



**New Mexico**  
**DASH**  
DATA, ACCOUNTABILITY,  
SUSTAINABILITY, HIGH ACHIEVEMENT  
Educational Plan for Student Success

18-19 S1 Plan

Los Puentes Charter  
Albuquerque Public Schools

January 24, 2019

#### Core Team

Mickey Smith - School Leader  
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Content Area	Summative SMART Goal Statement	Benchmark SMART Goal Statement	Detailed Data Analysis
English Language Arts	7th grade ELA will increase proficiency by 10%; 8th grade ELA will increase proficiency by 9.1%; 9th ELA grade will increase proficiency by 2.9%; 10th grade ELA will increase proficiency by 4.1%; 11th grade Fall Block ELA will increase proficiency by 4%; 11 grade Spring Block ELA will increase proficiency by 9.1%	For all grade levels ELA: 80% of students who have an attendance rate of at least 80% will meet project growth on NWEA MAP Reading, as measured from Fall 2018 to Winter 2018.	<p>ELA PARCC - Fall Block The majority of potential graduates had to re-take the ELA 11 test, in the Fall, because they had not passed it the previous Spring.</p> <p>ELA 11 Level 1: 24.0% (6 students) Level 2: 16.0% (4 students) Level 3: 40.0% (10 students) Level 4: 20.0% (5 students) Level 5: 0% (0 students) These students outperformed APS, the state, and cross-state for levels 1-4. In other words, we had a lower percentage of students at levels 1 and 2; and, a higher percentage of students at levels 3 and 4.</p> <p>ELA PARCC - Spring Block ELA 11 Level 1: 27.3% (3 students) Level 2: 36.4% (4 students) Level 3: 36.4% (4 students) Level 4: 0% (0 students) Level 5: 0% (0 students)</p> <p>ELA 10 Level 1: 45.8% (11 students) Level 2: 45.8% (11 students) Level 3: 8.3% (2 students) Level 4: 0% (0 students) Level 5: 0% (0 students)</p> <p>ELA 9 Level 1: 37.1% (13 students) Level 2: 37.1% (13 students) Level 3: 22.9% (8 students) Level 4: 2.9% (1 students) Level 5: 0% (0 students)</p> <p>ELA 8 Level 1: 72.7% (8 students) Level 2: 18.2% (2 students) Level 3: 0% (0 students) Level 4: 9.1% (1 student) Level 5: 0% (0 students)</p> <p>ELA 7 Level 1: 100% (10 students)</p>

Content Area	Summative SMART Goal Statement	Benchmark SMART Goal Statement	Detailed Data Analysis
Mathematics	7th grade Math will increase proficiency by 10%; 8th grade Math will increase proficiency by 18.2%; Algebra I will increase by 5.8% proficiency; Geometry-Fall Block will increase by 5%; Geometry-Spring Block will increase by 4.8%; Algebra II will increase proficiency by 10%.	80% of students who have an attendance rate of 80% or higher will meet projected growth on NWEA MAP Math testing, as measured from Fall 2018 to Winter 2018.	<p>FALL BLOCK</p> <p>Geometry</p> <p>Level 1: 25.0% (5 students)</p> <p>Level 2: 65.0% (13 students)</p> <p>Level 3: 10.0% (2 students)</p> <p>Level 4: 0% (0 students)</p> <p>Level 5: 0% (0 students)</p> <p>SPRING BLOCK</p> <p>Geometry</p> <p>Level 1: 42.9% (9 students)</p> <p>Level 2: 38.1% (8 students)</p> <p>Level 3: 19.0% (4 students)</p> <p>Level 4: 0% (0 students)</p> <p>Level 5: 0% (0 students)</p> <p>Algebra I</p> <p>Level 1: 55.3% (21 students)</p> <p>Level 2: 44.7% (17 students)</p> <p>Level 3: 0% (0 students)</p> <p>Level 4: 0% (0 students)</p> <p>Level 5: 0% (0 students)</p> <p>Algebra II</p> <p>Level 1: 80.0% (8 students)</p> <p>Level 2: 20.0% (2 students)</p> <p>Level 3: 0% (0 students)</p> <p>Level 4: 0% (0 students)</p> <p>Level 5: 0% (0 students)</p> <p>Grade 8 Math</p> <p>Level 1: 90.0% (9 students)</p> <p>Level 2: 10.0% (1 students)</p> <p>Level 3: 0% (0 students)</p> <p>Level 4: 0% (0 students)</p> <p>Level 5: 0% (0 students)</p>

Content Area	Summative SMART Goal Statement	Benchmark SMART Goal Statement	Detailed Data Analysis
Optional 3rd Goal	80% of students who have an attendance rate of 80% or higher will meet project growth on NWEA MAP Reading and Math testing, from Fall 2018 to Winter 2018.	90% of students will receive Student Growth Portfolios, through their Advisory class. These portfolios will include copies of: PARCC Individual Test reports (ELA/Literacy & Math) from previous school year; Science SBA; EOCs,etc.; NWEA Student Growth Summary reports; P Student Goal Setting worksheet; pre- and post-assessments re: content classes including student writing samples, classwork, etc.	<p>PARCC Reports: Although both the Fall and Spring Blocks showed an increase over 16-17, a significant number of students did not attempt writing and/or math modeling.</p> <p>NWEA MAP Testing: Students scores are erratic. Many, many students do not take the testing seriously. Therefore, it has not been an effective indicator of student growth/achievement.</p> <p>ACCESS, Science SBA, etc.: All tests show this trend. Students, when later asked, will readily admit that they did not try.</p> <p>We believe this is a combination of lack of student confidence (if I don't try, then I don't have to worry about anyone thinking I'm stupid) and a lack of student investment in their own education and future.</p>

## FOCUS AREA: Standards alignment

Desired Outcomes: Teachers will ensure that their curriculum is aligned to, and prepares students for, the type of test items on PARCC (both ELA/Literacy and Math).

Root Cause(s): Teachers do not have a curriculum map, aligned to CCSS.

### CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
09/04/2018 - 10/05/2018	Deep analysis of PARCC testing reports from prior year.	Deep Dive Data Analysis Protocal PLC Time	Mickey Smith Eileen Maddock	All teachers
09/04/2018 - 12/21/2018	Teachers will build into Unit Plans and Lesson Plans learning objectives/targets that address the PARCC-like reading (complex texts) and writing (using PARCC rubric). These teachers will perform both pre- and post-assessments on these items.	Clear expectations re: unit plans and lesson plans	Mickey Smith Eileen Maddock	ELA; Social Studies; and Science Teachers
09/04/2018 - 12/21/2018	Math teacher will map out 80% of curriculum in order to ensure it follows CCSS Math standards. Unit plans aligned to that curriculum map.	Standards Sample Curriculum Maps	Mickey Smith David Kaufman	David Kaufman and long-term sub (who is certified).

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
10/05/2018	Minutes from PLC meetings in which teachers follow a Data Analysis Protocol. These minutes will include findings and recommendations.	Adjusting for students who are new to our school; significant mobility.
08/28/2018	PARCC-like assessments Pre- and Post-assessment data	Level of texts, differentiating for the lowest students.
10/05/2018	Curriculum Map for Math classes	We have been unable to fill one of the math teacher positions. The long-term sub is a certified math teacher, but he is having a difficult time adjusting to our population; will try to find a different substitute for 2nd quarter. Hopefully, this person will better understand our high-needs students. Either way, students will be impacted. We hope to be able to hire a full-time math teacher for 2nd semester.

## FOCUS AREA: Data-driven instruction

Desired Outcomes: Within Math - 80% of the time, math teachers will use assessments to drive instruction.

Root Cause(s): Teachers spend too much time trying to fill in gaps and students miss out on grade level content. Additionally, teachers are developing lessons for "one size fits all," when it does not.

### CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
08/06/2018 - 12/14/2018	Teachers will look at results from students NWEA MAP scores. All students test in Math & ELA three times per school year. The bulk of students, and student data, will be uploaded by August 6, 2018 and available to the math teacher.	MAP Scores to Date spreadsheet; access to MAP testing reports, learning continuum, etc.	Eileen Maddock David Kaufman	Eileen Maddock will ensure that the MAP class roster file is up to date and online reports available.
08/06/2018 - 12/14/2018	Math teachers will utilize, analyze, discuss results (and then plan accordingly) frequent formative assessments to track student learning and to identify the need for re-teaching, intervention, etc.	Curriculum, common prep time with other math teacher	David Kaufman	David Kaufman and TBD math teacher

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
08/24/2018	Class grids completed for each math class.	Addition of data for new students who come in 6-8 weeks after the start of the new year.



PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
12/14/2018	Pre- and post- formative assessments and associated student data. Summative assessments (unit tests).	We were unable for find a suitable math teacher to hire for the new school year. Our long-term sub is a licensed math teacher. However, his pre- and post-data is less formal as he has the learning curve of a new school with an at-risk population.

## FOCUS AREA: Tier I (Core) instruction

Desired Outcomes: Teachers will ensure that their instruction and assessment is aligned to, and prepares students for, the type of test items on PARCC (both ELA/Literacy and Math).

Root Cause(s): Teachers are not adequately preparing students for the PARCC complex texts and writing tasks and other high-stakes assessments.

### CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
09/24/2018 - 12/21/2018	Social Studies & Science content classes will submit to principal PARCC-like text and associated writing prompts. ELA teachers use SpringBoard curriculum and this follows PARCC structure very closely. Therefore, they will plan on which text(s) they will get to by certain dates. Additional writing prompts may be required, on top of what SpringBoard already includes - in order to ensure that students must (eventually) write about multiple texts in the same writing prompt. Teachers will start with less-complex text and work their way up to more complex text, as well as multiple texts.	PARCC sample items for reference PARCC writing rubric	Mickey Smith Eileen Maddock	ELA Teachers; Social Studies Teachers; and, Science Teachers
10/04/2018 - 12/21/2018	Teachers will build into Unit Plans and Lesson Plans learning objectives/targets that address the PARCC-like reading (complex texts) and writing (using PARCC rubric). These teachers will perform both pre- and post-assessments on these items.	Clear expectations re: unit plans and lesson plans	Mickey Smith Eileen Maddock	All Teachers

CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
08/27/2018 - 12/21/2018	Professional Development, via virtual conferences, in how to read ACCESS reports; improve instruction for ELL students; how to discuss ACCESS growth; etc.	Consultant Dr. Ayanna Cooper	Eileen Maddock	All Teachers

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
10/05/2018	Findings and resulting best practices.	Adjusting for student who are new to our school; significant mobility.
12/21/2018	Creation of PARCC-like assessments and then submitting the pre- and post- assessment data	Level of texts required within a giving class; differentiating for the lowest and highest level students.

## FOCUS AREA: School culture

Desired Outcomes: Teachers will help students identify if they have a fixed or growth mindset. They will work with students, through Advisory to help students take testing (NWEA MAP, PARCC, ACCESS, SBAs, EOCs, etc.) seriously. By setting a growth mindset, schoolwide, students will feel safer taking risks, making mistakes, and trying their best.

Root Cause(s): Teachers are often worn down by lack of attendance, lowest performers, and social-emotional issues of many students. Students are often afraid to try and teachers are afraid to push them.

### CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
09/17/2018 - 12/21/2018	Teachers will receive Student Growth Portfolios for each student in their Advisory. These portfolios will be created (one for each student), and distributed to the students' Advisory teachers. The Student Growth Portfolios will also include pre- and post-assessments re: ELA/Literacy and Math so that students can see growth, without having to wait for NWEA or annual high stakes testing.	Copies of all formative and summative tests (NWEA MAP, PARCC, ACCESS, SBAs, EOC, etc.) must be sorted and put into each student's Growth Portfolio. Also, teachers will collect and distribute student work samples, to allow students to see growth in reading, writing, math, etc.	Mickey Smith Eileen Maddock	All teachers
10/15/2018 - 12/21/2018	Train teachers, so they can train students, on meaning of test results, etc.	PLC time	Mickey Smith Eileen Maddock	All Teachers
09/10/2018 - 11/02/2018	Train Teachers in Growth Mindset, in order that: - teachers will begin to incorporate Growth Mindset vocabulary and strategies in their classes. - teachers can speak from attitude during Advisory classes	Print and video resources PLC time	Mickey Smith Eileen Maddock	All Teachers

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
09/25/2018	Students folder created, filled with testing reports, delivered to Advisory teacher.	New students coming in - need a system to create Growth Portfolios for all students as they come in (highly mobile population). May not be able to get reports for students who were not with us last year.
12/21/2018	Minutes from PLC meetings	Ongoing discussions with teachers, in PLC meetings, to help them overcome barriers.