**At-Risk Section**

The At-Risk section of the Ed Plan consists of 6 Evidence Requests.  You will respond to the first five prompts by entering either a text response or using a checkbox menu, depending on the custom response option, and then clicking "***Attach Evidence***".  The final prompt requires you to download the At-Risk Funding Distribution spreadsheet, complete it, upload the file, and click "***Attach Evidence***".  You can download the At-Risk Funding Distribution spreadsheet in the Resources at the bottom of this section ***(Charter schools are NOT required to complete the At-Risk Funding Distribution spreadsheet in Prompt #6).***

[**1) Bilingual multicultural, indian education, and hispanic EducatioN**](https://tracker-demo.wested.org/monitor/evidence_responses/3641) **acts**

Describe programs or services being implemented that address the **Bilingual Multicultural Act**, the **Indian Education Act**, and the **Hispanic Education Act**. ***(Text Response)***

### [2) sERVICES TO BE IMPLEMENTED](https://tracker-demo.wested.org/monitor/evidence_responses/3642)

Identify services that will be implemented for this school or school(s) within the district (**select all that apply**).  Use the "other" option to provide additional information if needed (not required). **(*Checkbox Menu Response)***

Case management, tutoring, reading interventions and after-school programs delivered by social workers, counselors, teachers or other professional staff

Culturally relevant professional and curriculum development, including those necessary to support language acquisition, bilingual and multicultural education

Additional compensation strategies for high-need schools

Whole school interventions, including school-based health centers and community schools

Educational programming intended to improve career and college readiness of at-risk students, including dual or concurrent enrollment, career and technical education, guidance counseling services and coordination with post-secondary institutions

Services to engage and support parents and families in the education of students

Other

### [3) Services to be provided and the IMPLEMENTATION](https://tracker-demo.wested.org/monitor/evidence_responses/3643) process

Describe the services provided, including the implementation process**. (Text Response)**

[**4) STUDENT POPULATION(S) THAT WILL BE SERVED**](https://tracker-demo.wested.org/monitor/evidence_responses/3644)

Indicate which students groups will be served***: (Checkbox Menu Response)***

English Language Learner

Economically Disadvantaged

Native American

Student with Disability

Highly Mobile

### [5) TOTAL AMOUNT BUDGETED FOR AT-RISK SERVICES](https://tracker-demo.wested.org/monitor/evidence_responses/3645)

Indicate the total dollar amount budgeted for At-Risk Services. (***Text Response)***

### [6) AT-RISK FUNDING DISTRIBUTION](https://tracker-demo.wested.org/monitor/evidence_responses/3646)s

Download the spreadsheet from the Resources section below, populate the At-Risk distributions and percentages by school, then save and attach as a File response. **Charter schools do NOT need to complete the At-Risk Distribution spreadsheet. (File Upload)**

**Operating Calendar Section**

The Operating Calendar section of the Ed Plan consists of 6 Evidence Requests.  You will respond by entering either a text response or using a checkbox menu, depending on the custom response option, and then clicking "***Attach Evidence***".  The information requested in this section relates to the district's or charter school's operating calendar, including the length of the school week, total instructional hours, and total professional work hours built into the calendar.  In addition, information regarding class/teaching load will also be provided.

### [1) Duration of S](https://tracker-demo.wested.org/monitor/evidence_responses/3645)chool week

Is your district/charter school operating on a 4-day or a 5-day school week (**select all that apply**)? ***(Checkbox Menu Response)***

4-day school week

5-day school week

### [2) Elementary Instructional HourS](https://tracker-demo.wested.org/monitor/evidence_responses/3645)

How many instructional hours, or average number of instructional hours, (as defined by Section 22-2-8.1 NMSA 1978) will be provided for elementary grade students in the upcoming school year? (If elementary grades are not part of your educational program, enter -**0**-) **(*Text Response)***

### [3) Middle/High school instructional hourS](https://tracker-demo.wested.org/monitor/evidence_responses/3645)

How many instructional hours, or average number of instructional hours, (as defined by Section 22-2-8.1 NMSA 1978) will be provided for middle and high school grade students in the upcoming school year? (If middle/high school grades are not part of your educational program, enter -**0**-) **(*Text Response)***

### [4) Elementary professional work hourS](https://tracker-demo.wested.org/monitor/evidence_responses/3645)

How many professional work hours, or average number of professional work hours, (as defined by Section 22-2-8.1 NMSA 1978) will be provided for elementary grade teachers in the upcoming school year? (If elementary grades are not part of your educational program, enter -**0**-) **(*Text Response)***

### [5) Middle/High school professional work hourS](https://tracker-demo.wested.org/monitor/evidence_responses/3645)

How many professional work hours, or average number of professional work hours, (as defined by Section 22-2-8.1 NMSA 1978) will be provided for middle and high school grade teachers in the upcoming school year? (If middle/high school grades are not part of your educational program, enter -**0**-) **(*Text Response)***

### [6) ClasS](https://tracker-demo.wested.org/monitor/evidence_responses/3645)/teaching load

Do you meet the requirements of Section 22-10A-20 NMSA 1978 for class or teaching load as defined below:

* *Kindergarten Elementary – 20 students (15-20 students requires an Education Assistant)*
* *Grades 1, 2 and 3 Elementary – average 22 students (any teacher in grade 1 with greater than 21 students requires an Educational Assistant)*
* *Grades 4, 5 and 6 Elementary – average 24 students*
* *Grades 7 through 12 – 160 students*
  + *English teachers in grades 7-8 is 135 with 27 students per class*
  + *English teachers in grades 9-12 is 150 with 30 students per class*

Indicate “Yes” in the text response if all requirements are met for all grade levels (as applicable).

If not, provide a narrative explaining whether your district/charter school will be applying for a waiver and for what grade levels, or if already operating under an approved waiver, a description detailing for what grade levels your waiver applies and for what timeframe it is valid.   **(*Text Response)***

**Beginning Teacher Mentorship Section**

The Beginning Teacher Mentorship section of the Ed Plan consists of 6 Evidence Requests.  You will respond by entering either a text response or using a checkbox menu, depending on the custom response option, and then clicking "***Attach Evidence***".  All mentorship programs will receive annual approval from the Director of the Educator Quality Division prior to implementation and shall align with all competencies outlined in the state’s Educator Effectiveness Evaluation System, in accordance with NMAC 6.69.8, and all other competencies outlined in agency regulation and guidance.

### [1) COM](https://tracker-demo.wested.org/monitor/evidence_responses/3650)petencies

Describe how individual support for first-year teachers from designated mentors is aligned to the competencies outlined in the Educator Effectiveness system (Elevate NM). (***Text Response)***

### [2) TRAINING](https://tracker-demo.wested.org/monitor/evidence_responses/3651) for mentors

Describe how designated mentors are provided training and support using structured and evidence-based activities, so that they are prepared to mentor beginning teachers. (***Text Response)***

### [3) RequirementS](https://tracker-demo.wested.org/monitor/evidence_responses/3652) for mentors

Describe structured processes that exist for the selection of designated mentors to match criteria specified in NMAC 6.69.4. (***Text Response)***

### [4) COMPENSATION](https://tracker-demo.wested.org/monitor/evidence_responses/3672)

Describe how compensation is provided to designated mentors. (***Text Response)***

### [5) REQUIREMENTS](https://tracker-demo.wested.org/monitor/evidence_responses/3653) For program completion

Describe completion requirements of the mentorship program and metrics for success. (***Text Response)***

### 6) Duration of program

Does the mentorship program last at least one year in length and include provisions whereby support for an additional one-or-two years may be provided to teachers who do not successfully complete the first-year teacher mentorship program when they continue to be employed in the public school district, charter school, or state educational institution? (***Checkbox Menu Response*)**

**Yes**

**No**

**Performance Target Section**

The Performance Targets section of the Ed Plan consists of 1 Evidence Request.  You will respond by downloading the Performance Targets spreadsheet, completing it, uploading the file, and clicking "**Attach Evidence**".  You can download the Performance Targets spreadsheet in the Resources section at the bottom of this section.  Districts and charter schools will provide performance targets for the ensuing school year in the areas of math, reading, and science, as well as for graduation rates.  Please ensure that you complete the worksheet for all the included student population groups included.

Please note: Attendance, out-of-school suspensions, and expulsions are included as optional measures for districts addressing chronic absenteeism and disproportionate disciplinary infraction responses.

### [1) PERFORMANCE TARGETS SPREADSHEET](https://tracker-demo.wested.org/monitor/evidence_responses/3655)

Download the spreadsheet from the Resources section below, enter the desired target goals for the ensuing school year, then save. Upload as a File. (**File Upload)**.

**Special Education Section**

The Special Education section of the Ed Plan consists of 5 Evidence Requests.  You will respond by entering either a text response or using a checkbox menu, depending on the custom response option, and then clicking "***Attach Evidence***".  For questions regarding the Special Education section, please contact your assigned NMPED Ed Plan reviewer.

### [1) EXPECTED REVENUE AMOUNT - STUDENTS ENROLLED IN PROGRAMS](https://tracker-demo.wested.org/monitor/evidence_responses/3656)

Enter the expected amount of revenue generated from the SEG for students enrolled in approved special education programs. (***Text Response)***

### [2) DESCRIPTION OF Special Education SERVICES](https://tracker-demo.wested.org/monitor/evidence_responses/3657)

Describe services to be provided to students with disabilities using revenue generated through the SEG. (***Text Response)***

### [3) EXPECTED REVENUE AMOUNT - ANCILLARY & RELATED SERVICES](https://tracker-demo.wested.org/monitor/evidence_responses/3658)

Enter the expected amount of revenue generated from the SEG for personnel providing ancillary and related services to students with disabilities. (***Text Response)***

### [4) DESCRIPTION OF ANCILLARY & RELATED SERVICES](https://tracker-demo.wested.org/monitor/evidence_responses/3659)

Describe the services provided by ancillary and related services personnel to students with disabilities using revenue generated through the SEG. (***Text Response)***

### [5) ACCESS TO FREE & APPROPRIATE PUBLIC EDUCATION](https://tracker-demo.wested.org/monitor/evidence_responses/3660)

Describe steps taken to ensure that students with disabilities have access to a free and appropriate public education. (***Text Response)***

**Federal/Local Revenue Section**

The Federal/Local Revenue section of the Ed Plan consists of 4 Evidence Requests.  You will respond by entering either a text response or using a checkbox menu, depending on the custom response option, and then clicking "***Attach Evidence***".  For purposes of the Ed Plan,**only provide information regarding the specified Federal and/or Local funds referenced**.  If you do NOT receive any of these funds, select N/A in prompt #1 and you may skip the remaining prompts in the section.  For questions regarding the Federal/Local Revenue section, please contact your assigned NMPED Ed Plan reviewer.

[**1) DOES YOUR DISTRICT/CHARTER SCHOOL RECEIVE These FEDERAL AND/OR LOCAL REVENUEs?**](https://tracker-demo.wested.org/monitor/evidence_responses/3661)

Using the checkbox menu, indicate which of these specific federal and/or local revenues are received **(select all that** **apply**).  If you do NOT receive any of these specific revenues, choose ***N/A*** and skip the remaining prompts in this section. *(****Checkbox Menu Response)***

Federal Forest Reserve Funds

Federal Impact Aid Funds

Local One-Half Mill School District Property Tax

Revenue from Oil and Gas Ad Valorem Production Tax Act/Oil and Gas Production Equipment Ad Valorem Tax Act

N/A

[**2) PRIORITIZED USE of federal/local FUNDS?**](https://tracker-demo.wested.org/monitor/evidence_responses/3662)

What are the prioritized use of these funds (**select all that apply**)?  Use the "other" option to provide additional information if needed (not required). *(****Checkbox Menu Response)***

Indian Education Act, 22-23A NMSA 1978

Public School Capital Outlay Act, 22-24 NMSA 1978

Public School Capital Improvements Act, 22-25 NMSA 1978

Public School Buildings Act, 22-25 NMSA 1978

Research-based or evidence-based social, emotional or academic interventions for which at-risk program units may be used

Other: \_\_\_\_\_

[**3) What support will these revenues provide?**](https://tracker-demo.wested.org/monitor/evidence_responses/3663)

Indicate how these revenues are intended to be used (**select all that apply**). Use the "other" option to provide additional information if needed (not required). *(****Checkbox Menu Response)***

To Improve Student Outcomes

To Improve the Condition of a School Building

Other: \_\_\_\_\_

### 4) Description of programs/services

Provide a narrative to explain how this revenue will provide programs and services to improve student outcomes and/or capital projects undertaken to improve the condition of a school building. *(****Text Response)***

**Family Income Index**

The Family Income Index section of the Ed Plan consists of 3 Evidence Requests.  You will respond by entering either a text response or using a checkbox menu, depending on the custom response option, and then clicking "***Attach Evidence***".  If you do NOT receive Family Income Index funds, enter **$0** in Prompt #1 and then you may skip the remainder of the section.  For questions regarding the Family Income Index section, please contact your assigned NMPED Ed Plan reviewer.

### 1) Total family Income index Award

Indicate the total dollar amount of Family Income Index funding received.  If you do not receive Family Income Index revenue, enter -**0**- and skip the remainder of this section. (***Text Response)***

### [2) Use of family income iN](https://tracker-demo.wested.org/monitor/evidence_responses/3667)dex funding

Indicate from the checkbox menu provided how the Family Income Index allocation will be used (**select all that apply**).” (***Checkbox Menu Response)***

Evidence-based, structured literacy interventions that have been shown to improve reading and writing achievement of students.

Evidence-based mathematics instruction and interventions, including educational programming intended to improve career and college readiness of at-risk students, dual or concurrent enrollment, and career and technical education.

Case management, tutoring and after-school and summer enrichment programs that are delivered by social workers, counselors, teachers or other professional staff.

Culturally relevant professional and curriculum development, including those necessary to support language acquisition and bilingual and multicultural education.

Whole school interventions, including social and emotional learning programs, multi-layered systems of support, student nutrition programs, school-based health centers and community schools.

Instructional resources and materials.

Services to engage and support parents and families in the education of students.

Services to engage and support tribal communities in the education of Native American students.

### 3) Impact of implementation

Describe how these programs, services, and interventions will be implemented to impact student outcomes in academic achievement, career/college readiness, social and emotional learning, and/or community engagement. (***Text Response)***