Julie Gutierrez, Robert Quinonez, Karina Rascon	Julie Gutierrez, Robert Quinonez, Karina Rascon
PROGRESS INDICATORS				
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>		
Every two weeks, end date May, 15	Teachers will be able to provide on demand in-classroom data regarding student achievement	If/when the school adopts a standard SCA, teachers will be asked to focus primarily on this data.		

Focus Area: TIER I INSTRUCTION				
Desired Outcome: Standardization of instruction across subjects and along grade-level that closely aligns to NM standards and the Common Core.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
1/1 – 5/31	Promote rigorous instruction in every classroom, regardless of subject: bell-to-bell instruction, high order questioning, reading and writing engagement, making connections to core subjects such as mathematics.	Professional development, tiered questioning guide, literacy strategies	Julie Gutierrez, Robert Quinonez, Cameron Duran	Julie Gutierrez, Robert Quinonez, Cameron Duran
1/1 – 5/31	Compile released PARCC and EOC assessment items, as well as up-to-date blueprints, to utilize in direct instruction within math and ELA classrooms.	Released PARCC and EoC assessment items, EoC	Julie Gutierrez, Robert Quinonez, Damon	Julie Gutierrez, Robert Quinonez, Damon

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		blueprints	Mcginn	Mcginn
1/1 – 5/31	Professional development and PLC focus on differentiated instruction and higher level questioning for math and ELA	Scheduled PLC time	Julie Gutierrez, Robert Quinonez, Patricia Herrera	
1/1 – 5/31	Standards will be posted in visible places in all classrooms	Surface on which to post (poster, whiteboard, wall, etc)	Julie Gutierrez, Robert Quinonez, Yvette Bakken	Julie Gutierrez, Robert Quinonez, Yvette Bakken
1/1 – 5/31	Administration will revise, monitor and make suggestions on lesson and unit plans for all departments on a regular basis	Lesson and unit plan binder, lesson/unit plan rubric	Julie Gutierrez, Robert Quinonez, Tammy Riser	Julie Gutierrez, Robert Quinonez, Tammy Riser
1/1 – 5/31	Constant monitoring of classrooms in order to provide informed feedback in regards to instruction	Time, human resources, walkthrough checklist	Julie Gutierrez, Robert Quinonez, Jason Clark	Julie Gutierrez, Robert Quinonez, Jason Clark

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
Every two weeks, end date May, 15	Teams will provide PLC reports to administration and the team that evidence standardization of instruction that is rigorous and standards-aligned.	Upon achievement maturity in expectations of rigor and data use, departments may begin to fine-tune their own instructional practice to match subject specificity.

Focus Area:

SCHOOL CULTURE AND CLIMATE

Desired Outcome:

Teachers, administrators and overall staff will foster a culture of trust and confidence in the potential of students and of each other.

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
1/1 – 5/31	Positive reinforcement programs in place that shift attention from punishing and focusing on	Awards for positive	Julie Gutierrez,	Julie Gutierrez,

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	misbehavior to celebrating the majority of students who are doing well.	behavior (tangible or intangible)	Robert Quinonez, Karina Rascon	Robert Quinonez,
1/1 – 5/31	Establish a system for open and honest communication for employees and students who wish to voice concerns in a constructive and non-threatening environment	School community meetings, comment box	Julie Gutierrez, Robert Quinonez, Damon McGinn	Julie Gutierrez, Robert Quinonez, Damon McGinn
1/1 – 5/31	Professional development for staff and administration on creating, fostering and monitoring positive and rigorous learning environments (Capturing Kids' Hearts?)	PD, texts	Julie Gutierrez, Robert Quinonez, Patricia Herrera	Julie Gutierrez, Robert Quinonez, Patricia Herrera

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
En of every quarter. May, 17 end date.	At least two different professional opportunities during the semester should have been provided by the end in regards to culture and climate. At least one before the end of every quarter.	Professional development can be achieved in-school and led by peers.
En of every quarter. May, 17 end date.	At least 80% percent of students will report more positive than negative interactions with peers and adults. Quarterly surveys will be disseminated to the school community.	Survey data may be replaced with reports from informal walkthrough data carried out by a neutral off-campus reviewer.

Focus Area:

SCHOOL CULTURE AND CLIMATE

Desired Outcome:

Uniformity of instruction and learning rigor across the school

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
1/1 – 5/31	Incorporate sufficient collaboration time within the schedule in order to encourage team work, department planning, reflection, and a shared vision.	Time	Julie Gutierrez, Robert Quinonez, Yvette Bakken	Julie Gutierrez, Robert Quinonez, Yvette Bakken
1/1 – 5/31	Establish as system of academic rigor: Students use their AVID binders for organization, classes provide	AVID binders	Julie Gutierrez,	Julie Gutierrez,

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	clear routines, bell ringers, etc.		Robert Quinonez, Tammy Riser	Robert Quinonez, Tammy Riser
PROGRESS INDICATORS				
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>		
March 23, May 17	Team meeting agendas and minutes will demonstrate work focused on achievement and rigor	More time when possible		
Weekly walkthroughs.	Order, rigor, and consistency are observed throughout the school, regardless of classroom or subject.	Teachers may share with one another strategies that have been successful for them.		

Focus Area: SCHOOL CULTURE AND CLIMATE				
Desired Outcome: We will begin to move from islands to a collective awareness and sense of shared purpose.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
1/1 – 5/31	Modeling positive behavior and trust in every day actions will start with administration and will be expected from adults at every level, so that students gradually become accustomed to a culture of care that puts learning in a safe and positive environment in first place without sacrificing academic rigor.	Code of conduct	Julie Gutierrez, Robert Quinonez, Jason Clark	Julie Gutierrez, Robert Quinonez, Jason Clark
1/1 – 5/31	Written procedures in place for new and existing employees in how to deal with common issues, so that there is consistency in approaches to problem solving across the school and that these methods reflect the school's goals and vision at all times	School-wide handbook that outlines common procedures	Julie Gutierrez, Robert Quinonez, Karina Rascon	Julie Gutierrez, Robert Quinonez, Karina Rascon
PROGRESS INDICATORS				
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>		
Daily.	Qualitative observations: An obvious atmosphere of order and respect.	Behavior that is positive and that effective may be promoted even more.		

Focus Area: FEEDBACK AND OBSERVATION CYCLES

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Desired Outcome: We will implement clear, formalized, and well-designed structures of teacher growth and regular feedback with instruction and student achievement at its core				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
1/1 – 5/31	Establish and firmly implement walkthrough and feedback structures that are regular and focused on instruction, beyond what is required by NMTEACH and that include pre-observation walkthroughs that are non-evaluative but feedback-oriented.	Time, human resources, walkthrough checklist	Julie Gutierrez, Robert Quinonez, Damon McGinn	Julie Gutierrez, Robert Quinonez, Damon McGinn
1/1 – 5/31	Create an organizational chart and a well-defined division of administrative responsibilities in order to avoid over-assigning tasks to a specific administrator. Some committee members suggest assigning a different administrator for every grade (who focuses on instruction more than anything) and one dedicated to paperwork and reporting. Other suggest one administrator to be assigned the exclusive responsibility of walkthroughs and teacher development.	Organizational chart	Julie Gutierrez, Robert Quinonez, Patricia Herrera	Julie Gutierrez, Robert Quinonez, Patricia Herrera
PROGRESS INDICATORS				
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>		
Weekly documentation. End date May 17.	The administrators will demonstrate adherence to the established walkthrough schedule and will document in their own records.	Schedules may vary depending on the level of need for each teacher. Some teachers may request additional accompaniment.		
Monthly staff meetings.	Monthly staff meetings will review the effectiveness of the organizational chart.	Adjustments may be made based on staff and community feedback.		

Focus Area: FEEDBACK AND OBSERVATION CYCLES				
Desired Outcome: We will achieve a genuine personal commitment to improvement by every teacher on campus, and a commitment from administration to accompany them in the process				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
1/1 – 5/31	Foster a culture of self-reflection and honestly diagnose our shortcomings rather than place the blame elsewhere.	Time, school-wide meetings	Julie Gutierrez, Robert	

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			Quinonez, Yvette Bakken	
1/1 – 5/31	Formally established supportive structures for teachers who struggle, either sourced from the administration or their peers. Provide realistic time for these structures to function as well	Professional support systems	Julie Gutierrez, Robert Quinonez, Tammy Riser	
PROGRESS INDICATORS				
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>		
Every NMTEACH observation cycle	Peer-to-peer meetings/interactions will be documented on NMTEACH evidence binders by all teachers, as part as their Domain 4 responsibilities	These meetings and interactions can be formal or informal in nature.		

System to Monitor Implementation –

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

Guiding Questions –

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

System to Monitor Implementation		
Procedure	Timelines	Person(s) Responsible
Critical actions by Focus Area will be monitored on a bi-weekly basis. A report will go out to the team with the two-week progress and any further recommendations.	Every two weeks for each focus area. The first Monday of every month the general team will convene to go over two reports.	Up to three team members will convene and evaluate one of the three areas. These three individuals will be responsible for progress reporting, suggesting adjustments to the general team and ensuring the above plan is implemented faithfully.