District: Media Arts Collaborative Charter School (MACCS)
School: Media Arts Collaborative Charter School (MACCS)
Date: 2/23/2018
Completed By: Jonathan Dooley

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…				Your plan (as reviewed by your district designee)				For PED use only		
Solid Progress	**Limited Progress**	**Not Evident**		**Solid Progress**	**Limited Progress**	**Not Evident**		**Solid Progress**	**Limited Progress**	**Not Evident**
13 or greater of 16	3 or fewer of 16	0		16 of 16 (14 Exemplary 2 Solid)	0 of 16	0 of 16				

Step 1 – Build Core Team	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: The MACCS Core Team includes MACCS administration, teachers, instructional leaders (department heads), and counseling staff to ensure different viewpoints are brought to the table when determing a course of action to improve outcomes for MACCS students.

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

Representation: Principal Jonathan Dooley assembled the Core Team to ensure that both MACCS' middle school and high school (all grades) were well represented across all subjects. He also included school staff integral to daily operations and student success to guarantee that all school needs and problem areas would be identified and addressed. The Core Team has representatives from middle school and high school Math and ELA, counseling services, administration, and media arts.

Step 2 – Analyze Data & Set Student Achievement Goals	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** <u>interim</u> **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

Step 2 Reflections and Feedback:

Summative goals: The MACCS Core Team identified three Student Achievement Goals - two plus an optional third goal - to aggressively address low proficiency rates and encourage student progress. Based on deep data analysis, the Core Team determined that freshmen students struggled primarily in Math, with eighth grade students falling behind benchmarks as well. Therefore, the Core Team implemented an optional third goal to address eighth grade Math proficiency to increase rates before ninth grade, to give freshmen a headstart on meeting goals and improve assessment scores throughout high school. This decision was based on 2017 PARCC scores, which indicated eighth grade students struggle with Math proficiency.

Benchmark goals: Benchmark goals are connected to the most recent NWEA MAP (interim assessment) data. They include utilizing increased interim assessments in ELA and Math; grade monitoring and reporting by teachers; increased advisement and individualized student action plans in ELA and Math; and utilizing Buck Institute for Education (BIE) information.

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

Step 3 – Focus Areas	Exemplary	Solid Progress	Limited Progress	Not Evident
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

Step 3 Reflections and Feedback:

High leverage and aligned: The MACCS Core Team determined the three highest leverage focus areas relevant to MACCS students are: Tier I Interventions; Tier II (SAT) Process; and School Culture. Data was assessed through: classroom walk-throughs and evaluation of lesson plans and curricula; teacher evidence notebooks (evaluations of student grades, behaviors, and performance analyzed and discussed during teacher meetings - Kid Talks and Team Tiger - and shared with administration); NM TEACH observations; and EWS Team evaluations (student behaviors, interim assessments). Data showed students struggled particularly in Math across grade levels, and the students struggling the most were freshmen (across content areas).

Step 4 – Root Cause Analysis	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:

Clear Root Cause Statement: The MACCS Core Team identified a clear statement of the deepest underlying root cause of each school performance challenge that will result in a substantial reduction of performance challenges. These include root causes and barriers to addressing those root causes such as limited teaching staff and the lack of a designated SIS to develop individualized student action plans, and increase freshmen student focus.

Evidence to support: Root causes were generated through thoughtful analyzing of both qualitative and quantitative student data, including interim assessments (NWEA MAP), standardized test scores (PARCC), student behaviors, grades, GPA, and other teacher feedback.

Step 5 – Desired Outcomes & Critical Actions	Exemplary	Solid Progress	Limited Progress	Not Evident

	Exemplary	Solid Progress	Limited Progress	Not Evident
Desired Outcomes – observable changes in adult behavior	Each focus area has a 90-day desired outcome identifying the specific observable change(s) in adult behaviors, **which creates focus and urgency toward action.**	**Each focus area has** a 90-day desired outcome **identifying specific observable change(s)** in adult behavior.	Desired outcomes **do not** identify specific observable changes in adult behavior.	Shows lack of attempt or action
Desired Outcomes – 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
Critical Actions – 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
Critical Actions – 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
Critical Actions – 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

<u>Step 5 Reflections and Feedback:</u>

Desired Outcomes: The MACCS Core Team developed 90-day desired outcomes for each focus area that identify changes in adult behaviors that will create focus and urgency toward action and result in student achievement. These include maintaining teacher evidence notebooks, developing individualized student action plans, and setting NM TEACH evaluation goals. Increased focus on specific sub-groups and data analysis to implement effective programming will increase student achievement.

Critical Actions: All critical actions developed by the MACCS Core Team promote a sense of urgency, including hiring necessary staff to decrease class sizes, develop focused interventions/action plans, analyze school-wide and individual student data regularly, and empowering EWS Goal Teams. Responsibility for various action items is strategically owned by relevant individuals/groups of individuals, and every action item is overseen by Principal Dooley. All critical actions have a clear timeline, and the MACCS Core Team has identified the resources necessary to support them, including staffing, BIE information, and funding.

<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 include** metrics or evidence used to	Shows lack of attempt or action

	evidence used to measure progress toward desired outcomes and goals.	measure progress toward desired outcomes and goals.	measure progress toward desired outcomes and goals.	
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:

The MACCS Core Team strategically selected progress indicators, including teacher evidence notebooks, feedback from the SIS, and data analysis by the EWS Goal Team, to measure progress toward the determined goals and outcomes for both adult behaviors and student achievement. Potential adjustments were determined based on conceivable program changes or unforeseen challenges, and include input from the Core Team and designated staff. A timeline of student assessment and intervention was established to ensure that all Focus Areas are implemented effectively, with regular check-ins to determine student placement.