



**Request for Application (RFA) for
Comprehensive Support & Improvement
Schools (CSI)
Title I Sec.1003 [a]**

**Every Student Succeeds Act
CFDA Number: 84.010A**

Miyamura High School

*This is only a Request for Application (RFA) and does **NOT** constitute an award. Should this RFA result in an award, the LEA Superintendent/Charter Director will be notified by an official award letter. Only upon receipt of an award letter, signed by Secretary Designate Ruszkowski, may the LEA/charter school submit a Budget Adjustment Request (BAR).*

**New Mexico Public Education Department
300 Don Gaspar Ave,
Santa Fe, NM
87501**

LEA Comprehensive Support and Improvement Competitive Grants Application Cover Sheet

LEA Information		
LEA/State Charter Name: Gallup-McKinley County Schools		LEA NCES ID #: 3501110
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LEA will Apply for the Following Eligible School(s)		
Name of School	School NCES ID #	Proposed Intervention Model
Miyamura High School	043073	CSI Competitive Grant

LEA Comprehensive Support and Improvement Competitive Grants Application

LEA Name:	Gallup-McKinley County Schools
Submitting on Behalf of (name of school):	Miyamura High School
Number of Students Served:	1093
Number of Certified Licensed Staff:	73

I. LEA Organizational Culture

A. LEA Overview

Describe the comprehensive needs assessment process that was used to identify needs and performance challenges in the district, to determine root causes, and set priorities for future action.

The district leadership for Gallup McKinley County Schools studied and analyzed the district and school grades to identify the needs and performance challenges of all district’s 35 schools. Using the state report, the district determined that three of our Comprehensive Support and Improvement Schools will benefit in the competitive grant offered by NM PED through the CSI. After meeting with the school leaders of the identified CSI schools, we determined that each of the schools have unique needs to improve the academic performance of their students. Each CSI school provides a clear process on how they identified the root causes and next-step action plan, which will address the needs of their school.

Describe the results of a systematic review of existing LEA capacity, strengths, and needs related to curriculum, instruction, and assessment.

At the beginning of the school year 2017-2018, GMCS changed the organizational structure of our district leadership by creating a Curriculum, Instruction and Assessment Department to address the needs identified in the review. The main goal of this department is to provide support to school leaders and teachers for improving the curriculum, assessment and instruction within the district. Because of the high mobility rate in the district, we have identified gaps in students learning when they transfer from one school to another. The development of the district curriculum and Year-at-Glance (YAG), will help teachers across the district to focus on the same standards during each quarter. This will ensure that all students across the district are learning and being assessed on the same standards. One example of increasing the district’s strength in providing support to district schools is adding the position of Directors of Instruction (DI). The DI’s monitor the implementation of the new YAG and curriculum through school visits and interviews with principal and staff, on an ongoing basis.

B. Instructional Infrastructure

Instructional Materials: Describe the process used to ensure that grade level scopes and sequences align with the Common Core State Standards for ELA/Reading and math.

The district created a district-wide Year-at-Glance (YAG) and curriculum documents that align with the Common Core State Standards for ELA/Reading and math. The YAG is a one-page document for each subject, by grade level, that shows the different standards covered during each quarter of the school year. Each standard listed on the YAG is linked to the district's actual curriculum developed for all ELA or Math CCSS standard. The curriculum document contains various resources teachers can use for instruction. In addition, the document contains common understandings, essential questions, and objectives to ensure alignment throughout the district. Curriculum Focus Groups composed of highly-effective and exemplary teachers are used to review the YAG and provide feedback on the standards being covered for each quarter, as well as, what additional resources should be added to help our teachers in delivering lessons.

Instruction: Describe the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.

GMCS provides training to principals and instructional coaches on how to use the YAG to complete the district's Unit Pacing Guide Template and the Unit Plan Template. Principals and ICs are expected to collaborate and plan on how to ensure their teachers have the information needed to implement the district documents and provide quality instruction for their students.

GMCS principals and other school leaders are also trained on how to use the district's classroom walk-through forms and how to provide feedback sessions using Paul Bambrick's Get Better Faster book. This process is designed to help school leaders become more of an instructional leader rather than manager.

Schools are provided the opportunity through their meetings with DI's to request additional training for their staff on specific needs identified by the DI, the principal, and the teachers.

Assessment: Describe the LEA's cycle of data-driven instruction. Identify the interim assessments being used.

Gallup-McKinley County Schools develop our own interim assessment using SchoolNet as our platform. We give three interim assessments each school year for both math and ELA. GMCS has designated data days on the school calendar, wherein teachers collaborate to analyze interim assessment data for both ELA and Math. During the data day, teachers are required to complete Interim Teacher Action Plan, ITAP (Template Attached). In their ITAP, teachers identify specific standards where students scored the highest and the lowest and what action they plan to provide corrective instruction to students on the lowest identified standards.

Describe the process used to ensure that interim assessments align with the Common Core State Standards and each grade level’s scope and sequence.

The district created a Teacher Assessment Focus Group (TAFG) composed of highly effective and exemplary teachers. The main task of the TAFG is to review the interim assessments for a given quarter and provide feedback to ensure that the assessment questions are aligned to the standards that are assigned to that quarter. They also review the assessments to confirm the passage and/or questions meet the established levels, by Lexile and word length, for each grade.

Provide the schedule for administering common interim assessments in ELA and Math (as an attachment).

Describe the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data (e.g. common planning time, teacher-administrator one-on-one meetings, and group professional development).

The copies of all interim assessments are given to principals to distribute to their teachers at the beginning of each quarter. Teachers are requested to use the information on the interim assessment as a guide for developing instruction. During their weekly 90 - minute meetings, teachers collaborate to plan their lessons and instruction to make sure that they cover standards that will be tested in the interim assessments. This is also the time that they develop their aligned Unit Plans.

C. LEA Support and Accountability

Identify specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school.

Gerald Horacek, Assistant Superintendent of Curriculum and Instruction

Submit an organizational chart (or charts) identifying the structures at the LEA level that are responsible for providing support and accountability to CSI schools (as attachment(s)).

Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the LEA and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the LEA personnel with school leadership.

Gallup McKinley County Schools facilitated and provided direct support during the planning of each grant submission. GMCS will designate a current Program Coordinator to oversee budget of each grant. This will include communication with school principal regarding expenditures and deadlines. The Program Coordinator will also communicate directly with PED as needed. A Director of Instruction will monitor, evaluate and provide feedback on implementation of the grant. The Director of Instruction will also collaborate and communicate with the program manager to ensure programmatic compliance.

In addition, the Director of Instruction will review the school's 90-day plan, at the beginning of each semester, and have regular follow-up meetings on the school's progress in completing the 90-day plan. The Director of Instruction will also work directly with school leaders to review, analyze and evaluate a teacher's progress in meeting the instructional needs of students. This feedback and support ensures effective and efficient use of all selected resources and programs.

Communication and Stakeholder Involvement/Engagement

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the CSI school and on the implementation status of the evidence-based intervention. The plan for consultation and collaboration provided by the LEA/school must:

- **Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation status of the evidence-based intervention.**
- **This should include, but is not limited to, analyses of evidence and leading indicator data to determine the impact of key strategies, as well as planned/approved course-corrections as applicable.**

GMCS have two schedule Parent-Teacher conference every year (1 per semester). During these conference, the school will provide information regarding the progress of the selected program using data. In addition, the school will schedule parents meeting to present data and evidences of the success of the programs. At the end of each year, the school will evaluate the progress of the program and make necessary changes if needed.

Communication with community stakeholders is key in any effort to improve program effectiveness. Miyamura High School will embed information regarding the grant into the following activities:

1. UNM-G collaborative meetings the third Wednesday of each month. The participants in these meetings include CTE administration and other district Career counselors.
2. Parent Nights scheduled once a Quarter to inform parents of opportunities and graduation requirements. The progress of the Grant will be discussed and feedback solicited regarding Next Steps.
3. Advisory School Council (ASC) meetings scheduled once a Quarter. The participants in these meeting include community members, Indian Education Council (IEC) representative, parents and teachers. During these meetings, Grant progress will be shared and input solicited regarding Next Steps.

II. School-Level Context

A. School Overview

Describe the results of in-depth student achievement data analysis, including the percent of students scoring at each level on PARCC and Istation (if applicable).

Appendix D and E provide graphs depicting PARCC Data for the past three years. These graphs represent the percent of students in 9th, 10th and 11th grades that scored Proficient (4) or Advanced (5) on ELA and Math PARCC in the following categories:

1. All Students
2. Native American
3. Economically Disadvantaged
4. English Language Learner (ELL)

Students entering Miyamura High School have shown marked increases in the percent of students scoring Proficient or above on the English I PARCC assessment over a three-year period. Each year the exam is administered to approximately 325 Freshmen which calculates to roughly 40 more students scoring Proficient in Spring of 2017. Although the overall percentage of 36 is still unacceptable, the English Department is demonstrating marked improvement in supporting students in mastering grade level standards.

In reviewing ELA scores from 10th and 11th grade, there appears to be a drop in Proficiency on the English II exam; however, English III shows a significant increase in the percent of students Proficient. This anomaly occurs throughout all three school years in which various teachers taught 10th grade. Therefore, tenth grade teachers are currently in the process of examining the curriculum for alignment as well as conducting deep analysis every three weeks using Curriculum-Based Measures (CBMs) and Interim Assessment Data.

Between 10th and 11th grade, the English III data from the last three years depicts a 14% jump in Proficiency in the All Students category and a 18%, 15% and 7% jump for Native American, Economically Disadvantaged and ELL students respectively. It is noteworthy that students designated as ELL continue to be the lowest performing in all grade levels. To address this concern, MHS has recently established an ESL English I class to remediate and support ELL students in Reading, Writing, Speaking and Listening skills. The last three years has shown slow but steady improvements in the percent of students in all categories that are scoring Proficient or above in the area of English. (See Appendix D for Graphs)

The data in Algebra I shows a slight increase in Proficiency in 2016 which declines in 2017. During the 2016-17 school year half of the students taking Algebra I were instructed by a new teacher that was hired on an Alternative Licensure. She is receiving Mentoring at least once a week from the IC assigned to Algebra I to support her professional growth and development. Additionally, struggling students in all math content classes have the opportunity to take a Math Lab, with their same math teacher, as an elective that supports their understanding of math concepts.

Students enrolled in Geometry have shown a marked increase (11% for All student and 12% for Native American and Economically Disadvantaged students) in the percent proficient between Spring of 2015 to Spring of 2017. Although still the lowest, proficiency of ELL students has also increased by 6% over the same time period. In contrast to Algebra I, students enrolled in Algebra II have a decrease in scores in Spring of 2016 with a rebound in Spring of 2017. Overall, it appears that a greater percentage of students struggle to demonstrate proficiency in Math than in English. (See Appendix E for the graphs)

Describe the results of in-depth NM TEACH data analysis, including the total number of instructional staff in the schools building and the number of staff identified as exemplary, highly effective, effective, minimally effective, and ineffective as identified by the most recently released NM TEACH data.

Appendix F provides graphs illustrating both Teacher Effectiveness data as well as Student Drop-Out rate percentages by Ethnicity and ELL status for the past two years.

Teacher Effectiveness:

In reviewing the data regarding Teacher Effectiveness, it is encouraging to realize that in a staff of 87 teachers, over 60% score Effective or higher based on the information from NM Teach with 32% earning a score of Highly Qualified or Exemplary. Frequent Classroom Walkthroughs with targeted feed back have supported teachers in understanding the expectations of the NM Teach Observation Rubric as well as improved the overall quality of teaching. Furthermore, PLCs focusing on highly effective strategies has also provided teachers with a larger repertoire of effective strategies to implement in the classroom. Additionally, Instructional Coaches specifically assigned to Core subjects (ELA, Math, and History). Support teachers that are scoring Minimally Effective through modeling, conferencing and observation.

Student Drop-Out Data:

In analyzing student drop-out information for the last two years (51 students in 15-16 and 59 students in 16-17) it is evident that the vast majority of students not completing High School within four years are those classified as Native American. Surprisingly, ELL status does not seem to have a significant impact on Drop-out rate, as less than 40% of students leaving High School without a diploma are classified as ELL. This Grant, therefore, will focus on improving the graduation rate of all Native American students so that they complete High School within four years.

B. NM DASH Plans

For the school the LEA is applying on behalf of, they must submit the following components:

- Completed NM DASH Offline Planning Process Workbook or 90-day Complete Detail Printout (See Appendix H).
- Completed NM DASH Feedback Tool (See Appendix I).

C. Collaboration Structures

For the school the LEA is applying on behalf of, describe the collaboration structures in place to include the:

- **Schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length and a process and procedures utilized during collaboration meetings (e.g. agendas, protocols)**
- **Systems in place for principal and/or other instructional leaders to support and hold teachers accountable for meeting effectiveness.**

The schedule at Miyamura High School provides all teachers with two hours weekly to meet collaboratively to analyze data, develop common assessments, discuss instructional strategies that have a positive impact on student learning and intentionally design lessons that support student mastery of content standards. Principals and ICs collaboratively develop the agenda and facilitate the meetings. Notes from the meeting are sent to the Principal that oversees the department. The schedule of weekly meetings is as follows:

- 1st Wednesday of Cycle: Review the “Year at a Glance” template and develop aligned CBMs
- 2nd Wednesday of Cycle: Cross-curricular collaboration (History / ELA and Math / Science)
- 3rd Wednesday of Cycle: Professional Development through ICs specific to the Department
- 4th Wednesday of Cycle: Analyze student data from CBMs and develop Instructional Action Plans outlining re-teaching strategies.

Principals and ICs meet each Tuesday morning for 45 minutes before school (7:30-8:15) to discuss department progress, needs and challenges. The agenda for the Wednesday afternoon collaborative meetings is discussed and drafted. Principals participate in at least a part of each Wednesday afternoon meeting. Notes of the meeting are sent to principals to review. Norms have been established in each department that hold teachers accountable for participation and professionalism that include:

1. Come to the meeting prepared
2. Be solution-oriented
3. Use of technology must be on-task
4. Actively participate with colleagues

III. Evidence-based Interventions

A. Root Cause

Describe the process used by the LEA in collaboration with the school to identify needs and performance challenges, complete root cause, and identify focus area(s).

In identifying the challenges, needs, root cause and focus areas of the grant, the Core Team (see DASH) met to analyze student achievement data as well as two years of data depicting the demographics of students that did not complete High School. This discussion provided us with insight to determine both the population of students we need to target as well as the possible reasons students may drop out of school. Throughout the research it was noted that setting high expectations along with intentionally designed supports are both key in shaping a culture of success. Providing adult mentors that collaborate with student is analyzing and reflecting on their performance in regard to their academic achievement and attendance to set goals for each quarter is one method of transforming the culture of the school. In analyzing the demographics and attendance of students that drop-out of Miyamura High School it was evident that both academics and attendance must be addressed.

B. Choice of Evidence-Based Interventions

Identify the interventions meeting the top three tiers of evidence that schools in need of comprehensive support and improvement may choose to address the root cause.

Due to the decline in graduation rate throughout the nation, there have been numerous studies conducted regarding both the type and success of specific interventions in reaching at-risk teens. Therefore, the first step to determine what models may prove to be the most effective in increasing graduation rates at Miyamura HS was to conduct a review of current research regarding the proven effectiveness of various interventions across the country. The table provided in Appendix G illustrates the effectiveness of some of the most widely-used models currently being implemented in High Schools.

Determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.

After reviewing the comparative effectiveness of various intervention models, analyzing trend data on student achievement and attendance as well as discussing the backgrounds, supports, barriers and challenges of our particular student population, the top three intervention models were determined to be:

1. Increase opportunities for students to be involved in career exploration and receive vocational training through mentor classes. This includes intentional instruction in career awareness and education as well as additional support in identifying community job-placements that meet student's interests and abilities. Mentors will also support students in analyzing both their academic performance and attendance to develop goals that will be reviewed each quarter.
2. Provide targeted students with additional supports in social skills training and communication skills that specifically target successful at-work behaviors that lead to success.
3. Partner with UNM-G to identify prior MHS graduates that have successfully negotiated their first year of college and are willing to act as mentors to targeted HS students.

Identify the school's chosen intervention(s).

1. Vocational Training – This intervention is designed to prepare students to learn the skills needed in specific occupations through classroom work and occupational internships outside of school settings.
2. Social-Emotional Skills Training – This intervention involves skills training to improve “emotional self-awareness and regulation, improve self-esteem and attitudes about school, and prevent drug use” (Hahn 2015).

3. Mentoring – These intervention programs assign supportive adult mentors to help students focus on and set goals to improve their school work and attendance. Mentors work closely with students, encouraging respect and personal growth.

C. Sources of Evidence

Identify the sources of evidence used to determine the interventions meeting the top three tiers of evidence that are relevant and appropriate to the needs of the school.

Dr. Robert Hahn, et al, reviewed and synthesized prior research through a meta-analysis regarding the effectiveness of various intervention models designed to improve graduation rate. This research was published in a Department of Health and Human Services peer-review journal and made public through the HHS website. This article “Programs to Increase High School Completion” thoroughly examined the effectiveness of current interventions “the potential of these programs to improve lifelong health among at-risk students” (Hahn, 2015).

In reviewing the interventions depicted in this comprehensive study, it was determined that Vocational Training led to an increase of 15.9% more students graduating within four years, Social-Emotional Training resulted in an increase of 13.7% more students remaining in school to graduate within four years and Mentoring brought about an increase of 9.4% more students earning their diploma within four years. The connection between goal setting and motivation has been proven through decades of research (Brian and Locke, 1967; Locke and Latham, 2002). Simply asking students to complete a task such as completing high school, may have no relevance or connection internally. Proactively setting goals has shown through MRI study to have a correlation of ownership and an increase of motivation (Lee and Reeve, 2013). Students who invest in goal setting will develop a commitment for academic or non-academic success.

D. Theory of Action

Detail a Theory of Action that will support implementation of the evidence-based intervention.

If the school culture communicates high expectations for learning and students participate in intentionally designed instruction with supports that increase their motivation for learning and make education more relevant, then they will develop an understanding of the importance of earning a High School Diploma and set goals to ensure they graduate within four years.

Action Plan to build a culture that communicates high expectations while providing supports to ensure student success:

Start-Up Funding (Spring and Summer 2018)

Career Counselor will work after contract hours to:

1. Ensure both the Social Skills and Career Exploration Curriculum is ordered and Professional Development is scheduled for the identified Mentoring teachers before school begins in August.
2. Contact local businesses and organization to inform them of our efforts in preparing students for careers and request that they come to Mentoring classes as a guest speaker.

First Year of Grant Implementation (SY 2018-2019):

1. Initiate a mentoring class for targeted Freshmen and Sophomores that is designed to support academic achievement and Career Exploration.
 - a. Mentor teachers will meet with students weekly to review grades and attendance to develop quarterly goals and Action Steps. Progress toward goals will be assessed weekly.
 - b. Twice weekly, students will Career Exploration Curriculum,
 - c. Twice weekly, CareerCenter21 available through Applied Educational Systems.
2. The College/Career Advisor will organize a Career Day once a quarter targeting Freshmen and Sophomores by contacting businesses throughout the community. Professionals and skilled-workers will be invited to speak to students in their mentoring classes regarding their job and the preparation needed to be successful.
3. Career Pathways in Construction Trades, Culinary Arts, Automotive Technology, and Art Design will be developed that identify the specific classes that will lead to certification in four-years.

Second Year of Grant Implementation (SY 2019-2020):

1. All Action Steps identified in Year 1 will continue including Mentoring classes with the newly entering Freshmen class and returning Sophomores.
2. Sophomores will have the opportunity to explore their Career interest Monday through Thursday in internships with local businesses that rotate Quarterly.
3. Juniors will attend UNM-G for half-days to participate in the Career and College Technical Education (CCTE) courses that provide more intensive training in the Career Pathway they have chosen.
4. Sophomores and Juniors will identify careers that they are interested in participating in an internship program and receive HS credit through enrolling in GUILD. The Career Advisor will support students in identifying community professionals that are willing to mentor students M-Th. Each Friday students will meet as a group to discuss their internship experiences and develop a deeper understanding of the pre-requisites for the career. Students involved in the internship experience will:
 - a. Learn about a career field from the inside to determine if this is the right career field for them
 - b. Work alongside a professional in their chosen career area

- c. Observe the work place and see if it matches their expectations
- d. Provide students with experience for their resumes.

Third Year of Grant (SY 2020-2021):

1. All Action Steps identified in Year 1 and 2 will continue including Mentoring classes with the newly entering Freshmen class, UNM-G CCTE courses as well as Internships for Juniors and Seniors. (See Action Steps below)
2. Juniors will have the opportunity to explore their Career interest Monday through Thursday in internships with local businesses that rotate Quarterly.
3. Seniors will attend UNM-G for half-days to participate in the Career and College Technical Education (CCTE) courses that provide more intensive training in the Career Pathway they have chosen.
4. Juniors and Seniors will identify careers that they are interested in participating in an internship program. The Career Advisor will support students in identifying community professionals that are willing to mentor students M-Th. Each Friday students will meet as a group to discuss their internship experiences and develop a deeper understanding of the pre-requisites for the career. Students involved in the internship experience will:
 - a. Learn about a career field from the inside to determine if this is the right career field for them
 - b. Work alongside a professional in their chosen career area
 - c. Observe the work place and see if it matches their expectations
 - d. Provide students with experience for their resumes.
5. College students that have successfully completed their Freshmen year in College at UNM-G will be identified and act as mentors to at-risk Sophomores -Seniors participating in the Internship program. Students will meet with their mentors each Friday to discuss their experiences in their internship, review their progress toward their identified Career Pathway, set and review goals and participate in structured brain-storming sessions to address any challenges they are facing.

IV. Budget

A. Budget Narrative

The LEA/school must provide an appropriate and complete budget narrative that identifies and explains all proposed costs for LEA and school-level activities for the entire project period (planning period, three years of implementation).

During the Planning Period (Spring and Summer 2018), the Career Advisor will work outside of normal contract hours to contact vendors to request quotes for the Social Skills and Career Exploration Curriculum. Online licenses will be purchased and in place for the upcoming 2018-

19 SY. Professional Development will be scheduled for Mentor teachers before returning in August.

During Year 1 of implementation, the Career Advisor will work closely with mentor teachers and targeted students in implementing both the Social Skills and Career Exploration Curriculum with fidelity. Mentor teacher and Career Advisor will meet after normal contract hours to collaborate and problem-solve solutions to challenges. The goal for Year 1 is to fully embed both curricula into the mentoring classes so targeted students (40 Freshmen and 40 Sophomores) can begin to explore careers and develop the social skills necessary for future careers. Student will learn the prerequisites for careers so that the academic courses they are taking to meet graduation requirements become more relevant for their future goals.

During Year 2 of implementation, 80 additional Freshmen will join the 40 Sophomores and 40 Juniors (identified in Year 1) in participating in the Grant activities. The incoming Freshmen will participate in Mentoring classes while the Sophomores and Juniors will enroll in GUILD so that they can explore careers through internships with the Career Advisor. The budget includes funds for leasing a vehicle to transport students as well as money for one teacher and the Career Advisor to enroll in a Defensive Driving class. In addition, students participating in Internships will receive a stipend of \$5.00 an hour as an incentive to participate.

During Year 3 of implementation the budget is consistent with Year 2 in supporting 80 additional Freshmen will join the 80 Sophomores and 40 Juniors and Seniors in participating in the Grant activities as follows:

- a. Freshmen – Mentoring with Career Exploration and Social Skills
- b. Sophomores / Juniors – Internships with continued support in Career Exploration
- c. Seniors – CTE with UNM-G in Career Pathway of choice as well as College mentors

In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.

Currently, Miyamura High School receives funding through Carl Perkins that will support the Career Pathway options. School based 2-mil funds will help pay for laptops the students will need to access the online Social Skills and Career Exploration Curriculum. Title 1 funds will support students in providing intervention for Writing and Math skills they will need to be successful in a career.

For each major activity, describe the LEA’s strategies for why and how the LEA/school will sustain these actions past the whole project period of the grant.

1. Vocational Training and Social Skills Training– This will continue in our mentoring classes. Once the curriculum has been purchased and staff trained, there is very little cost in sustaining the initiative.
2. Mentoring – Five teachers paid through Operational funding will have one period of mentoring in which 120 targeted students (20 per class) will participate in Career Exploration and Social Skills Training.

3. The Career Advisor will continue to support the Internship and Career Pathway courses that targeted Juniors and Seniors will participate in.

Clearly describe and justify any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period.

Normal indirect cost may also be claimed at the PED-approved rate for the district.

No additional LEA-level administration or support expenses are being requested.

The LEA and schools must demonstrate how they will align other available federal, state, and local resources to support the chosen evidence-based intervention.

1. State Operational Funds will be used to pay the salary of the Career Advisor that will be overseeing and implementing the activities designated in the Grant as well as the salaries of the Mentor teachers that will be implementing the Career Exploration / Social Skills curriculum with students.
2. Title 2 funds will be used to purchase laptops, so students can access the online curriculum within their mentoring classrooms.

B. Budget Forms

- A complete Budget Summary Chart for the entire project period (planning period and two-years of implementation) (Appendix C).

The budget items must be clear and obvious as to how the proposed activities are directly impacting the school-level implementation of the evidence-based intervention(s) proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals/objectives. Grant funding must supplement, not supplant, existing funding sources.

References:

Bryan, J.F., & Locke, E.A. (1967). Goal setting as a means of increasing motivation. *Journal of Applied Psychology*, 51, 274-277.

Hahn, Robert A. et al. "Programs to Increase High School Completion: A Community Guide Systematic Health Equity Review." *American journal of preventive medicine* 48.5 (2015): 599–608. *PMC*. Web. 28 Jan. 2018.

Lee, W. & Reeve, J. (2013). Self-determined, but not non-self-determined, motivation predicts actions in the anterior insular cortex: An MRI study of personal agency. *SCAN*, 8(2013), 538-545.

Locke, E.A., & Latham, G.P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.

Appendix B: Comprehensive Support and Intervention Assurances

The following assurances indicate support of the Board of Education (BOE), Local Education Agency (LEA), and School Leadership for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years in the areas specified. By signing these assurances, the parties agree to three years full participation in the **Comprehensive Support and Improvement Evidence-Based Intervention Implementation**.

If at any time a signed party does not adhere to the agreed assurances, the Request for Application will be deemed incomplete.

LEA: Gallup-McKinley County Schools

The Board of Education commits to the following:

1. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
 - a. The BOE assures that it was involved in the discussion and application process with the LEA applying on behalf of eligible schools and supports the application/s.
 - b. The BOE commits to supporting the superintendent in modifying practice and policy, if necessary, to enable schools and teachers to fully participate and implement evidence-based interventions.
 - c. The BOE commits to flexibility in scheduling as it relates to evidence-based intervention activities, to include but not limited to allocating time for professional development and collaboration.
 - d. The BOE supports the use of summative and formative assessments to assess student proficiency and reviews LEA and school growth regularly to inform superintendent's progress toward LEA proficiency targets.
 - e. The BOE commits to successful completion of the evidence-based intervention in the event of LEA or school leadership changes.

The LEA commits to the following:

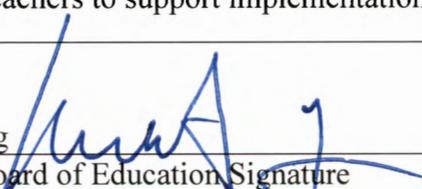
1. Assuring that each school the LEA proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under Title 1, Part A, Sec. 1003a
2. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
 - a. Partner with principal to establish a comprehensive school 90-day plan that is aligned with the LEA's strategic plan
 - b. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues
 - c. Put into place rigorous and aligned interim assessments 3-4 times per year along with efficient data collection and distribution for use at the school level
 - d. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school
 - e. Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA

3. Ensure that conditions are in place at the school level to support turnaround, including:
 - a. Rigorous aligned interim assessments 3-4 times per year
 - b. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
 - c. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings
 - d. Structured weekly collaboration time for ongoing data analysis by PLCs
 - e. Student and staff culture of learning
 - f. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
5. Develop a sustainability plan prior to the end of Year 3

School Leadership Commits to the Following:

1. Partner with LEA leadership to create and/or align systems at the school level to support a 90-day plan aligned with the LEA's strategic plan, including:
 - a. Rigorous aligned interim assessments 3-4 times per year
 - b. Timely dissemination of interim assessment data to teachers
 - c. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader(principal, assistant principal, instructional coach) analysis meetings
 - d. Teacher action plans addressing root cause analysis of interim assessment data developed by all teachers prior to one-on-one teacher-leader analysis meetings
 - e. Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time
 - f. Student and staff culture of learning
 - g. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention

Charles Long
President, Board of Education Signature



11/30/18
Date

Mike Hyatt
Superintendent Signature



02-07-18
Date

Jack McFarland
School Leadership Signature



2-6-18
Date

Appendix B: Certification and Approval

I hereby certify that I am the applicant's Superintendent/Charter Director, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

Mike Hyatt	
Superintendent/Charter Director Printed Name	Date

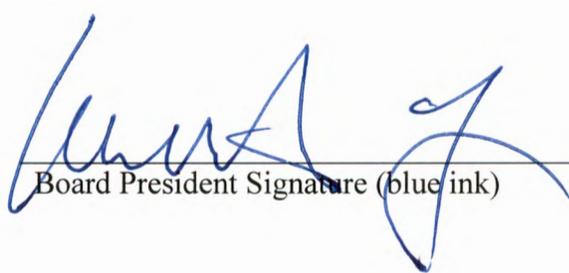
	02-09-18
Superintendent/Charter Director Signature (blue ink)	Date

Certification and Approval

I hereby certify that I am the applicant's School Board President, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

Charles Long	1/30/18
Board President Printed Name	Date

	1/30/18
Board President Signature (blue ink)	Date

Appendix C:

Comprehensive Support and Improvement Schools (CSI) Budget Summary Chart- Miyamura High School



Comprehensive Support Improvement Schools (CSI) Overall Budget Summary								
Budget Expenditures	FY 2018 Planning Period (March to June, 2018)		FY 2019 Year One Implementation (July, 2018 to June, 2019)		FY 2020 Year Two Implementation (July, 2019 to June, 2020)		FY 2021 Year Three Implementation (July, 2020 to June, 2021)	
	Budget	Percent	Budget	Percent	Budget	Percent	Budget	Percent
School-Level Expenditures	\$ 9,840.00	97.6%	\$ 34,800.00	88.5%	\$ 80,500.00	88.8%	\$ 81,500.00	89.9%
Supplies and Materials	\$ -	0.0%	\$ 3,600.00	9.2%	\$ 8,000.00	8.8%	\$ 8,400.00	9.3%
TOTAL SCHOOL FUNDING REQUEST	\$ 9,840.00	97.6%	\$ 38,400.00	97.6%	\$ 88,500.00	97.6%	\$ 89,900.00	99.2%
LEA-Level Expenses (Indirect Costs)	\$ 237.00	2.4%	\$ 925.00	2.4%	\$ 2,132.00	2.4%	\$ 2,170.00	2.4%
TOTAL BUDGET	\$ 10,077.00		\$ 39,325.00		\$ 90,632.00		\$ 92,070.00	

Appendix C:

Comprehensive Support and Improvement Schools (CSI) Budget Summary Chart- Miyamura High School



Planning Period for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Non-contract pay for the Career Advisor to contact businesses and attend PD on the new curriculum	\$ 8,000.00
Benefits for non-contract pay	\$ 1,840.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 9,840.00
Supplies and Materials	
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ -
TOTAL PLANNING PERIOD FUNDING REQUEST FOR SCHOOL	\$ 9,840.00
LEA-Level Activities (Indirect Costs)	
Indirect Cost (2.41%)	\$ 237.00
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ 237.00
TOTAL PLANNING PERIOD BUDGET	\$ 10,077.00

Appendix C:

Comprehensive Support and Improvement Schools (CSI) Budget Summary Chart- Miyamura High School



Year One Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Non-contract pay for Career Advisors and (5) teachers to attend PD on curriculum before school begins and throughout the year	\$ 20,000.00
Benefits for non-contract pay	\$ 4,800.00
Purchase Social Skills and Career Exploration Curriculum (tax included)	\$ 10,000.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 34,800.00
Supplies and Materials	
Journals, notebooks and planners for targeted students (80 students x \$45 in supplies)	\$ 3,600.00
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 3,600.00
TOTAL YEAR-ONE FUNDING REQUEST FOR SCHOOL	\$ 38,400.00
LEA-Level Activities (Indirect Costs)	
Indirect Cost (2.41%)	\$ 925.00
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ 925.00
TOTAL YEAR-ONE BUDGET	\$ 39,325.00

Appendix C:

Comprehensive Support and Improvement Schools (CSI) Budget Summary Chart- Miyamura High School



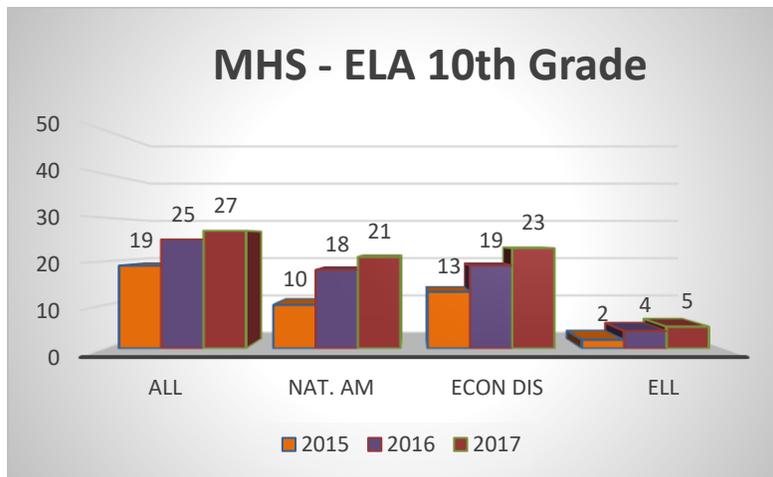
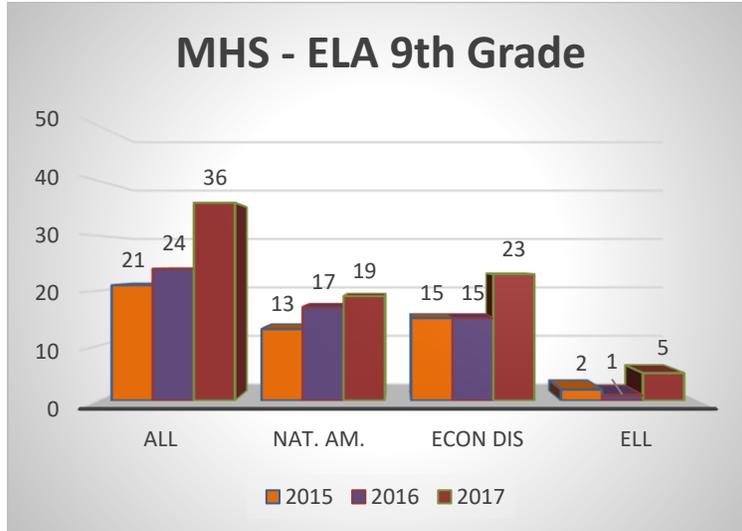
Year Two Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Non-contract pay for Career counselor and (5) teachers to collaborate after school	\$ 5,000.00
Benefits for non-contact pay	\$ 1,200.00
Costs to lease a vehicle to transport students to and from internship sites	\$ 8,000.00
Fuel, insurance, etc for vehicles	\$ 6,000.00
Costs for Career Advisor and 1 teacher to attend Defensive Driving classes so they can transport students	\$ 300.00
Stipends for students completing internships (\$5.00/hour, 4 hours per week, 75 students= \$1,500 per week x 40 weeks)	\$ 60,000.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 80,500.00
Supplies and Materials	
Journals, notebooks and planners for targeted students (160 students x \$50 in supplies)	\$ 8,000.00
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 8,000.00
TOTAL YEAR-TWO FUNDING REQUEST FOR SCHOOL	\$ 88,500.00
LEA-Level Activities (Indirect Costs)	
Indirect Cost (2.41%)	\$ 2,132.00
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ 2,132.00
TOTAL YEAR-TWO BUDGET	\$ 90,632.00

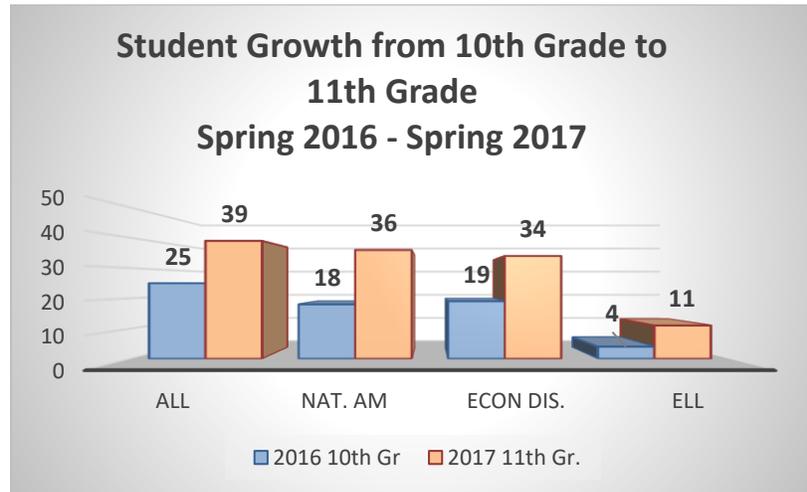
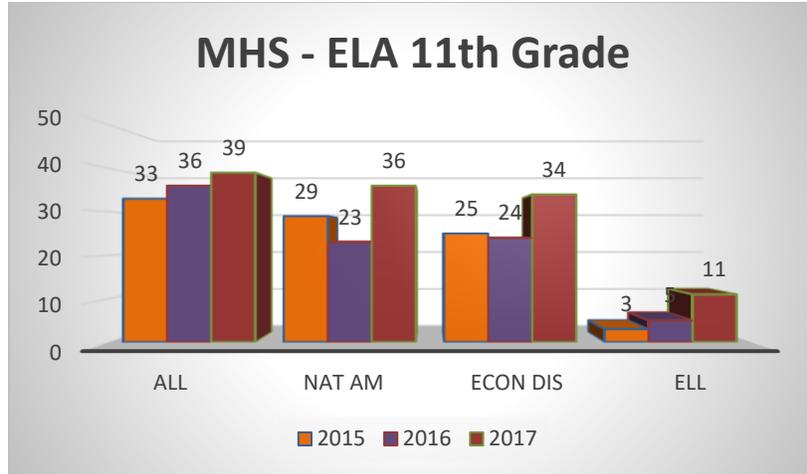
Appendix C:
Comprehensive Support and Improvement Schools (CSI)
Budget Summary Chart- Miyamura High School

Year Three Implementation for LEA/Schools Budget Summary	
Expenditure Description	TOTAL BUDGET
School-Level Activities	
Non-contract pay for Career counselor and (5) teachers to collaborate after school	\$ 5,000.00
Benefits for non-contact pay	\$ 1,200.00
Costs to lease a vehicle to transport students to and from internship sites	\$ 8,000.00
Fuel, insurance, etc for vehicles	\$ 7,000.00
Costs for Career Advisor and 1 teacher to attend Defensive Driving classes so they can transport students	\$ 300.00
Stipends for students completing internships (\$5.00/hour, 4 hours per week, 75 students= \$1,500 per week x 40 weeks	\$ 60,000.00
TOTAL SCHOOL-LEVEL ACTIVITIES (Must be at least 90% of funding request)	\$ 81,500.00
Supplies and Materials	
Journals, notebooks and planners for targeted students (240 students x \$40 in supplies)	\$ 8,400.00
TOTAL SUPPLIES AND MATERIALS (Can't exceed 10% of funding request)	\$ 8,400.00
TOTAL YEAR-THREE FUNDING REQUEST FOR SCHOOL	\$ 89,900.00
LEA-Level Activities (Indirect Costs)	
Indirect Cost (2.41%)	\$2,170.00
TOTAL LEA-LEVEL ACTIVITIES (At PED approved rate)	\$ 2,170.00
TOTAL YEAR-THREE BUDGET	\$ 92,070.00

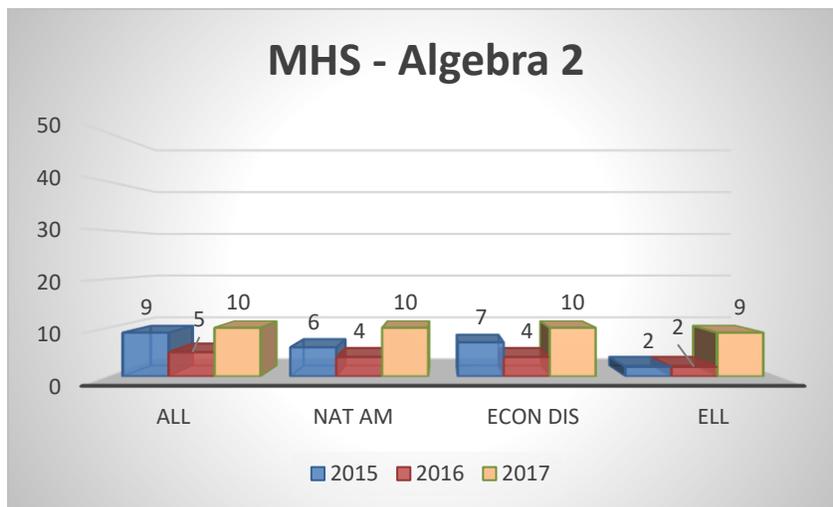
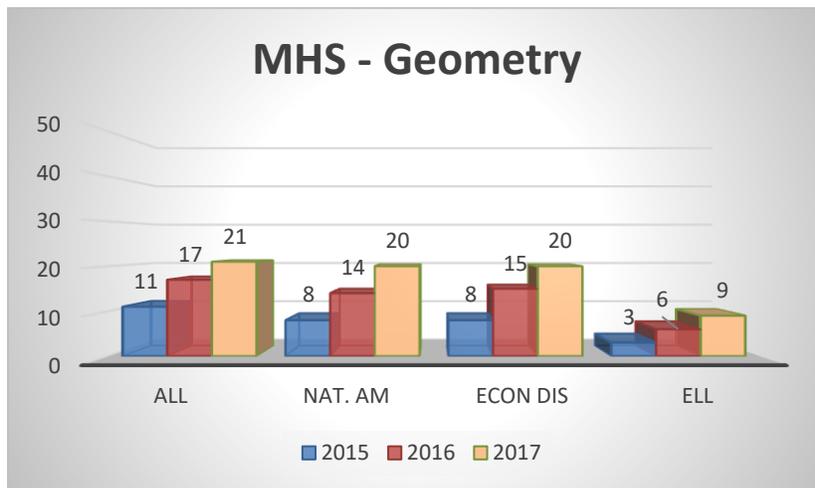
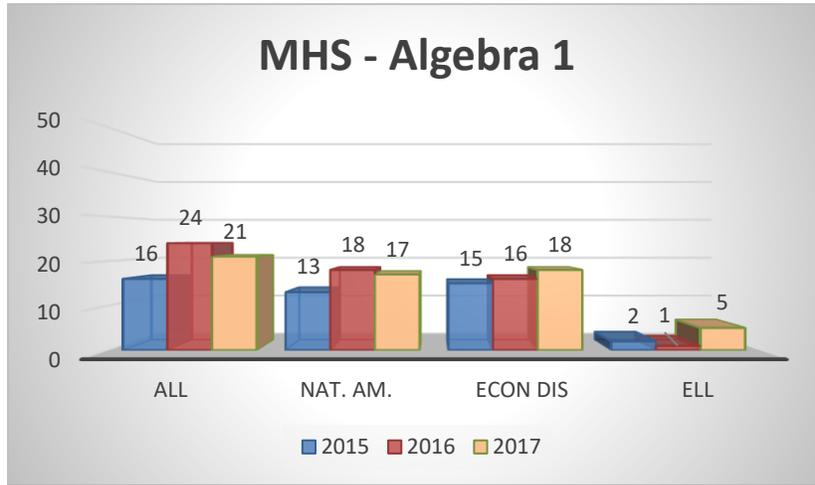
Appendix D

ELA PARCC Data



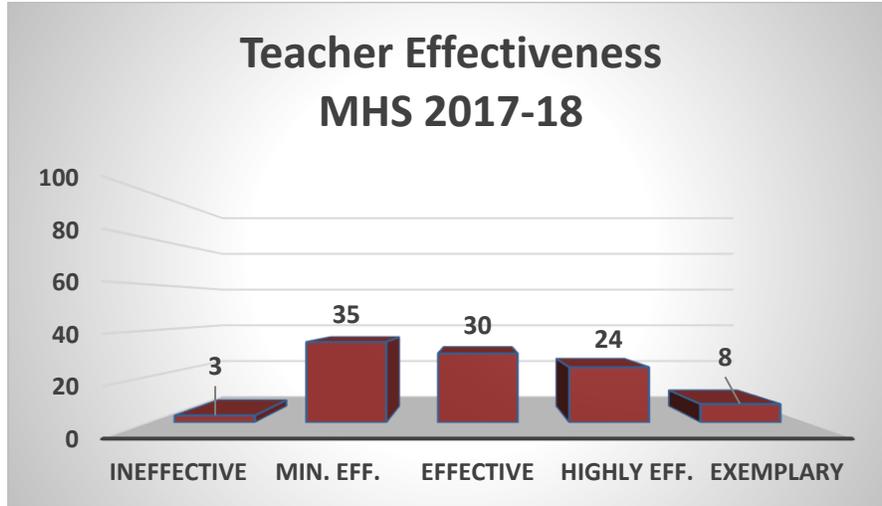


Appendix E Math PARCC Data

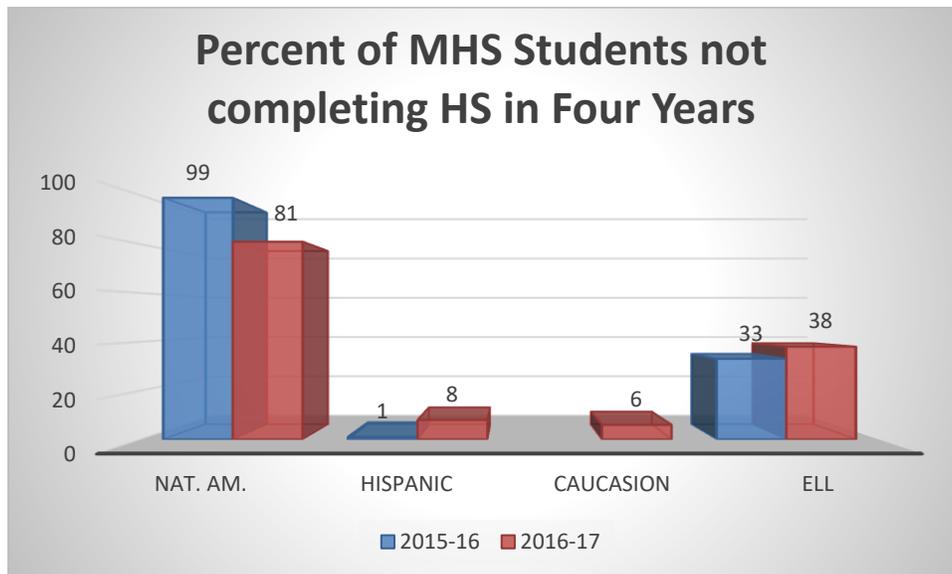


Appendix F

Graph depicting the percent of teachers scoring in each area of effectiveness per NM TEACH.



Graph illustrating the percent of students not graduating within four years by Ethnicity and ELL status:



Appendix G

**Table comparing intervention programs that address low graduation rates (Hahn, 2015):
Effectiveness of Programs to Increase High School Completion,^a for High-Risk, Pregnant, or Parent Students**

Intervention type	Adjusted ^b ORs (95% CI)	Comparison (control) high school completion rate (%)	Additional high school completion percentage points attributable to intervention (number of study arms)
Vocational training	2.64 (2.12, 3.28)	70.3	15.9 (51)
Alternative schooling	1.94 (1.34, 2.82)	53.8	15.5 (30)
Social-emotional skills training	2.35 (1.69, 3.28)	72.3	13.7 (12)
College-oriented programming	2.46 (1.70, 3.57)	80.9	10.4 (25)
Mentoring and counseling	2.62 (1.97, 3.47)	83.7	9.4 (27)
Supplemental academic services	2.06 (1.50, 2.81)	81.0	8.8 (28)
School and class restructuring	2.23 (1.89, 2.64)	83.6	8.3 (105)
Multiservice packages	1.87 (1.49, 2.36)	81.6	7.7 (23)
	1.61 (1.41, 1.83) ^c	32.0	11.0 (47)
Attendance monitoring and contingencies	1.46 (1.30, 1.63)	73.4	6.7 (26)
	1.99 (1.65, 2.40) ^c	18.0	12.4 (39)
Community service	3.53 (1.90, 6.54)	91.0	6.3 (24)
Case management	2.14 (1.75, 2.62)	92.9	3.6 (17)

^aAs shown in review by Wilson et al.²¹

^bAdjusted for study methods, participant characteristics, and implementation quality.

^cTarget population was pregnant and parent students.



Appendix H

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?

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

¹ Title I schools shall assure meaningful input and involvement of stakeholders listed in Section 1118(b)(2) of ESSA Guidance
PED | Priority Schools Bureau | Page | 1

Core Team Notes		
Team Member	Position	Rationale: What strengths/perspective does this person bring to the team? How will including this individual help the team address the school's current reality?
Yulia Nichols	Math Department Head / IC	<ul style="list-style-type: none"> • Understands math curriculum and student gap areas. • Participant on ASC. • Has extensive experience in teaching HS math in the district. • Parent / Community Member
Linda Anderson	PE teachers	<ul style="list-style-type: none"> • Represents athletic department as AD • Has extensive experience teaching in the district • Is respected by colleagues and staff as an effective veteran teacher.
Jeremy Jensen	Science Department Head	<ul style="list-style-type: none"> • Has background knowledge of Science curriculum • Works successfully with students
Kyndee Keeler	ELA Department Head / IC	<ul style="list-style-type: none"> • Has extensive knowledge in ELA and Administration • Has skills in data analysis • Is a mentor for new teachers • Has a student that attends HS / Parent / community member • Dance Coach
Geneva Millican	Sped Department Head	<ul style="list-style-type: none"> • Understands Special Education requirements • Experience as Sped Director
Garrett Stolz	S.S. Department Head / IC	<ul style="list-style-type: none"> • Has background knowledge of Social Studies • Highly Effective Teacher • Coach • Mentor for New Teachers
Tammy Hall	Assistant Principal	<ul style="list-style-type: none"> • Central Office and High School experience • History of successful team building • Works with students in implementing Positive Behavior Supports
Jack McFarland	Principal	<ul style="list-style-type: none"> • Mid School & High School Principal experience • Coaching experience • Coordinates school instruction • Business experience • Parent / Community Member
Carrie Lovato	District Representative	<ul style="list-style-type: none"> • District Representative • Mid School Principal Experience

		<ul style="list-style-type: none"> High School Teaching Experience
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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 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?

<p>The current data indicates a growth in ELA, a slight drop in Science and an overall maintenance of proficiency levels in Math with the strongest subject being Geometry and Algebra 1 being the subject in which the most students struggled. See information below:</p>		
ELA 9 – 2.01% growth	Alg. 1 – 3.7% drop	Science - 2.39% drop
ELA10 – 1.02 % growth	Geometry – 3.49% growth	
ELA 11 – 8.92% growth	Alg. 2 - 1.48% growth	
<p>See attached data form for further information.</p>		

<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	Benchmark goals to monitor progress are clearly articulated in both	Benchmark goals to monitor progress are	Shows lack of attempt or action

² For assessment requirements and best practices, access:

<http://ped.state.nm.us/assessmentaccountability/assessmentevaluation/2015/Test%20Graph%202016.pdf>

	ELA and math, align with summative goals, and are connected to the most current interim assessment data.	ELA and math, align with summative goals, and are connected to interim or formative assessment data.	articulated in both ELA and/or math.	
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

Student Achievement Goals				
Grade/Subject Area	Spring 16 PARCC Results	Spring 17 PARCC Results	Spring 18 PARCC Goals	Benchmark Goals: How will you know you are on track to meet your summative student achievement goals?
ELA	29.7 % of 11 th graders scored at least a Level 4	38.62% of 11 th graders scored at least a Level 4	40.42% of 11 th graders will score at least a Level 4	During each administration of the new Pearson SCA, 50% of students will master grade level standards during the first assessment cycle. Students will increase their Lexile level throughout the course of the year as evidences by the SRI administered three times a year. The achievement bonuses provide teachers with an incentive to focus on student growth.
MATH	Geometry – 26.10% of students are scoring a Level 4 or higher Algebra 2 – 14.10% of students scoring a Level 4 or higher	Geometry - 29.59% of students scored a Level 4 or above Alg. 2 - 15.58% of students scored a Level 4 or higher in Algebra 2.	Geometry - 39.59% of students will score a Level 4 or above Alg. 2 - 25.58% of students will score a Level 4 or higher in Algebra 2	During each administration of the new Pearson SCA, 70% of students will master grade level standards on the first assessment cycle. The achievement bonuses provide teachers with an incentive to focus on student growth.



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?	X
Measurable	Are concrete criteria identified for measuring progress toward attainment of the goal?	X
Ambitious & Attainable	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 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 content areas have identified essential standards and core content (ELA, Math, SS & Science) will use the Year-at-a-Glance (YAG) to develop 9-week organizational guides. .

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?

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

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?
Standards Alignment	<ol style="list-style-type: none"> 1. All Core team teachers will have access to the YAG to chunk standards into 3-week organizational guides. 2. IC's will collaborate with teachers in each content area so that a common organizational guide is created. 3. Common assessments will be developed by each department aligned to the three-week organizational guide. 4. Pearson SCA will be administered at the end of each 9-weeks that is aligned to the YAG. 5. Focused Content standards will be posted for each 3 weeks.

	<p>6. The Organizational guide will act as a Scope and Sequence for instruction.</p>
<p>Observation and Feedback</p>	<ol style="list-style-type: none"> 1. IC's and Administrators will use the coaching process from "Getting Better Faster" to provide formal, frequent feedback to targeted teachers. Face-to-face follow-up on targeted action steps will occur weekly. 2. The district CWT process will be used by Administrators and ICs to provide informal, frequent feedback to all teachers. 3. ICs have a designated prep period to conduct CWTs within their department. 4. Administrators have a formal schedule to ensure that 5 CWTs and 2 feedback sessions occur weekly.
<p>Data Driven Instruction</p>	<ol style="list-style-type: none"> 1. Teachers meet weekly; however, every third week will be set aside for teachers to collaborate in departments to analyze student outcome data and identify next steps in instruction. This involves analyzing data as a Department, Content and classroom. 2. Data discussions include how small group and large group instruction will be utilized to support students in mastering grade level standards. Each teacher will develop an Action Plan for re-teaching. 3. At the end of each 9-weeks the Pearson SCA will be administered to assess student mastery of standards. At the end of each 3-week cycle, teacher developed common assessment will be administered and analyzed. 4. CBM and Pearson SCA Data will be organized and shared with students.

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?

Step 4 – Root Cause Analysis	Exemplary	Solid Progress	Limited Progress	Not Evident
Clear hypothesis	Each focus area has a clear hypothesis 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 hypothesis of the underlying root cause or causes of school performance challenges.	Some or all of the focus areas have a hypothesis 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

Root Cause Analysis Notes		
<i>Focus Area</i>	<i>Root Cause Hypothesis</i>	<i>Evidence to Support</i>
Standards Alignment	<p>In the past, not all Core Content Areas had access to a Yearly Standards Guide. This year the YAG will be clearly aligned to the Pearson SCA and the Spring PARCC assessment.</p> <p>Only the Math Department divided the Content Standards into 3-week instructional cycles.</p>	<p>Lesson Plans,</p> <p>Action Plans</p> <p>Agendas for Department Meetings.</p>

	ELA focused on Quarterly Plans.	
Observation and Feedback Cycles	<ol style="list-style-type: none"> 1. There was not a formal process for teacher feedback. 2. A structured schedule for Administrative CWTs was not in place so other managerial duties interfered with CWTs. 3. ICs were not assisting with CWTs and feedback last year. 	<p>CWTs started off strong; however, as the year progressed, other duties interfered.</p> <p>CWTs were not a requirement for ICs last year.</p>
Data-Driven Instruction	<ol style="list-style-type: none"> 1. Without all departments implementing 3-week cycles with common assessments, data was not available for consistent analysis. 2. Sub-group data, attendance information, etc was not used to determine next steps. 3. Time was not set aside weekly to adequately address the collaboration requirements to develop common assessments. 4. Due to staff absences, Friday afternoons were not productive in discussing student data. 	<p>Assessment data not available</p> <p>Staff attendance at Friday meetings</p> <p>Teacher Action Plans were not implemented consistently.</p>

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?

Step 5 – Desired Outcomes & Critical Actions	Exemplary	Solid Progress	Limited Progress	Not Evident
<i>Desired Outcomes</i> – 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
<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

Desired Outcomes	
<i>Focus Area</i>	<i>Draft Desired Outcome (change in adult behaviors)</i>
Standards Alignment	All core teachers will collaborate and utilize the YAG to develop common 3-week instructional cycles with aligned common assessments.
Observation and Feedback Cycles	All teachers will be provided with consistent feedback regarding their use of effective instructional practices through informal observation and feedback sessions.
Data Driven Instruction	All Core teachers will participate in weekly meetings to discuss student achievement data through CBMs, common assignments and/or Pearson SCA

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?

Step 5 – Desired Outcomes & Critical Actions	Exemplary	Solid Progress	Limited Progress	Not Evident
<i>Critical Actions – sense of urgency toward action</i>	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 – person(s) responsible for completing actions</i>	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 – timelines and resources</i>	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

Focus Area: Standards Alignment

Desired Outcome: All core teachers will collaborate and utilize the YAG to develop common 3-week instructional cycles with aligned common assessments.

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>
<p>The Organizational Guide will be reviewed and adjusted at the end of each assessment cycle.</p> <p>Sept. 6, 2017 Sept. 27, 2017 Oct. 18, 2017 Nov. 8, 2017 Dec. 6 2017</p>	<ol style="list-style-type: none"> All core teachers will utilize the YAG to develop 3-week plans for instruction. ICs and Administration will oversee and ensure the consistent implementation by CORE teachers of the YAG. 	<p>YAG Organizational Guide Templates Weekly Meetings</p> <p>Admin. Scheduled time to facilitate meetings. ICs – additional Prep Meeting Notes Template Pearson SCA Question Bank EOC Blueprints</p>	<p>ICs Admin.</p>	<p>Core Teachers ICs Admin</p>

Focus Area: Observation and Feedback

Desired Outcome: All teachers will be provided with consistent feedback regarding their use of effective instructional practices through informal observation and feedback sessions / CWT platform.

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>
Weekly, throughout the year	<ol style="list-style-type: none"> IC's and Administrators will use the coaching process from "Getting Better Faster" to provide formal, frequent feedback to targeted teachers. Face-to-face follow-up on targeted action steps will occur weekly. The district CWT process will be used by Administrators and ICs to provide informal, frequent feedback to all teachers. 	CWT Platform Template for "Getting Better Faster" Feedback Time set aside in schedule	IC Admin	IC Admin All teachers

Focus Area: Data Driven Instruction

Desired Outcome: All Core teachers will participate in weekly meetings to discuss student achievement data through CBMs, common assignments and/or Pearson SCA.

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>
<p>Common assessment data will be reviewed at each 3-week cycle in collaborative teacher meetings.</p>	<ol style="list-style-type: none"> 1. Pearson SCA data is analyzed to determine standards that need to be prioritized in instruction. 2. Teachers will collaborate in a PLC to identify and implement highly effective strategies that support students in understanding grade level ELA / Math CCSS standards. 3. Data analysis will be evidenced by Teacher Action Plans submitted to IC / Administrator every 3-weeks. 	<p>Pearson SCA / Pearson SCA Question Bank</p> <p>Weekly time set aside for collaborative meetings.</p> <p>Teacher Action Plan Templates</p>	<p>IC Admin</p>	<p>IC Admin Core Teachers</p>

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?

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

Focus Area: Standards Alignment

Desired Outcome: All core teachers will collaborate and utilize the YAG to develop common 3-week instructional cycles with aligned common assessments.

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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Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
Wednesday, September 20 th (30 th Day)	50% of all core teachers will utilize the YAG to develop 3-week plans for instruction. ICs and Administration will oversee and ensure that 50% of Core teachers have consistent implementation	May need additional support through ICs and Admin
Wednesday, Nov. 8 th (60 th Day)	75% of all core teachers will utilize the YAG to develop 3-week plans for instruction. ICs and Administration will oversee and ensure that 75% of Core teachers have consistent implementation	May need additional support through ICs and Admin
Wednesday, December 20 th (90 th Day)	100% of all core teachers will utilize the YAG to develop 3-week plans for instruction. ICs and Administration will oversee and ensure that 100% of Core teachers have consistent implementation	May need additional support through ICs and Admin

Focus Area: Observation and Feedback

Desired Outcome: All teachers will be provided with consistent feedback regarding their use of effective instructional practices through informal observation and feedback sessions / CWT platform.

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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Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
Wednesday, September 20 th (30 th Day)	The district CWT process will be used by Administrators and ICs to provide informal, frequent feedback to all teachers as evidenced by 50% of all teachers scoring effective on Stage 2.	Prioritize observation and feedback sessions Practice with template and process
Wednesday, Nov. 8 th (60 th Day)	The district CWT process will be used by Administrators and ICs to provide informal, frequent feedback to all teachers as evidenced by 75% of all teachers scoring effective on Stage 2	Prioritize observation and feedback sessions Practice with template and process
Wednesday, December 20 th (90 th Day)	The district CWT process will be used by Administrators and ICs to provide informal, frequent feedback to all teachers as evidenced by 100% of all teachers scoring effective on Stage 2	Prioritize observation and feedback sessions Practice with template and process

Focus Area: Data Driven Instruction

Desired Outcome: : All Core teachers will participate in weekly meetings to discuss student achievement data through CBMs, common assignments and/or Pearson SCA.

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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Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
August 30 th Sept. 20 th , Oct. 11 th	Common assessment data (CBM) is analyzed to determine standards that need to be prioritized in instruction as evidenced by 50% of teachers submitting comprehensive Teacher Action Plans that include: <ul style="list-style-type: none"> • Instructional strategies • Whole Group / Small group instruction • Timeline • Standards identified for re-teaching • Progress Monitoring Assessment 	More administrative oversight may be needed Additional teacher support in data analysis Modifications in template to make information more meaningful
Monday, October 16 th	Pearson SCA data is analyzed to determine standards that need to be prioritized in instruction as evidenced by 50% of teachers submitting comprehensive Teacher Action Plans that include: <ul style="list-style-type: none"> • Instructional strategies • Whole Group / Small group instruction • Timeline • Standards identified for re-teaching • Progress Monitoring Assessment 	More administrative oversight may be needed Additional teacher support in data analysis Modifications in template to make information more meaningful

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?

Step 6 – Monitor Implementation	Exemplary	Solid Progress	Limited Progress	Not Evident
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

System to Monitor Implementation		
Procedure	Timelines	Person(s) Responsible
Core Team will meet twice a month to discuss progress toward identified goals and critical actions.	Every other Wednesday	Core Team Members
Administration will meet with ICs every Tuesday morning at 7:30 for support and problem-solving of challenges encountered during CWTs, feedback sessions, Data Days, etc as well as plan the agenda for the following Data meeting	Weekly	Administration ICs



Miyamura High School

APPENDIX I

New Mexico 90-day Plan
Offline Planning Process Workbook
Feedback Tool

District: GMCS
School: Miyamura High
Date: 1.15.2018
Completed By: Carrie Lovato

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:

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



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<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
<u>Step 2 Reflections and Feedback:</u>				
<u>Step 3 – Focus Areas</u>	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
<u>Step 3 Reflections and Feedback:</u>				

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



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<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
<u>Step 4 Reflections and Feedback:</u>				
<u>Step 5 – Desired Outcomes & Critical Actions</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
<i>Desired Outcomes</i> – 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
<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	The desired outcomes lack specificity about the observable changes in adult behavior. There is no clear	Shows lack of attempt or action



APPENDIX I

		desired outcomes and a focus on increasing student achievement.	connection between desired outcomes and a focus on increasing student achievement.	
<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: Ensure the Critical actions are separated out in DASH

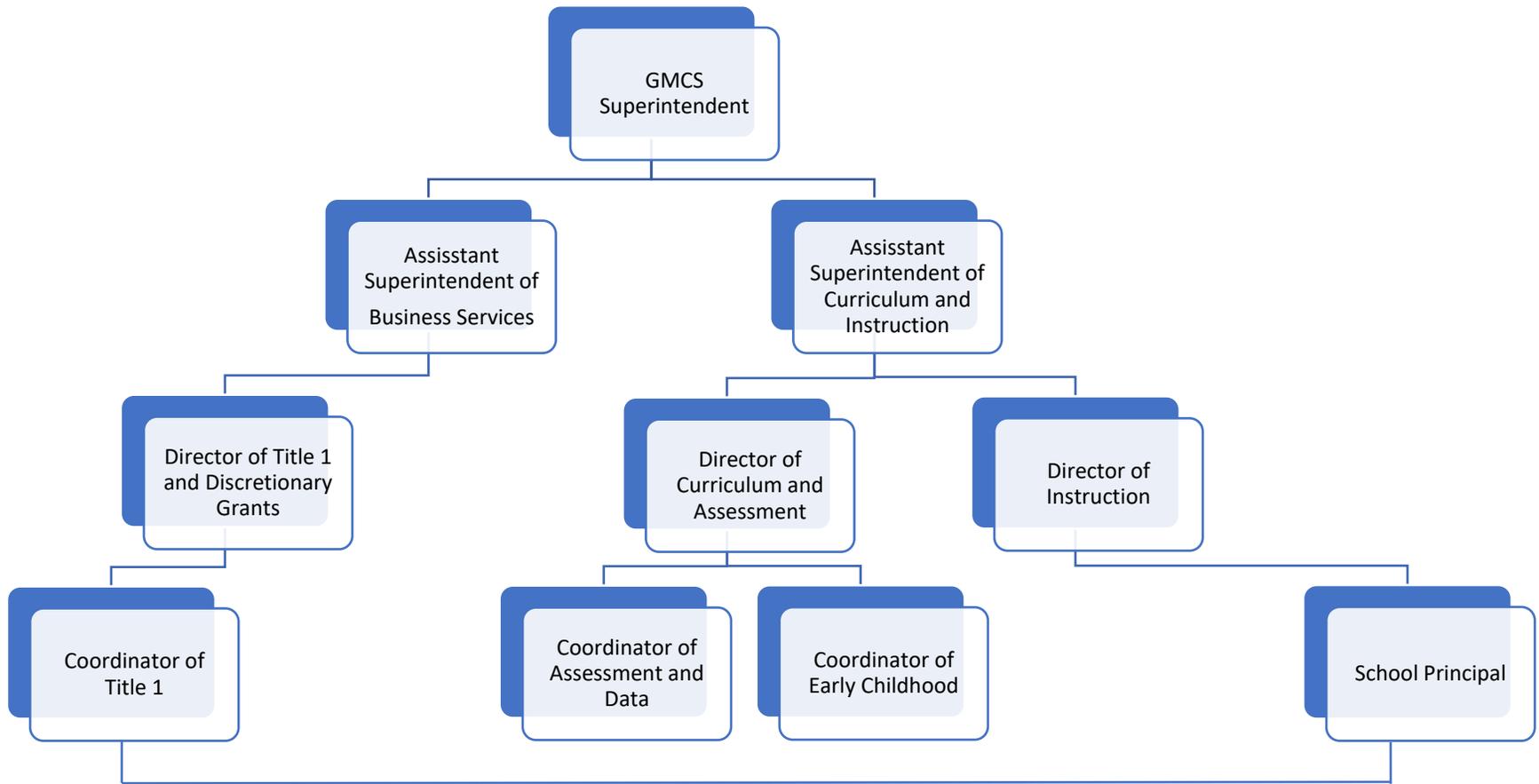
Standards Alignment- YAG aligned unit lesson plans is addressed in the critical actions, however the aligned assessment piece is not. What steps are needed to ensure CORE teachers are creating common assessments aligned to the YAG / Interim and appropriate in content and rigor?
 CWT- Break the scheduled Face-to-face feedback piece into a separate action step; add specific dates- same ones listed in progress monitoring are good.
 DDI- Excellent

Step 6 – Monitor Implementation	Exemplary	Solid Progress	Limited Progress	Not Evident
Progress Indicators	Strategically selected progress indicators identify the metrics and evidence used to measure progress toward desired outcomes and goals.	All progress indicators identify the metrics and evidence used to measure progress toward desired outcomes and goals.	Some progress indicators have been identified, and they may or may not include metrics or evidence used to measure progress toward desired outcomes and goals.	Shows lack of attempt or 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



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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
<p><u>Step 6 Reflections and Feedback:</u> Standards Alignment- consider adding a monitoring piece for the aligned assessment portion of the Desired Outcome. Excellent work- great job building on current processes to deepen impact of student learning and achievement.</p>				



Gallup McKinley County Schools

Interim Assessments Calendar

1st Quarter – September 25 – October 10

2nd Quarter – December 4 – December 21

3rd Quarter – February 16 – March 9