

District: Media Arts Collaborative Charter School
School: Media Arts Collaborative Charter School
Date: February 20, 2018
Completed By: Jonathan Dooley, Principal



**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 | | |
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| 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? |
| Jonathan Dooley | Principal | Mr. Dooley holds a master’s degree in Educational Leadership and brings 30 years of educational experience to the MACCS Core Team, characterized by the dynamics of Project-Based Learning and Media Literacy. Mr. Dooley’s leadership style prioritizes the inclusion of diverse student, instructor, and administrative perspectives to establish a responsive school environment that supports a student’s natural ability to learn, and the teacher as an evolving practitioner of learning. As a result, students and teachers are empowered to engage together in a larger mission of community empowerment that utilizes data and evidence-based best practices while incorporating |

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| | | <p>the dynamics of each unique classroom to achieve student success. As part of the Core Team, Mr. Dooley will help address the school's current reality by incorporating an increasingly results-based lens to drive student achievement in targeted areas while maintaining a thriving and participatory culture. Mr. Dooley has established a weekly schedule of assessment meetings that represent instructors at all grade levels and personally conducts monthly classroom observations. He regularly analyzes curriculum and assessment data to guide teachers in realigning lesson plans and curriculum where necessary to improve student outcomes.</p> |
| Alicia Faulds | High School Counselor | <p>Ms. Faulds is a Licensed School Counselor, Mental Health Counselor and current High Schools That Work grant coordinator. She works to promote a school culture that fosters every student's attainment of the knowledge, skills, and attitude needed to be successful academically, personally, socially, and in career confidence. Ms. Faulds uses both a prevention-focused, school-wide guidance curriculum and an individualized, responsive services with the goal of meeting the diverse developmental needs of all students. She also supports students in career exploration and the college admissions process to ensure they are well informed and prepared to continue their education and pursue a career. As part of the Core Team, Ms. Faulds will help address the school's reality by planning and scheduling activities central to the programming described in the CSI proposal.</p> |
| Pat Kelly | Business Manager | <p>Mr. Kelly received his Bachelor of Business Administration from the University of New Mexico in 2002 and has been a licensed Business Manager for over 10 years working in an education setting. Mr. Kelly feels it is part of his job to enhance each student's experience at MACCS. He is the current sponsor of the MACCS Student Government Association and served on the New Mexico Association of School Business Officials Executive Board as the Charter School Representative. Mr. Kelly will help the Core Team by overseeing all budget items related to the program. Mr. Kelly will also oversee the school's implementation and management of the MATHia and "Cognitive Tutor" tools, developed by the Carnegie Math Program.</p> |

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| Andrew Barrow | Film Instructor | Mr. Barrow earned a Bachelor of Arts in Media Arts from the University of New Mexico, and a Master of Fine Arts in Film from Ohio University. He brings his experience creating numerous narrative films that have appeared in festivals across the country. As part of the Core Team, Mr. Barrow will help address the school's reality by advising incoming freshmen of the mission, vision, opportunities, and requirements at MACCS, including the many Career and Technical Education (CTE) opportunities and components of the curriculum. This proactive preparation will identify early potential challenges for incoming students while engaging all students at the outset as partners in a shared planning process toward establishing and achieving goals and successfully graduating within four years. |
| Ryan Salway | Graphic Design Instructor/ Leadership Council | Mr. Salway has studied business, computer science, fine art, architecture, and animation along his educational path, and brings this breadth of knowledge to the Core Team. Mr. Salway is also a multimedia designer at Northrop Grumman and a freelance designer and animator. His work has included projects for every division of the armed forces, as well as Intel, NASA Challenger Center, and other large corporations in the U.S. and abroad. As part of the Core Team, Mr. Barrow will help address the school's reality by advising incoming freshmen of the mission, vision, opportunities, and requirements at MACCS, including the many Career and Technical Education (CTE) opportunities and components of the curriculum. |
| Creighton Edington | High School Math Instructor | Mr. Edington received a Bachelor of Science in Secondary Education from Penn State University, and a Master of Studies degree in Science Teaching from the New Mexico Institute of Science and Technology. He brings a wealth of STEM teaching experience to MACCS. As part of the Core Team, Mr. Edington will help address the school's reality by utilizing Robotics as support for Math instruction in order to engage students, especially freshmen, in hands-on activities that interest them while integrating core mathematical concepts. |
| Laurie Price | Middle School Math Instructor | Ms. Price holds a Master of Science in Mathematics. As part of the Core Team, Ms. Price will help address the school's reality by collaborating with media instructors to create unique Project Based Learning (PBL) opportunities as an approach to Math instruction. By using math to examine media projects that students are |

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| | | interested in as well as real world topics and themes, Ms. Price will encourage student exploration and input, and facilitate research and project completion to engage students, especially freshmen, in Math, and improve proficiency rates and outcomes. |
| Courtney Angermeier | Humanities/Health | Dr. Angermeier teaches 10th grade Humanities and Health at MACCS. She also teaches at the University of New Mexico, where she earned her doctorate in Language, Literacy, and Sociocultural Studies (LLSS). Dr. Angermeier will help the Core Team address the school's reality by advising incoming seniors on college engagement and future careers, as well as through ELA/Reading advisement and analysis of student data. |
| Jessica Vierra | Humanities/Leadership Council | Ms. Vierra received her Bachelor of Arts in History with a Minor in American Studies from the University of New Mexico. She teaches High School Humanities and is excited to be a part of the MACCS community where she is able to share her passion for learning with her students. Ms. Vierra will help the Core Team address the school's reality by advising incoming seniors on college engagement and future careers, and leadership skills. |
| Anne Strader | Middle School ELA Instructor | Ms. Strader received a Bachelor of Arts in Communicative Disorders from the University of New Mexico and a Bachelor of Arts in Elementary Education from the College of Santa Fe, where she obtained a K-8 teaching license. In 2008, she became a Nationally Board Certified teacher and earned a master's degree in Media Literacy from Webster University in 2013. Her teaching philosophy is student-centered and project-based with high expectations to help students develop excellent 21st century skills. Ms. Strader will help the Core Team address the school's reality by implementing a Project-Based Learning approach and emphasizing media literacy. |

Step 2 – Analyze Data & Set Student Achievement Goals

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 up to 3 Summative Student Achievement Goals. The goals should be clear and satisfy SMART criteria.

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. Benchmark Goals should also satisfy SMART criteria.

| Data Analysis Notes |
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| <p>Core Team analyzed NWEA MAP interim assessments, PARCC assessments, student grades, and student behavior referrals. Areas of focus moving forward include:</p> <ol style="list-style-type: none"> 1. Math – 80% of Full Academic Year (FAY) students make at least one full year’s growth of “average” or better; currently, 66.4% students have reached one full year's growth (based on Winter NWEA MAP). 2. Project-Based Learning ELA – 95% of MACCS graduates complete three or more self-directed, semester-long, research-based inquiry projects with public exhibition during high school; currently, 52.2% of graduates have reached this goal (based on 2018 Graduate transcripts). 3. Whole school change – PARCC Math scores of 8th grader students will increase by 2 percentage points per year over the course of the NMPED grant to ensure 8th graders are prepared to excel in Math when they reach high school; Math proficiencies will increase year over year for students when interventions are implemented early and when students first show signs of struggling. |

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

| Student Achievement Goals | | | |
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| Grade/Subject Area | 2017 PARCC Results | 2018 PARCC Goals | <u>Benchmarks</u> : How will you know you are on track to meet your summative student achievement goals? |
| 9th grade Math Proficiency | 11% Met Expectations | In 2018 PARRC results, at least 18% of MACCS 9 th grade students will score as Meeting Expectations in Math proficiency | <p>MACCS will know the school is on track to meet Summative Student Achievement Goals by:</p> <ul style="list-style-type: none"> • Add Winter NWEA MAP testing to assess student progress at the mid-year point • Add a Tier II Math course to assess student's individual needs directly • Institute ongoing data analysis by MACCS' Core Team and other staff/administrative teams to determine progress throughout the year and from year to year; feedback from Student Intervention Specialist (SIS, to be hired) on individual student progress as |

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| | | | <p>demonstrated, begin using utilize MATHia software to develop individual student math plans for all, monitored by teachers, Principal Dooley, and SIS</p> <ul style="list-style-type: none"> • Add and monitor a Robotics Math component aligned with Common Core State Standards (CCSS); teachers will realign lesson plans and curriculum, which will be monitored monthly by Principal Dooley; individual student plans and performance will be evaluated by the SIS |
| 9th grade ELA Proficiency | 33% Met Expectations; 7% Exceeded Expectations | In 2018 PARRC results, at least 43% of MACCS 9 th grade students will score as Meeting Expectations in ELA proficiency | <p>MACCS will know the school is on track to meet Summative Student Achievement Goals by:</p> <ul style="list-style-type: none"> • Ongoing data analysis by MACCS Core Team and other staff/administrative teams to determine progress throughout the year and from year to year; feedback from SIS |
| 8th grade Math Proficiency | 20% Met Expectations | In 2018 PARCC results, 22% of MACCS 8 th grade students will score as Meeting Expectations in Math proficiency | <p>MACCS will know the school is on track to meet Summative Student Achievement Goals by:</p> <ul style="list-style-type: none"> • Adding Winter NWEA MAP testing to assess student progress at the mid-year point • Adding a Tier II Math course to assess student's individual needs directly • Ongoing data analysis by MACCS' Core Team and other staff/administrative teams to determine progress throughout the year and from year to year; feedback from SIS on individual student progress • Utilizing MATHia to develop individual student math plans, monitored by teachers, Principal Dooley, and SIS |

SMART Checklist

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| Specific | Is the goal clearly defined? | X |
| Measurable | Are multiple concrete criteria identified for measuring progress toward attainment of the goal? | X |

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| Ambitious | Does the goal stretch the school while still being attainable? | X |
| Relevant | Does the goal relate to student learning and achievement? Is it data-based? | X |
| Time-bound | Is the timeframe appropriate for accomplishment of the goal? | X |

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 (selected from the 10 that appear below) 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- evaluative), 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?
- 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 to 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 –

- 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?

| Focus Areas | |
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| <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 quantitative and qualitative data led you to these Focus Areas? How do you know that these are the highest-leverage areas of focus? |
| 4. Tier I Interventions | <p>MACCS determined that a focus on Tier I Interventions will yield the greatest achievement improvements for all students based on an analysis of assessment data gathered through: classroom walk-throughs; teacher-focused evidence notebooks (teachers gather determinations on student data, student behaviors, and rigor and engagement of lesson plans and curriculum, and share with internal teacher/administrative teams); NMTeach observations; Early Warning Systems (EWS) Goal Teams (determine student needs and potential problem areas immediately through weekly meetings, data analysis, and sharing information); and other teacher/administration meetings, including Kid Talks and Team Tiger that lead to Respond to Intervention (RtI) support for differentiated instruction. Meetings involve high-level data analysis of grades, test scores (NWEA MAP and PARCC), and student behavior and attendance. Data shows students struggle most in areas of math, especially during freshman year. Data analysis is regular and ongoing to inform student needs and potential action plans as issues arise. Based on screening results, it is evident that freshmen core class sizes (teacher to student ratio) shall be reduced to better serve students who are new to the high school experience, and at risk of dropping out or not graduating in four year. MACCS will hire a SIS to develop individualized student action plans to best differentiate instruction based on screening results and the abilities and needs of all students. Tier I interventions will be most successful in addressing student needs based on formative and summative data. Because data are flexible, this allows for ease of student action plan development for individual students.</p> |
| 8. Tier II (SAT) Process | <p>MACCS determined that a focus on Tier II Interventions will yield the greatest achievement improvements for all students based on ongoing analysis of grades, test scores (NWEA MAP and PARCC), and student behavior (absences, referrals, etc.). Data analysis shows that students continue to struggle most in</p> |

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| | <p>areas of math, and require additional levels of intervention. Tier II will build on the Tier I and the EWS processes, with guidance from the SIS on individual student needs and action plans. Action plans will be aligned with CCSS and Response to Interventions (RtI). Progress monitoring will be conducted weekly to ensure fluidity and that the process is working. The SAT team will identify students in need of Tier II support through referrals from the SIS. Research-based interventions are ongoing, gleaned from professional experiences and from trainings with the Southern Regional Educational Board (SREB). Collectively, the SAT team decides when to move forward with Tier II support.</p> |
| <p>10. School Culture</p> | <p>MACCS determined that a focus on School Culture will yield the greatest achievement improvements for all students based on weekly data analysis and meetings focused on the needs of students. Ongoing and regular assessment will be provided by the SIS. MACCS will support a student culture focused on achievement and college/ career preparedness. Data analysis will focus on current graduation rate, discipline referrals, cohort retention rate, early identification of Tier II students, and attendance rate.</p> <p>Student advisement (regular and advisement implemented by the SIS) will emphasize the importance of learning. Smaller freshmen cohorts will emphasize this attitude as well, with a heightened focus on achievement, as there will be a smaller teacher to student ratio. Positive staff and student culture will be monitored by Principal Dooley during classroom walk-throughs, NMTeach observations and Professional Development sessions to ensure students are as focused on learning as they are on media arts.</p> |

Step 4 – Conduct Root Cause Analysis

After identifying 2-3 high-leverage Focus Areas in Step 3, the Core Team engages in 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. Ideally one root cause will be identified to address the performance challenge for each Focus Area, however, two closely linked root causes may be identified based on deep qualitative and quantitative analysis.

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 | | |
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| <i>Focus Area (selected in Step 3)</i> | <i>Root Cause Statement</i> | <i>Evidence to Support</i> |
| Tier I | Low freshmen performance on NWEA scores and in core classes, especially mathematics, indicates an underlying problem with supporting students' foundational content mastery as they transition to the higher expectations of high school level academics. This struggle then carries forward in upper grades for many students. Progress in this area faces barriers of limited teaching and staff capacity. Teachers require additional support for implementing and documenting Tier I interventions for EWS goal teams, including staff to decrease student to teacher ratios and a SIS to determine student needs at the individual level. | Evidence data from NMTeach Domains 1 and 4 gathered for analysis; freshmen academic performance in core classes (NEWA MAP scores, PARCC scores, and student grades). |
| Tier II | Students who are showing early warning signs of future academic, behavioral, and disconnection issues including dropping out are not consistently identified and engaged early with interventions (when supports make the most difference). Limited progress on this area is the lack of a staff capacity, large high-need population and a framework to survey student status across the population, determine students at most need/risk at the individual level, and provide referrals to Tier II Interventions. EWS goal teams collaborate on Tier I interventions, but without a designated SIS and intervention system, lacks support for Tier II processes. | Next step Tier II evidence data from goal team collaboration as part of SAT process. |

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| <p>School Culture</p> | <p>There are disconnects in student embrace of school culture that are especially significant with incoming freshmen who lack knowledge of MACCS and with student who are struggling with behavior, academics, and direction. Barriers to addressing include limited teaching staff and lack of a SIS, poor student performance and increased discipline referrals due to lack of planning for Tier I and Tier II interventions. Requires dedicated staff to support a student culture focused on achievement through individual action plans and increase advisement.</p> | <p>Increased student behavioral problems, low proficiency rates (PARCC), low assessment scores (NWEA MAP and PARCC).</p> |
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90-DAY PLAN

Step 5 – Create Desired Outcomes & Define Critical Actions

Create Desired Outcomes:

Based on each Root Cause Analysis, the Core Team identifies a 90-day Desired Outcome for each Focus Area. Specifically, the team identifies the *change in adult behaviors* that will result in increased student achievement in math and reading.

Then, the Core Team determines the Critical Actions that need to be taken in order to achieve the Desired Outcomes.

Guiding Questions for Setting Desired Outcomes –

- What is it you are hoping to achieve?
- What specific outcome do you want?
- What is the most important problem you want to solve?
- What does this goal look like for you?
- How will you know when you have reached this goal?
- Are there any barriers that might keep you from reaching this goal?
- Can you see yourself achieving this?

Desired Outcomes

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| <i>Focus Area</i> | <i>Draft Desired Outcome (change in adult behavior):</i> What is the Desired Outcome? 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? |
| Tier I | Desired Outcome: Teachers will utilize specific evidence notebooks of data, adding adult actions that increase desired outcomes (implementing individualized assessments of students, approaching interventions with specific tasks and goals in mind, referring students to SIS or increasing advisement, etc.). Teachers may include NMTeach PD goals. After 90 days, notebooks will be available for CSD site visit to inform future action and to analyze adult behaviors/outcomes. |
| Tier II | Desired Outcome: Students requiring additional supports will be referred to the SIS and offered additional advisement. EWS goal teams involved in the Tier II SAT process will document observations and interventions; teachers may refer to evidence notebooks. Regular check-ins will ensure students in need or more individual attention receive the help they need. After 90 days, EWS documentation will be available with specific adult actions listed to analyze outcomes of adult actions and changes behaviors. |
| School Culture | Desired Outcome: Retention of freshman cohort as they progress through high school. Increased advisement, especially through hiring of SIS, will give students individualized supports to focus on learning and the important of academic achievement. Frequent walk-throughs and NMTeach observations by Principal Dooley will ensure lesson plans, curricula, and classroom attitudes maintain a high focus on learning and achievement. After 90 days, increased attendance and GPA will be evident, and decreased referrals for behavioral issues will be noted. Teachers will have a guiding plan in place for supporting a student and school culture of achievement. |

Define Critical Actions:

After identifying the Desired Outcomes (changes 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) –

- What stands out for you?



- Which would be most impactful?
- What exactly will you do?
- Who will be involved?
- Who will be responsible?
- What obstacles do you need to address in order to get this done?
- What support/resources will you need to make this happen?

| Focus Area: Tier I Interventions | | | | |
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| Desired Outcome: Teacher-specific evidence notebooks for NMTeach Domains 1 and 4 and student outcomes, student action plans. | | | | |
| 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> |
| Fall Semester | Training on evidence and data analysis to inform ongoing assessment and development of action plans and student interventions; hiring additional teaching staff/SIS for increased student support; increasing advisement and intervention to support a school culture of learning and achievement. | Additional staff/teacher capacity to analyze data and develop individual student action plans. Source: CSI Grant funds, operational funds | SIS, MACCS Goal Teams, Teachers | All MACCS Teachers |
| Spring Semester | Monthly collaboration to update evidence on NMTeach Domain 1 and 4 elements to improve teacher effectiveness. | Targeted Professional Development (developed with BIE information). Source: CSI Grant funds | Teachers, SIS | All MACCS Teachers, Principal Dooley |

| Focus Area: Tier II (SAT) Process | | | | |
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| Desired Outcome: EWS Goal Teams with Tier II focus and teacher documentation; individualized student action plans in conjunction with SIS advisement. | | | | |
| 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> |

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| Fall Semester | Biweekly EWS Goal Team meetings to support Tier II process and assess needs early and ongoing; SAT assessment to determine moving forward in the process; hiring additional teaching staff/SIS for increased student support. | Additional staff capacity/targeted Professional Development; funding to support hiring a SIS and an additional teaching staff; funding to support Professional Development through SREB and relating to newly implemented elements. Source: CSI Grant funds plus additional PD from MACCS operational funds | Teachers, Principal Dooley, SIS, Counselors Staff | All MACCS Teachers |
| Spring Semester | Monthly EWS Goal Teams to update the Tier II process according to identified needs; feedback from SIS and individual student action plans. | Additional staff capacity/targeted Professional Development; funding to support hiring a SIS; funding to support Professional Development through SREB and relating to newly implemented elements. Source: CSI Grant funds plus additional PD from MACCS operational funds | Counseling Staff, SIS | All MACCS Teachers |

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| Focus Area: School Culture | | | | |
| Desired Outcome: Increase in cohort retention and GPA, decrease adverse student behaviors. | | | | |
| <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> |

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| Fall Semester | Training on EWS classroom management and referral processes, increasing student advisement and individual action plans to emphasize a culture of learning and achievement. | Additional staff capacity/targeted Professional Development; funding to support an additional teacher to decrease freshmen core class sizes; funding to support Professional Development through SREB and relating to newly implemented elements. Source: CSI Grant funds plus additional PD from MACCS operational funds | Principal Dooley, SIS | All MACCS Teachers, Counseling Staff |
| Spring Semester | Updating handbooks and policies to reflect process. | Additional staff capacity; funding to support hiring an additional teacher. Source: CSI Grant funds | Principal Dooley | All MACCS Teachers and Staff |

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.

The Core Team, then, also devises a system to Monitor Implementation of the plan.

Guiding Questions -

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

- How will the Core Team systematize implementation and monitoring of the plan?

| Focus Area: Tier I Interventions | | |
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| Desired Outcome: Teacher-specific evidence notebooks for NM Teach Domains 1 and 4 and student outcomes, student action plans. | | |
| PROGRESS INDICATORS (should be aligned with Critical Actions developed in Step 5) | | |
| <i>Indicator Date</i> | <i>Evidence to Determine Progress Toward Achieving Desired Outcome</i> | <i>Potential Adjustments</i> |
| December 2018 | Teacher evidence notebooks reflecting elements from NM Teach Domains 1 and 4; feedback from SIS. | Realign process according to teacher feedback, Principal Dooley's assessments; move students in need of extra supports to Tier II. |
| May 2019 | Notebooks target adult actions and lesson planning for the 2019-2020 school year. | Realign process according to teacher feedback, Principal Dooley's assessments, student performance. Additional Professional Development where methods are ineffective. |

| Focus Area: Tier II (SAT) Process | | |
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| Desired Outcome: EWS Goal Teams with Tier II focus and teacher documentation; individualized student action plans in conjunction with SIS advisement. | | |
| PROGRESS INDICATORS (should be aligned with Critical Actions developed in Step 5) | | |
| <i>Indicator Date</i> | <i>Evidence to Determine Progress Toward Achieving Desired Outcome</i> | <i>Potential Adjustments</i> |
| December 2018 | EWS Team data analysis; feedback from SIS to determine student needs and progress (gleaned from student grades, GPA, NWEA MAP/PARCC scores, and referrals). | Meetings with Principal Dooley and teachers to analyze process and what works; readjusting individual student action plans with SIS where they are ineffective. |
| May 2019 | Course grades and master schedule; interim assessment results (NWEA MAP and PARCC); student behavior referrals and attendance. | Meetings with Principal Dooley, counselor, and teachers to analyze scheduling and student outcomes, determine what works; readjusting individual student |

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| | | action plans with SIS where they are ineffective. |
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Focus Area:
School Culture

Desired Outcome:
Increase in cohort retention and GPA, decrease adverse student behaviors.

**PROGRESS INDICATORS
(should be aligned with Critical Actions developed in Step 5)**

| <i>Indicator Date</i> | <i>Evidence to Determine Progress Toward Achieving Desired Outcome</i> | <i>Potential Adjustments</i> |
|-----------------------|--|---|
| December 2018 | Monthly decreases in referrals on adverse student behaviors. | Increased meetings with counselors/SIS to adjust interventions. |
| May 2019 | Freshman retention of cohort groups (student retention data). | Adjustments to student to teacher ration; potential increases in student advisement and SIS meetings for struggling students. |

System to Monitor Implementation

MACCS will begin the 2018-2019 school year with a mandatory two-week freshmen summer boot camp that focuses on math proficiency and the project-based learning process. Incoming students will glean the MACCS way of learning and have support from teachers and current students.

Teachers will train with the Southern Regional Education Board (SREB) and the Buck Institute for Education (BIE) to learn and utilize best practices and classroom strategies that work to improve student achievement. Through this training, teachers learn to collect and analyze data, and collaborate on cross-curricular projects.

The Student Intervention Specialist (SIS) will support the SREB training through biweekly collaboration on Tier I and Tier II interventions with data and evidence, and monitor the SAT process to ensure fidelity. Administration will have one-to-one critical conversations on NM Teach formal observations and on data evidence for Domains 1 and 4. Monthly school assemblies and celebrations will strengthen and reinforce a climate of rigor in college and career preparedness, as well as a culture of learning and academic achievement.

Timeline:

Planning for freshmen boot camp and academic year changes: March-May 2018

Freshmen summer boot camp: July 23-27 and July 30-August 3, 2018

EWS Teams begin monthly four-week cycles of analyzing student data targeting Tier I kids who lack the supports they need: September 2018, ongoing (monthly) with SIS collecting data as it is available

Students will be referred to the SAT process three times; after the third time, SIS will determine if students should move to Tier II for more targeted supports: December 2018-March 2019

Once PARCC testing has been administered, EWS Teams and SIS determine students requiring additional supports and develop Special Education plans: April-May 2019