



District: Espanola Public Schools
 School: Carlos Vigil Schools
 Date: 2/2/18
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New Mexico 90-day Plan Offline Planning Process Workbook Feedback Tool

For PED use only
 NM PED Calibration Review
 Date:
 Reviewer Code:

To enter into DASH...		
Solid Progress	Limited Progress	Not Evident
13 or greater of 16	3 or fewer of 16	0

Your plan (as reviewed by your district designee)		
Solid Progress	Limited Progress	Not Evident
15	1	0

For PED use only		
Solid Progress	Limited Progress	Not Evident

<u>Step 1 - Build Core Team</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
Diverse backgrounds and viewpoints	In addition to principal and district representative, the core team includes teachers or instructional leaders likely to bring different viewpoints to discussions and a clear rationale for selection is provided.	In addition to principal and district representative, the core team includes teachers or instructional leaders and a rationale for selection is provided .	The core team consists of principal, district representative, and/or teachers or instructional leaders . A rationale for selection may or may not be provided.	Shows lack of attempt or action OR No district representative is identified.
Representation ¹	The core team has full representation from across grade levels, of the student body (including subgroups), and community.	The core team has representation from two of the following : across grade levels, of the student body (including subgroups), and community.	The core team has limited representation from across grade levels, of the student body (including subgroups), and/or community.	Shows lack of attempt or action

Step 1 Reflections and Feedback:

Diverse backgrounds and viewpoints: Solid Progress
 Core team is extremely representative of the middle school. A student and parent were included.

Representation: Solid Progress

¹ Title I schools shall assure meaningful input and involvement of stakeholders listed in Section 1118(b)(2) of **ESSA Guidance**

<u>Step 2 – Analyze Data & Set Student Achievement Goals</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
Summative goals	In addition to the indicators for solid progress, an optional third goal has been identified based on deep data analysis (e.g. subgroup achievement, attendance rates).	Measurable summative student achievement goals have been identified in both ELA and math using the most recent available baseline data.	Measurable summative student achievement goals have been identified in ELA and/or math.	Shows lack of attempt or action
Benchmark goals ²	Benchmark goals to monitor progress are clearly articulated in both ELA and math, align with summative goals, and are connected to the most current interim assessment data.	Benchmark goals to monitor progress are clearly articulated in both ELA and math, align with summative goals, and are connected to interim or formative assessment data.	Benchmark goals to monitor progress are articulated in both ELA and/or math.	Shows lack of attempt or action
SMART: Specific, Measurable, Ambitious & Attainable, Relevant, Time-bound	Summative and benchmark goals have been written to satisfy all SMART criteria and create a sense of focus and urgency towards action.	Summative and benchmark goals have been written to satisfy all SMART criteria.	Summative and benchmark goals have been written to satisfy 4 or fewer SMART criteria.	Shows lack of attempt or action
<p><u>Step 2 Reflections and Feedback:</u></p> <p>Summative Goals: Solid Progress</p> <p>Benchmark Goals: Solid Progress</p> <p>SMART: Solid Progress</p> <p>ELA and Math Goals are measurable and SMART. Benchmark Goals are clearly articulated in both ELA and math, align with summative goals.</p>				
<u>Step 3 – Focus Areas</u>	Exemplary	Solid Progress	Limited Progress	Not Evident

² For assessment requirements and best practices, access: <http://www.ped.state.nm.us/ped/AssessmentEvalDocs/2017-2018%20Assessment%20Calendar.pdf>



High leverage and aligned	The 2-3 highest-leverage focus areas selected are aligned to deep data analysis and include qualitative and quantitative evidence.	The 2-3 focus areas selected are aligned to data analysis and include qualitative and/or quantitative evidence.	2-3 focus areas are selected.	Shows lack of attempt or action
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Step 3 Reflections and Feedback:

Solid Progress: 3 Focus Areas to include qualitative and quantitative data

<u>Step 4 – Root Cause Analysis</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
Clear Root Cause Statement	Each focus area has a clear statement of the deepest underlying root cause or causes of school performance challenges that will result in a substantial reduction of the performance challenge.	Each focus area has a clear statement of the underlying root cause or causes of school performance challenges.	Some or all of the focus areas have a statement of the cause or causes of school performance challenges.	Shows lack of attempt or action
Evidence to support	Root causes seem to have been generated through thoughtful analysis of qualitative and quantitative data and are supported by evidence.	Root causes seem to have been generated through thoughtful analysis of qualitative and/or quantitative data.	Root causes are identified, but are not connected to data analysis.	Shows lack of attempt or action

Step 4 Reflections and Feedback:

Solid Progress: The root cause is extensive to include input from all stakeholders and ties directly to the most urgent needs of the school.

<u>Step 5 – Desired Outcomes & Critical Actions</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
<i>Desired Outcomes</i> – observable changes in	Each focus area has a 90-day desired outcome identifying the specific	Each focus area has a 90-day desired outcome identifying specific	Desired outcomes do not identify specific observable changes in adult	Shows lack of attempt or

adult behavior	observable change(s) in adult behaviors, which creates focus and urgency toward action.	observable change(s) in adult behavior.	behavior.	action
<i>Desired Outcomes</i> – specific focus on student achievement	Each desired outcome is specific in focus and should logically result in increased student achievement.	Each desired outcome is specific and there is a clear connection between desired outcomes and a focus on increasing student achievement.	The desired outcomes lack specificity about the observable changes in adult behavior. There is no clear connection between desired outcomes and a focus on increasing student achievement.	Shows lack of attempt or action
<i>Critical Actions</i> – sense of urgency toward action	For each focus area, critical actions promote a sense of urgency toward addressing root cause(s) and achieving the desired outcome.	For each focus area, critical actions address clear underlying root cause(s) and are connected to achieving the desired outcome.	It is not clear how critical actions will result in achieving the desired outcome in 90 days.	Shows lack of attempt or action
<i>Critical Actions</i> – person(s) responsible for completing actions	Responsibility for action items are strategically owned by various school/district individuals.	Each critical action identifies a person responsible.	It is not clear who is responsible for completing each critical action.	Shows lack of attempt or action
<i>Critical Actions</i> – timelines and resources	All critical actions have a clear timeline and identify resources needed to support them, including funding sources.	All critical actions have a clear timeline and identify resources needed to support them.	Critical actions do not identify timelines and/or needed resources.	Shows lack of attempt or action

Step 5 Reflections and Feedback:

Desired Outcomes – observable changes in adult behavior: Solid Progress

Desired Outcomes – specific focus on student achievement: Solid Progress
There is a clear connection between desired outcomes and student achievement.

Critical Actions– sense of urgency toward action: Solid Progress

Critical Actions – person(s) responsible for completing actions: Solid Progress

Critical Actions – timelines and resources: Solid Progress

<u>Step 6 – Monitor Implementation</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
Progress Indicators	Strategically selected progress indicators identify the metrics and	All progress indicators identify the metrics and evidence used to	Some progress indicators have been identified, and they may or may not	Shows lack of attempt or



	evidence used to measure progress toward desired outcomes and goals.	measure progress toward desired outcomes and goals.	include metrics or evidence used to measure progress toward desired outcomes and goals.	action
Potential Adjustments to the 90-day Plan	For all progress indicators, potential adjustments are identified based on possible accelerated progress and unanticipated barriers.	For most progress indicators, potential adjustments are identified based on possible accelerated progress or unanticipated barriers.	For some progress indicators, potential adjustments are identified based on possible accelerated progress or unanticipated barriers.	Shows lack of attempt or action
System to Monitor	The system to monitor implementation clearly details the procedure, timelines, and persons responsible.	The system to monitor implementation identifies the procedure, timelines, and/or persons responsible.	The system to monitor implementation identifies one or more of the following: the procedure, timelines, and/or persons responsible.	Shows lack of attempt or action

Step 6 Reflections and Feedback:

Progress Indicators: Solid Progress
 Metrics are identified along with adjustments once data is reviewed.

Potential Adjustments to the 90-day Plan: Solid Progress

System to Monitor: Limited Progress
 Timelines are identified with limited specificity.