ANNOTATED PLAN

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	Rationale: What strengths/perspective does this person bring to the team? How will including this individual help the team address the school's current reality?
Lisa Myhre	Principal	Expert in curriculum and instruction at DATA for 11 years. Leads analysis of academic data to determine and guide strategies for increased student success.
Peter Gloyd	Math teacher	He has taught math at DATA for 12 years. He has seen the transformation from the old ACVHS to DATA. He has been a leader in establishing vertical and horizontal alignment of common core standards in the math department. Peter also was charter school teacher of the year in 2016 due to his dedication to students and the educational profession. Advisory lead for the class of 2021
Alix Rael	History teacher	Sixth year of teaching at DATA. She has helped collaborate and lead rigorous changes in instruction for the humanities department. She was one of the few who started tracking data by standards, by students three years ago and has

		experimented with a number of ways to do this. She is also the advisory lead for the class of 2020 and assists with addressing school culture shifts. Her experiences give the team insight into what has worked for the school in the past and what has not.
Kristin Reeder	Counselor	Kristin Reeder has been the head counselor at DATA since 2012. Works with mental and behavioral health issues with our students as well as working with them to assist in college and career planning.
Justin MacDonald	Assistant Principal	Assistant principal at DATA since 2016. He taught high school 4 years in NM and taught middle school for 5 years in Boston before moving to administration. He has taught math, science, history and English as well as music and theater history appreciation
Joseph Escobedo	Director of Charter Schools, APS	

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	2017-178 PARCC Results	2018-19 PARCC Goals	Benchmark Goals: How will you know you are on track to meet your summative student achievement goals?

9-11 ELA	42 %	52%	% of students at or above norm grade level mean on MAP will increase from 69% to 79%
9-11 Math	13%	23%	% of students at or above norm grade level mean on MAP will increase from 53% to 63%
9th grade ELA	30%	40%	% of students at or above norm grade level mean on MAP will increase from 59% to 69%
Algebra I	10.7%	20%	% of students at or above norm grade level mean on MAP will increase from 41% to 51%
10th grade ELA	52.8%	62%	% of students at or above norm grade level mean on MAP will increase from 74% to 84%
Algebra II	15%	25%	% of students at or above norm grade level mean on MAP will increase from 54% to 64%
11th grade ELA	46.2%	56%	% of students at or above norm grade level mean on MAP will increase from 75% to 85%
Geometry	21.4%	31%	% of students at or above norm grade level mean on MAP will increase from 63% to 73%`

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

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

SMART Checklist		
Specific	Is the goal clearly defined?	
Measurable	Are concrete criteria identified for measuring progress toward attainment of the goal?	
Ambitious & Attainable	Does the goal stretch the school while still being attainable?	
Relevant	Does the goal relate to student learning and achievement? Is it data-based?	
Time-bound	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	
Focus Area: 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?	*Data Connection*: What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area?
Data driven instruction	Effective or above on teacher evaluations for domains 1-4, best practices evident. Must not be aligning curricula with rigorous assessment goals

Feedback to students not broken down into skill and objective proficiency, too general.

Differentiation not specific to student needs due to general nature of formative assessment feedback

Special education accommodations are too general in some cases and teachers are unclear of what tier I, II and III interventions to use

Students do well on teacher designed assessments, but transfer of skills to standardized tests is not evident |
| School culture | Graduation rate is at 66%, there is evidence of passing state mandated tests, but lacking motivation to complete required courses.

Student ownership of learning is not evident school wide. Students often do not know their current progress in their classes and don't understand their role in their own learning. (not about compliance)

Homework turn in rate is lower in some classes than others indicating a lack of engagement.

Parents care about student success, but often do not know what they can do to assist their student. |
| Collaboration | PLCs are not focused on analysis of student data and teachers are not proficient in identifying what student data should be analyzed

PLCs have not had consistently structured agendas or action items and therefore, at times, lack direction |

	Difficult to find time for departmental collaboration

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		
Focus Area	*Root Cause Hypothesis*	*Evidence to Support*
Data driven instruction	Not using rigorous formative assessments aligned to college ready standards, such as ACT, IB, or AP, to guide/adjust instructional practices	Effective or above on teacher evaluations for domains 1-4, best practices evident. Must not be aligning curricula with rigorous assessment goals Feedback to students not broken down into skill and objective proficiency, too general. Differentiation not specific to student needs due to general nature of formative assessment feedback and general accommodations for special education students Students do well on teacher designed questions, but transfer of skills to standardized tests is not evident
School culture	Unclear and inconsistent academic expectations. Expectations not communicated effectively to students or parents.	Graduation rate is at 57%, there is evidence of passing state mandated tests, but lacking motivation to complete required courses. Student ownership of learning is not evident school wide. Students often do not know their current progress in their

		classes and don't understand their role in their own learning. (not about compliance) Homework turn in rate is lower in some classes than others indicating a lack of engagement. Parents care about student success, but often do not know what they can do to assist their student.
Collaboration	No agenda provided to guide discussion, no specific goals/action items required from faculty	PLCs are not focused on analysis of student data and teachers are not proficient in identifying what student data should be analyzed PLCs have not had structured agendas or been asked to develop action items and therefore lack direction Difficult to find time for departmental collaboration

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	
Focus Area	*Draft Desired Outcome (change in adult behaviors)*
Data Driven Instruction	Teachers will develop interim assessments that are aligned to college ready standards and analyze data to improve instruction
School Culture	Class sponsors will meet monthly to develop grade level specific topics/activities for advisories focused on college readiness and academic success. School counselor will provide research based program to assist with the above. Jump start days will be developed for each grade level. Students will be in small groups and rotate throughout the day to learn about college readiness and skills essential for academic success specific to their grade level.
Collaboration	PLCs will meet weekly and will have an agenda provided by administration along with identified action items. Each PLC will submit minutes to all staff and administration will follow up on implementation of action items. Teachers will share unit plans and interim assessments to get feedback regarding alignment to standards and DOK levels of questions.

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 desire 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: Development of Interim assessments aligned to college ready standards and data analysis				
CRITICAL ACTIONS				
Timeline	*Critical Action to Address Root Cause & Achieve Desired Outcome*	*Resources Needed/Source*	*Person(s) Responsible*	*Person(s) Involved*
8/14-9/18	Develop interim assessments. Teachers will meet weekly with administration and PLCs to prepare interim assessment aligned to AP, IB, ACT, or other college ready standards	Sample items from college ready assessments DOK chart	Faculty-administration	Faculty - administration
9/18-9/22	Implementation of interim assessments and data collection	Collaboration with departments to develop interims	Faculty-administration	Faculty-administration
9/24	Full faculty discussion, presentation and analysis of interim assessment date	In-service day to present, discuss, and analyze data share out re: students of concern	Faculty-administration	Faculty-administration

Timeline	Critical Action	Resources	Person(s) Responsible	Person(s) Involved
9/25-11/12	Implement changes in instruction and intervention based on data, begin developing second interim assessment, cumulative	Weekly meetings with peers and administration for continued support in development of assessments and analysis of data	Faculty-administration	Faculty-administration
11/12-11/16	Implementation of second round of interim assessments	Continue above process	Faculty-administration	Faculty-administration

Timeline	Critical Action	Resources	Person(s) Responsible	Person(s) Involved
11/19-11/20	In depth analysis of interim assessments, develop data profile for each student regarding skill acquisition and mastery of standards	In-service days to assist teachers in developing student academic profiles	Faculty-administration	Faculty-administration
11/26-12/19	implement changes in student instruction and intervention based on interim assessment data; develop cumulative assessment teachers will meet weekly with administration to prep for test and to analyze student achievement data			
12/14-12/19	administer cumulative exams	Exam week		

Focus Area: School Culture

Desired Outcome: Increased engagement of students in academic/college ready skills

CRITICAL ACTIONS				
Timeline	*Critical Action to Address Root Cause & Achieve Desired Outcome*	*Resources Needed/Source*	*Person(s) Responsible*	*Person(s) Involved*

8/08-8/13	Grade level jump start days to address organizational skills, career exploration, academic skills, non-cognitive skills and high school success	Faculty and administration Development of seminar topics	Faculty-administration	Faculty-administration
8/31	Class sponsor meeting to develop plan of action to build school culture at the various grade levels	Daily and year-long schedule. Grade level data, scheduled meetings times, agendas, career exploration books, outside resources	Faculty-administration	Faculty - administration
9/28	Class sponsor meeting to reflect on previous month and re-develop plans/topics as needed	Same as above	Faculty-administration	Faculty-administration
10/10	Senior seminar day. Seminar sessions: FAFSA, Scholarships, ACT prep, College applications/presentations, Resume and essays	Outside presenters, TRIO, NM Tech, UNM Same as above	Faculty-administration	Faculty-administration
10/26	Class sponsor meeting to reflect on previous month and re-develop plans/topics as needed	Daily and year-long schedule. Grade level data, scheduled meetings times, agendas, career exploration books, outside resources	Faculty-administration	Faculty-administration
11/2	Junior seminar day	Topic development for seminar sessions	Faculty-administration	Faculty-administration
12/14	Class sponsor meeting to reflect on previous month and semester re-develop plans/topics as Needed for second semester	Daily and year-long schedule. Grade level data, scheduled meetings times, agendas, career exploration books, outside resources	Faculty-administration	Faculty-administration

Focus Area: Collaboration

Desired Outcome: Clearly defined agendas and action items. Peer generated professional development with a focus on interim assessments and data analysis

	CRITICAL ACTIONS			
Timeline	*Critical Action to Address Root Cause & Achieve Desired Outcome*	*Resources Needed/Source*	*Person(s) Responsible*	*Person(s) Involved*
8/14-12/15	Weekly PLC meetings with an administrator designed agenda. Submission of meeting notes and action items to all staff. Focus on interim assessment creation, implementation, and analysis of data	Faculty who have experience with creating interim assessments in each PLC. Faculty who are experienced in data collection and analysis in each PLC	Faculty and administration	Faculty and administration
8/14-12/15	Monthly department meetings to review curricula and assessment alignment as well as scope and sequence, content related skills, and differentiation	Samples of rigorous curricula aligned to college standards. Samples of rubrics and assessment questions	Faculty and administration	Faculty and administration

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: Desired Outcome: Development of Interim assessments aligned to college ready standards and data analysis

	CRITICAL ACTIONS			
Timeline	*Critical Action to Address Root Cause & Achieve Desired Outcome*	*Resources Needed/Source*	*Person(s) Responsible*	*Person(s) Involved*

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

	PROGRESS INDICATORS	
Indicator Date	*Evidence to Determine Progress Toward Achieving Desired Outcome and Goals*	*Potential Adjustments*
9/24	Interim assessment data from all teachers, round one. Goal: 35% of students proficient (defined as score of 75% or higher) Round 2: 50%	May need more time to develop assessments, collect and analyze data
11/20	Interim assessment data from all teachers, round two. Increased proficiency in development of assessments and analysis of data, Goal 60% of students proficient (defined as score of 75% or higher)) Round 2: 50%	May need more time to develop assessments, collect and analyze data
12/14-12/19	Cumulative exam data from all teachers Goal of 75% student pass rate on final exam	None anticipated

Focus Area: School culture

Desired Outcome: Increased engagement of students in academic/college ready skills

	CRITICAL ACTIONS			
Timeline	*Critical Action to Address Root Cause & Achieve Desired Outcome*	*Resources Needed/Source*	*Person(s) Responsible*	*Person(s) Involved*

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

	PROGRESS INDICATORS	
Indicator Date	*Evidence to Determine Progress Toward Achieving Desired Outcome and Goals*	*Potential Adjustments*
8/14-12/11	Monthly data around student behavior referrals	Identify individual to gather data
8/14-12/11	Monthly data regarding homework completion	May not be collected in a timely

		manner
9/15	Student survey regarding student attitudes/concerns	None anticipated
10/18	Student survey regarding advisory	None anticipated
12/14	Student survey regarding advisory	May need to reschedule

Focus Area: : Collaboration

Desired Outcome: : Clearly defined agendas and action items. Peer generated professional development with a focus on interim assessments and data analysis

CRITICAL ACTIONS				
Timeline	*Critical Action to Address Root Cause & Achieve Desired Outcome*	*Resources Needed/Source*	*Person(s) Responsible*	*Person(s) Involved*

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

PROGRESS INDICATORS		
Indicator Date	*Evidence to Determine Progress Toward Achieving Desired Outcome and Goals*	*Potential Adjustments*
8/14-12/15	Weekly agendas from administration and weekly minutes from PLCs, each teacher is increasing their effectiveness in development of assessments	PLC faculty groupings May need to use PLC time to address other concerns/issues
814/12/15	Interim assessments and data generated by individual teachers, weekly meetings to review data and see increased use of data analysis to guide instruction	Teachers may need additional PD in this area

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
PLC meetings (weekly) *Administration will observe	Weekly	Faculty and administration

meetings and gather information regarding the development interim assessments and data analysis		
Class Sponsor meetings (monthly) *Class sponsors will review student survey information as a means to developing advisory plans	Monthly	Class sponsors and administration
Core team monthly meetings *Review plan and associated evidence and data to determine the impact of critical actions on desired outcomes. Necessary adjustments will be made	September 24 October 26 November 20	Core team members
Mid-year meeting Whole staff review of 90 day plan Identify areas of strength and challenges. Gain input for next 90 day plan	December 14	Full faculty