**New Mexico 90-day Plan**

**For PED use only**

**NM PED Calibration Review**

**Date:**

**Reviewer Code:**

**District: Aztec**

**School: Vista Nueva HS**

**Date: 1-11-18**

**Completed By: District Team**

**Offline Planning Process Workbook**

 **Feedback Tool 1/8 Please revise**

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| --- | --- | --- | --- | --- |
| **To enter into DASH…** |  | **Your plan (as reviewed by your district designee)** |  | **For PED use only** |
| **Solid Progress** | **Limited Progress** | **Not Evident** |  | **Solid Progress** | **Limited Progress** | **Not Evident** |  | **Solid Progress** | **Limited Progress** | **Not Evident** |
| 13 or greater of 16 | 3 or fewer of 16 | 0 |  |  |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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]](#footnote-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:** |
| **Step 2 – Analyze Data & Set Student Achievement Goals** | **Exemplary** | **Solid Progress** | **Limited Progress** | **Not Evident** |
| Summative goals | In addition to the indicators for solid progress, **an optional third goal has been identified based on deep data analysis (e.g. subgroup achievement, attendance rates)**. | Measurable summative student achievement goals have been identified in both ELA **and** math **using the most recent available baseline data**. | Measurable summative student achievement goals have been identified in ELA **and/or** math. | Shows lack of attempt or action |
| Benchmark goals[[2]](#footnote-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 |
| **Step 2 Reflections and Feedback:** |
| **Step 3 – Focus Areas** | **Exemplary** | **Solid Progress** | **Limited Progress** | **Not Evident** |
| High leverage and aligned | The 2-3 **highest-leverage** focus areas selected are aligned to **deep** data analysis and include qualitative **and** quantitative evidence. | The 2-3 focus areas selected are **aligned to data analysis** **and** **include qualitative and/or quantitative evidence**. | 2-3 focus areas **are selected.**  | Shows lack of attempt or action |
| **Step 3 Reflections and Feedback:** |
| **Step 4 – Root Cause Analysis** | **Exemplary** | **Solid Progress** | **Limited Progress** | **Not Evident** |
| Clear Root Cause Statement | Each focus area has a clear statement of the **deepest** underlying root cause or causes of school performance challenges **that will result in a substantial reduction of the performance challenge**. | **Each** focus area has a **clear** statement of the **underlying root cause** or causes of school performance challenges. | **Some or all** of the focus areas **have a** statement of the cause or causes of school performance challenges. | Shows lack of attempt or action |
| Evidence to support | Root causes seem to have been generated through thoughtful analysis of qualitative **and** quantitative data **and are supported by evidence**. | Root causes seem to have been **generated through thoughtful analysis of qualitative and/or quantitative data**. | Root causes are identified, but **are not connected** to data analysis. | Shows lack of attempt or action |
| **Step 4 Reflections and Feedback:** |
| **Step 5 – Desired Outcomes & Critical Actions** | **Exemplary** | **Solid Progress** | **Limited Progress** | **Not Evident** |
| *Desired Outcomes* – observable changes in adult behavior | Each focus area has a 90-day desired outcome identifying the specific observable change(s) in adult behaviors, **which creates focus and urgency toward action.** | **Each focus area has** a 90-day desired outcome **identifying specific observable change(s)** in adult behavior. | Desired outcomes **do not** identify specific observablechanges in adult behavior. X Specify the adult behavior and how it will change, focus on active voice rather than passive | Shows lack of attempt or action |
| *Desired Outcomes* – specific focus on student achievement | Each desired outcome is specific in focus and **should logically result** **in** increased student achievement. | **Each** desired outcome is **specific** and **there is a clear connection** between desired outcomes and a focus on increasing student achievement.  | The desired outcomes **lack specificity** about the observable changes in adult behavior. There is **no clear connection** between desired outcomes and a focus on increasing student achievement. X See above,  | Shows lack of attempt or action |
| *Critical Actions* – sense of urgency toward action | For each focus area, critical actions **promote a sense of urgency** **toward** addressing root cause(s) and achieving the desired outcome. | **For each focus area**, critical actions **address clear underlying root cause(s)** and **are connected** **to** achieving the desired outcome.  | It is **not clear** how critical actions will result in achieving the desired outcome in 90 days. X does not show sense of urgency | Shows lack of attempt or action |
| *Critical Actions* – person(s) responsible for completing actions | Responsibility for action items are **strategically owned** by various school/district individuals. | **Each** critical action **identifies** a person responsible.  | It is **not clear** who is responsible for completing each critical action. X Responsibility is not always specified and should be shared more.  | Shows lack of attempt or action |
| *Critical Actions* – timelines and resources | All critical actions have a clear timeline and identify resources needed to support them, **including funding sources.** | **All** critical actions have a **clear** timelineand identify resources needed to support them. X Include funding sources. | Critical actions **do not identify** timelines and/or needed resources. | Shows lack of attempt or action |
| **Step 5 Reflections and Feedback:** |
| **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 actionX |
| 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 actionX |
| 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 actionX Left Blank |
| **Step 6 Reflections and Feedback:** |

1. Title I schools shall assure meaningful input and involvement of stakeholders listed in Section 1118(b)(2) of ESSA Guidance [↑](#footnote-ref-1)
2. For assessment requirements and best practices, access: http://www.ped.state.nm.us/ped/AssessmentEvalDocs/2017-2018%20Assessment%20Calendar.pdf [↑](#footnote-ref-2)