



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?
Erik Bose	Executive Director/Superintendent	Mr. Bose is one of the founding staff members of the school. He is a certified Special Education teacher highly qualified in History and Physical Education. Mr. Bose serves on numerous boards for both professional organizations and another charter school. As the past president of the NM Coalition for Educational Leaders, Mr. Bose is well versed in legislative matters as well as educational policy.
Amy Roble	Principal	Ms. Roble has been the principal at ABQCA for 5 years. Prior to that, she was an administrator in Rio Rancho Public Schools. She holds a Master’s degree in Special Education and recently completed a second Master’s in Public Administration. Ms. Roble’s strengths include extensive knowledge of school turnaround methods and scholar interventions.

<p>Deb Moya</p>	<p>Assistant Principal/Director Scholar Services</p>	<p>Ms. Moya has both a Bachelor's and Master's degree in Special Education. She has over 20 years of experience in working with scholars with learning disabilities and/or behavioral needs in New Mexico and Nevada. Additionally, Ms. Moya recently completed a Special Education Law course at UNM to be sure ABQCA is in full compliance with the law.</p>
<p>Sandy Roth</p>	<p>Instructional Coach/Director Curriculum and Assessment</p>	<p>Dr. Roth is also one of the founding staff members of ABQCA. She is a certified English teacher and recently completed her Doctorate in Language, Literacy and Sociocultural Studies. Dr. Roth works with all teachers to ensure that our curriculum is rigorous and aligned to the Common Core Standards but also to ensure equity and access for all subgroups of scholars. Additionally, Dr. Roth has conducted extensive research into both the law and administrative rule concerning assessment and graduation requirements for our non-traditional population.</p>
<p>Stephanie Harrington</p>	<p>Teacher</p>	<p>Ms. Harrington has been teaching for over 25 years in both New Mexico and Nevada. She holds a Master's degree in Special Education and is a Level III teacher highly qualified in English, History, Visual/Performing Arts, and is also TESOL certified. Currently, Ms. Harrington teaches EL classes and Reading Intervention.</p>
<p>Randy Valles</p>	<p>Teacher</p>	<p>Mr. Valles is also one of the founding staff members of ABQCA. He has over 20 years of experience teaching in both New Mexico and Texas. He is highly qualified in Math and Science and currently teaches Math Intervention to prepare scholars who arrive below grade level to remediate skills in order to access high school Math curriculum. He is a fluent Spanish speaker and works with community organizations in implementing Robotics programs/competitions.</p>
<p>Dr. Joseph Escobedo</p>	<p>District Representative/Director Charter School Division for APS</p>	<p>Dr. Escobedo has worked for Albuquerque Public Schools in the district office for more than 5 years. He has held several positions within the district including Chief of Staff and currently serves as the Director of the Charter School Division. As such, he has extensive knowledge of the district as a whole as well as the various schools of choice within the district. Additionally, Dr. Escobedo has strong ties to the community as evidenced by his membership on the NM PBS Board of Directors.</p>



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	2017-18 PARCC Results	2018-19 PARCC Goals	<u>Benchmark Goals:</u> How will you know you are on track to meet your summative student achievement goals?
Overall Reading (Note: Due to the requirement that scholars be enrolled for the full academic year to be included in PARCC reporting, our N is very low. We are a self-paced program that enrolls new scholars every week all year. As such, we set goals based on our overall Reading score because we cannot determine how many scholars we will have count towards PARCC reporting nor which PARCC test they will qualify for when the testing window arrives)	10%	21% Proficient	70% of scholars will meet their individual growth target as assessed by TABE
Overall Math (Note: Due to the requirement that scholars be enrolled for the full academic year to be included in PARCC reporting, our N is very low. We are a self-paced program that enrolls new scholars every week all year. As such, we set goals based on our overall Math score because we cannot determine how many scholars we will have count towards PARCC reporting nor which PARCC test they will qualify for when the testing window arrives)	<5% N too low	15% Proficient	70% of scholars will meet their individual growth target as assessed by TABE



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?

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

### 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 do 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?
School Culture	<p>Every scholar who comes to us has dropped out of another high school. Each scholar is over-aged and under credited upon arrival. Additionally, our scholars experience numerous barriers to successfully completing their diploma. Many are parents to young children and/or caretakers for other family members. Many have to work full time to assist the family with finances. Most have experienced Adverse Childhood Experiences and are dealing with the effects of trauma. Therefore, social-emotional learning must be our first priority, as scholars cannot learn until their basic needs are met.</p>
Tier I Interventions	<p>Upon examining the PARCC scores and benchmark data of scholars entering our program, we notice that the majority of scholars are coming to us significantly below grade level in basic Reading and Math skills. This requires teachers to design specialized instruction for each and every scholar to ensure access to high school Common Core aligned curriculum. Additionally, as an open enrollment/open exit school, our scholars also experience large gaps in education and we have a high mobility rate. We must implement appropriate instruction on their first day of school to engage them in school and encourage them to stay enrolled.</p>





**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?

<b>Root Cause Analysis Notes</b>		
<i>Focus Area</i>	<i>Root Cause Statement</i>	<i>Evidence to Support</i>
School Culture	Research has demonstrated that trauma and poverty have adverse effects on school achievement.	We are school wide Title I eligible program and have been so every year. Our population draws from every area high school and consists of those scholars who were unsuccessful in those traditional comprehensive high schools. In order to positively affect student achievement, we need to learn to reverse the adverse effects of poverty and trauma.
Tier I Intervention	We must continue to focus on individualized Tier I intervention to promote individual student academic growth.	Each scholar arrives with a unique background of school and home experiences. No two scholars have the same needs thus each scholar must have tailor made instruction to meet his/her academic and social emotional needs.

# 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 ( <i>change in adult behaviors</i> )
School Culture	A portion of every professional development day will be devoted to learning how to apply trauma informed practices in the classroom. Teachers will be given feedback on how effectively they integrate trauma informed practices into the classroom during their formal observation.
Tier I Intervention	School staff will follow up with scholars who are not meeting monthly goals in relation to credit completion and daily attendance. Staff will intervene to determine barriers to learning and implement strategies to remove those barriers. Progress will be monitored monthly.

*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?

<b>Focus Area:</b>				
<b>School Culture</b>				
<b>Desired Outcome:</b>				
A portion of every professional development day will be devoted to learning how to apply trauma informed practices in the classroom. Teachers will be given feedback on how effectively they integrate trauma informed practices into the classroom during their formal observation.				
<b>CRITICAL ACTIONS</b>				
<i>Timeline</i>	<i>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
9/1/18	Create Trauma Informed Poverty Aware Committee (TIPA) to drive professional development while ensuring focus on TIPA strategies	Time for committee to meet regularly- may require class coverage	Instructional Coach	Committee consists of representatives of the staff
9/21/18	All staff will participate in a professional development session designed by the TIPA council focused on maintaining regulation in the classroom.	Help for Billy DVD and materials- already purchased	Instructional Coach	All Staff
10/26/18	All staff will participate in a professional development session designed by the TIPA council focused on integrating instructional methods in the classroom.	Funds to pay presenter(s) (operational)	Instructional Coach	All Teachers
11/16/18	All staff will participate in a professional development session designed by the TIPA council.	Funds to pay for materials (operational)	Instructional Coach	All Staff
12/15/18	Complete fall formal observations with an emphasis in providing feedback on the utilization of new TIPA practices in the classroom.	Frontline	Principal and Assistant Principal	All teachers

**Focus Area:**  
**Tier I Intervention**

**Desired Outcome:**

School staff will follow up with scholars who are not meeting monthly goals in relation to credit completion and daily attendance. Staff will intervene to determine barriers to learning and implement strategies to remove those barriers. Progress will be monitored monthly.

**CRITICAL ACTIONS**

<i>Timeline</i>	<i>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
Monthly	Admin assistant will run report from PowerSchool at the end of each month detailing credits earned by scholar and number of absences by scholar.	PowerSchool Excel Pivot Table	Admin Assistant	Principal
Monthly	The principal will then analyze the data to determine scholars who are on track, those who are progressing but slower than anticipated, and those who are not making progress.	Excel/Access	Principal	Principal/ TIPA Council Data Teacher
Monthly	A progress report will be sent home with a color-coded system modeled after a stop light: green means good progress, yellow means caution, and red means trouble.	Word, Supplies for mailing	Principal	TIPA Council Data Teacher
Monthly	A list will be distributed to teachers showing who is not making progress. Teachers will be asked to meet with each scholar on the list to determine what barriers are impeding progress and develop a plan to help the scholar get on track. This meeting will be documented in a PowerSchool Log Entry.	Time for teachers to meet individually with scholars, PowerSchool	Teachers	Principal

Monthly	The principal will meet with all scholars in the red zone to discuss barriers to progress. This will be documented in a PowerSchool Log Entry.	PowerSchool	Principal	Principal
9/10/18	A new process will be implemented for those scholars who do not show progress following individual intervention meetings and whose attendance is impeding their progress. The Attendance Success Coach/Counselor will meet with each scholar to complete a Fit Circle related to barriers to attending school. An Attendance Improvement Plan will be developed to address these barriers and set goals/expectations for the upcoming month.	Fit Circle, Attendance Improvement Plan, ASI Grant	Attendance Success Coach/Counselor	Principal, Parents of minor scholars
10/8/18 and monthly thereafter	Attendance Success Coach/Counselor will meet with those on Attendance Improvement Plans and update plans with new data from prior month. Those making improvements will remain on a monitor status. Those not making progress will advance to an attendance contract.	Attendance Contract, ASI Grant	Attendance Success Coach/Counselor	Principal, Parents of minor scholars
Daily	Attendance secretary will make calls home to all scholars absent for the day.	PowerSchool Parent Connect	Attendance Secretary	Principal
Weekly	Principal or Attendance Success Coach/Counselor will make personal calls home to all scholars missing five consecutive days or more or those who show a pattern of non-	PowerSchool	Principal, Attendance Success Coach/Counselor	Principal Social Worker Counselor Sped Director

	attendance. School will assist families in problem solving barriers to attendance. Some potential solutions include schedule changes, free bus passes and childcare referrals.			
Daily	As a self-paced school, we have scholars completing credits every day. When a scholar completes a full credit of either math or science, the scholar will retest on the TABE math exam. A personalized goal has been determined for each scholar based on their score upon entry to the school and the number of days they have been enrolled with us. If the scholar fails to reach their expected growth, the teacher will analyze the score report with the scholar to determine weak areas and emphasize those areas during the next full credit of the course.	TABE test software	Math and Science teachers, test administrator	Director of Curriculum and Assessment
Daily	As a self-paced school, we have scholars completing credits every day. When a scholar completes a full credit of either English or social studies, the scholar will retest on the TABE reading exam. A personalized goal has been determined for each scholar based on their score upon entry to the school and the number of days they have been enrolled with us. If the scholar fails to reach their expected growth, the	TABE test software	English and Social Studies teachers, test administrator	Director of Curriculum and Assessment

	teacher will analyze the score report with the scholar to determine weak areas and emphasize those areas during the next full credit of the course.			
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**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?

<b>Focus Area:</b> <b>School Culture</b>				
<b>Desired Outcome:</b> A portion of every professional development day will be devoted to learning how to apply trauma informed practices in the classroom. Teachers will be given feedback on how effectively they integrate trauma informed practices into the classroom during their formal observation.				
<b>CRITICAL ACTIONS</b>				
<i>Timeline</i>	<i>Critical Action to Address Root Cause &amp; 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.				
<b>PROGRESS INDICATORS</b>				
<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>		<i>Potential Adjustments</i>	
Monthly	Administrators will conduct monthly informal walkthroughs to determine support needed for each teacher as they implement trauma informed scholar supports.		Teachers struggling to implement trauma informed supports will meet with the instructional coach for individual assistance.	

12/15/18	Fall formal observations will be completed in Frontline. All teachers will achieve a score of 3 or better on all domains and indicators.	Those teachers not achieving a score of 3 or better will meet with the instructional coach for individual assistance.
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**Focus Area:  
Tier I Intervention**

**Desired Outcome:**  
School staff will follow up with scholars who are not meeting monthly goals in relation to credit completion and daily attendance. Staff will intervene to determine barriers to learning and implement strategies to remove those barriers. Progress will be monitored monthly.

**CRITICAL ACTIONS**

<i>Timeline</i>	<i>Critical Action to Address Root Cause &amp; 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>
Monthly	Teachers will be entering log entries on all scholars on the 'red' list. Teachers will then utilize the Scholars of Concern process to obtain interventions larger than those that can be implemented in the classroom.	Teachers who are struggling with this process will have guided support from the principal on how to conduct individual scholar meetings and how to determine which cases need elevating to the Scholars of Concern team.
Daily	Teachers will develop individual learning plans for each scholar focusing on weak areas identified by TABE testing. Teachers will be able to demonstrate how the curriculum has been differentiated for each scholar.	Teachers who are struggling to develop differentiated curriculum based on TABE reports will work with the Instructional Coach for support.

*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?





<b>System to Monitor Implementation</b>		
<b>Procedure</b>	<b>Timelines</b>	<b>Person(s) Responsible</b>
Core team will meet to review action steps and determine what supports are needed to fully implement all action steps.	Core team will be monthly. Progress will also be review during APS site visits.	Core Team (including APS Charter School rep)