NM Public Education Department

NMPED: Support, Improvement, and Monitoring Protocol 2018-2019
Dulce Elementary School

More Rigorous Intervention Schools (MRI)

The New Mexico Public Education Department (NMPED) provides schools with the New Mexico School DASH (Data, Accountability, Sustainability and High achievement), the School DASH Process Guide, and the online DASH Management Tool. These components are designed to help schools develop, implement, monitor and sustain practices identified in their Annual and 90-day plans resulting in improved outcomes for all students.

NMPED has developed the Support, Improvement, and Monitoring for schools identified for More Rigorous Interventions to guide the Educator Advisory Council (EAC) in conducting school visits designed to more effectively help school leaders as they work to implement their DASH plans and drive data-based, dramatic, sustainable increases in student achievement.

TABLE OF CONTENTS

Purpose, Process, And Resources For Conducting On-Site Visits 5

Advance Preparation, Planning And Analysis For MRI On-Site Visits 7

Initial Visit 7

Follow Up Visits 9

Conducting the MRI On-Site Visit 11

Post MRI On-Site Visit Activities 14

Resources 15

MRI On-Site Agenda 17

Classroom Walkthroughs 19

Classroom Walkthrough Summary Report 24

30-60-90-Day Plan Alignment with the MRI Plan 25

MRI On-Site Focus Area Templates 29

Evidence-based interventions 30

Standards Alignment 32

Layer 1 (Core) Instruction 35

Data Driven Instruction (DdI) 39

Layer 1 Interventions 46

Collaboration 51

Layer II Interventions 55

School Leadership And Systems 60

School Culture 64

Allocation of Resources 70

Purpose, Process, and Resources for Conducting On-Site Visits

Overview

Under the Every Student Succeeds Act (ESSA), New Mexico is required to identify three different categories of schools: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and chronically-failing schools that have been identified for More Rigorous Interventions (MRI). Each category comes with different rules and requirements.

Only 4 schools in the State of New Mexico were identified as in need of More Rigorous Intervention (MRI). To be identified as an MRI school the school has earned at least 4 "F" grades in a row. In short, they have exhibited chronic low performance and the students in these schools are not receiving the education they deserve. An entire generation of students in these 4 schools has been underserved and we fundamentally believe that this need not be the case for any student in New Mexico. It is a moral imperative that no student be underserved in this manner and for such a long period of time.

Participation in the monitoring of the plans for these schools is a critical component of ensuring that the students in these schools have access to quality education.

Purpose of On-Site Visits:

The purpose of the site visit is to:

- Monitor adherence to the school's approved MRI plan;
- Observe and enhance implementation of each school's approved plan, and assess progress towards achieving identified goals;
- Become familiar with the unique challenges faced by each school and help leaders identify strengths, opportunities for improvement and next steps towards achieving consistent and sustainable increases in student achievement.

Process:

The process is designed to ensure that MRI on-site visits are rigorous and consistently conducted to provide the PED with feedback about the school's implantation of their approved MRI plan, and to provide school leaders with practical, relevant feedback and differentiated support to meet their school's specific needs.

The MRI monitoring process consists of a series of visits conducted by NMPED More Rigorous Intervention Monitoring Team over the course of the school year.

The initial visit is designed to gain a deep understanding of each school's strengths and most critical needs and challenges, and to check for basic compliance with their plan to improve the school.

MRI School Site Visit Tool and Resources

The following focus area templates and resources have been developed to ensure consistent and effective implementation of on-site visits.

- MRI School Site Visit Focus Area Templates – Provides for oversight and differentiated support by including key indicators and evidence/artifacts aligned to the 8 high-leverage areas for school improvement outlined in NM DASH.
- These key indicators provide a framework for NMPED support staff and school leaders as they work cooperatively to monitor progress towards goals, identify strengths, opportunities for improvement and potential next steps.
- The tool also provides support staff with the ability to review focus areas in advance of each visit, document each school's progress towards achieving goals, provide feedback, identify relevant support measures and allocate resources aligned with each school's specific needs in alignment with their approved MRI plan.

Focus Area	Standards Alignment: All grade levels have identified essential standards.
Essential Knowledge	Curriculum consists of a clearly stated scope and sequence of K-12 learning objectives aligned to district, state, and national expectations. The scope and sequence contain the content that teachers should teach over a period of time. Scope refers to the depth and breadth of the content and sequence refers to the order the content should be taught. Teachers should use the scope and sequence to design, deliver and assess engaging, interactive and aligned learning experiences.
NM DASH Guiding Question	Do you have a scope and sequence aligned to the CCSS?
NM DASH Guiding Question	How do you ensure that the Layer I (core) curriculum and instruction is aligned with the CCSS and is being implemented with fidelity?
MRI Plan Guiding Question (curriculum)	Describe the teacher professional development that has occurred focusing on the Tier 1 (core) scope and sequence for all students that includes daily lesson plan objectives; vertical articulation of standards; daily formative assessments; and exemplar student work for ELA and math.
MRI Plan Guiding Question (instruction)	Describe your process for conducting classroom observations and one-on-one feedback meetings for all teachers that must occur at least bi-weekly.

NM DASH Guiding Question	Do you have a scope and sequence aligned to the CCSS?
Key Indicators	To demonstrate competency in this area, the school should ensure teachers have easy access to, and are utilizing, a comprehensive scope and sequence aligned to the state standards that contains the following curriculum components: Foundational Curriculum Components (Highly recommended for each standard) • State standards arranged in sequential order indicating suggested time for teaching, assessing, analyzing results and re-teaching • Standards grouped, classified and bundled conceptually • Vertical alignment documents at least one grade level above and below Intermediate Curriculum Components (Strongly recommended for each standard) • Essential Questions/Understandings • Key academic vocabulary • Common errors and misconceptions • Sample formative assessment questions, performance tasks and grading rubrics • Internal and external resources aligned to district curriculum and state standards • Strategies for ELL, advanced and special needs students • Example exemplar lessons and student work samples • Appropriate text level resources identified Advanced Curriculum Components (Recommended for each standard) • Technology integration lessons/activities • Enrichment and re-teaching resources • Suggested instructional strategies for differentiation • Cross-curricular connections and suggestions for implementing • Exemplars, or ideal student responses to performance tasks • Strategies and suggested resources that support culturally responsive pedagogy
Evidence/ Artifacts	Check all available evidence aligned to key indicator: ☐ Scope and sequence includes foundational elements ☐ Scope and sequence includes foundational and intermediate elements ☐ Scope and sequence includes foundational, intermediate and advanced elements ☐ Scope and sequence is easily accessible ☐ Teacher lesson plans ☐ Collaboration meeting minutes/agendas ☐ Additional evidence _____
Notes	

- Resources – Include recommendations, templates and guidance for advance preparation for site visits (including artifacts and information to solicit for review), agendas for each visit, and post-visit activities, updates, reports and/or recommendations.

Advance Preparation, Planning and Analysis for MRI On-Site Visits (Initial & Follow Up)

Initial Contact

Approximately 20-30 days prior to the visit, the MRI SIM Team Lead will contact the principal or school core team representative to schedule the on-site visit. The PED Monitoring Team Lead will share the MRI site visit protocol, its purpose, expectations, and answer any questions.

If needed, the MRI SIM Team Lead will share timelines for submitting information or other documents in advance of the visit.

Information to be collected and reviewed in advance of initial visit

In addition to monitoring for compliance with the school's approved MRI, the initial visit is designed to help the MRI SIM team gain a deeper understanding of each school's strengths, most critical needs and challenges.

To this end, the MRI SIM team may ask the school team to provide additional documents, information, and or artifacts from a wider array of areas during the initial visit.

In advance of the initial visit, the MRI SIM team will solicit, gather and review the following information and documents:

A. Offline Planning Workbook and online DASH for the current school year: including completed 90-day Planning Process Feedback Tool from the previous school year.

B. MRI Site Visit Focus Area Templates:
    1. The school team will review the Focus Area Templates to identify the key indicators in each of the focus areas for which they have evidence.
        a. The school core team should be prepared to share evidence in the form of relevant information, artifacts, and or documents to reflect the status of implementation in each focus area.
        b. This includes any evidence reflecting the school's capacity to implement, monitor and sustain effective practices for achieving the objectives identified in 90-day plans.
        c. This includes any evidence reflecting the school's capacity to implement, monitor and sustain effective practices for achieving implementation of the approved MRI Plan.

    2. Prior to the visit, the MRI SIM team will review the Focus Areas Templates aligned to the school's 90-day plan and the school's MRI plan, ensuring the MRI SIM team members understand the key indicators provided for each area. Additionally, MRI SIM team members should be prepared to review the documents, artifacts and or information identified for each area during the on-site visit.

C. Included below, is a list of documents and data that may be provided by the school to inform the initial MRI site visit:

The MRI SIM team leader may ask the principal or school core team to transmit the following documents to them **at least 10 days prior to the initial site visit**.

The MRI SIM team will review this information in advance of the initial visit to help them effectively prepare for time on site. Requested documents may include:

- Student enrollment and demographic information for past 3 years;
- Student performance and growth data (IStation, EWS, PARCC, interim assessment data, subgroup gap data)
- Indicators of student engagement, including graduation rates, attendance, and discipline referrals;
- NM TEACH and teacher retention data
- Master schedule for all staff, including periods/times teaching and room numbers;
- Professional development calendar for the current and past school year;
- Funding and budget narrative and summary aligned with 90-day plan;
- Budget narrative and budget extracted from MRI Application

Analyze information and Develop Agenda

The MRI SIM team may analyze the information and documents outlined above to learn and better understand the context in which the school operates and to generate questions for follow-up while on the site visit. The MRI SIM team leader will use this information and feedback to draft an agenda and solicit feedback from the school leader on the agenda. The MRI SIM leader will share the final MRI Site Visit agenda with the MRI team and school leadership **at least 5 days prior to the scheduled site visit**.

Follow-Up On-Site Visits

Schedule Visit

Approximately 10 days prior to the visit, the PSB support team leader will contact the school to confirm on-site visit agenda. The support team leader will review information with the school leader regarding the process, expectations, and timelines for submitting information and or documents in advance of the visit.

Information to be collected and reviewed in advance of monthly site visits

1. The MRI SIM team will use online NM DASH to review completed 90-day plans.

2. The MRI SIM team will review the schools approved MRI Plan and all accompanying correspondence.

3. The MRI SIM team leader will review all Focus Area Templates.

4. The MRI SIM team leader will share Focus Area Templates with each school and to other members of the MRI support team. This should be completed a **minimum of 5 days in advance of the visit** to allow the school to prepare and gather evidence.

5. The school core team will review the Focus Area Templates to identify the key indicators for which they have evidence. The school core team should be prepared to share this evidence in the form of relevant information, artifacts, and or documents to reflect the status of implementation in each focus area especially with regard to updates since the previous visit. This includes any evidence reflecting the school's capacity to implement, monitor and sustain effective practices for achieving the objectives identified in their 90-day plans/MRI Plan.

6. The school leadership team will review any recommendations, feedback, and progress reports from previous visits and be prepared to share new information and progress resulting from such, including updates regarding the status of implementation efforts associated with achieving identified goals and 90-day plan strategies. This information will be based on progress monitoring measures (as outlined in the 90-day plan).

7. The school leadership team will be prepared to share any breakthroughs and barriers to implementation that may have arisen since the previous visit.

8. **After the first site visit**
   The MRI SIM team will review recommendations, feedback, and progress reports from previous MRI Site Visits and be prepared to look for and solicit any new information or progress since the previous visit, including implementation of next steps identified in the previous MRI Site Visit report.

Analyze information and develop agenda

1. The MRI SIM team will analyze and review information, recommendations, agendas, and progress reports from prior visits to understand the context and expected progress since previous visits and generate questions for follow-up while on the site visit.

2. The MRI SIM team leader will use this information and feedback to draft an agenda using the **Agenda Template**.

3. The MRI SIM leader will share draft agenda with the principal to solicit feedback, confirm schedule and share expectations for the visit.

4. Once completed, the MRI SIM leader will share the agenda with the MRI SIM team and school leadership.
    a. The MRI SIM team leader and principal will determine documents, artifacts and information the school team will share during the visit (in addition to the descriptors for each focus area as identified in the document and as agreed upon by both teams at the previous visit) and communicate this information to both teams.
    b. This information and the agenda will be shared **at least 5 days prior to the scheduled site visit**.

Conducting the MRI On-Site Visit

Item Checklist: MRI SIM team members should have the following tools, documents, and information available during each MRI on-site visit.

- The MRI Approved Plan
- The MRI Focus Area Templates that outline key indicators, documents, information, and artifacts for each of the school's focus areas.
    - This document will also provide areas for documenting each school's strengths, opportunities for improvement and recommended next steps for achieving goals related to each of their focus areas.
- A tool for taking notes (paper and pen or laptop)
- Any notes regarding questions to be asked based on pre-visit analysis of information, documents, or evidence.

Classroom Walk-Throughs

1. Prior to conducting classroom walk throughs, or convening the full school core leadership team, the MRI SIM team will meet with the principal and district representative to review documents, information, artifacts and gather additional information and or updates about the school.

2. This will be done during each school visit but will be especially important during the initial visit when the MRI SIM team will ask the principal to provide an overview of the school, its performance, practices, operations including any perceived strengths, opportunities for improvement, specific challenges and or needs. This will help provide necessary context for the school's selection of focus areas, progress towards achieving identified goals, and MRI visits.

3. During the meeting with the principal and district representative, the MRI SIM team will also confirm focus areas, targets and objectives for the classroom walkthroughs, based on information, documents, and artifacts reviewed, as well as goals identified in the school's 90-day plan.

4. While conducting CWTs, the MRI SIM team will take notes and may refer to the relevant focus area descriptors as provided in the MRI Focus Area Templates. This information will be used when meeting with the full school core leadership team and when drafting post-site visit reports.

5. All feedback should be directly related to the key indicators identified in the specific focus areas identified by the school core team prior to classroom walkthrough.

Meeting with Full School Core Leadership Team

1. Upon completing CWTs, a meeting with the full school core team will be convened. The school leader will facilitate the meeting according to the previously agreed upon agenda.

2. Ensure that the MRI SIM team and school core team are aware of meeting objectives:
    - To establish and strengthen relationships between the school core team and MRI SIM team;
    - To identify opportunities for providing differentiated support that will facilitate improvements to school/district processes as necessary for turnaround success, based on information gathered and reviewed, including monitoring progress on implementation of the school's MRI Plan and 90-day plan;
    - To support and facilitate data analysis protocols that guide the planning, implementation and monitoring of the school's MRI Plan and MRI Plan and 90-day plan;
    - To identify opportunities for aligning funding and relevant resource allocation that support effective implementation of 90-day plans as specified in the school's MRI application.

3. Ensure all meeting participants are aware of norms for each meeting.

    The MRI SIM team places a high value on engaging the school in understanding its own performance. The process may be described as an open, honest, professional dialog between the school leadership team and the MRI team. The professionalism of both teams is essential to the process.

    Honesty, integrity, objectivity and a focus on the best interest of the students and staff are key to the success and positive impact of the site visit.

    The following norms are designed to promote good rapport and clear communication, and should be shared/reviewed with both teams at the beginning of each meeting:
    - Assignments are completed, and any documents/artifacts/information previously identified as necessary will be available for sharing;
    - Site-visit meetings will begin on time;
    - All technology will be "on task"
    - All participants will engage productively
    - All participants will be respectful and professional
    - All participants will challenge one another to improve outcomes for students
    - Meetings will never adjourn without determining next steps and assignments

4. Upon opening the meeting and completing the welcome and any necessary introductions, the following areas will be covered:

- CWT Debrief by Principal and MRI SIM team – providing opportunity for questions and feedback from the school core team and MRI SIM team
- Debrief by principal of progress on implementing MRI Plan and 90-day plan including documents and or artifacts that support such progress.
    - This will include time for questions and feedback from school core team and MRI SIM team.
- MRI SIM team will engage in discussion with the core team and review information to identify the school's progress in each of the focus areas specific to the school's MRI Plan and 90-day plan.
- To accomplish this, MRI SIM team will use the MRI Site Visit Focus Area Templates that provide key indicators and look fors to document progress in each of the school's focus areas.
    - These templates also provide areas to note any specific strengths, opportunities for improvement and possible next steps the school should take to achieve its goals, as well as to identify and document next steps to be undertaken.
- MRI SIM teams and the school core team will collaboratively identify next steps including identification of respective roles and responsibilities for accomplishing next steps.
- Identify date for next MRI visit.
- The meeting will be adjourned.

Post MRI On-Site Visit Activities

Complete MRI On-Site Summary Report

1. Upon completion of the MRI Site Visit, the MRI SIM team leader will complete the MRI On-Site Summary Report document. The Summary Report should include the following information:
    - The key indicators in each of the school's focus areas for which the school has provided evidence
    - The key indicators in each of the school's focus areas for which the school has not provided evidence
    - Any significant progress (beyond original expectations) and any barriers to implementation (that delayed meeting original expectations)
    - Recommended next steps to include any recommendations for additional support and/or realignment of funds and/or resource allocation that will enhance the school's capacity to implement, monitor and sustain practices enabling the school to achieve its objectives as identified in their 90-day plan.

2. Upon completing the Summary Report, the MRI SIM team lead will email it to the principal and District representative as well as the identified PED administrator. **(Within 48 hours).**

Resources

More Rigorous Intervention On-Site Visit Model

Purpose: To provide differentiated support designed to assist leaders in developing structures toward planning and implementation of the MRI Plan.

To enhance the school's capacity to implement, monitor, and sustain effective practices as defined by NM DASH Annual and 90-day Plans resulting in improved outcomes for all students as identified in the approved MRI Plan. Following are objectives of the NM DASH:

1. Support improvements to school/district organizational processes necessary for turnaround success, including monitoring of implementation of the school's NM DASH Annual, 90-day Plans;
2. Support data analysis to guide the planning, implementation and monitoring of the school's NM DASH Annual, 90-day Plans.
3. Support alignment of funding and resource allocation to the NM DASH Annual and 90-day Plans as specified in the school's MRI application

Norms:

- Assignments completed; content briefs prepared
- Start on time
- All technology is "on task"
- All participants will engage productively
- All participants will be respectful to one another
- All participants will challenge one another to improve outcomes for students
- Never adjourn without a "next steps" determined and assignments made

More Rigorous Intervention On-Site Visit Agenda

MRI ON-SITE VISIT AGENDA
(DATE/LOCATION)

I.	Welcome and Introductions *10-minutes*	Principal and MRI Team Lead
II.	Classroom Walk Through's *60-minutes dependent on size of school*	Principal/LEA/ MRI Team
III.	Classroom Walk Through's Data Gathering and Summary Report Development *45-minutes dependent on size of school*	MRI Team
IV.	Classroom Walk Through's Debrief *60-minutes*	Principal/ MRI Team
V.	Collaborative Conversation: Implementation of the MRI Application *2-3 hours*	Principal/Core Leadership Team/LEA/MRI SIM Team
VI.	Determination of Next Steps Aligned with MRI Plan *1.5 hours*	MRI SIM Team
VII.	Exit Conversation and Next Step Aligned with MRI Application *30-minutes*	MRI SIM Team Principal/LEA

NM PED MRI SIM Visit

Date:	Visit #:	Start Time: End Time:
District:		
School:		
Principal: Number of years at the School:		
School Team Members Present:		
District Team Members Present:		
NM PED MRI SIM Team Leader:		
NM PED MRI SIM Team Member/s:		

Classroom Walk-through Observation Form

Conduct Classroom Walk-throughs

Classroom walk-throughs provide data that answers the question, "How are we doing?" in regards to the implementation of quality teaching and learning. The Classroom Walk-through tool provides a structure for the audit team when observing classrooms.

It is recommended that for the content area(s) (reading/language arts, math) in which the school has 50% or greater of students not meeting proficiency as indicated by PARCC, at least 75% of classrooms should be observed, dependent upon the size of the school.

Other content classes and federal program classrooms, such as ELL/bilingual and special education, should be observed. Intervention programs and elective classes should be observed if time allows. Selection of classrooms for walk-throughs should be based on the elements of the report card that indicate a need improvement. This determination is made by the MRI team, based on what the school's data reflects as areas of concern.

Classroom Walk-through Observation

The classroom walk-through has been grounded in the Fundamentals of Learning[1]. The Fundamentals of Learning are the means through which learners achieve the Content Standards during their daily learning opportunities in the classroom. Because of this, they have implications for all aspects of planning and teaching, including content, learning activities and tasks, resources, language used, the role that both students and teachers take in the learning process and the culture of the classroom[2]. The Fundamentals are Making Meaning and Managing Learning.

The classroom walk-through provides a method for MRI teams to do the following:

- Gather information about instructional strengths and weaknesses
- Reinforce attention to focus on teaching and learning priorities
- Gather and provide data related to instructional practice and student learning
- Provide a snapshot of instructional, student learning sessions

The walk-through is not:

- An endorsement for promotion and tenure
- A judgment of the instructor's teaching techniques, styles, and abilities
- A judgment of the instructor's knowledge of disciplinary content
- A teacher evaluation

The data gathered from the classroom walk-through and the discussion about the observation data:

- Is descriptive, rather than evaluative

[1] This is an adaptation of Deliberate Acts of Teaching. See http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Pedagogy/Deliberate-acts-of-teaching

[2] Heritage, M., Jones, B., Tobiason, G., Chang, S. (2014) Fundamentals of learning. *National Center for Research on evaluation, Standards, and Student Testing. UCLA:CA*

- Focuses on behavior, rather than on the person
- Emphasizes sharing information, rather than giving advice

Walk-through Timeframe
It is recommended that each classroom walk-through last 10–15 minutes.

More Rigorous Interventions (MRI) Classroom Walk-through				
School:	**District:**	**Observer:**	**Date/Period:**	
Subject Area: ***(please include program if applicable)***		**Grade:**	**Time in Class:**	
			Start	**End**

Key	
NA	Not Applicable in portion of lesson observed during walk-through
NO	Not Observed
O	Observed

Making Meaning			
Teachers are observed to:	**NA**	**NO**	**O**
Make connections between new and prior learning			
Integrate assessment and instruction			
Using ratio[3]			
Revisit learning			
Students are observed to:			
If prompted, student can articulate the lesson's objective and their progress towards it?			

Students are thoughtfully engaged in academics for every minute of observation

- ☐ Students follow teacher cues 100% of the time
- ☐ Students ask clarifying questions
- ☐ Students respond successfully to cold call[4]
- ☐ Students are tracking the speaker

[3] To ensure all students succeed academically, champion teachers deliver instruction that maximizes Ratio, both the number of students who actively participate and the depth of the thinking they do. Achieving rigor for all students is essential for opening the doors of university and career.

[4] Cold call refers to a protocol used in classroom-style instruction settings (or other similar settings) where the instructor calls on individual students to answer questions posed by the instructor on a regular basis during lecture. The key feature of cold call is the *unpredictability* about who will get called for a particular question, or equivalently, the unpredictability for each individual about *when* he or she will get called.

Managing Learning			
Teachers are observed to:	**NA**	**NO**	**O**
Daily Learning Objectives/4 Ms [5]Objectives are clearly posted and aim of class is clear, measurable, and achievable.			
Lesson is tight, moving at a challenging pace, with neither time nor space for students to be off task.			
Teacher formally and/or informally checks for student understanding. (Q&A, exit ticket, quiz etc.)			
Teacher recognized positive student contributions to class and provides clear, meaningful feedback to encourage continued work.			
Teacher expects students to speak and act respectfully to peers and the teacher, and to respect and affirm their own and others' cultural and learning differences?			
If another teacher is in the room, interaction with the second adult is purposeful.			
If another teacher is in the room, both teachers are interacting with students in a meaningful way.			
Teacher varies lesson format and method of instruction; knowledge of various learning styles is evident.			

Students are observed to:			
Learning Experience	**Collaborative Work**	**Differentiation**	**Other**
☐ Multi-sensory materials ☐ Kinesthetic activity ☐ Technology/media ☐ Visual Aids ☐ Lab	☐ Working independently ☐ Working in pairs ☐ Working in small groups ☐ Whole group ☐ Stations ☐ Seminar ☐ Student Presentation ☐ Other	☐ Tiered texts ☐ Tiered assignments ☐ Student choice ☐ Conferencing ☐ Think Alouds ☐ Other	☐ Accommodated work ☐ Modified work

Where is the teacher during walk-through? *Check all that apply*
☐ With individual students ☐ With a small group ☐ In front of the entire class ☐ At desk ☐ Other

[5] 4MS – 4 Criteria for Effective Objectives: Manageable (objective met in a single lesson), Measureable – Write your objective so you can measure it at the end of class. (Exit ticket, outcome sentence), Made First – Write your objective to guide your activity. Begin with the end in mind, Most Important – Focus on what's most important on the path to college.

Was the observed portion of the class rigorous? *Check all that apply*	Ratio of student learning most closely resembles: *Check all that apply*
☐ Students doing the heavy lifting ☐ Students provide evidence ☐ Students interact with text in meaningful ways ☐ Questions travel Blooms and target synthesis	☐ Majority teacher 50% or greater ☐ Majority of Student 50% or greater ☐ Teacher Student 50%/50% Other ☐ _____

Summary Report of Classrooms Observed

Comprehensive Support and Improvement (CSI) Classroom Walk-through	
District:	**School Name:**
Principal's Name:	**Date of Visit:**
Grade Levels Observed:	**Subject Areas:** ***(please include program if applicable)***

Number of Classrooms Observed:	**Number of Teachers Observed:**
Number of Specialists Observed: *Music, Art, PE, etc.*	**Number of Instructional Assistants Observed:**
Making Meaning	
Summary of observations:	
Managing Learning	
Summary of observations:	

30-, 60-, 90-day Report of Progress
Alignment with MRI Plan

Focus Area:	
Desired Outcome:	
Strengths:	
Opportunities:	
Next Steps:	
Person Responsible:	
Timeframe:	
Follow-Up:	

Focus Area:	
Desired Outcome:	
Strengths:	
Opportunities:	
Next Steps:	
Person Responsible:	
Timeframe:	
Follow-Up:	

Focus Area:	
Desired Outcome:	
Strengths:	
Opportunities:	
Next Steps:	
Person Responsible:	
Timeframe:	
Follow-Up:	

Focus Area:	
Desired Outcome:	
Strengths:	
Opportunities:	
Next Steps:	
Person Responsible:	
Timeframe:	
Follow-Up:	

Focus Area Templates

FOCUS AREA: Evidence Based Interventions

Focus Area	**Implementation of the Evidence-Based Intervention/program/practice** to close gaps in student achievement
Essential Knowledge	One of the major allocation tasks district and school leaders assume concerns human resources. As an ever-growing body of research indicates, effective teachers are a hugely important factor affecting student achievement in the classroom. The quality of school leadership, as well, is becoming important in this era of rethinking what schools do and how they do it. Given that at least three quarters of fiscal resources are spent on people, leaders cannot help but pay attention to the ways in which human resources are brought to bear on equitable access to knowledge for students, teachers, and leaders.

Focus Area	**Standards Alignment**: All grade levels have identified essential standards.

Please identify the evidence-based interventions/program/practices that at Dulce Elementary is implementing in Layer 1 (core) and Layer II (interventions):

1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations

MRI Guiding Questions	1	2	3	4	Evidence
1. What have been the major challenges in implementing these EBIs in semester one or year one?	☐	☐	☐	☐	
2. How has the leadership addressed these challenges?	☐	☐	☐	☐	
3. How is the school addressing these challenges?	☐	☐	☐	☐	
4. Does the school need to amend their plan and/or budget based on these challenges?	☐	☐	☐	☐	

Focus Area	**Standards Alignment**: All grade levels have identified essential standards.

1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations

MRI Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
5. Describe the system the school has in place to monitor progress towards achievement goals in implementation of the EBI.	☐	☐	☐	☐	
6. What are the achievement goals set regarding implementation of the EBI?	☐	☐	☐	☐	
7. What benchmark data is the LEA/school gathering?	☐	☐	☐	☐	
8. What is the frequency?	☐	☐	☐	☐	

FOCUS AREA 1
Standards Alignment

Focus Area	**Standards Alignment:** All grade levels have identified essential standards.
Essential Knowledge	Curriculum consists of a clearly stated scope and sequence of K-12 learning objectives aligned to district, state, and national expectations. The scope and sequence contain the content that teachers should teach over a period of time. Scope refers to the depth and breadth of the content and sequence refers to the order the content should be taught. Teachers should use the scope and sequence to design, deliver and assess engaging, interactive and aligned learning experiences.

Focus Area	**Standards Alignment**: All grade levels have identified essential standards.				
1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
NM DASH Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
1. Do you have a scope and sequence aligned to the CCSS?	☐	☐	☐	☐	
2. How do you ensure that the Layer I (core) curriculum and instruction is aligned with the CCSS and is being implemented with fidelity?	☐	☐	☐	☐	
MRI Plan Guiding Questions					
3. Describe the teacher professional development that has occurred focusing on the Tier 1 (core) scope and sequence for all students that includes daily lesson plan objectives; vertical articulation of standards; daily formative assessments; and exemplar student work for ELA and math.	☐	☐	☐	☐	
4. Describe your process for conducting classroom observations and one-on-one feedback meetings for all teachers that must occur at least bi-weekly.	☐	☐	☐	☐	

Focus Area 1: Standards Alignment

Key Indicators

To demonstrate competency in this area, the school should ensure teachers have easy access to, and are utilizing, a comprehensive scope and sequence aligned to the state standards that contains the following curriculum components:

Foundational Curriculum Components (Highly recommended for each standard)

- State standards arranged in sequential order indicating suggested time for teaching, assessing, analyzing results and re-teaching
- Standards grouped, classified and bundled conceptually
- Vertical alignment documents at least one grade level above and below

Intermediate Curriculum Components (Strongly recommended for each standard)

- Essential Questions/Understandings
- Key academic vocabulary
- Common errors and misconceptions
- Sample formative assessment questions, performance tasks and grading rubrics
- Internal and external resources aligned to district curriculum and state standards
- Strategies for ELL, advanced and special needs students
- Example exemplar lessons and student work samples
- Appropriate text level resources identified

Advanced Curriculum Components (Recommended for each standard)

- Technology integration lessons/activities
- Enrichment and re-teaching resources
- Suggested instructional strategies for differentiation
- Cross-curricular connections and suggestions for implementing
- Exemplars, or ideal student responses to performance tasks
- Strategies and suggested resources that support culturally responsive pedagogy

Evidence and Artifacts

Check all available evidence aligned to key indicator.

Scope and sequence includes foundational elements:

- ☐ Scope and sequence includes foundational and intermediate elements
- ☐ Scope and sequence includes foundational, intermediate and advanced elements
- ☐ Scope and sequence is easily accessible
- ☐ Teacher lesson plans
- ☐ Collaboration meeting minutes/agendas
- ☐ Additional evidence
- ☐ Professional Development materials, agendas, schedules and feedback from teachers
- ☐ Classroom observation and biweekly one-on-one feedback meetings schedules

Focus Area 1: Standards Alignment Summary

Please indicate strengths and opportunities for improvement based on the Focus Area 1: Standards Alignment.

Question #	Strengths (maximum of 4)

Question #	Opportunities for Improvement (maximum of 4)

FOCUS AREA 2
Layer 1[6] (Core Instruction)

Focus Area	**Layer I (core) Instruction:** There is a dedicated block of time devoted to providing core instruction to all students aligned with grade level standards.
Essential Knowledge	In Layer 1 instruction, ALL students receive effective, differentiated, culturally responsive academic and behavioral instruction aligned to the CCSS through the utilization of the district curriculum and aligned resources. Effective Layer 1 instruction will meet the needs of and ensure positive outcomes for a minimum of 80% of all students. Layer I instruction is delivered by whole group explicit instruction and small group instruction through differentiation.

Focus Area	**Layer I (core) Instruction:** There is a dedicated block of time devoted to providing core instruction to all students aligned with grade level standards.				
1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
NM DASH Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
1. 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?	☐	☐	☐	☐	
2. 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?	☐	☐	☐	☐	
MRI Plan Guiding Questions					
3. What assessments are being administered to students, in which content areas, and at which grade levels?	☐	☐	☐	☐	
4. How many interim/benchmark assessments have been administered so far this school	☐	☐	☐	☐	

[6] New Mexico has recently amended the Response to Intervention Process with the Multi-Layered System of Support (20218). What was previously referred to as Tier I is now Layer I. Changes to the NM DASH System are occurring on a rolling basis to reflect these changes.

1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
NM DASH Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
year? How often are the results analyzed in core subject areas?					
5. How often are curriculum-based common benchmark assessments administered?	☐	☐	☐	☐	
6. How often are teacher's progress monitoring students who score well below benchmark? Below benchmark? Which assessments are being utilized?	☐	☐	☐	☐	
7. Describe the instructional blocks for ELA and math.	☐	☐	☐	☐	

Focus Area 2: Layer 1 (Core Instruction)

Key Indicators

In schools where Layer 1 instruction is planned, delivered and assessed effectively –

- Administrators and instructional staff (teachers, instructional coaches, instructional aides, etc.) can articulate and demonstrate, through evidence-based measures (Universal Screening Methods, Progress Monitoring, Aligned Assessments, Performance Tasks, etc.), the % of students making significant growth, or who have achieved proficiency on grade-level standards in their school and classrooms.
- Instructional staff provide explicit whole group instruction aligned to grade level CCSS to all students utilizing engaging lessons and learning experiences.
- Evidence-based and differentiated instruction for small groups of students is delivered during Layer 1 instruction through the utilization of effective instructional strategies aligned to diverse student academic and behavioral needs.
- A progress monitoring strategy that informs the effectiveness of whole group and small group instruction is in place and implemented with fidelity.
- Additionally, there is evidence available that demonstrates instructional staff utilize the progress monitoring strategy to inform instruction and administrators utilize the system to inform feedback to instructional staff.

Evidence and Artifacts

Check all available evidence aligned to key indicator.

Note: Evidence in this area should be aligned to the rigor of the CCSS AND include opportunities for below level students demonstrate growth.

- ☐ Teacher created lesson plans
- ☐ Teacher created unit plans
- ☐ Assessment Data (Progress monitoring, universal screening, teacher created, district created, etc.)
- ☐ Student work samples
- ☐ Student portfolios
- ☐ Teacher grades (Must provide samples of corresponding student assignments demonstrating alignment to CCSS)
- ☐ Student certifications
- ☐ Running records
- ☐ Other:
- ☐ List of assessments for each grade level in the content areas
- ☐ Schedule of assessments given to date including curriculum-based common benchmark assessments
- ☐ ELA and math instructional blocks and schedules

Focus Area 2: Layer 1 (Core Instruction)

Please indicate strengths and opportunities for improvement based on the Focus Area 2: Layer 1 (Core Instruction).

Question #	Strengths (maximum of 4)

Question #	Opportunities for Improvement (maximum of 4)

FOCUS AREA 3
Data-Driven Instruction (DDI)

Focus Area	**Data-driven Instruction (DDI):** There is a precise, systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis and action.
Essential Knowledge	The term data-driven instruction refers to a teacher's use of the results from various student assessments to plan and deliver instruction. The inquiry cycle of data-driven instruction includes assessment, analysis, and action and is the framework for providing individualized support to all students. • **Assessment:** Teachers administer aligned and valid assessments that have been carefully mapped to CCSS and pacing • **Analysis:** Data is collected, organized and analyzed to identify whole group, small group and individual student academic strengths and challenges • **Action:** Teachers design a teaching plan to address student misunderstandings and provide opportunities for all students to grow

Focus Area	**Data-driven Instruction (DDI):** There is a precise, systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis and action.				
1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
NM DASH Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
1. Are the district's and school's assessment strategies firmly in place? (formative, interim, and summative)	☐	☐	☐	☐	
2. How do teachers and leadership analyze and act on assessment data?	☐	☐	☐	☐	
3. Do teacher action plans include focused and targeted whole-group, small-group, and individual interventions?					
4. How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback?					

MRI Plan Guiding Questions					
5. Describe the professional development provided for teachers that has occurred (and will be occurring) focusing on scope and sequence, assessment strategy, data systems and data analysis protocols and tools.	☐	☐	☐	☐	
6. Describe the teacher data analysis and action planning process including the one-on-one teacher-leader data analysis meetings following the administration of the benchmark assessments.	☐	☐	☐	☐	
7. Describe the school's data system that delivers user-friendly reports within 48 hours of the administration of the assessment. What information is included in the reports?	☐	☐	☐	☐	
8. Provide an update on the information technology infrastructure at the school.	☐	☐	☐	☐	

Focus Area 3: Data-Driven Instruction (DDI)

Key Indicators

In schools where lessons are aligned to CCSS and are responsive to varied student learning needs the following components should be included in daily lesson plans and/or observed:

- Essential questions and understandings students must know to demonstrate mastery of CCSS
- Key terms, skills and concepts aligned to CCSS students will master
- A range of text types and genres with which students are expected to engage or read independently
- Appropriate supports/strategies/activities for students who are ELL, have disabilities, or are well below grade level
- Supports for diverse cultural and linguistic backgrounds
- Extensions and/or more advanced learning experiences for students well above grade level
- Formative assessments designed to gauge progress in meeting the expectations outlined in the standards and used to guide curricular and instructional decisions
- Aligned rubrics or assessment guidelines that provide guidance for measuring student performance

Units or long-range lesson plans aligned to CCSS should:

- Include a progression of learning where concepts and skills advance and deepen over time
- Gradually remove supports, requiring students to demonstrate their independent capacities
- Provide for authentic learning, application of skills, student directed inquiry, analysis, evaluation and/or reflection
- Use technology and media to deepen learning
- Vary instructional approaches, use multiple instructional strategies and provide scaffolded assessment opportunities that measure student growth and proficiency

Evidence and Artifacts

Check all available evidence aligned to key indicator.

Note: Evidence in this area should be aligned to the rigor of the CCSS AND include opportunities for below level students demonstrate growth.

- ☐ Teacher created lesson plans
- ☐ Teacher created unit plans
- ☐ Assessment Data (Progress monitoring, universal screening, teacher created, district created, etc.)
- ☐ Student work samples
- ☐ Student portfolios
- ☐ Teacher grades (Must provide samples of corresponding student assignments demonstrating alignment to CCSS)
- ☐ Student certifications
- ☐ Running records
- ☐ Other:

- ☐ Professional Development Plan
- ☐ Completed action plan templates
- ☐ Teacher-leader data analysis process and schedule
- ☐ Sample reports generated from the data system that include item analysis, standards-level analysis; and bottom-line results.

Focus Area 3: Data-Driven Instruction (DDI)

Key Indicators

Teacher action plans and lesson plans designed to address interventions should:

- Identify the standards, strands, concepts or skills that will be re-taught to the whole-group, small-group and individual students.
  - A school or classroom with a low proficiency or growth rate (0 - 40% of students proficient/achieving) should generally focus on re-teaching whole-group.
  - Schools or classrooms with average proficiency or growth rates (40 – 60% of students proficient/achieving) should generally focus on re-teaching whole group and small groups.
  - Schools or classrooms with high proficiency or growth rates (60 – 100% of students proficient/achieving) should generally focus on re-teaching whole group, small groups, and individual students.
- Include specific strategies and/or instructional practices that will be employed during the instructional cycle leading up to the next interim assessment.
- Specifically identify how and when the re-teaching will be re-assessed.

(Important note: If plans include strategies or instructional practices copied and pasted throughout the plan or across multiple plans, the process may be compliance driven rather than a thoughtful intervention planning process.)

Evidence and Artifacts

Check all available evidence aligned to key indicator:

- ☐ Completed teacher action plans
- ☐ Lesson plans that include intervention/enrichment strategies
- ☐ Completed student intervention/enrichment plans
- ☐ Student intervention/enrichment work samples
- ☐ Master schedules that include opportunities for intervention/enrichment
- ☐ Teacher created assessments for measuring intervention/enrichment effectiveness
- ☐ Observation/walkthrough data during intervention/enrichment classes
- ☐ Other:

Focus Area 3: Data-Driven Instruction (DDI)

Key Indicators

Leadership has established a system for holding teachers accountable for providing effective instruction, interventions, and feedback by providing:

- Professional development related to improving the delivery of core instruction and student interventions aligned to school and individual teacher needs.
- Coaching and feedback to teachers for improving the planning, delivery and assessment of core instruction and interventions.
- A system or structure for monitoring the creation, implementation and effectiveness of teacher lesson plans, action plans and student interventions.
- An effective process for observing the delivery of instruction (Layer 1 and interventions) and providing feedback.
- A system for setting data-based and specific individual student and teacher academic goals and monitoring progress towards those goals.
- Individual teacher growth or improvement plans that address the planning, delivery and assessment of Layer on instruction and interventions that include specific:
  - Measurable goals and outcomes aligned to areas of need
  - Strategies, activities or actions the teacher will take to improve
  - Supports and resources leadership will provide
  - Data or evidence that will be collected to determine progress towards goals
  - Timelines for achieving goals

Evidence and Artifacts

Check all available evidence aligned to key indicator:

- ☐ Student performance data that indicates effective instruction (Layer 1 and interventions)
- ☐ Professional development calendar with data-based topics related to improving the planning, delivery and assessment of Layer 1 instruction and interventions
- ☐ Coaching and feedback logs
- ☐ Walkthrough forms – include areas related to Layer 1 instruction and interventions
- ☐ Completed observation/feedback forms
- ☐ Data-based academic goals – school, teacher, and or student
- ☐ Completed teacher growth and or improvement plans
- ☐ Completed teacher lesson plans
- ☐ Completed personalized learning plans for students
- ☐ Completed teacher action plans
- ☐ Completed intervention plans
- ☐ Collaboration/data meeting minutes
- ☐ Other:

Focus Area 3: Data Driven Instruction (DDI)

Please indicate strengths and opportunities for improvement based on the Focus Area 3: Data Driven Instruction (DDI).

Question #	Strengths (maximum of 4)

Question #	Opportunities for Improvement (maximum of 4)

FOCUS AREA 4
Layer 1[7] Interventions

Focus Area	**Layer I Interventions:** There are fluid and flexible interventions in place during Layer I (core) instruction for students not progressing as expected.
Essential Knowledge	Layer 1 interventions are generally provided by the regular education teacher in the regular classroom through the differentiation of instruction. During Layer 1 interventions, students are grouped in multiple ways, including whole group, small group, or one-on-one. To meet the diverse needs of all students, teachers must instruct utilizing multiple evidence-based instructional strategies/practices and assess using multiple measures of progress.

Focus Area	**Layer I Interventions:** There are fluid and flexible interventions in place during Layer I (core) instruction for students not progressing as expected.				
1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
NM DASH Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
1. How do you identify students in need of Layer 1 (core) interventions?	☐	☐	☐	☐	
2. How do you differentiate instruction based on screening results, as well as the abilities and needs of all students in the core program?	☐	☐	☐	☐	
3. To what extent are Layer I (core) interventions successful in addressing student needs based on data?	☐	☐	☐	☐	

[7] New Mexico has recently amended the Response to Intervention Process with the Multi-Layered System of Support (20218). What was previously referred to as Tier I is now Layer I. Changes to the NM DASH System are occurring on a rolling basis to reflect these changes.

Focus Area 4: Layer 1 Interventions

Key Indicators

To effectively identify students in need of Layer 1 (core) interventions, the school should have a system for progress monitoring students who have not previously demonstrated proficiency on grade-level standards. An effective system would include:

- A valid progress monitoring tool such as a screening, benchmarking, interim, or formative assessment administered with fidelity multiple times a year. These assessments are generally administered at the beginning of the year and then again, every 6, 8, or 9 weeks. In some cases, schools will progress monitor more frequently (weekly, bi-weekly, or monthly)
- A structured process for identifying students in need of Layer 1 interventions based on data generated by progress monitoring assessments or other school-level assessments

Evidence and Artifacts

Check all available evidence aligned to key indicator:

☐ Progress monitoring assessments
☐ Data generated by progress monitoring assessments
☐ Protocols for administering progress monitoring assessments
☐ Protocols for analyzing progress monitoring assessment data
☐ Protocols or systems for identifying students in need of Layer 1 interventions
☐ Layer 1 intervention student rosters
☐ Other:

Focus Area 4: Layer 1 Interventions

Key Indicators

Teachers who are effectively differentiating Layer 1 instruction:

- Have a clear understanding of their students' individual needs based on data from progress monitoring assessments.
- Co-create performance goals with all students.
- Establish routines and structures to ensure movement in the classroom is purposeful, grouping is well-managed, and students are self-directed.
- Plan and deliver lessons that address the diverse needs of all students in their classroom by varying content, process, and product.
- Use a range of instructional strategies to support student engagement and understanding.
- Provide appropriate and varied primary and supplemental materials and tools to support different learning styles and needs
- Utilize flexible grouping and provide individualized support as a routine part of instruction.
- Create learning teams composed of students with similar readiness levels (as determined by a combination of ability and achievement levels), interests, or learning styles.
    - When students are grouped by readiness level, some groups may have more structure in their work or more time to complete their assignment; others may have more complex problems to address.
    - If the students are grouped by learning style, some student groups may be writing, some acting out concepts, some designing a computer presentation, and some working on an oral presentation.
- Utilize multiple assessment measures that focus on student growth rather than relying solely on completion and mastery.
- Create and monitor detailed records to assess the progress of students who are struggling and who may need more intensive Layer 2 or 3 support.

Evidence and Artifacts

Check all available evidence aligned to key indicator:

- ☐ Progress monitoring data or reports
- ☐ Student performance goals
- ☐ Individual student learning plans
- ☐ Protocols or expectations for classroom procedures and routines
- ☐ Teacher created lesson/unit plans
- ☐ Varied primary and supplemental materials and tools to address individual student needs
- ☐ Student work samples
- ☐ Student portfolios
- ☐ Completed student assessments
- ☐ Flexible grouping rosters
- ☐ Learning team rosters
- ☐ Other:

Focus Area 4: Layer 1 Interventions

Key Indicators

When determining the effectiveness of Layer 1 (core) interventions school leadership and teachers should:

- Administer progress monitoring assessments with fidelity.
- Examine data generated by progress monitoring assessments.
- Set individual student performance goals and regularly monitor progress.
- Create and administer various formative assessments that assess both growth and mastery.
- Examine student work samples to determine understanding and progress towards mastery.

Evidence and Artifacts

Check all available evidence aligned to key indicator:

- ☐ Progress monitoring data or reports
- ☐ Student performance goals
- ☐ Individual student learning plans
- ☐ Student work samples
- ☐ Student portfolios
- ☐ Completed student assessments
- ☐ Other:

Focus Area 4: Layer 1 Interventions

Please indicate strengths and opportunities for improvement based on the Focus Area 4: Layer 1 Interventions.

Question #	Strengths (maximum of 4)

Question #	Opportunities for Improvement (maximum of 4)

FOCUS AREA 5
Collaboration

Focus Area	**<u>Collaboration:</u>** Teachers have time during the week to work together to promote student success.
Essential Knowledge	Common structured meeting time, built into the school master schedule, allows teacher teams uninterrupted time to reflect on practice, develop expertise, share promising practices, plan instruction, analyze and discuss data, increase instructional efficiency and ensure instructional equity. These meetings are most effective when structured well, have a clear purpose aligned to the priorities of the school, measurable outcomes, and are informed by student data and work samples.

Focus Area	**<u>Collaboration:</u>** Teachers have time during the week to work together to promote student success.				
1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
NM DASH Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
1. 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?	☐	☐	☐	☐	
2. How do school leaders support and hold teacher teams accountable?	☐	☐	☐	☐	
MRI Plan Guiding Questions					
3. Describe the time provided for teachers to collaborate around data analysis and instructional planning.	☐	☐	☐	☐	

Focus Area 5: Collaboration

Key Indicators

Schools that effectively support teacher collaboration generally have the following systems in place:

- School master schedules with time built-in (minimum 60 minutes once a week) for collaboration
- Core teachers organized into meaningful collaborative teams
- Collaborative meetings co-facilitated by lead teachers and/or principal/designee
- Protocols created to ensure meetings have a clear purpose and measurable outcomes
- Protocols for norms, agendas and minutes
- Collaboration calendar with dates and times of meetings
- Systems for monitoring the implementation of collaboration meeting commitment/outcomes

Schools that effectively monitor teacher collaboration:

- Review lesson plans for evidence of strategies, practices and commitments identified and discussed during collaboration meetings
- Purposely monitor collaboration meeting commitments during classroom walkthroughs and observations
- Facilitate or observe collaboration meetings to ensure all teachers are present, working together and following through on team commitments
- Review evidence of the implementation of previous collaboration meeting commitments at the start of each new collaboration meeting
- Review SMART goals and evidence of progress during collaboration meetings and one-on-one teacher/administrator conferences
- Review remediation/intervention/enrichment plans created during collaboration meetings

Evidence and Artifacts

Check all available evidence aligned to key indicator:

- ☐ School Master Schedule
- ☐ Collaboration meeting minutes
- ☐ Collaboration meeting agendas
- ☐ Collaboration meeting protocols
- ☐ Collaboration calendar
- ☐ Written expectations for participating in collaboration meetings
- ☐ Teacher lesson plans
- ☐ Walkthrough/observation forms designed to monitor collaboration commitments
- ☐ Student remediation/intervention/enrichment plans
- ☐ Student work samples
- ☐ Other:

Focus Area 5: Collaboration

Key Indicators

Leaders that support and hold teacher teams accountable:

- Set clear expectations for participation during collaboration meetings
- Address team members who refuse to follow collaboration expectations
- Provide professional development aligned to the teams' needs
- Provide the time and resources required for effective collaboration
- Set specific and meaningful data-based goals for collaboration teams
- Progress monitor goals and provide appropriate support
- Participate in or observe collaboration meetings and provide feedback for improving
- Monitor collaboration outcomes through the review of student evidence, observations, and or targeted data reviews

Evidence and Artifacts

Check all available evidence aligned to key indicator:

☐ Collaboration meeting minutes
☐ Collaboration meeting agendas
☐ Collaboration meeting protocols
☐ Collaboration team goals
☐ Teacher survey/feedback data related to collaboration meetings
☐ Progress monitoring data
☐ Collaboration meeting observation/feedback
☐ Professional development calendars/agenda designed to support/improve collaboration
☐ Teacher lesson plans
☐ Walkthrough/observation forms designed to monitor collaboration commitments
☐ Student remediation/intervention/enrichment plans
☐ Other:

Focus Area 5: Collaboration

Please indicate strengths and opportunities for improvement based on the Focus Area 5: Collaboration.

Question #	Strengths (maximum of 4)

Question #	Opportunities for Improvement (maximum of 4)

FOCUS AREA 6
Layer II[8] Interventions

Focus Area	**Layer II Interventions:** There is a system in place to provide strategic and individualized support to students for whom Layer I instruction and interventions have proven insufficient.
Essential Knowledge	Layer II strategic evidenced-based interventions targeted to skill acquisition, enrichment, and behavioral indicators are necessary for students who are significantly below grade level proficiency. These students are those that are not achieving academic growth despite effective Layer I instruction and intervention.

Focus Area	**Layer II Interventions:** There is a system in place to provide strategic and individualized support to students for whom Layer I instruction and interventions have proven insufficient.				
1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
NM DASH Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
1. What criteria is used to identify students in need of Layer II support?	☐	☐	☐	☐	
2. To what extent are Layer II interventions successful at addressing skill gaps to allow students to master CCSS? What specific evidence-based interventions are provided?	☐	☐	☐	☐	
3. Describe the school-wide (or grade-level wide) progress monitoring assessments and analysis tools with published progress monitoring expectations for students receiving Layer II interventions.	☐	☐	☐	☐	

[8] New Mexico has recently amended the Response to Intervention Process with the Multi-Layered System of Support (20218). What was previously referred to as Tier II is now Layer II. Changes to the NM DASH System are occurring on a rolling basis to reflect these changes.

Focus Area 6: Layer II Interventions

Key Indicators

Schools that effectively identify students in need of Layer II support:

- Effectively identify students significantly below grade level proficiency within a specific subject area, skill, or concept based upon district-wide, state-wide, and classroom assessments aligned to CCSS, **AND** are not showing growth or advancement through Layer I instruction or interventions
- Identify students that show strong potential of, or are currently, failing a course or subject area, or multiple courses and subject areas
- Ensure teachers, parents, and administrators are in agreement that the student's lack of progress necessitates further, more strategic, intervention(s)
- Ensure the SAT team determines that all other indicators (hearing/vision/attendance/lack of opportunity) have been addressed

Evidence and Artifacts

Check all available evidence aligned to key indicator:

- ☐ Prior and current student data: district assessments, state assessments, classroom assessments
- ☐ Prior and current data showing need in specific skill or concept area
- ☐ Prior and current report cards
- ☐ Attendance records
- ☐ Parent Invitation to initial SAT meeting
- ☐ Case history/health, medical, or developmental history
- ☐ Initial SAT meeting minutes
- ☐ Other :

Focus Area 6: Layer II Interventions

Key Indicators

Schools that adequately measure the extent of effectiveness for Layer II interventions, and use specific evidence-based interventions will have evidence of the implementation of the following systems and data:

- A detailed Intervention plan containing the following elements:
  - Current performance level
  - Explanation/Description of intervention
  - Frequency of intervention
  - Duration of intervention
  - Goal(s) for student progress
  - Resources/tools used to implement intervention
  - Progress monitoring data aligned to CCSS, prior and post intervention implementation (results of intervention)

- **IF** data shows the student is not responding to a specific intervention, the following actions have been taken by SAT team members:
  - Additional SAT Meeting held
  - Team review of data
  - Team determination of new/revised intervention(s) needed
  - Revised intervention plan created and implemented (using protocols listed above)

Evidence and Artifacts

Check all available evidence aligned to key indicator: (found within SAT file per student identified)

Intervention plan including:

- ☐ Current performance level (data evidenced)
- ☐ Explanation/description of intervention (avoiding cut/paste, general, or non-individualized interventions)
- ☐ Frequency of intervention
- ☐ Duration of intervention
- ☐ Goal(s) for student progress (specific data-based goals)
- ☐ Resources used to implement intervention
- ☐ Progress monitoring data aligned to CCSS, prior and post intervention implementation

☐ Additional SAT Meeting Minutes (Beyond initial SAT Meeting)
☐ Revised intervention plan (avoiding repetitive intervention)
☐ Other

Focus Area 6: Layer II Interventions

Key Indicators

Schools that ensure progress monitoring is occurring frequently, with fluidity, and effectively, implement the following criteria:
A progress monitoring plan including: (may be within intervention plan)

- Tools/Resources/Programs utilized to implement progress monitoring
- Frequency of progress monitoring (how often will it take place)
  - Progress monitoring occurring every 2 weeks at the most, every 6-9 weeks at the least.
  - Consideration given to the specific skill, concept, or subject targeted (i.e. may implement more frequent progress monitoring for letter recognition skill, and less frequent for reading comprehension skills)
- Recorded and evaluated results of progress monitoring

Evidence and Artifacts

Check all available evidence aligned to key indicator: (found within SAT file per student identified):

Progress Monitoring plan including: (may be within intervention plan)

- Tools/Resources/Programs utilized
- Frequency of progress monitoring
- Progress monitoring data (data points should occur in alignment with stated frequency)
- Bar graph, line plot, or other progress monitoring data compilation
- Teacher anecdotal records regarding progress

☐ Other:

Focus Area 6: Layer II Interventions

Please indicate strengths and opportunities for improvement based on the Focus Area 6: Layer II Interventions.

Question #	Strengths (maximum of 4)

Question #	Opportunities for Improvement (maximum of 4)

FOCUS AREA 7
School Leadership and Systems

Focus Area	**School Leadership and Systems:** There is a school leadership framework that supports increasing and sustaining student achievement.
Essential Knowledge	The support of an effective instructional school leadership team is crucial to high performing schools. School leadership teams are generally composed of the principal and a core group of stakeholders committed to improving instruction and student learning. School leadership teams are most effective when they include people with a range of perspectives and backgrounds. When forming teams, principals should consider inviting a teacher leader to represent each grade level, grade level spans (K-2, 3-5, etc.) or department, resource and specialist teachers, instructional coaches, and assistant principals. Leadership team members are responsible for implementing schoolwide initiatives for instruction and modeling cultural norms. Members of the leadership team should fully support the principal's vision for the school.

Focus Area	**School Leadership and Systems:** There is a school leadership framework that supports increasing and sustaining student achievement..				
1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
NM DASH Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
1. Is there a school leadership team in place comprised of key instructional leaders?	☐	☐	☐	☐	
2. 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?	☐	☐	☐	☐	

Focus Area 7: School Leadership and Systems

Key Indicators

The school leadership team includes individuals likely to bring diverse viewpoints to discussions. A clear, data-based rationale for the purpose of the team should be available. If appropriate, external stakeholders and/or adjunct core team members participate on the team at specific times.

The school leadership team should include the principal, at times a district representative, and have full representation from across grade levels, of the student body (including subgroups), and community when appropriate.

Key instructional leaders would include the following:

- District Representative
- School Leaders
- Teacher Leaders
- Grade Level Representatives
- Subgroup Representatives (Special Education, English Learner, targeted subgroup, etc.)
- Content Representative(s)/Specialist(s)
- Behavior Support Specialist
- Instructional Coach/Specialist
- Data Analyst
- Community Representative

Note: Successful leadership teams are typically made up of volunteers, so it is important that participants be invited to serve on the leadership team, rather than assigned to serve.

Evidence and Artifacts

Check all available evidence aligned to key indicator:

☐ Leadership team rationale or purpose statement
☐ School leadership team roster
☐ NM DASH 90 Day Plan (Component 1)
☐ Leadership team member job description
☐ Leadership team meeting agendas
☐ Leadership team meeting minutes
☐ Other:

Focus Area 7: School Leadership and Systems

Key Indicators

To operate effectively, leadership teams need to meet weekly or biweekly. During these meetings, members should analyze quantitative (metrics) and qualitative (characteristics & descriptors) student data. The team should use this data to identify trends, strategies for reteaching/intervention/enrichment, identify professional development, and make key decisions for improving the school's systems/structures/processes, strategic direction, and staffing.

Functioning school leadership teams -

- Develop the school's action plan for curriculum alignment and instructional improvement and diligently monitor progress on the plan
- Support and leverage the professional learning system through:
  - creating effective coaching relationships
  - developing the capacity of teacher teams
  - planning and executing impactful professional development sessions
- Are highly data-driven; acquiring, analyzing, and displaying useful and current data and identifying relevant data patterns to make decisions, identify priorities, and solve problems
- Facilitate two-way communication between the leadership team and all staff
- Engage all staff in participating in decision-making that advances the school's strategic focus
- Engage in regular reflection upon its own team processes and effectiveness and take actions to improve its functioning

Evidence and Artifacts

Check all available evidence aligned to key indicator:

- ☐ Rationale/purpose of leadership team
- ☐ Leadership team member job description
- ☐ Leadership team goals
- ☐ Progress monitoring data
- ☐ Leadership team meeting calendars
- ☐ Leadership team meeting agendas
- ☐ Leadership team meeting minute
- ☐ Professional development calendar
- ☐ Leadership team communications – Email, newsletter, meeting minutes, etc.
- ☐ Other:

Focus Area 7: School Leadership and Systems

Please indicate strengths and opportunities for improvement based on the Focus Area 7: School Leadership and Systems.

Question #	Strengths (maximum of 4)

Question #	Opportunities for Improvement (maximum of 4)

FOCUS AREA 8
School Culture

Focus Area	**School culture:** All students, staff and stakeholders are aware that student achievement is the top priority of school.
Essential Knowledge	A positive school culture ensures a safe, supportive, encouraging, inviting, and challenging environment for students and staff, which in turn increases student achievement. A healthy school culture is the foundation for high quality learning environments that foster and create the conditions for effective teaching and learning to occur.

Focus Area	**School culture:** All students, staff and stakeholders are aware that student achievement is the top priority of school.				
1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
NM DASH Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
1. Do students receive the continual message that nothing is as important or engaging as learning?	☐	☐	☐	☐	
2. How do consistent minute-by-minute systems and procedures support a student culture focused on achievement?	☐	☐	☐	☐	
3. How does leadership monitor and maintain a positive student and staff culture?	☐	☐	☐	☐	
MRI Plan Guiding Questions					
4. Describe the time provided for teachers to collaborate around data analysis and instructional planning.	☐	☐	☐	☐	
5. Describe the implementation of the "Parent Improvement Program". What metrics are in place to measure the effectiveness of its implementation?	☐	☐	☐	☐	

Focus Area 8: School Culture

Key Indicators

Schools that prioritize and effectively message the importance of learning:

- Have specific systems in place that ensure students understand the importance of what they are learning, how it will impact their future education and lives, and how to apply learning in authentic situations
- Have high standards for all students and support students in achieving excellence (no excuses)
- Design and deliver differentiated learning experiences that meet the individual needs of all students
- Set specific, measurable, achievable, realistic and time-bound (SMART) goals for all students and provide relentless support to achieve those goals
- Consistently rethink and redesign all aspects of the school environment to better meet the needs of all students
- Utilize strategies that personalize assignments and classroom activities to connect with all students to promote higher interest and engagement
- Show enthusiasm for teaching and learning and convey its value to students
- View instructional time as sacred, ensuring instructional staff:
  - Teach from bell to bell
  - Students are present and engaged in quality learning experiences
  - Schedules are designed to allow for optimal learning time
  - Extracurricular activities are planned to limit impact on instructional time
  - Classroom interruptions are held to a minimum
  - Staff are present every day

Evidence and Artifacts

Check all available evidence aligned to key indicator:

Climate and culture survey data from:

- ☐ Staff
- ☐ Student
- ☐ Community/Stakeholder

Attendance records of:

- ☐ Students
- ☐ Staff

☐ Student discipline data
☐ School schedules
☐ Daily classroom schedules
☐ Student goals
☐ Goal setting protocols
☐ Progress monitoring data
☐ Teacher lesson plans
☐ Samples of individual student schedules
☐ Minutes of PLC's and teacher collaboration meetings
☐ PD calendar
☐ Other:
☐ Envision Your Future information regarding implementation and metrics

☐ Parent Improvement Program information regarding implementation and metrics

Focus Area 8: School Culture

Key Indicators

School with minute-by-minute systems and procedures that support a student culture focused on achievement manage daily operations and create learning environments by:

- Efficiently and effectively creating and aligning systems, policies, and resources with school's vision and goals
- Creating and consistently cultivating an inspiring and shared vision for student achievement
- Providing a curriculum, common approaches to delivering instruction, aligned assessments, and learning opportunities that are clearly linked to the vision and mission and tailored to the needs and interests of the students
- Procedures/policies for day-to-day activities such as:
  - Lunch procedures
  - Restroom procedures
  - Recess procedures
  - Parking and traffic flow procedures
  - Student arrival procedures
  - Student dismissal procedures
  - Bus unloading/loading procedures
  - Absentee procedures for students
  - Absentee procedures for staff
  - Assembly procedures
  - Office procedures
  - School safety procedures
  - Procedures for use of school facilities after hours
  - PBIS/student discipline procedures
  - Grading policies
  - Homework policies
  - Dress code policies

Evidence and Artifacts

Check all available evidence aligned to key indicator:

- ☐ School mission, belief and vision statements and evidence of staff and student understanding of their role in achieving
- ☐ School safety plan/handbook
- ☐ Student/parent/staff handbooks
- ☐ School climate survey and data
- ☐ Student code of conduct handbook
- ☐ PBIS system
- ☐ Walkthrough observations focused on climate and culture
- ☐ Discipline/behavioral referrals
- ☐ Classroom observation data
- ☐ Attendance policy (Student and Staff)
- ☐ Grading policy
- ☐ Homework policy
- ☐ Other:

Focus Area 8: School Culture

Key Indicators

Leaders who develop, maintain, and monitor student and staff culture:

- Identify and communicate high expectations for all staff and students and progress monitor outcomes using data-based measures
- Implement strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of a school community to improve programs and school culture
- Share and distribute leadership responsibilities to ensure quality, effectiveness, and consistency across all components of the instructional program and hold staff accountable for outcomes
- Ensure all student learning opportunities are aligned to the vision and goals of the school, differentiated to meet the needs of every student, and rigorously progress monitored.
- Assist teachers with planning their own professional learning and building their instructional capabilities for meeting the needs of all students
- Model openness to change and encourage collaboration and innovation that improves instructional practices and student achievement outcomes
- Provide the time and resources required to build a professional culture of collaboration that allows teachers to share information, analyze outcomes, and plan ongoing improvement
- Provide ongoing feedback to teachers and students using data, assessments, and evaluation methods that improve practice and holds them accountable for meeting identified goals

Evidence and Artifacts

Check all available evidence aligned to key indicator:

- ☐ School mission, belief and vision statements
- ☐ School goals and progress monitoring data
- ☐ School climate survey and data
- ☐ Collaboration meeting minutes
- ☐ Collaboration meeting calendars
- ☐ Collaboration meeting agendas
- ☐ Teacher lesson plans
- ☐ Leadership team meeting calendar
- ☐ Leadership team meeting agendas
- ☐ Leadership team meeting minutes
- ☐ Student discipline data and referrals
- ☐ Walkthrough observations focused on climate and culture
- ☐ Staff and student attendance data
- ☐ Classroom observation data
- ☐ Attendance data (staff and student)
- ☐ Other:

Focus Area 8: School Culture

Please indicate strengths and opportunities for improvement based on the Focus Area 8: School Culture.

Question #	Strengths (maximum of 4)

Question #	Opportunities for Improvement (maximum of 4)

Allocation of Resources

Focus Area	**Allocation of Resources:** Developing the human capital of schools and districts
Essential Knowledge	One of the major allocation tasks district and school leaders assume concerns human resources. As an ever-growing body of research indicates, effective teachers are a hugely important factor affecting student achievement in the classroom. The quality of school leadership, as well, is becoming important in this era of rethinking what schools do and how they do it. Given that at least three quarters of fiscal resources are spent on people, leaders cannot help but pay attention to the ways in which human resources are brought to bear on equitable access to knowledge for students, teachers, and leaders.

Focus Area	**Allocation of Resources:** Developing the human capital of schools and districts				
1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
1. What is your process for determining equitable allocation of human, financial and physical resources in your school?	☐	☐	☐	☐	
2. Describe how making resource-related decisions that seek to close achievement gaps and have good prospects for enhancing the equity of educational outcomes are made in the district/school by targeting achievement gaps.	☐	☐	☐	☐	
3. Describe how leadership provides strong classroom and teamwork skills and additional support to teachers.	☐	☐	☐	☐	
4. How does the district empower principals and leadership teams with key autonomies over staffing, program, budget, schedule, and data?	☐	☐	☐	☐	

1 = Area of Need, 2 = Area of Concern, 3= Meets Expectations, 4= Exceeds Expectations					
Guiding Questions	**1**	**2**	**3**	**4**	**Evidence**
5. How does the district ensure principals and school leadership teams have the will, skill, and authority to drive change in demanding environments?					
MRI Plan Guiding Questions					
6. What is the current breakdown of teachers by NM TEACH levels?	☐	☐	☐	☐	
7. What is the plan to bring any ineffective or minimally effective teachers to effective of above?	☐	☐	☐	☐	
8. What is your system for providing support and monitoring teachers who were not evaluated last year under NM TEACH?	☐	☐	☐	☐	
9. What are the current principal's credentials? Explain the current principal's multi-year track record of increasing student performance.	☐	☐	☐	☐	
10. Describe the compensation system for the teachers demonstrating substantial impact on student achievement in order to recruit, champion, reward and retain them.	☐	☐	☐	☐	
11. What are the criteria for the $2,000.00 rewards? Which teachers are on track to receive an award for having their students obtain one year of growth within one semester?					
12. Describe the elementary school principal's compensation.					

Allocation of Resources

Key Indicators

- Describe the process and efforts for ensuring that MRI funds are spent on allowable activities and aligned with the school's approved plan:
- Has the LEA submitted any amendments to its application?
- How much of the LEAs MRI award is being used at the district-level to support implementation of the selected MRI intervention?
- How is the LEA using these funds?
- How is the LEA ensuring that district-level activities conducted with MRI funds are specifically supporting the MRI schools?
- How is the school leveraging other federal funds to support and meet the MRI plan?

Evidence and Artifacts

Check all available evidence aligned to key indicator:

- ☐ LEA describes its internal accounting and budget review process and the steps it takes to make sure expenditures are allowable
- ☐ LEA describes any adjustments made to budgets or to programs based on budget adjustments
- ☐ LEA provides copies of any amendments.
- ☐ LEA budget
- ☐ LEA describes how funds are being used at the district-level
- ☐ Copies of invoices, personnel "runs," etc. that document expenditures of MRI funds
- ☐ Other:
- ☐ Title I budget and school level plan
- ☐ List of teachers and ratings
- ☐ Professional Growth Plans
- ☐ Coaching Schedule
- ☐ Observation and Walk-through Schedules
- ☐ Principal credentials and evidence of multi-year track record
- ☐ Student data tied to individual teachers
- ☐ Teacher contracts

Allocation of Resources

Please indicate strengths and opportunities for improvement based on the Allocation of Resources.

Question #	Strengths (maximum of 4)

Question #	Opportunities for Improvement (maximum of 4)