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| NMPED: Support, Improvement, and Monitoring Protocol 2018-2019 |
| **Comprehensive Support and Improvement (CSI) DASH PLUS Schools** |

**CSI: Support, Improvement, and Monitoring Visits 2018-2019**

**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.

To be identified as CSI, the school is in the lowest-performing five percent of Title I schools as identified by overall points earned on the School Grade Report Card or is a school that has a 4-year graduation rate (high schools only) less than 67% for two of the past three years. Each of these is prescribed under federal law. In total, 86 schools have been identified as CSI-from 32 districts and 20 State Authorized Charter Schools.

Schools that have been identified as Comprehensive Support and Improvement Schools (CSI) who, because they are not participating in another approved school improvement pathway (PPE, High school transformation, or school selected, PED approved school improvement intervention) are identified as DASH PLUS and will participate in **two** **Support, Improvement, and Monitoring (SIM)** **onsite visits** from a NMPED monitoring team.

These visits will focus on implementation of the New Mexico DASH, the online 90-Day Plan, the implementation of the funded Evidence-Based Intervention (EBI) /Strategy/Practice and the expenditures that support the approved plan. District participation in these visits is required to further support the school in monitoring and implementation of their plan, ensuring improving student outcomes by the implementation of their Evidence-Based Intervention/program or strategy.

The CSI SIM is designed to help schools/district leadership teams conduct an internal review as part of their school improvement effort. The CSI SIM process provides the school and district leadership teams an opportunity to engage in self-reflection and evidence-based inquiry to identify where they are in regards to their implementation of the EBI and to document evidence to support Year Two funding.

CSI Schools will also receive desktop monitoring of their 90-day plan two times a year. This will coincide with approximately the 60th day of implementation as identified in the NM Ideal State. It is recommended that the Core Team meets in person to reflect on progress toward accomplishing 90-Day Plan Desired Outcomes, Critical Actions, and Progress Indicators 30-60-90 days.

**The District Role in Supporting CSI Schools**

Districts play the critical, gatekeeper role in determining a school’s success. The district has influence over many, key resources which are essential to turnaround, including school leadership, instructional quality, personnel policies, budget, local assessments, and curriculum. A school turnaround initiative will face an uphill battle if a district is not ready to provide a range of support in these areas[[1]](#footnote-1). Some researchers have stated it even more strongly: “Successful school turnaround also requires district turnaround—fundamental changes in the way that districts think about and provide support for

schools[[2]](#footnote-2)”

**Expectations for the NMPED CSI SIM Team, District, and School**

The CSI SIM Site Visit places a value on engaging the district in reviewing and understanding its own systems and practices. The process is evidence-based and designed to promote learning and improvement. Clear communication among the district, its schools, and the review team is essential to the process. All review team members have extensive experience, are governed by a code of conduct (see page 5)are objective, and are committed to minimize disruption to teaching and learning.

## Expectations for the SIM Leader

* Exhibits the highest professional standards and is responsible for ensuring that the team does as well
* Maintains strong, open channels of communication with the district and school at all times
* Takes responsibility for facilitating the team meetings on site
* Takes responsibility for organizing the team and keeping copies of team notes

## Expectations for SIM Team Members

* Before the site visit, reads and familiarizes themselves with the SIM Visit protocol
* Arrives punctually for SIM Site Visit
* Organizes notes and additional evidence to share with other team members by the end of the site visit day
  + ensures the SIM Site Visit team leader has all notes at the end of the site visit
* Participates in refining the draft of the report, ensuring that it contains sufficient evidence, is accurate, and reflects the consensus of the team

## Expectations for the LEA and School

* Explains the purpose and process of the review to all staff
* Before the site visit, gathers the documents requested
* Ensures that the NM DASH is updated to include the use of reflection tools
* Welcomes the review team and recognizes that its efforts are on behalf of the district, school, and its students
* Works with the SIM Site Visit team to ensure that the visit runs smoothly
* Maintains solid communication with the SIM Site Visit team
* Responds frankly and politely to the team’s questions and provides additional evidence as necessary
* Secures a location that ensures confidentiality for the team to conduct their work
* Identifies an individual as a single point of contact for the team

# Code of Conduct for SIM Site Visit Team Members

**Carry Out Work with Integrity**

* Treat all those you meet with courtesy and sensitivity.
* Value opinions; show an interest in what is said.
* Focus attention and questions on topics that will reveal how well students are learning.
* Protect sensitive and confidential information.

**Act in the Best Interests of Students and Staff**

* Emphasize that students come first and are at the center of the conversation that is grounded in the actions to change the behaviors of adults.
* As much as possible, minimize disruption to teaching and learning.
* Try to understand what leaders and teachers are doing, why, and how this supports the intentional work of planning, implementation, and reflection.

**Calendar of Events\*[[3]](#footnote-3)**

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| Week of  November 12, 2018 Onsite Visit | Week of  November 26, 2018 Desktop (DT )   * Review of 60th day | Week of  January 7, 2019 DT Review of 90th day | Week of  February 04, 2019  DT Review of the plan | Week of  February 25, 2019 Onsite Visit |
|  |  |  |  |  |
| Week of  March 04, 2019 DT Review of 30th day | Week of  April 08, 2019 DT Review of 60th day | Week of  May 06, 2019  DT Review of 90th day | **June  DT Review of the DRAFT  of Annual Plan** | **Late August Desktop Review of the Final version of Annual Plan** |

**Evidence-Based Interventions under the ESSA Information**

**regarding evidence-based interventions as defined in the**

**Every Student Succeeds Act (ESSA)[[4]](#footnote-4)**

The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under No Child Left Behind (NCLB), districts and schools were called to use “scientifically-based research” as the foundation for education programs and interventions. This has been replaced by “evidence-based interventions” under the Every Student Succeeds Act (ESSA).

This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage state educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, strategies, or approaches.

Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

* Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.
* Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.
* Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
* Tier 4 – Demonstrates a Rationale: practices that have a well-defined, logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

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* Strong: at least one well-designed and well-implemented experimental study (i.e., a randomized controlled trial).
* Moderate: at least one well-designed and well-implemented quasi-experimental study.
* Promising: at least one well-designed and well-implemented correlation study with statistical controls for selection bias.

**Letter to Principal—Example**

# Month, day, full year

Addressee name

Addressee address

Addressee city, state, zip

Dear [insert name]:

My colleague and I [specify colleague’s name and organization] look forward to the first Comprehensive Support and Improvement (CSI) Support, Improvement, and Monitoring (SIM) Visit in your school on [insert date].

As you know, participation in the CSI SIM is a requirement for schools identified as CSI under the Every Student Succeeds Act (ESSA). Our intent is to make this process as productive and beneficial as possible for you, your school, and the district.

We will arrive at the school office at [insert time] on [insert date] to begin our site visit. The purpose of the site visit is to:

* Identify high-leverage priorities needed to drive transformative improvement this year as identified in the NM DASH Annual Plan and the 90-Day Plan
* Review school-level, Evidence-Based Intervention (EBI) program/practice/strategy identified by the school and the impact of implementation on whole group and individual learning
* Identify additional needs—what enhanced support and/or barrier removal does the school require from the district?
* Brainstorm ideas for overcoming the primary challenges or barriers the school is facing and identify opportunities for the school/district to provide further support

The SIM site visit is not an evaluation but rather a collaborative conversation with a partner interested in both supporting the work and ensuring its success.  The principal should be prepared to share:

* Implementation evidence of the Evidence-Based Intervention/Program/Practice being implemented to close the achievement gap
* Any data-driven interventions (e.g., student, small group, teacher plans, class adjustments)
* Copies of completed teacher action plans developed after interim assessments and/or during weekly collaboration meetings
* Data from meeting minutes and purpose
* Recent performance data (iReady, NWEA-MAP, Istation, etc.)
* NMTEACH evaluation data and how the data is being used to drive support for teachers through professional growth plans and other systems

We request these documents to ensure a more meaningful, honest conversation and to provide quality feedback.

Please contact me at [insert telephone # and/or e-mail address] if you have questions or concerns.

Respectfully,

Insert name of team lead

Insert Title

CR/AE/ip

Enc: ( )

cc:

Superintendent’s name

**CSI SIM Site Visit Guidelines: Collaborative Conversation Framework**

**Desktop Monitoring**

***Instructions:***

1. Independently the NMPED CSI SIM team members review the NM DASH Plan in reference to the feedback tool.
2. Independently NMPED CSI SIM team members synthesize feedback to discuss with their colleagues.
3. After discussion, NMPED CSI SIM team members complete the NM DASH Summary form together.
4. The CSI SIM Team lead emails the NM DASH Summary form to the Superintendent and Principal, cc-ing their CSI SIM team member.
5. The CSI SIM Team lead saves a copy of the NM DASH Summary to the shared NMPED “R” Drive.

**Onsite Visits**

Prior to the first site visit, the team leader pre-populates as much of the participant information as he/she is able, identifying the:

* LEA
* School ID number
* Principal
* District Members supporting the CSI SIM

The team then moves forward with the Collaborative Conversation Framework that guides the conversation around four identified areas:

* Classroom Walkthroughs
* Implementation of the Evidence-Based Intervention/Program/Practice
* Instructional infrastructure
  + Standards Alignment
  + Layer I (Core Instruction)
  + Data-Driven Instruction
  + Layer I Interventions
  + Collaboration
  + Layer II Interventions
  + School Leadership and Systems
  + School Culture

Team members take notes based on the collaborative conversation and identify areas of strength, opportunities for improvement, and possible next steps that will be emailed to the principal and district representative within 4-days of the CSI SIM. These will be reviewed at the beginning of the next CSI SIM Visit.

**Desktop Review of NM DASH Plan**

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| Date of Desktop Review: | | | CSI SIM Team Reviewers: | | |
| *Check box for plan being reviewed:* | | | | | |
| * 30 Day Plan | * 60 Day Plan | * 90 Day Plan | | * Draft Annual Plan | * Annual Plan |

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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**Initial NM PED CSI SIM Visit**

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| --- | --- | --- |
| 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 CSI SIM Team Leader: |  | |
| NM PED CSI 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 CSI 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[[5]](#footnote-5). 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[[6]](#footnote-6). The Fundamentals are Making Meaning and Managing Learning.

The classroom walk-through provides a method for CSI SIM 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
* 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.

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| **Comprehensive Support and Improvement (CSI) Classroom Walk-through** | | | | |
|  |  |  |  | |
| **School:** | **District:** | **Observer:** | **Date/Period:** | |
| **Subject Area:**  ***(please include program if applicable)*** | | **Grade:** | **Time in Class:** | |
| **Start** | **End** |

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| --- | --- | --- | --- |
| **Making Meaning** | | | |
| **Teachers are observed to:** | **NA[[7]](#footnote-7)** | **NO[[8]](#footnote-8)** | **O[[9]](#footnote-9)** |
| Make connections between new and prior learning |  |  |  |
| Integrate assessment and instruction |  |  |  |
| Using ratio [[10]](#footnote-10) |  |  |  |
| Revisit learning |  |  |  |
| Other: *Briefly describe* |  |  |  |
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| **Students are observed to:** | | | |
| If prompted, student can articulate the lesson’s objective and their progress towards it |  |  |  |

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| **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  Students are tracking the speaker |

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| **Managing Learning** | | | | | |
| **Teachers are observed to:** | | | **NA** | **NO** | **O** |
| Daily Learning Objectives/4 Ms [[11]](#footnote-11)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 | | | | | |

**Summary Report of Classrooms Observed**

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

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| **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:** | |

**CSI SIM Collaborative Conversation Protocol**

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| **Instructional Infrastructure Focus Area:** Implementation of the Evidence-Based Intervention/program/practice to close gaps in student achievement |
| **Evidence-Based Intervention/Program/Practice – 30 minutes** |
| **What Evidence-based Program/Practice/Intervention is the LEA/School implementing to close the achievement gap for students as identified by the NM School Grade Report Card?**  *Please describe:* |
| **Has leadership established clear priorities for improvement and developed a school plan that is well-understood and provides the urgency and focus needed?**   * What are the clear priorities for improvement? * What have been the major challenges in achieving the goals set out during semester one or year one? * How has the leadership addressed these challenges? * How is the school addressing these challenges? |
| **Notes:** |
| **Has leadership established clear priorities for implementation of the EBI? How has this been communicated to the school and community?**   * Identify the EBIs that have been identified through root cause analysis to improve student outcomes. * What have been the major challenges in the beginning implementation of the EBI? * How has the school addressed these challenges? * Does the school need to amend their plan and/or budget based on these? |
| **Notes:** |
| **Describe the system the school has in place to monitor progress towards achievement goals in implementation of the EBI.**   * What are the achievement goals set regarding implementation of the EBI? * How will the principal, district leadership monitor the progress of implementation of the EBI? * What benchmark data is the LEA/school gathering? * What is the frequency? |
| **Notes:** |

**Instructional Infrastructure Focus Area:** Implementation of Evidence-Based Intervention/program/practice.

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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| **Instructional Infrastructure Focus Area:** Standards Alignment: All grade levels have identified essential standards. |
| **Standards Alignment (Core) - 30 minutes** |
| **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 must teach over a specified 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 learning experiences that are engaging, interactive, and aligned. |
| **NM DASH Guiding Questions:**   * Is the scope and sequence aligned to the CCSS for ELA and math? |
| **NM DASH Guiding Question:**   * What systems ensure that the Layer I (core) curriculum and instruction is aligned with the CCSS and is being implemented with fidelity? |
| **Notes** |
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**Instructional Infrastructure Focus Area:** Standards Alignments

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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| **Instructional Infrastructure Focus Area:** Layer I (Core) Instruction: There is a dedicated block of time devoted to providing core instruction to all students which is aligned with grade level standards. |
| **Layer I Instruction (Core) - 30 minutes** |
| **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. |
| **NM DASH Guiding Questions:**   * What percent of your students are achieving grade-level expectations or making significant growth? * If at least 80% are not attaining proficiency, what is being done to ensure thatthe school is making significant progress toward this goal? |
| **NM DASH Guiding Question:**   * What evidence supports that the level of rigor of the tasks students perform during the lesson is aligned to the rigor of the CCSS? |
| **Notes** |
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**Instructional Infrastructure Focus Area:** Layer I (Core) Instruction

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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| **Instructional Infrastructure 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. |
| **Data-Driven Instruction (DDI) - 30 minutes** |
| **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 opportunties for all students to grow |
| **NM DASH Guiding Questions:**   * Are the district’s and school’s assessment strategies firmly in place? (formative, interim, and summative) |
| **NM DASH Guiding Question:**   * How do teachers and leadership analyze and act on assessment data? |
| **NM DASH Guiding Questions:**   * Do teacher action plans[[12]](#footnote-12) include focused and targeted whole-group, small-group, and individual interventions? |
| **NM DASH Guiding Question:**   * How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback? |
| **Notes** |
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**Instructional Infrastructure Focus Area:** Data-Driven Instruction (DDI)

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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| **Instructional Infrastructure Focus Area:** Layer I Interventions: There are fluid and flexible interventions in place during Layer I (core) instruction for students not progressing as expected. |
| **Layer I Interventions - 30 minutes** |
| **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 researched-based instructional strategies/practices and assess using multiple measures of progress. |
| **NM DASH Guiding Questions:**   * How do you identify students in need of Layer 1 (core) interventions? |
| **NM DASH Guiding Question:**   * How do you differentiate instruction based on screening results, as well as the abilities and needs of all students in the core program? |
| **NM DASH Guiding Questions:**   * To what extent are Layer I (core) interventions successful in addressing student needs based on data? |
| **Notes** |
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**Instructional Infrastructure Focus Area:** Layer I Interventions

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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| **Instructional Infrastructure Focus Area:** Collaboration: Teachers have time during the week to work together to promote student success. |
| **Collaboration - 30 minutes** |
| **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, include measurable outcomes, and are informed by student data and work samples. |
| **NM DASH Guiding Questions:**   * What evidence indicates teacher teams are working together weekly to analyze data, share strategies, plan collaboratively, and debrief the outcomes of instruction? |
| **NM DASH Guiding Question:**   * How do school leaders support and hold teacher teams accountable? |
| **Notes** |
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**Instructional Infrastructure Focus Area:** Collaboration

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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| **Instructional Infrastructure 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. |
| **Layer II Interventions - 30 minutes** |
| **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 are the students who are not achieving academic growth despite effective Layer I instruction and intervention. |
| **NM DASH Guiding Questions:**   * What criteria is used to identify students in need of Layer II support? |
| **NM DASH Guiding Question:**   * 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? |
| **NM DASH Guiding Question:**   * 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. |
| **Notes** |
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**Instructional Infrastructure Focus Area:** Layer II Interventions

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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| **Instructional Infrastructure Focus Area:** School Leadership and Systems: There is a school leadership framework that supports increasing and sustaining student achievement. |
| **School Leadership and Systems - 30 minutes** |
| **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 school-wide initiatives for instruction and modeling cultural norms. Members of the leadership team should fully support the principal's vision for the school. |
| **NM DASH Guiding Questions:**   * Is there a school leadership team in place comprised of key instructional leaders? |
| **NM DASH Guiding Question:**   * 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? |
| **Notes** |
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**Instructional Infrastructure Focus Area:** School Leadership and Systems

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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| **Instructional Infrastructure Focus Area:** School Culture: All students, staff, and stakeholders are aware that student achievement is the top priority of school. |
| **School Culture - 30 minutes** |
| **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. |
| **NM DASH Guiding Questions:**   * Do students receive the continual message that nothing is as important or engaging as learning? |
| **NM DASH Guiding Question:**   * How do consistent minute-by-minute systems and procedures support a student culture focused on achievement? |
| **NM DASH Guiding Question:**   * How does leadership monitor and maintain a positive student and staff culture? |
| **Notes** |
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**Instructional Infrastructure Focus Area:** School Culture

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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| **Allocation of Resources**  **Focus Area:** Developing the human capital of schools and districts |
| **Resource Allocation - 30 minutes** |
| **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. |
| **Guiding Questions:** |
| * What is your process for determining equitable allocation of human, financial, and physical resources in your school? * 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. * Describe how leadership provides strong, classroom and teamwork skills and additional support to teachers. * How does the district empower principals and leadership teams with key autonomies over staffing, program, budget, schedule, and data? * How does the district ensure principals and school leadership teams have the will, skill, and authority to drive change in demanding environments? |
| **Additional Guiding Questions:** |
| * How has the schools/district been organized to enable the alignment of   resources with learning improvement agendas.   * How has leadership structured time, the nature and assignment of staff, and programs so that they collectively emphasize learning improvement priorities? * How does leadership develop the human capital of the school/district; what supports, incentives, and opportunity for learning that build motivation and expertise, thereby fostering higher performance, are available? |
| **Notes** |
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**Allocation of Resources:** Developing the human capital of schools and districts

*Briefly summarize strengths, opportunities for improvement, and possible next steps.*

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| **Strengths** |
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| **Opportunities for Improvement** |
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| **Possible Next Steps** |
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1. Player, D., Hambrick Hitt,D., and Robinson, W. District readiness to support school turnaround: A user’s guide to inform the work of state education agencies and district. University of Virginia Partnership for Leaders in Education, Darden School of Business, and the Curry School of Education. Charlottesville, VA. Retrieved from <https://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/School_Turnaround/District_Readiness_to_Support_School_Turnaround.pdf> [↑](#footnote-ref-1)
2. Baroody, K. (2011). Turning around the nation’s lowest performing schools: Five steps districts

   can take to improve their chances of success. Washington, D.C.: Center for American Progress. Retrieved from <http://cdn.americanprogress.org/wp-content/uploads/issues/2011/02/pdf/five_steps.pdf> [↑](#footnote-ref-2)
3. Please note that dates for Onsite Visits are proposed. Individual NMPED CSI SIM teams will work with the LEA and School to finalize Onsite Visits. [↑](#footnote-ref-3)
4. “Evidence-Based Interventions Under the ESSA.” Evidence-Based Interventions Under the ESSA - Every Student Succeeds Act (CA Dept of Education), California Department of Education, 5 Apr. 2018, [www.cde.ca.gov/re/es/evidence.asp](http://www.cde.ca.gov/re/es/evidence.asp) [↑](#footnote-ref-4)
5. This is an adaptation of Deliberate Acts of Teaching. See <http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Pedagogy/Deliberate-acts-of-teaching> [↑](#footnote-ref-5)
6. Heritage, M., Jones, B., Tobiason, G., Chang, S. (2014) Fundamentals of learning. *National Center for Research on evaluation, Standards, and Student Testing. UCLA:CA* [↑](#footnote-ref-6)
7. NA = Not Applicable in portion of lesson observed during walk-through [↑](#footnote-ref-7)
8. NO = Not Observed [↑](#footnote-ref-8)
9. O = Observed [↑](#footnote-ref-9)
10. 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. 4MS – 4 Criteria for Effective Objectives: Manageable (objective met in a single lesson), Measureable – Write your objective [↑](#footnote-ref-10)
11. 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. [↑](#footnote-ref-11)
12. Immediately following the analysis of a common district interim assessment, teachers should determine the instructional strategies and resources they will use during the next six to nine weeks to address conclusions from the analysis. These strategies, along with timelines for implementation, are the basis of a good teacher action plan. If your school is in the early stages of implementing DDI, these plans should be succinct and simple. Additional components can be added as your teachers become more proficient in using data to create action plans. Essentially, the purpose of the action plan is to guide the design or redesign of lessons. [↑](#footnote-ref-12)