

Appendix E, Academic Improvement Plans for Charter Schools that Earned a D or F and Applied for Renewal with the PEC

Anthony Charter School
PROPOSED: PEC Charter School Improvement Plan (SIP)

2/11

Name of Charter School		Anthony Charter School		School State ID Number	556001	
Head Administrator		Jimmy Gonzalez		School Year	2017-2018	
Governing Board Approval Date		October 2, 2017		Submission Date	October 2, 2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	
				Provision of services students indicating need of improvement in socio-emotional skills		
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
Provision of services based on initial assessment indications	1. Provide students with lessons dealing with improving deficits in social skills and minimizing problem behaviors as indicated by Social Skills Improvement System (SSIS)assessment	Ongoing-August 2017-May 2018	Caseload teachers	Caseload teachers will incorporate School Connect curriculum into Consejos class lesson plans to contend with social skills deficits as indicated by initial SSIS assessment results	Consejos Lesson Plans	Yet to be determined
	2. Refer students that exhibit extreme social skills deficits to outside counseling service agencies with parental approval to deal with excessive issues	Ongoing-August 2017-May 2018	<ul style="list-style-type: none"> Caseload teachers- first point of referral to office for suspected extreme cases of underlying issues Counseling referrals relayed to parents and faxed in to agencies with parental consent 	<p>Caseload teachers will fill out an initial referral for students to office for the determination of their necessity for counseling</p> <p>Administrative staff will call parents with counseling referrals for the determination of counseling needs</p> <p>Administrative staff will fax in counseling requests with parent</p>	<p>Teacher counseling referral</p> <p>Parent request for counseling phone log</p> <p>Long of counseling</p>	Yet to be determined

PROPOSED: PEC Charter School Improvement Plan (SIP)

			obtained from office staff	approval for services provided through external counseling agencies.	referrals to external counseling agencies such as Amanecer	
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- School Improvement Plan (SIP) process pursuant to *Charter School Contract*-Section 4.03 (a)
- Timelines: 1) CSD Report on PF for schools-June 2) SIP to CSD/PEC-August 3) PEC Approves/Disapproves SIP-September
- **One (1)** Improvement Plan Template for **each** Performance Indicator identified as “Does Not Meet,” “Working to Meet Standard” or “Falls Far Below Standard”
- Outcomes of the charter school’s improvement must be evidenced with data
- Completion and evaluation of SIP results by CSD/PEC-May

Anthony Charter School
PROPOSED: PEC Charter School Improvement Plan (SIP)

4/11

Name of Charter School		Anthony Charter School		School State ID Number	556001	
Head Administrator		Jimmy Gonzalez		School Year	2017-2018	
Governing Board Approval Date		October 2, 2017		Submission Date	October 2, 2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	
				Completion of Personalized Education Planning tool		
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
Initial PEP Tool distribution	Caseload teachers are to access student PEP planning tools prior to the beginning of <i>Consejos</i> class so students can complete portions of PEP tool not completed	Ongoing August 2017- May 2018	Caseload teachers	Dated and initialed teacher verification of folders signed out	PEP plan sign-out sheet	Ongoing
PEP Tool Completion	Caseload teachers will ensure that students under their supervision for <i>Consejos</i> will complete unfinished portions of PEP planning tool	Ongoing August 2017- May 2018	Caseload teachers	Caseload teachers will initial for PEP plan completion by students	PEP plan completion sheet	Ongoing
PEP Tool distribution for incoming students	Administrative secretary and administrative assistants and will ensure that students enrolling for the first time will complete their PEP planning tool	Ongoing August 2017- May 2018	Administrative secretary and administrative assistant	Administrative secretary and administrative assistant will ensure that incoming students complete their PEP planning tool and initial PEP plan completion checklist	PEP plan completion sheet	Ongoing
Administrative audit	Administrative secretary and administrative assistants will audit files for completion and flag all files where more work is required	Ongoing August 2017- May 2018	Administrative secretary and administrative assistant	More fully completed PEP planning tools	Completed student PEP Plans	Ongoing

PROPOSED: PEC Charter School Improvement Plan (SIP)

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Anthony Charter School
PROPOSED: PEC Charter School Improvement Plan (SIP)

6/11

Name of Charter School		Anthony Charter School		School State ID Number	556001	
Head Administrator		Jimmy Gonzalez		School Year	2017-2018	
Governing Board Approval Date		October 2, 2017		Submission Date	October 2, 2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	
				Socio-emotional learning/ SSIS assessment		
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
First administration and completion of Social Skills Improvement System (SSIS) assessment	1. Ensure that all students are given the SSIS assessment at the beginning of the semester during Consejos (advisory) class or as they enter (enroll) throughout the school year	Ongoing- August 2017- May 2018	<ul style="list-style-type: none"> Caseload teachers at beginning of school year after initial student enrollment Administrative secretary and administrative assistants for newly enrolling students that come in to the school as the year progresses 	Caseload teachers will sign off on class checklist for all students that have completed SSIS assessments	First semester SSIS Class completion checklist	Yet to be determined
	2. Perform internal audit on student files on a monthly basis during class to ensure that all portions and all enrolled students have completed SSIS assessment during Consejos class	Ongoing- August 2017- May 2018	<ul style="list-style-type: none"> Caseload teachers during Consejos class on a monthly basis Administrative secretaries prior to monthly distribution of student files to 	<p>Caseload teachers will ensure that student files are completed on a weekly basis and provide them with instruction to address portions not yet addressed or that might be lacking</p> <p>Caseload teachers will initial on a weekly SSIS checklist to ensure that all items are</p>	Weekly SSIS Checklist	Yet to be determined

Anthony Charter School
PROPOSED: PEC Charter School Improvement Plan (SIP)

7/11

			Consejos teachers to flag where deficiencies exist in student files	thoughtfully completed		
	3. Have incoming students fill in SSIS assessment in office once they enroll prior to attending first class	Ongoing- August 2017- May 2018	Administrative secretary and Administrative assistants	Administrative staff will indicate dates of completion of SSIS assessment for each student on SSIS checklist	SSIS completion checklist for newly enrolling students	Yet to be determined
Second administration and completion of SSIS assessment	1. Ensure that all enrolled students are given the second SSIS assessment two weeks before end of course finals during the second semester in their Consejos class	May 2018	<ul style="list-style-type: none"> Caseload teachers- for students already enrolled in classes Administrative staff- for incoming students that are new to the school 	Caseload teachers will administer and oversee student completion and sign off on class checklist for all students that have finished SSIS assessments	Second semester SSIS class completion checklist	Yet to be determined
	2. Use SSIS provided software packet to assess the degree to which student social skills attributes have improved throughout the school year	May 2018	Administrative secretary	<ul style="list-style-type: none"> List of comparative results of student SSIS assessment scores from first and second semesters 	SSIS determination of efficacy by grade level pre and post comparative study	Yet to be determined

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- Completion and evaluation of SIP results by CSD/PEC-May



ANTHONY CHARTER SCHOOL

Governing Council Meeting
 Monday October 02th, 2017
 At 6:15 pm
 Anthony Charter School
 780 Landers Rd
 Anthony, New Mexico 88021
 Ph: 575-882-0600 Fax: 575-882-2116

The mission of Anthony Charter School is to work with students and families to identify student abilities, both academically and social-emotionally, using a Personalized Education Plan as a pathway to ensure graduation.

Meeting Minutes

I. Call to Order

- a. GC President Wendler called the Governing Council Meeting to order at 6:17 pm.
- b. Introductory Comments
- c. Pledge of Allegiance- GC President Wendler
- d. Roll Call- by GC Secretary Quinonez called roll of the GC members

In attendance were ACS Council Members:

Charles Wendler, GC President- Present
 Barbie Garcia, GC Member- Present
 Maria Delgado, GC Member- Present
 Marina Perez, GC Member- Present
 Claudia Quinonez, GC Secretary- Present

Audit Committee

ACS Council Members Absent:

Rocio Rodriguez, GC Vice President- 1st Absent
 Elsa Johnston, GC Member- 1st Absent

A quorum of the Council Members of Anthony Charter School was determined

ACS Charter School Staff Present

Denise Marmolejo- Minute Recorder
 Jimmy Gonzalez
 Adrian Llanez- Athletic Director
 Kyle Hunt- The Vigil Group

Public in Attendance

NONE

- e. **Action Item: Approval of Agenda 10/02/2017-** A motion was made by Unanimous Consent to approve the agenda for 10/02/2017.
 Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado -aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call
 Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.

I. Board Items – President Charles Wendler**A. New Business**

1. **Action Item: Approval of Minutes 09/05/2017-** A motion was made by GC Member Garcia and second by GC Secretary Quinonez to approve the minutes for 09/05/2017. Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.
2. **Action Item: Approval of Financial Report for 09.30.2017-** President moved to table action item for financial report 09.20.2017 until next monthly meeting scheduled in November. A motion was made by GC President Wendler and second by GC Member Garcia to table the Action Item #2 until next board meeting. Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.
3. **Action Item: Approval of Senate Bill 9-** A motion was made by GC Member Perez and second by GC Member Garcia to approve the Senate Bill 9. Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.
4. **Action Item: Approval of Revised GC Calendar 17-18-** A motion was made by GC Secretary Quinonez and second by GC Member Garcia to approve the revised GC Calendar for 17-18. Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.
5. **Action Item: Approval of CSD Site Visit (Renewal Process)/ Approval of Charter Renewal Items Executive Session-** A motion was made by GC Member Garcia and second by GC Member Perez to approve the CSD Site Visit and Charter Renewal Items. Discussion: NA. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried.

Executive Session: President Wendler

President Wendler asked the GC members for a motion to convene into closed session. GC Member Perez move that the GC of Anthony Charter School move into closed session pursuant to Section 10-15-1(h)(2) of the New Mexico Open Meeting Act to discuss Personnel Matters, Legal Action and charter Renewal Items the motion was second by GC Member Garcia. Secretary takes roll call vote to move into closed session. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried. The motion carried. Votes: Favor 5, opposed 0 abstain 0., Time: **7:09 pm.**

President Wendler asked the GC Members for a motion to reconvene in Open Session and affirmed that all that was discussed in closed session were the items stated on the agenda and that no action was taken

GC Member Perez moved to reconvene in open session and affirmed that all that was discussed were the items identified on our agenda and that no action was taken the

motion was second by GC Member Garcia and affirmed that all that was discussed in closed session were the items stated on the agenda and that no action was taken. The motion carried. Vote: in favor: 5, opposed 0, abstain 0. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried The motion carried. Votes: Favor 5, opposed 0 abstain 0., President Wendler stated the time **7:46 pm** meeting back to open session.

- 6. Action Item: Approval of GC Member Elsa Johnston Resignation-**
A motion was made by GC President Wendler and second by GC Member Perez to table this item until next meeting. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried The motion carried. Votes: Favor 5, opposed 0 abstain 0.,

II. Information Item: Jimmy Gonzalez

1. Principal's Report for the Month of September- Mr. Gonzalez informed the GC Members about the upcoming CSD visit and encourage them to participate.

III. Public Input- Max of 3 minutes

Adjournment:

President Wendler announced the next GC meeting schedule for November 06, 2017 at 6:15 pm location at Anthony Charter School Cafeteria.

A motion was made by President Wendler to adjourn the meeting by unanimous consent. The motion passed unanimously. President Wendler- aye, GC Garcia-aye, GC Delgado –aye, GC Member Perez-aye, GC Secretary Quinonez- aye. Roll call Vote: in favor 5, Opposed 0, Abstain 0. The motion carried The motion carried. Votes: Favor 5, opposed 0 abstain 0. The meeting was adjourned at 7:59 pm.

11/6/17
(Date)

Claudia Quinonez
Claudia Quinonez, Governing Council
Secretary

(10/02/2017) Anthony Charter School Governing Council Minutes

Date Approved: 11/6/17

Signature: C. Wendler
Charles Wendler, Governance Council
President

Minutes Recorded by Denise Marmolejo

Horizon Academy West
PROPOSED: PEC Charter School Improvement Plan (SIP)

2/5

Name of Charter School		Horizon Academy West		School State ID Number	503-022	
Head Administrator		Cynthia Carter		School Year	2017-2018	
Governing Board Approval Date		9/28/17		Submission Date:	9/29/17	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement		Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	End of Year 23017-2018
		X-Although the instrument report for the last rated Performance Framework states that we met all academic goals, the school wants to improve in Reading, Math and Lowest 25% performing students.				
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
Reading-Academic	Collaborate at grade level for curriculum, assessments, and data.	All School Year 2017-2018 on a Monthly Basis	Teachers/istation	Progress monitoring through iStation.	School wide growth on Report Card 2018/ Student Data Folders with assessment reports	TBD
Reading-Academic	Use of leveled guided readers, CLOSE reading strategies, Text Based Questions	School Year 2017-2018	Classroom Teachers/Istation	Istation monitoring, Weekly fluency progress, DRA results	School wide growth on Report Card 2018/ Student Data Folders with assessment reports	TBD
	Collaborate at grade level for	All	Teachers/Istation	Progress monitoring through	School wide growth on	TBD

PROPOSED: PEC Charter School Improvement Plan (SIP)

Math-Academic	curriculum, assessments, and data.	School Year 2017-2018 on a Monthly Basis		iStation.	Report Card 2018/ Student Data Folders with assessment reports	
Math-Academic	Differentiated Tests, reteach, manipulatives,	School year 2017-2018	Classroom Teachers 1-5	100% of students proficient on My Math assessments with 80% or higher.	School wide growth on Report Card 2018/ Student Data Folders with assessment reports	TBD
25% lowest performing students-Academic	Students will receive additional RTI resources to enhance their reading skills based on the monthly Istation assessments, informal and formal observations made by the teacher daily.	All School Year 2017-2018 on a Monthly Basis	Teachers K-5	Progress monitoring through iStation.	School wide growth on Report Card 2018/ Student Data Folders with assessment reports	TBD
25% lowest performing students-Academic	Students receive additional RTI resources to enhance their mathematics skills based on the monthly Istation assessments and MyMath curriculum interventions	All School Year 2017-2018 on a Monthly Basis	Teachers K-5	Istation and/or My Math	School wide growth on Report Card 2018/ Student Data Folders with assessment reports	
25% lowest performing students-Academic	SAT recommendations	School year 2017-2018	Teachers K-5	Progress Monitoring for RTI	Student SAT referrals	TBD

- School Improvement Plan (SIP) process pursuant to *Charter School Contract*-Section 4.03 (a)

PROPOSED: PEC Charter School Improvement Plan (SIP)

- Timelines: 1) CSD Report on PF for schools-June 2) SIP to CSD/PEC-August 3) PEC Approves/Disapproves SIP-September
- **One (1)** Improvement Plan Template for **each** Performance Indicator identified as “Does Not Meet,” “Working to Meet Standard” or “Falls Far Below Standard”
- Outcomes of the charter school’s improvement must be evidenced with data
- Completion and evaluation of SIP results by CSD/PEC-May

HORIZON ACADEMY WEST
GOVERNING COUNCIL SPECIAL MEETING MINUTES
September 28, 2017 **Conference Room** **7:30 AM**

Officers: President, Storm Gonzalez Members: Alice Chavez, Secretary Christen Levan (Hagemann), Member Cecilia Webb, Member Carrie Rodriguez, Vice President <input type="checkbox"/> Non-voting	Guests: Cynthia Carter, Director <input type="checkbox"/> Diana Cordova, Business Manager <input type="checkbox"/> Olivia Flores, Assistant Director <input type="checkbox"/> Aaron Peak, Family Engagement Coordinator <input type="checkbox"/> Linda Stoffan, Teacher Representative <input type="checkbox"/>
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AGENDA

1. CALL TO ORDER – *Meeting called to order by Storm Gonzalez.*
2. ROLL CALL- *All members of the GC were present.*
3. APPROVAL OF AGENDA* *Cecilia Webb motioned to approve the agenda, second by Carrie Rodriguez.*
4. APPROVAL OF MINUTES* *Approval of minutes was tabled to be approved at the Regular Oct. meeting by Storm Gonzalez.*
5. PUBLIC FORUM[Ⓢ] 7:30 a.m. – *There was no one that signed up for public forum.*
- 6 Approval of the Charter Renewal* - *Carrie Rodriguez made the motion to approve the Charter Renewal application, Alice Chavez second the motion. All in favor – 4 all not in favor – 0 . (One member, Christen Hagemann abstained from voting due to training requirements)*
7. Improvement Plan* *Cecilia Webb motioned to approve the improvement plan, Alice Chavez second the motion. All in favor – 4 all not in favor – 0 (One member, Christen Hagemann abstained from voting due to training requirements)*
8. Directors report - *spoke on the process of the renewal application.*
9. CONCLUDING BUSINESS
 - a. Announcements - Governing council training, Oct. 28th was announced.
 - Next Regular Board Meeting, October 17, 2017 at 4:30 pm
 - b. Adjournment

*ACTION ITEM

[Ⓢ]TIMED ITEM

The Horizon Academy West Governing Council attempts to follow the order of items as listed; however, the order of specific items may vary from the printed Agenda. Public forum will be held at the time specified in the Agenda.

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend o participate in the hearing or meeting, please contact the Principal at Horizon Academy West at least one week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact the Office Manager at Horizon Academy West if a summary or other type of accessible format is needed.

PROPOSED: PEC Charter School Improvement Plan (SIP)

Name of Charter School		New Mexico Connections Academy		School State ID Number	554-001	
Head Administrator		Ramoncita Garcia		School Year	2017-2018	
Governing Board Approval Date		September 26, 2017		Submission Date	September 29, 2017	
Performance Framework Area for Improvement (Academic, Financial, Organizational) Specific Performance Indicator in Need of Improvement	Academic	Financial	Organizational	Deadline for Charter School to Demonstrate Improvement	June 2018	
	X					
Remediation Strategy(ies)	Action Step(s)	Timeline	Person/Program Responsible for Implementation	How will you demonstrate success of the Remediation Strategy(ies)	Outcome Evidence (Data)	Met/ Did Not Meet
70% of all HS FAY students will earn a minimum of 6 credits, or a lesser number for graduation, as measured in the EOY Grade Distribution Report and Progression Plans.	<p>Course Completion Calendar</p> <p>100% of severely credit deficient students will be placed on an academic success contract to ensure engagement</p> <p>All high school students enrolling will be placed on the appropriate graduation intervention tier.</p>	<p>Quarterly</p> <p>Upon Enrollment</p>	<p>Teachers/Advisory /Administration</p> <p>Counselor/ Advisory/ and Administration</p> <p>Advisory/Counseling, /Teachers, and Administration</p>	<p>70% Successful Course Completion</p> <p>Successful completion of Success Contract DV</p> <p>70% successful course completion.</p>		
80% of students enrolled in credit recovery course (grad point) will	<p>All off cohort students will be assigned the appropriate credit recovery courses</p> <p>100% of severely credit deficient students will be placed on an</p>	Upon enrollment	Advising/Counseling and Content Area Teachers	<p>Successful completion of credit recovery courses</p> <p>Successful completion of Success Contract DV.</p>		

PROPOSED: PEC Charter School Improvement Plan (SIP)

earn the attempted credit	academic success contract to ensure engagement			MOY data EOY data		
90% of all FAY Students, less graduating seniors, will have at least two PLP entries confirmed in the EOY PLP DV. 100% of graduating Seniors must have completed their Next Step Plan in accordance with State Requirement, and have them recorded and Progression Plan updated.	Identify FAY students Review accurate recording of PLP entries with staff. Id graduating senior students with Progression Plan Conduct training on the process for recording CBAs Review Quarterly	Quarterly	Advisory/ Counseling, Teachers, and Administration	Audit PLP and Next Step plans in February 2018. MOY data EOY data		
All full academic year students for grades 4-8 will maximize their potential in one academic year by applying	<ul style="list-style-type: none"> Teach precise mathematical vocabulary to support student problem solving in intervention-based LiveLesson sessions Use additional LiveLesson and tutoring sessions to support and extend 	Quarterly	Teachers, and Administration	Higher LEAP scores by students MOY data EOY data		

PROPOSED: PEC Charter School Improvement Plan (SIP)

strategies and skills as addressed on the Longitudinal Evaluation of Academic Progress® (LEAP) in Math..	<p>our differentiation of mathematical problem solving</p> <ul style="list-style-type: none"> • Use instructional strategies consistently (thinking routines, academic conversations, questioning strategies) that require all students to make their thinking visible in Content Based Assessments (CBAs) and assessments • Include visual models and real life application of problem solving including number bonds, tape diagrams, number lines, pictures, and real world examples in LiveLesson and tutoring sessions • Identify students not likely to score proficient on state assessments by end of the first quarter and develop a personalized intervention plan to address the identified areas of deficiency • Establish and implement common grading practices and assignment expectations 					
All full academic year students (as defined by New Mexico accountability system definitions) for grades 4 thru 8 will maximize	<ul style="list-style-type: none"> • Implement small group instruction in both reading and writing LiveLesson sessions • Use interactive “read-alouds” to model comprehension strategies and academic conversations • Teach “close reading” in every reading LiveLesson unit in grades 4-6 	Quarterly	Teachers, and Administration	<p>Higher LEAP scores by students</p> <p>MOY data EOY data</p>		

PROPOSED: PEC Charter School Improvement Plan (SIP)

<p>their potential in one academic year by applying strategies and skills as addressed on the Longitudinal Evaluation of Academic Progress® (LEAP) in reading.</p>	<ul style="list-style-type: none"> • Continue to provide guided observations in both reading and writing LiveLesson sessions to improve focus lessons, conferences, and small group instruction in grades 4-6 • Continue to implement grade level inquiry LiveLesson sessions based on the areas of deficiency outlined by the previous school year PARCC data in all grades • Provide increased instruction in, and opportunities for, student writing about reading in all grades • Consistently use instructional strategies (thinking routines, academic conversations, questioning strategies) that require all students to make their thinking visible in all grades • Integrate science and social studies curriculum into both reading and writing LiveLesson sessions, providing students with more opportunities to engage with informational texts across curriculum areas in all grades • Identify students not likely to score proficient on state assessments by end of the first quarter and develop a personalized intervention plan to address the identified areas of deficiency 					
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PROPOSED: PEC Charter School Improvement Plan (SIP)

	<ul style="list-style-type: none">Establish and implement common grading practices and assignment expectations					
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- Completion and evaluation of SIP results by CSD/PEC-May



APPROVED 10/31/2017

**New Mexico Connections Academy (NMCA)
MINUTES OF THE GOVERNING COUNCIL MEETING**

Tuesday, September 26, 2017 at 9:00 a.m. MT

Held at the following locations and via teleconference:

4001 Office Court, Suite 201-204
Santa Fe, NM 87507
and
4801 Hardware Dr. NE
Albuquerque, NM 87109

I. Call to Order and Roll Call

Mr. Boitano called the meeting to order at 9:08 a.m. when all participants were present and able to hear each other. The school location was open to the public. Mr. Boitano conducted a Roll Call.

Governing Council Members Present: Mark Boitano (in person at Albuquerque location); Jerry Schalow and Paul Gessing (via phone);

Governing Council Members Joined During Meeting: Patrick Chavez (via phone);

Guests Present: Ramoncita Garcia, School Principal; Justine Vigil, School Business Manager; Mari Adkins, School staff (in person at Albuquerque location); Debbie Vigil, Amy Earle, and Tammy Woffinden, School staff; Lupita Martinez, Governing Council candidate (in person at the Santa Fe location); Jean Woodward, Julieann Quintana, Shawna Sanchez, Jolene Ortiz, Jennifer Lawson, Christine May, Jolene Lenora, Laci Lockwood and Craig Lockwood, School staff; Anna Harb, Governing Council candidate; Bryce Adams, Jay Ragley, Tanya Lee, Ray Lambert, and Kristin DeGroff, Pearson Online & Blended Learning (POBL) staff (via phone).

II. Routine Business

a. Approval of Agenda

Mr. Boitano asked the Governing Council to review the Agenda distributed prior to the meeting. There being no changes, a motion was made by Mr. Schalow and seconded by Mr. Gessing as follows:

RESOLVED, that the Agenda for the September 26, 2017 New Mexico Connections Academy Governing Council Meeting, as presented, is hereby approved.

The motion passed unanimously.

III. Public Comment

There were no comments at this time.

IV. Nominating Committee Report**a. Consideration of Governing Council Member Candidate, Lupita Gurulè Dè Martinez**

Mr. Boitano provided the Governing Council with brief background information on the candidate being brought to the Governing Council for consideration, including the reasons she has expressed interest in joining the Governing Council.

[Mr. Chavez joined the meeting at 9:15 a.m.]

Ms. Gurulè Dè Martinez introduced herself, and provided a brief description of her background as a parent at the school. Governing Council members discussed Ms. Gurulè Dè Martinez's background and candidacy. Mr. Boitano recommended Ms. Gurulè Dè Martinez for appointment. There being no further discussion, Mr. Gessing made the following motion and it was seconded by Mr. Schalow as follows:

RESOLVED, that the appointment of Lupita Gurulè Dè Martinez as a Governing Council Member for a term through the 2018 Annual Meeting, subject to any and all regulatory approvals, as presented, is hereby approved.

The motion passed unanimously.

Ms. DeGross reminded the Governing Council that pending Ms. Gurulè Dè Martinez's completion of new Board member training, Ms. Gurulè Dè Martinez's would abstain from voting on all items during the meeting.

b. Consideration of Governing Council Member Candidate, Anna Harb

Mr. Boitano noted the Governing Council's intent to consider this item later in the agenda, to allow for Ms. Harb to join the meeting.

c. Approval of Governing Body Membership for the 2017-2018 School Year

Mr. Boitano noted the Governing Council's intent to consider this item later in the agenda, following the consideration of Ms. Harb's candidacy.

V. Oral Reports**a. Principal's Report**

Ms. Garcia reviewed with the Board the Monthly School Report, as included in the Governing Council package in detail.

i. Update on Back to School Activities, Staffing, and Enrollment

Ms. Garcia discussed with the Governing Council recent back to school activities. She also reviewed the current enrollment numbers for the school, noting trends and projections for the coming month.

Ms. Garcia introduced Ms. Adkins to the Governing Council, who provided a brief update on special education procedures at the school.

[Ms. Harb joined the meeting at 9:39 a.m.]

Mr. Biotano introduced Ms. Harb to the Governing Council, and reviewed her background as a parent of a student at the school. Ms. Harb provided a brief overview of her previous employment and desire to work with the Governing Council. The Governing Council thanked Ms. Harb for her time.

[Ms. Harb left the meeting at 9:48 a.m.]

ii. School Grading Report Card Improvement Plan

Ms. Garcia reviewed the school report card results from previous academic years, and asked Mr. Lockwood to provide an overview of the School Grading Report Card Improvement Plan for the Governing Council.

Mr. Lockwood introduced the format and process for creation of the Improvement Plan, as well as the staff and administration's input for the Plan.

Ms. Lockwood advised the Governing Council on the anticipated strategies to be used throughout the school year to improve on all areas of the school report card. Governing Council members discussed the Plan in detail with Mr. and Ms. Lockwood, and requested further information on followthrough procedures for the plan.

[Ms. Lockwood left the meeting at 10:26 a.m.]

iii. Renewal Application Site Visit Update

Ms. Garcia provided the Governing Council with an update on the upcoming Renewal Application site visit, scheduled to be held in mid-October. She reviewed the timing of the interview sessions with school staff, parents, and Governing Council members, and requested Governing Council attendance for the interviews.

b. Financial Report

Ms. J. Vigil reviewed the school's financial statements in detail, including the check register, revenue and expense statements, as well as the school's forecast for the school year based on enrollment trends with the Governing Council.

Mr. Schalow advised that a member of the community, Mr. Kelly Wainwright, has been submitted as a member of the Audit Committee, per the necessary requirements. Ms. Gurulé Dè Martinez noted her interest in filling the parent role on the Audit Committee, if permissible.

i. Finance Committee Updates and Recommendations for Approval

1. Approval of Connections Academy of New Mexico, LLC Invoices for August

Mr. Schalow reviewed the August invoice as drawn from the financial report provided in the meeting materials, and reviewed earlier in the meeting. He advised that he reviewed the invoice and found it to be in order and asked the Governing Council whether they had any questions on the invoice or if any items required further explanation. There being no further discussion, Mr. Schalow made the following motion and it was seconded by Mr. Gessing as follows:

RESOLVED, that the Connections Academy of New Mexico, LLC invoices for August in the amount of \$416,925.00, as presented, is hereby approved.

The motion passed unanimously.

[Ms. Lawson left the meeting at 10:36 a.m.]

2. Approval of Budget Adjustment Reports (BARs)

a. 554-000-1718-0002-I 14000

Ms. J. Vigil provided an update on the budget adjustment reports, as included in the Governing Council materials. There being no further discussion, Mr. Schalow made the following motion and it was seconded by Mr. Gessing as follows:

RESOLVED, that the Budget Adjustment Report: 554-000-1718-0002-I 14000, as presented, is hereby approved.

The motion passed unanimously.

3. Approval of Agreement with Sparkle Maintenance, Inc.

The Governing Council reviewed the Agreement with Sparkle Maintenance, Inc., as included in the meeting materials. There being no further discussion, Mr. Schalow made the following motion and it was seconded by Mr. Gessing as follows:

RESOLVED, that the Agreement with Sparkle Maintenance, as presented, is hereby approved.

The motion passed unanimously.

[Ms. Woodward, Ms. Earle, Ms. Lenora, and Ms Ortiz left the meeting at 10:39 a.m.]

VI. Consent Items

Mr. Boitano asked the Governing Council members whether there were any items from the Consent Items that they wished to have moved to Action Items for discussion, or tabled. There being no items removed from the Consent Items, a motion was made by Mr. Schalow and seconded by Mr. Gessing as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the August 29, 2017 Meeting; and
- b. Approval of Revision(s) to the 2017-2018 School Year State Specific School Handbook: Truancy Procedures; are hereby approved.

The motion passed unanimously.

[Ms. May left the meeting at 10:42 a.m.]

VII. Action Items

a. Approval of Submission of Charter Renewal Application

Mr. Boitano presented this item to the Governing Council, and advised that the application had been reviewed by legal counsel, Sue Fox.

Mr. Adams provided a brief update on the process for submission of the application, as well as the timeline for final review by the Public Education Commission (PEC). Governing Council members discussed the Charter Renewal Application in detail. There being no further discussion, a motion was made by Mr. Gessing and seconded by Mr. Schalow as follows:

RESOLVED, the submission of the Charter Renewal Application, as discussed, is hereby approved.

The motion passed unanimously.

Legislative Update

At the request of the Governing Council, Mr. Adams provided an update on legislative matters that may impact the school.

b. Approval of School Focus Goals for the 2017-2018 School Year

Ms. Garcia reviewed the school focus goals for the 2017-2018 school year included in the Board package with the Governing Council. She advised that the staff worked closely with school leadership and Pearson Online & Blended Learning (POBL), formerly Connections Education, on establishing the school goals. She further advised the Governing Council that the school goals represent the major driver for the staff incentive plan. There being no further discussion, a motion was made by Mr. Schalow and seconded by Mr. Gessing as follows:

RESOLVED, that the school focus goals for the 2017-2018 school year, as presented, are hereby approved.

The motion passed unanimously.

c. Approval of PEC Improvement Plan

Ms. Garcia presented this item to the Governing Council. She reviewed the basis for the Improvement Plan, as well as the correlation with the school's improvement plan and charter goals. There being no further discussion, a motion was made by Mr. Schalow and seconded by Mr. Gessing as follows:

RESOLVED, that the PEC Improvement Plan, as presented, is hereby approved.

The motion passed unanimously.

[Mr. Adams left the meeting at 10:54 a.m.]

VIII. Information Items

a. Update on Staffing

Ms. Garcia reviewed the Staffing Report included in the meeting materials with the Governing Council and provided an update on staffing levels. The Governing Council discussed staffing levels with Ms. Garcia.

b. Legislative Update

This item was discussed earlier in the meeting.

c. Parter School Leadership Team Update

Mr. Lambert presented to the Governing Council on behalf of Pearson Online & Blended Learning's (POBL), School Leadership Team.

i. Quarterly Metrics Update

Mr. Lambert reviewed the document outlining the planned format and data to be included in the school year's School Metrics reports.

d. Governing Council Self Evaluation

Mr. Boitano briefly reviewed the self evaluation, as recently completed by all required Governing Council members. The Governing Council noted their intent to discuss the self evaluation in greater detail at a future meeting.

[Mr. Lockwood left the meeting at 10:59 a.m.]

e. 2017-2018 Items for Board Consideration

Ms. DeGross reviewed the outline of items planned to be presented for Governing Council consideration throughout the current school year. She further advised the Governing Council that the document was fluid, and items may be included, omitted, or considered on a varied timeline based on a number of factors, including state submission and enrollment deadlines, as well as school need for student support.

f. Curriculum Town Hall Reminder

Ms. DeGross reminded the Governing Council of the timing of the upcoming Curriculum Town Hall presentation, and encouraged Governing Council members to attend.

Consideration of Governing Council Member Candidate, Anna Harb

Mr. Boitano reminded the Governing Council of the discussion with Ms. Harb held earlier in the meeting. Governing Council members discussed Ms. Harb's background and candidacy. Mr. Boitano recommended Ms. Harb for appointment, and reminded the Governing Council that pending Ms. Harb's completion of new Board member training, she would abstain from voting during the meeting. There being no further discussion, Mr. Schalow made the following motion and it was seconded by Mr. Gessing as follows:

RESOLVED, that the appointment of Anna Harb as a Class 1 Governing Council Member for a term through the 2018 Annual Meeting, subject to any and all regulatory approvals, as presented, is hereby approved.

The motion passed unanimously.

Approval of Governing Body Membership for the 2017-2018 School Year

Mr. Boitano presented this item to the Governing Council. He reviewed the requirements contained within the Governing Council Bylaws and Charter Contract, and noted the intent of the Governing Council to maintain the current membership of six members throughout the 2017-2018 school year. There being no further discussion, a motion was made by Mr. Schalow and seconded by Mr. Gessing as follows:

RESOLVED, that the Governing Body Membership for the 2017-2018 school year to be maintained with six (6) members, as discussed, is hereby approved.

The motion passed unanimously.

IX. Adjournment and Confirmation of Next Meeting - Tuesday, October 31, 2017 at 9:00 a.m. MT

Mr. Boitano noted that the Governing Council was at the end of its agenda and that the next meeting is scheduled to be held on Tuesday, October 31, 2017 at 9:00 a.m. MT. At 11:04 a.m., Mr. Schalow made the following motion and it was seconded by Mr. Gessing as follows:

RESOLVED, that the adjournment of the New Mexico Connections Academy, Inc. September 26, 2017 Governing Council meeting, as discussed, is hereby approved.

The motion passed unanimously.

From: [Peterson, Elisabeth, PED](#)
To: [Poulos, Katie, PED](#); [Pelayo, Icela, PED](#); [DelRosario, Baylor, PED](#)
Cc: [Martinez, Severo, PED](#); [Montoya, Debbie, PED](#)
Subject: Taos International Charter 90-Day Plan Follow Up
Date: Thursday, January 04, 2018 10:09:19 AM
Attachments: [90 Plan 11-4-2017.pdf](#)
Importance: High

Good morning and Happy New Year!

We have received a call from Ms. Nadine Vigil regarding her NM DASH Plan and the changes made based on feedback from the external reviewer. Ms. Vigil has expressed that she is wanting to use this plan as a part of her appeal from the December 14, 2017 hearing.

Due to the sensitivity of this appeal, we are highlighting this for your to continue the conversation with Ms. Vigil.

Best,
Elisabeth

-----Original Message-----

From: Martinez, Severo, PED
Sent: Wednesday, December 27, 2017 4:13 PM
To: Pelayo, Icela, PED
Cc: Peterson, Elisabeth, PED
Subject: FW: [Fwd: 90 day plan 12-20-17]

Good afternoon,

I received the attached plan. Is this a plan you want me to review or will someone from your team review?

-----Original Message-----

From: Nadine M. Vigil [<mailto:director@taosinternational.org>]
Sent: Thursday, December 21, 2017 3:32 PM
To: Martinez, Severo, PED
Subject: [Fwd: 90 day plan 12-20-17]

----- Original Message -----

Subject: [Fwd: 90 day plan 12-20-17]
From: "Nadine M. Vigil" <director@taosinternational.org>
Date: Wed, December 20, 2017 3:28 pm
To: "Martinez, Severo, PED" <Severo.Martinez@state.nm.us>

----- Original Message -----

Subject: 90 day plan 12-20-17
From: 1first@taosinternational.org
Date: Wed, December 20, 2017 2:46 pm
To: director@taosinternational.org

Severo,

Here is our 90 day plan. Sorry I hadn't sent it to you. We have been busy with the renewal process. Please let me know if I need anything else.

Please confirm that you received it.

Thanks,

Nadine M. Vigil, Head administrator/Director Taos International School
575.751.7115

From: [PSB, PED, PED](#)
To: [Vigil, Nadine](#)
Cc: [Pelayo, Icela, PED](#); [Martinez, Severo, PED](#); [Poulos, Katie, PED](#); [Southworth, Margaret, PED](#); [DelRosario, Baylor, PED](#)
Subject: Taos International - NM DASH Feedback Tool
Date: Friday, November 03, 2017 12:09:53 PM
Attachments: [Taos International Feedback Tool .docx](#)

Good Morning,

Upon review of your 90 Day plan, it **has not met** the requirements for submission to the online NM Dash system (13 or greater indicators in solid progress, 3 or fewer in Limited Progress, and 0 not Evident).

Attached you will find the feedback tool with your ratings per step. The reviewer has included feedback on how to improve your plan. Please address the feedback that has been provided. If you would like a second review of your plan, once your plan has been changed, please submit it to Severo Martinez at severo.martinez@state.nm.us ASAP. Keep in mind you will not be receiving a login to NM DASH until your plan has met the requirements.

If you have any questions, please feel free to contact Severo Martinez at severo.martinez@state.nm.us.

Best,

Patricia "Kitty" Montoya
NMPED
505-827-3671



NM PED Calibration Review
Date: 11/2/17
Reviewer Code: 002

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

District: Taos International
School:
Date:
Completed By:

To enter into DASH...		
Solid Progress	Limited Progress	Not Evident
13 or greater/ of 16	3 or fewer of 16	0

Your plan (as reviewed by your district designee):		
Solid Progress	Limited Progress	Not Evident

PED review:		
Solid Progress	Limited Progress	Not Evident
9	7	

Overall comment:

The PED reviewer finds that this Offline Planning Process Workbook has 9 indicators Solid Progress, 7 Limited Progress, and 0 Not Evident. The plan does not meet the minimum criteria of 13 or greater of 16 indicators Solid Progress and no Not Evident. Please consider the feedback provided below each indicator rated less than Solid Progress when creating the Fall 2017 90-day Plan. Fall 2017 90-day Plans will be due online in early September 2017.

NM PED Reviewer comments in RED

<u>Step 1 - Build Core Team</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
Diverse backgrounds and viewpoints NM PED Review Determination: Solid Progress	In addition to principal and district representative, the core team includes teachers or instructional leaders likely to bring different viewpoints to discussions and a clear rationale for selection is provided.	In addition to principal and district representative, the core team includes teachers or instructional leaders and a rationale for selection is provided.	The core team consists of principal, district representative, and/or teachers or instructional leaders. A rationale for selection may or may not be provided.	Shows lack of attempt or action OR No district representative is identified.

Representation ¹ NM PED Review Determination: Solid Progress	The core team has full representation from across grade levels, of the student body (including subgroups), and community.	The core team has representation from two of the following : across grade levels, of the student body (including subgroups), and community.	The core team has limited representation from across grade levels, of the student body (including subgroups), and/or community.	Shows lack of attempt or action
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Step 1 Reflections and Feedback:

Core team reflects all school stakeholders and rationale is complete..

Step 2 – Analyze Data & Set Student Achievement Goals	Exemplary	Solid Progress	Limited Progress	Not Evident
Summative goals NM PED Review Determination: Limited Progress	In addition to the indicators for solid progress, an optional third goal has been identified based on deep data analysis (e.g. subgroup achievement, attendance rates).	Measurable summative student achievement goals have been identified in both ELA and math using the most recent available baseline data.	Measurable summative student achievement goals have been identified in ELA and/or math.	Shows lack of attempt or action
Benchmark goals ² NM PED Review Determination: Limited Progress	Benchmark goals to monitor progress are clearly articulated in both ELA and math, align with summative goals, and are connected to the most current interim assessment data.	Benchmark goals to monitor progress are clearly articulated in both ELA and math, align with summative goals, and are connected to interim or formative assessment data.	Benchmark goals to monitor progress are articulated in both ELA and/or math.	Shows lack of attempt or action
SMART: Specific, Measurable, Ambitious & Attainable, Relevant, Time-bound NM PED Review Determination: Limited Progress	Summative and benchmark goals have been written to satisfy all SMART criteria and create a sense of focus and urgency towards action.	Summative and benchmark goals have been written to satisfy all SMART criteria.	Summative and benchmark goals have been written to satisfy 4 or fewer SMART criteria.	Shows lack of attempt or action

Step 2 Reflections and Feedback:

To meet Solid Progress, the Workbook for indicator Summative goals: Taos International School should consider using PARCC data, MAP, Istation, attendance, teacher made tests, and/or any other data available. List data from previous year(s) separate from the Student Achievement Goals.

To meet Solid Progress, the Workbook for indicator Benchmark goals: Taos International School should consider looking at dates of benchmark assessments throughout the year and provide target scores for each of those dates. This provides opportunity for teachers to look at re-teach,

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

² For assessment requirements and best practices, access: <http://ped.state.nm.us/assessmentaccountability/assessmentevaluation/2015/Test%20Graph%202016.pdf>

interventions and RtI periodically to be sure they are on target for the end of the year. Also, Math benchmark goals and yearly goals appear to be conflicting. Please review the data and goals again.

To meet Solid Progress, the Workbook for indicator SMART goals: LMCHS provided a chart showing Cohort goals for 2017-2018 but goals were not written in SMART goal format. If more information is needed on writing SMART goals, PED has a document "Getting smart about SMART goals" on the Priority Schools Bureau of the PED website.

Step 3 – Focus Areas	Exemplary	Solid Progress	Limited Progress	Not Evident
High leverage and aligned NM PED Review Determination: Solid Progress	The 2-3 highest-leverage focus areas selected are aligned to deep data analysis and include qualitative and quantitative evidence.	The 2-3 focus areas selected are aligned to data analysis and include qualitative and/or quantitative evidence.	2-3 focus areas are selected.	Shows lack of attempt or action

Step 3 Reflections and Feedback:

Taos International School did a good job of reviewing the 10 focus areas, listing data and picking the 3 highest-leverage focus areas based on both qualitative and/or quantitative evidence. Taos International should consider the use of more quantitative evidence. What is your quantitative data regarding Observation/Feedback cycles and Data Driven Instruction?

Step 4 – Root Cause Analysis	Exemplary	Solid Progress	Limited Progress	Not Evident
Clear hypothesis NM PED Review Determination: Solid Progress	Each focus area has a clear hypothesis of the deepest underlying root cause or causes of school performance challenges that will result in a substantial reduction of the performance challenge.	Each focus area has a clear hypothesis of the underlying root cause or causes of school performance challenges.	Some or all of the focus areas have a hypothesis of the cause or causes of school performance challenges.	Shows lack of attempt or action
Evidence to support NM PED Review Determination: Solid Progress	Root causes seem to have been generated through thoughtful analysis of qualitative and quantitative data and are supported by evidence.	Root causes seem to have been generated through thoughtful analysis of qualitative and/or quantitative data.	Root causes are identified, but are not connected to data analysis.	Shows lack of attempt or action

Step 4 Reflections and Feedback:

Taos International School should consider including qualitative data as evidence to support your hypothesis.

Step 5 – Desired	Exemplary	Solid Progress	Limited Progress	Not Evident
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Outcomes & Critical Actions				
<i>Desired Outcomes</i> – observable changes in adult behavior NM PED Review Determination: Limited Progress	Each focus area has a 90-day desired outcome identifying the specific observable change(s) in adult behaviors, which creates focus and urgency toward action.	Each focus area has a 90-day desired outcome identifying specific observable change(s) in adult behavior.	Desired outcomes do not identify specific observable changes in adult behavior.	Shows lack of attempt or action
<i>Desired Outcomes</i> – specific focus on student achievement NM PED Review Determination: Limited Progress	Each desired outcome is specific in focus and should logically result in increased student achievement.	Each desired outcome is specific and there is a clear connection between desired outcomes and a focus on increasing student achievement.	The desired outcomes lack specificity about the observable changes in adult behavior. There is no clear connection between desired outcomes and a focus on increasing student achievement.	Shows lack of attempt or action
<i>Critical Actions</i> – sense of urgency toward action NM PED Review Determination: Limited progress	For each focus area, critical actions promote a sense of urgency toward addressing root cause(s) and achieving the desired outcome.	For each focus area, critical actions address clear underlying root cause(s) and are connected to achieving the desired outcome.	It is not clear how critical actions will result in achieving the desired outcome in 90 days.	Shows lack of attempt or action
<i>Critical Actions</i> – person(s) responsible for completing actions NM PED Review Determination: Solid Progress	Responsibility for action items are strategically owned by various school/district individuals.	Each critical action identifies a person responsible.	It is not clear who is responsible for completing each critical action.	Shows lack of attempt or action
<i>Critical Actions</i> – timelines and resources NM PED Review Determination: Solid Progress	All critical actions have a clear timeline and identify resources needed to support them, including funding sources.	All critical actions have a clear timeline and identify resources needed to support them.	Critical actions do not identify timelines and/or needed resources.	Shows lack of attempt or action

<u>Step 5 Reflections and Feedback:</u> To meet Solid Progress, the Workbook for indicator Desired Outcomes/observable change in adult behavior: specific observable changes in adult behavior needs to be articulated. (Example for Standard/Curriculum Alignment: At the end of this 90-day plan, 100% of teachers will reference aligned Common Core State Standard in lesson plans.) (Example for Data-driven instruction: At the end of this 90-day plan, 100% of teachers will have evidence of data analysis from short cycle assessment given to students and the modifications in lesson plans to address student lack of understanding.) (Example for Collaboration: 100% of teachers will attend PLC meeting prepared for topic discussions.) To meet Solid Progress, the Workbook for indicator Desired Outcomes/specific focus on student achievement: Taos International School should consider tying all goals to student achievement. During walkthroughs, 100% of the teachers will demonstrate the use of 3 or more high yield strategies learned during PD to increase student learning. To meet Solid Progress, the Workbook for indicator Critical Action/sense of urgency toward actions: Taos International School should consider specifying timelines in order to show urgency and allow for accountability data.				
<u>Step 6 – Monitor Implementation</u>	Exemplary	Solid Progress	Limited Progress	Not Evident
Progress Indicators NM PED Review Determination: Limited Progress	Strategically selected progress indicators identify the metrics and evidence used to measure progress toward desired outcomes and goals.	All progress indicators identify the metrics and evidence used to measure progress toward desired outcomes and goals.	Some progress indicators have been identified, and they may or may not include metrics or evidence used to measure progress toward desired outcomes and goals.	Shows lack of attempt or action
Potential Adjustments to the 90-day Plan NM PED Review Determination: Solid Progress	For all progress indicators, potential adjustments are identified based on possible accelerated progress and unanticipated barriers.	For most progress indicators, potential adjustments are identified based on possible accelerated progress or unanticipated barriers.	For some progress indicators, potential adjustments are identified based on possible accelerated progress or unanticipated barriers.	Shows lack of attempt or action
System to Monitor NM PED Review Determination: Solid Progress	The system to monitor implementation clearly details the procedure, timelines, and persons responsible.	The system to monitor implementation identifies the procedure, timelines, and/or persons responsible.	The system to monitor implementation identifies one or more of the following: the procedure, timelines, and/or persons responsible.	Shows lack of attempt or action
<u>Step 6 Reflections and Feedback:</u> To meet Solid Progress, the Workbook for indicator Progress Indicators: Taos International School should consider listing metrics and evidence that will be used to measure progress. LMCHS, please consider using the 30/60/90 day reflective guides available on DASH resource site to help focus monthly core team meetings.				

From: [Southworth, Margaret, PED](#)
To: [Vigil, Nadine](#)
Cc: [Pelayo, Icela, PED](#)
Subject: RE: 90 day plan
Date: Monday, October 16, 2017 1:04:21 PM

Good Afternoon Nadine~

I thank you for sending the NM DASH Offline Planning Process Workbook for Taos International School. I am going to ask you to please send it also to this email address: ped.psb@state.nm.us. That way it will be properly logged with Priority Schools Bureau (PSB) and you will receive feedback from our bureau. Today, October 16th, is the deadline for submitting your Workbook to PSB.

I'm sorry not to have responded sooner. I have been working in the field with limited access to email. I'm actually in Albuquerque today but wanted to get this message out to you so you can get your plan submitted and logged as 'on time'.

Please let me know if you have any difficulty with this or need further assistance from me.
~Meghan

cc: Icela Pelayo

Margaret (Meghan) Southworth
Priority Schools Bureau
300 Don Gaspar Rm #121
Santa Fe, NM 87501
(505) 827-6472
Margaret.Southworth@state.nm.us

-----Original Message-----

From: Nadine M. Vigil [mailto:director@taosinternational.org]
Sent: Monday, October 16, 2017 9:38 AM
To: Southworth, Margaret, PED
Subject: 90 day plan

Margaret,
Here is Taos International School's NMDASH 90 day plan. Please let me know if you need anything else from us.

Thanks,
Nadine M. Vigil, Head Administrator/Director Taos International School
575.751.7115



**New Mexico 90-day Plan
Offline Planning Process Workbook**

ANNUAL PLAN

Step 1 – Build Core Team

With district support, the school leader(s) identify critical members to bring together as a team to co-construct the school vision for dramatic change and establish a 90-day Plan that will increase achievement for all students.

Guiding Questions –

✓ District Level:

- To what extent does the district representative need to be involved in the planning process?
- Should Core Teams look the same at every school?

✓ School Level:

- To what extent does the Core Team represent diverse backgrounds and viewpoints, in order to consider challenges from many perspectives?
 - Are there representatives from across grade levels?
 - Is the group representative of the student body and community?
 - Is the Core Team the same as the school leadership team?
 - Are the strongest teacher-leaders on the Core Team?

Core Team Notes

Team Member	Position	<u>Rationale:</u> What strengths/perspective does this person bring to the team? How will including this individual help the team address the school's current reality?
Nadine M. Vigil	Head Administrator/ Director	Third year as Head Administrator/Director at Taos International. Has been a Principal/Director for six years. Teacher for 30 years. Level III teacher and holds a Masters in Ed. Leadership with a bilingual, TESOL and Modern and Classical Languages endorsements.
Rosalie Ziccarello	IB Coach/Music Teacher	Level III teacher. Bachelor and Masters are in Early Childhood. Ed Specialist degree in Elementary Education. Twenty-three years teaching K-6 th , with TESOL and Music Endorsement. Currently IB Coordinator, so is becoming knowledgeable about the IB unit processes and collaboration.
Lynell Vigil	TECH/STARS	Third year as TECH/STARS. Lynell has numerous years' experience in technology. She is adept at data analysis.



Mary Ann Martinez	2 nd Grade Teacher	Currently a second grade teacher, Assistant Director. Level III teacher, with 20 years' experience. She has acted as our summer program K3+ Director. Holds a Bilingual and TESOL endorsement and an Administrative license. She has taught across grade levels, K-3rd grade. She has become knowledgeable with I-station, setting goals, and data analysis, and is adept at mentoring and training staff.
Janell Farwell	4 th Grade Teacher	Twenty-one years of teaching experience. Currently a 4 th grade teacher. She is a Level III teacher with a bilingual and TESOL endorsement She is knowledgeable with PARCC assessment and knows the processes for disaggregating data to share with the community.
LeAnn Archuleta	Exceptional Programs Teacher	Level II teacher with a bachelor's in K-8 elementary education. A license in K-12 Special Education. A master's in Organizational Learning In Technology (OLIT)
Gerrit VanEvery	5 th Grade Teacher	Level II teacher with Bilingual, TESOL, and Modern Classical Languages endorsements. Prior to coming to our school, he taught a 3-5 multi-age class, and has complete working knowledge of CCSS 3-5 and curriculum development.
Deborah Branchal	1 st Grade Teacher	Level III, with a Master's in Ed. Leadership, and was a Title I teacher, and is knowledgeable in working the NM Dash system with a prior school.
Carla Romero	Governing Counsel Chair	A member of the community, and aunt to two of our students, Carla has been instrumental in assisting our students in Science Fair, having won state championships in middle and high school. She is dedicated to the success of our school.
Brendan Rotman	7 th grade Math/Science	Level I teacher with Masters in Elementary Education. Holds Bilingual and TESOL Endorsements. Very knowledgeable in GLAD strategies and in Math instruction.

Step 2 – Analyze Data & Set Student Achievement Goals

With the core team, analyze student achievement data (e.g. interim assessment results, common formative assessments, student work samples, summative results). Through deep data analysis and reflection, set summative student achievement goals for ELA and math. An optional third goal may be identified based on deep data analysis (e.g. subgroup achievement, attendance rates).

Once summative goals have been established, set benchmark goals to monitor progress toward summative goals. Benchmark goals should be clearly articulated in both ELA and math (and for an optional third goal), align with summative goals, and be connected to the most current interim or formative assessment data.

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

Student Achievement Goals



Grade/Subject Area	2016-2017 PARCC Results	2017-2018 PARCC Goals	<u>Benchmark Goals:</u> How will you know you are on track to meet your summative student achievement goals?
3 rd Grade ELA	0% Proficient	12% Proficient	Increase in BOY Istation from 28% at grade level to 40% at MOY.
4 th grade ELA	(no 4 th grade class)	15% Proficient	Increase in BOY MAP from 15% at grade level to 30% at MOY.
5 th grade ELA	(no 5 th grade class)	20% Proficient	Increase in BOY MAP from 29% at grade level to 50% at MOY.
6 th Grade ELA	0% Proficient	15% Proficient	Increase in BOY MAP from 21% at grade level to 50% at MOY.
7 th Grade ELA	1.2% Proficient	15% Proficient	Increase in BOY MAP from 16% at grade level to 30% at MOY.
8 th grade ELA	1.2%	20% Proficient	Increase BOY MAP from 15% at grade level to 30% at MOY.

Grade/Subject Area	2016-2017 PARCC Results	2017-2018 PARCC Goals	<u>Benchmark Goals:</u> How will you know you are on track to meet your summative student achievement goals?
3 rd Grade MATH	0% Proficient	12% Proficient	Increase from BOY MAP 14% at grade level to 25% at MOY.
4 th Grade MATH	(no 4 th grade class)	20% Proficient	Increase from BOY MAP 15% at grade level to 30% at MOY.
5 th Grade Math	(no 5 th grade class)	20% Proficient	Increase from BOY MAP 24% at grade level to 35% at MOY.
6 th Grade MATH	1.2% Proficient	15% Proficient	Increase from BOY MAP 21% at grade level to 33% at MOY.
7 th Grade MATH	1.2% Proficient	15% Proficient	Increase from BOY MAP 20% at grade level to 32% at MOY.
8 th grade MATH	1.2% Proficient	20% Proficient	Increase from BOY MAP 17% at grade level to 50% at MOY.

Grade/Subject Area	2016-2017 Istation Results	2017-2018 Istation Goals	<u>Benchmark Goals:</u> How will you know you are on track to meet your summative student achievement goals?
Kindergarten	14%	30% Proficient	Increase from 2016-2017 MOY Istation 14% at grade level to 30% at 2017-2018 MOY
1 st grade	3%	15% Proficient	Increase from 2016-2017 MOY Istation 3% at grade level to 15% at 2017-2018 MOY



2 nd grade	3%	25% Proficient	Increase from 2016-2017 MOY Istation 3% at grade level to 25% at 2017-2018 MOY
3 rd Grade	25%	40% Proficient	Increase from 2016-2017 MOY Istation 25% at grade level to 40% at 2017-2018 MOY

Grade/Subject Area	2016-2017 MAP Results	2017-2018 MAP Goals	<u>Benchmark Goals</u> : How will you know you are on track to meet your summative student achievement goals?
Kindergarten MATH	7%	20% Proficient	Increase from 2016-2017 MOY 7% at grade level to 35% at 2017-2018 MOY
1 st grade MATH	3%	20% Proficient	Increase from 2016-2017 MOY 3% at grade level to 15% at 2017-2018 MOY
2 nd grade MATH	9%	20% Proficient	Increase from 2016-2017 MOY 9% at grade level to 15% at 2017-2018 MOY

Well-written goals help to set a bold, positive vision and establish a sense of urgency. They communicate and make visible to all stakeholders the intent of the plan.

Guiding Question – To what extent do summative and benchmark goals meet SMART criteria?

SMART Checklist		
<u>Specific</u>	Is the goal clearly defined?	
<u>Measurable</u>	Are concrete criteria identified for measuring progress toward attainment of the goal?	
<u>Ambitious & Attainable</u>	Does the goal stretch the school while still being attainable?	
<u>Relevant</u>	Does the goal relate to student learning and achievement? Is it data-based?	
<u>Time-bound</u>	Is the timeframe appropriate for accomplishment of the goal?	



Step 3 – Identify Focus Areas

Following deep data analysis and reflection on qualitative and quantitative evidence, the core team identifies the 2-3 highest-leverage focus areas that will increase student achievement for all students. Focus areas are best practices that will increase achievement for all students and narrow the scope for root cause analysis, desired outcomes, and critical actions.

Possible evidence sources to consider include: observation data (evaluative or non), lesson/unit plans, student surveys, interim assessment results, common formative assessment results, student work samples, summative results.

Focus Areas & Guiding Questions –

1. Standards Alignment

All grade levels have identified essential standards.

Guiding questions –

- How do you ensure that the Tier I (core) curriculum and instruction is aligned with the CCSS and is being implemented with fidelity?
- Do you have a scope and sequence aligned to the CCSS?

2. Tier I (core) instruction

There is a dedicated block of time devoted to providing core instruction to all students aligned with grade level standards.

Guiding questions –

- What percent of your students are achieving grade-level expectations or making significant growth? If at least 80% are not attaining proficiency, what are you doing to ensure that your school is making significant progress toward this goal?
- What evidence do you have that the level of rigor of the tasks students perform during the lesson is aligned to the rigor of the CCSS?

3. Data-driven instruction

There is a precise, systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis and action.

Guiding questions –

- Are the district's and school's assessment strategies firmly in place? (formative, interim, and summative)
- How do teachers and leadership analyze and act on assessment data?
- Do teacher action plans include focused and targeted whole-group, small-group, and individual interventions?



- How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback?

4. *Tier I interventions*

There are fluid, flexible interventions in place during Tier I (core) instruction for students not progressing as expected.

Guiding questions –

- How do you identify students in need of Tier I (core) interventions?
- How do you differentiate instruction based on the screening results, as well as the abilities and needs of all students in the core program?
- To what extent are Tier I (core) interventions successful in addressing student needs based on data?

5. *Observation and feedback cycles*

Principal and other instructional leaders devote time daily to non-evaluative classroom walkthroughs and provide face-to-face feedback to teachers in a timely manner.

Guiding questions –

- Are frequent and regular non-evaluative walkthroughs built into the leaders' schedules?
- Do leaders give face-to-face direct feedback to teachers focused on specific action steps for improvement?
- To what extent to leaders hold teachers accountable to translate feedback into practice?

6. *Collaboration*

Teachers have time during the week to work together to promote student success.

Guiding questions –

- What evidence do you have that your teacher teams work together weekly to analyze data, share strategies, plan collaboratively, and debrief the outcomes of instruction?
- How do school leaders support and hold teacher teams accountable?

7. *Ongoing, job embedded professional development*

Teacher professional development is grounded in day-to-day teaching practice and is designed to enhance student learning.

Guiding questions –

- Describe the process for identifying and providing job-embedded, ongoing, professional development informed by the teacher evaluation system.



- How is professional development for teachers tied to student needs as identified by assessment data?

8. Tier II (SAT) process

There is a system in place to provide strategic and individualized support to students for whom Tier I instruction and interventions have proven insufficient.

Guiding questions –

- What criteria does the SAT team use to identify students in need of TIER II support?
- To what extent are Tier II interventions successful at addressing skill gaps to allow students to master CCSS? What specific research-based interventions are provided?
- Is progress monitoring frequent enough to ensure fluidity and that the RtI process is working?

9. School leadership and systems

There is a school leadership framework that supports increasing and sustaining student achievement.

Guiding questions –

- Is there a school leadership team in place comprised of key instructional leaders?
- To what extent does the leadership team focus on data-driven instruction, observation and feedback, standards-aligned planning and instruction, and job-embedded professional development?

10. School culture

All students, staff and stakeholders are aware that student achievement is the top priority of school.

Guiding questions –

- Do students receive the continual message that nothing is as important or engaging as learning?
- How do consistent minute-by-minute systems and procedures support a student culture focused on achievement?
- How does leadership monitor and maintain a positive student and staff culture?



Focus Areas

<i>Focus Area:</i> What are the 2-3 highest-leverage focus areas (best practices – see pp. 3-5) that must be addressed to reach the student achievement goals?	<i>Data Connection:</i> What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area?
1. Data-driven instruction	We have aligned our instruction through data analysis but realize there is a need for the use of goal-setting sheets, Student Data Portfolios, and Class Profile documentation to be utilized more efficiently. As we learn to disaggregate data through Class Profiles, we feel we can utilize resources from Istation and PARCC more efficiently, thereby driving instruction.
2. Observation and feedback cycles	Informal observations and feedback cycles have not been used as effectively and systematically as could have been in communicating to teacher's efficacy.
3. Tier I (core) instruction	0% Proficient on the PARCC for 2016-17 in 3 rd , and 1.6% proficient in 6 th , 7 th and 8 th grades.



Step 4 – Conduct Root Cause Analysis

After identifying 2-3 high-leverage focus areas, the core team engages in thoughtful root cause analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge.

Resources: Fishbone template, 5 Whys Guidance, Role Play Script

Guiding Questions –

- What do you believe is at the heart of the problem for this focus area?
- What qualitative and quantitative evidence do you have to support this hypothesis?
- Would the problem/challenge have occurred if that cause had not been present?
- If the cause is corrected, will the problem/challenge reoccur?

Root Cause Analysis Notes		
<i>Focus Area</i>	<i>Root Cause Hypothesis</i>	<i>Evidence to Support</i>
Data-driven instruction	Insufficient alignment of data to instruction	Our low test scores in PARCC and lack of growth in scores from BOY, MOY, and EOY in MAP assessments, with a low percentage of students being on grade level.
Observation and feedback cycles	No concrete accountability from classroom teachers that reflect growth and achievement. PDPs tend to be broad-reaching without specific criteria.	Three formal evaluations per year does not address how and why students are not achieving. More specific feedback concerning each area of need is required.
On-going, job-embedded professional development	Our professional development in the past has been undermined because of time constraints. Staff has not adhered strictly to using PD time for specific PD opportunities such as training on instructional strategies that will assist in using data to drive instruction.	Many classroom teachers are still in the process of learning how to write IB (International Baccalaureate) units, as the process is rather timely and complicated.



90-DAY PLAN

Step 5 – Create Desired Outcomes & Define Critical Actions

Create Desired Outcomes:

Based on each thoughtful root cause analysis, the core team creates a 90-day Desired Outcome for each focus area. Specifically, the team identifies the **change in adult behaviors** that will create focus and urgency towards action that would logically result in increased student achievement in math and reading.

Guiding Questions for Setting Desired Outcomes –

- What specific outcome do you want? What change in adult behaviors will be observable by the end of 90 days?
- How will you know when you have reached this goal? What will be different if you are successful in focusing on this area of practice? After 90 days, what changes in practice will be observed?

Desired Outcomes	
<i>Focus Area</i>	<i>Draft Desired Outcome (<u>change in adult behaviors</u>)</i>
Data driven instruction	<ul style="list-style-type: none"> • At the end of this 90-day plan, 100% of teacher lesson plans will reflect use of short cycle assessment analysis and additional resources for PARCC, MAP and Istation through differentiated instruction. • At the end of this 90-day plan, 100% of classroom teachers will have completed a yearly Class Profile with all test results documented, and specific individual student goals for improvement written and discussed with students. • At the end of this 90-day plan, 100% of classroom teachers will continue to implement response to intervention (RTI) and goal setting for students.
Observation and feedback cycles	<ul style="list-style-type: none"> • 100% of classroom teachers will have completed their TAPs, setting their own goal(s) according to TAP checklist, within 2 weeks of BOY assessment. Administration will utilize the TAP walkthrough checklist to ensure that classroom teachers are focused on their goal(s), using best practices for student engagement and achievement. • The walk-throughs will be conducted bi-monthly, feedback will be recorded and discussed with teacher within 48 hours of the walkthrough. During walkthroughs, 100% of the classroom teachers will demonstrate the use of 2 or more strategies learned during PD to increase student achievement.
On-going, job-embedded, professional development	<ul style="list-style-type: none"> • Throughout the year, classroom teachers will participate in on-going professional development, such as Universal Design Learning (UDL) strategies. 80% of classroom teachers that attended will implement 2-3 strategies learned at the trainings. • At the end of this 90-day plan, 100% of K-3 classroom teachers will be



	<p>Istation trained and become proficient in using individual student Istation goal setting sheets and resources to enhance instruction as per complete individual data folders/portfolios.</p> <ul style="list-style-type: none"> Throughout the year, 90% of classroom teachers will engage in weekly grade level collaboration and monthly across grades collaboration, in which they share student progress through the use of short cycle assessment reports and document data driven lessons and activities that are being used successfully and shared with colleagues.
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Define Critical Actions:

After identifying the desired outcomes (change in adult behaviors), the core team determines the critical actions that will promote a sense of urgency toward addressing root cause(s) and achieving each desired outcome.

Guiding Questions for Critical Actions (Options) –

- What are some possible ways to achieve...?
- What will you do to move yourself closer to the goal?
- What have you done in similar situations in the past?
- What is something you have never tried?
- What else?

Guiding Questions for Critical Actions (Decisions) –

- Which would be most impactful?
- What exactly will you do?
- Who will be involved? How are critical actions strategically owned by various school/district individuals?
- What obstacles do you need to address in order to get this done?
- What support/resources will you need to make this happen?

Focus Area: Data-Driven Instruction				
Desired Outcome: 100% of classroom teachers will disaggregate data and document, in weekly lesson plans, implementation of best practices. 100% of classroom teachers will set monthly individual student goals based upon deep item analysis of student data in Istation and MOY and EOY goals in MAP.				
CRITICAL ACTIONS				
Timeline	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed/Source	Person(s) Responsible	Person(s) Involved
By September 30	100% of classroom teachers will collect data in a Student	Data folders, BOY writing sample,	Director, Classroom	



(Beginning of the year) and on-going	Data Portfolio. All student will document his/her own growth, and become involved in self-evaluation.	BOY MAP or Istation scores. Students will add short cycle assessments, and further example of their own work.	Teachers, and Students	
By September 30 (Beginning of the year) and on-going	100% of classroom teachers will document his/her class data within a Class Profile document, which clearly states student's goals for improvement.	Class Profile sheet TAP template	Director, IB Coach, Classroom Teachers	
Within two weeks of BOY assessment	Complete and review all TAPs and plan and facilitate 1:1 teacher-leader interim assessment analysis meetings.	PD documentation forms, teacher Class Profile sheets, and Student Data Portfolios, and interim assessment results	Director, IB Coach, and Classroom Teachers	
January and on-going	Weekly 60-minute meetings in which classroom teachers can analyze formative data and determine best practices. Results will be documented through teacher assessments and meeting agenda/minutes.	PD documentation forms, teacher class profile sheets, and Student Data Portfolios, and interim assessment results	Director	
Bi-Monthly	Check for alignment of instruction based upon short cycle assessments and re-teaching plans in TAPs through observation and feedback cycle.	TAPs, Daily lesson plans, Six Steps feedback model	Director/IB Coach	

Focus Area:

Observation and Feedback Cycles

Desired Outcome:

Classroom Teachers will improve at implementing researched based best practices, as identified through TAPs as evidenced by administrative walkthroughs.

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
September 30th	100% of classroom teachers will complete a TAP, which contains a checklist of Best Practices. This checklist will	TAP template	Director, Classroom Teachers	



	enable classroom teachers to maintain masterful teaching practices.			
Beginning of the school year September 5 th	Director will develop a calendar and schedule to lock classroom walkthrough times and 1-1 feedback meetings.	School year calendar template	Director	
September 19 th	Director will conduct ONE non-evaluative walkthrough for each teacher for at least 15 minutes during the first two weeks of school. Director will facilitate one 1:1 feedback meeting after every walkthrough	*Calendar locking in time for walkthroughs/feedback meetings *Walkthrough form *Feedback meeting template	Director	
September 26 th -October 31 st	Director/IB Coach will conduct non-evaluative walkthrough for each teacher for at least 15 minutes, every three weeks during this period, following up on the action step identified on the previous walkthrough. A 1:1 feedback meeting will occur with each teacher using Bambrick's six-step process.	*Calendar locking in time for walkthroughs/feedback meetings *Walkthrough form *Feedback meeting template	Director/IB Coach	
October 31 st -December 20 th	Director/IB Coach will conduct non-evaluative walkthrough for each teacher for at least 15 minutes, every two weeks during this period, following up on the action step identified on the previous walkthrough. A 1:1 feedback meeting will occur with each teacher using Bambrick's six-step process.	*Calendar locking in time for walkthroughs/feedback meetings *Walkthrough form *Feedback meeting template		
On-going	Mini-professional	*Grade level	Director/IB	



from the first semester	development will be provided once a month, during scheduled PD days , based upon the trends from walkthroughs and feedback meetings.	collaboration time/staff meeting time *Teaching techniques (Teach Like a Champion, Doug Lemov) and Best Practices shared by classroom teachers (GLAD strategies and Constructivist Learning Practices)	Coach	
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Focus Area:

On-going, job-embedded, professional development

Desired Outcome:

100% of classroom teachers will participate in professional development focused on Best Teaching practices. Through collaboration and shared teaching, shared Constructivist teaching, GLAD (Guided Language Acquisition Design) strategies, and PD development, along with research of educational trends, classroom teachers will improve their implementation of Best Practices and strategies learned.

CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
September (beginning of the year) and on-going	Professional Learning Team members will be identified and will meet to discuss on-going, job-embedded Professional Development. A calendar will be established to reflect each month's professional development topic. Classroom teachers will sign up for specific dates and topics, or will be recruited based upon their level of expertise and/or interest.	Anchor Chart for PLT	PLT	Director, Staff
On-going	Classroom teachers will become engaged in Professional Learning strategies through research and development. This will be documented through a syllabus that is shared per PD. The syllabi will then be collected in our schoolwide Best Practices Binder.	GLAD strategies, Constructivism, Doug Lemov's <i>Teach Like a Champion</i> (and more, as classroom teachers research and share)	PLT	Director, Staff
On-going	Classroom teachers will show evidence of implementing Best	Teacher and student artifacts	PLT	Director, Staff



	Teaching practices, as per the TAPs Walkthrough Checklists, and as per lesson plans that reflect differentiated instruction. students' achievement and growth will be evident through short cycle assessments, MAP or Istation assessments and Data Portfolios.	that illustrate Best Practices in teaching and learning		
On-going	Needed Professional Development, such as GLAD, Sheltered Instruction, International Baccalaureate (IB), etc., will be provided by district though out the year to enhance teacher knowledge and increase student achievement.	Professional Development Organizations	Director	Director, Staff

Step 6 – Monitor Implementation

After creating a desired outcome for each focus area and defining the critical actions, the core team strategically selects progress indicators – the metrics and evidence that will be used to measure progress toward the desired outcomes and goals. The core team identifies how the plan might be adjusted due to accelerated progress and unanticipated barriers.

Guiding Questions –

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

Focus Area: Data Driven Instruction

Desired Outcome:

100% Classroom teachers will become proficient at disaggregating data through planned collaboration. This will become evident as specific goals will be addressed, and lesson plans will reflect data-driven instruction based upon deep item analysis per student. Short cycle assessments will reflect learning outcomes. Following 1:1 teacher-leader interim assessment analysis meetings, classroom teachers will implement whole group, small group, and individual re-teaching plans through Best Practices, Constructivist teaching, and IB implementation.



CRITICAL ACTIONS

<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
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Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

PROGRESS INDICATORS

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
September (Assessments for Istation and BOY MAP have been administered)	<ul style="list-style-type: none"> 100% of Classroom Teachers will have completed TAPs, with one or two specific goals for student improvement to focus upon for each walkthrough. Completion of Class Profile sheets with assessment data, identifying students who are below, on, or above grade level through scores in MAP and/or Istation. Data Portfolios for each student have been established, and students will have begun to set personal academic goals. 	Additional coaching and modeling from Director and IB Coach
September (after MAP and Istation BOY have been administered) and on-going (Formative assessments)	<ul style="list-style-type: none"> Through short cycle and formative assessment analysis, classroom teachers will have a deeper understanding of why students did not master specific standards. Lesson Plans will reflect re-teaching of standard not mastered as well as differentiated instruction. Director will observe in lesson plans how standard will be met. 	1:1 coaching from IB Coach and PLT members and/or classroom teachers who exemplify mastery of disaggregating data and writing comprehensive lesson plans
January and on-going	<ul style="list-style-type: none"> 100% of Classroom Teachers have updated and revised their TAPs based upon improvement suggestions Class Profile sheets reflect MOY, with student improvement, reflecting student growth 100% of Classroom Teachers will provide documentation of disaggregating data and will devise a new action plan for continued growth. 	n/a

Focus Area:



Observation and Feedback Cycles				
Desired Outcome: During walk through observations, Best Practices, and student engagement will be evident.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.				
PROGRESS INDICATORS				
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>		
January (After MOY has been administered in Istation and MAPs)	100% of Classroom Teachers will show <ul style="list-style-type: none"> Evidence of increased knowledge of Best Practices through classroom and student artifacts. Class Profiles and Student Data Portfolios will be complete Students' MOY scores show an increased growth, as they become Constructivist learners and learn to self-evaluate 	n/a		

Focus Area: On-going, job-embedded, professional development				
Desired Outcome: Classroom teachers will internalize Best Teaching practices through shared teaching, Constructivist teaching, GLAD (Guided Language Acquisition Design) strategies, and PD development through academic studies of educational trends. Classroom teachers will become adept at writing and implementing IB units of inquiry, as prescribed by the International Baccalaureate Programme and will become an IB World School by acquiring accreditation.				
CRITICAL ACTIONS				
<i>Timeline</i>	<i>Critical Action to Address Root Cause & Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.				
PROGRESS INDICATORS				
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>		
October (after	Best Teaching Practices that are successful will be shared with colleagues. .	Classroom teachers will have the opportunity to visit classrooms		



Progress monitoring)		that have been successful in specific academic areas.
September through May	Classroom teachers will become adept at writing and implementing IB units of inquiry	IB coach will assist classroom teachers in developing and implementing units.
March	Our school will proceed from an International Baccalaureate Candidate school to an authorized IB World School, with accreditation.	As needed

System to Monitor Implementation –

The core team clearly details a system to monitor implementation of the plan including a procedure, timelines, and person(s) responsible.

Guiding Questions –

- How will the core team systematize implementation and monitoring of the plan?
- What is the procedure? What are the timelines? Who is responsible?

System to Monitor Implementation		
Procedure	Timelines	Person(s) Responsible
<p>The Professional Learning Team will collaborate with their grade levels and then meet monthly to report, revise, and refine our school's plan to determine efficacy.</p> <p>The Director will discuss trends from co-observations and walkthroughs with Classroom teachers.</p> <p>Following each PLT meeting, written updates will be sent to</p> <ul style="list-style-type: none"> • School Governing Council • Staff • Classroom Newsletters for parents/families • Posted on our website 	<p>September (at the beginning of the year) and bi-monthly till the end of the year</p> <p>October and bi-monthly</p> <p>On-going</p>	<p>Director</p> <p>PLT</p> <p>Classroom Teachers</p>