

NM DASH  
Educational Plan for Student Success



# The FY24 Ed Plan

General Guidance for  
Submitting Quality Responses  
in the 2023/2024 Ed Plan

- Each prompt in the Ed Plan has an individual custom response option.
  - Text Response
  - Checkbox Menu
  - File Upload
- Each prompt requires a submitted response with the exception of:
  - At-Risk Funding Distribution spreadsheet (districts only)
  - Federal/Local Revenue; districts/charter schools NOT receiving the specified funds select N/A in prompt #1 and skip remaining prompts.
  - Family Income Index; districts/charter schools NOT receiving FII awards enter -0- in prompt #1 and skip remaining prompts.

### Attach Evidence

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

TITLE \*

1) Bilingual Multicultural, Indian Education, and Hispanic Education Acts

DESCRIPTION/TEXT RESPONSE

**B** *I* [List Icons] [Link Icon]

Enter responses [here...](#)

Characters: 23 POWERED BY TINY

Cancel Attach Evidence

### Attach Evidence

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).

TITLE \*

2) Services To Be Implemented

☐ 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

OTHER (SPECIFY)

Cancel Attach Evidence

6) AT-RISK FUNDING DISTRIBUTIONS (SCHOOL DISTRICTS ONLY) Attach Evidence

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.**

6) At-Risk Funding Distributions (School Districts Only) [X] [Share]

Last updated 04/06/2023 01:43:52 PM by Erin Carter

### Attach Evidence

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

Choose File No

max size: 500MB supported file extensions: docx doc xlsx xls ppt pptx pdf txt jpg jpeg png zip rar

TITLE \*

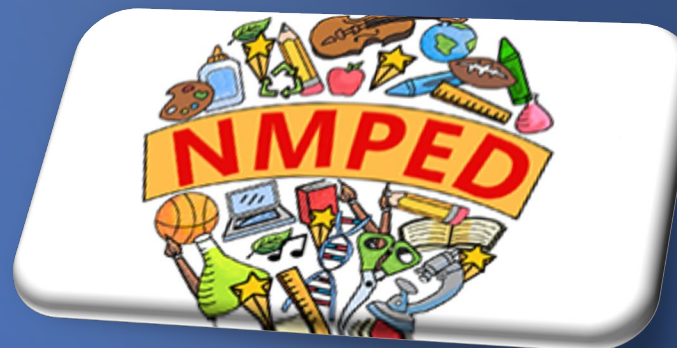
6) At-Risk Funding Distributions (School Districts Only)

DESCRIPTION/TEXT RESPONSE

**B** *I* [List Icons] [Link Icon] [Speaker Icon]

Characters: 0 POWERED BY TINY

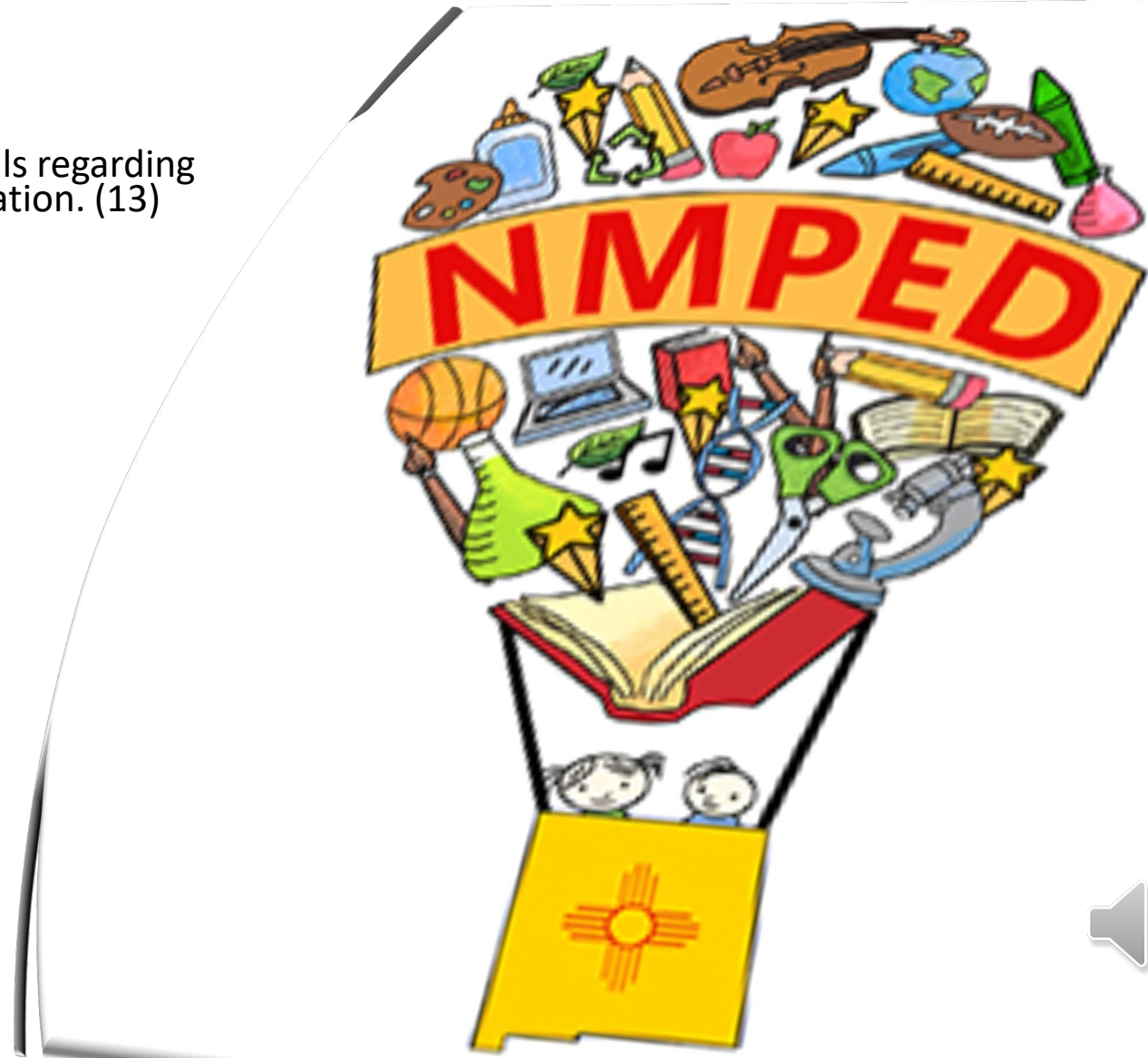
Cancel Attach Evidence





# Key Points for Success

- Text Narrative Responses (22 total)
    - Enter a numerical figure (9)  
or
    - Provide a description of programs/services, details regarding implementation, and/or other significant information. (13)
- 
- Ensure:
    - Numerical figure is correct
    - Narrative responses must:
      - Provides key information specifically requested in prompt.
      - References prompt when appropriate
      - Provide names of programs and services where appropriate
      - Provide key details regarding implementation where requested
      - Be clearly written and organized in a professional manner



# SAMPLE RESPONSES

## Quality:

XYZ has sixty-five bilingual and multicultural education programs in which the medium of instruction in two languages. These services include home/heritage language arts and/or content courses Navajo, Zuni, and Spanish and English Language Development for English Learners.

In order to meet the needs of culturally and linguistically diverse students, XYZ implements rigorous and high-quality programs along with the use of culturally and linguistically responsive instructional materials that support and align with the program goals of the BME Act which are for all students to:

- Become bilingual and biliterate in English and a second language
- Meet state academic standards in all subject areas

ABC District provides Bilingual education for Spanish and Dine Speakers. Funds will be used to support the summits, as well as, added Navajo curriculum, Native American literature, and resources to readily support state history curriculum. We will provide reading materials and have a session on how to help students in academics for the upcoming year. We will support cultural family nights at schools through providing family learning guides, make and takes, and supplies with funding.

## Not Quality:

Our program believes multiculturalism is important. Students should be able to experience success at all levels.

XYZ Charter school implements programs and services that support the goals of the Bilingual Multicultural Act, the Indian Education Act, and the Hispanic Education Act.

See our district website for information regarding programs and services we provide.

## Quality:

ABC schools utilizes revenues for services for students with disabilities by:

- Employing special education teachers, instructional assistants, and ancillary/related service providers to ensure that students with disabilities are afforded a free and appropriate public education
- Ensuring that services in student IEPs are provided, to include individually tailored instructional supports and strategies, provision of ancillary services from qualified therapists, annual goals to promote student growth, and provision of assistive technology when appropriate
- Providing training and professional development to staff regarding best practices in educating students with disabilities

Our Inclusion Support Coaches, who have a firm knowledge in special education, support teachers in the general education classrooms to promote Least Restrictive Environment (LRE). We have reading and math interventionists for Students with Disabilities (SWD), which is a research-based intervention. We provide ongoing professional development for staff (i.e. Co-teaching, behavioral supports for SWD, reading and math strategies) Social workers support SWD in their LRE for Social Emotional Learning. Additional compensation for Special education teachers, educational assistants, and general education teachers that have inclusive classrooms are monitored through caseloads.

## Not Quality:

SPED teachers and assistants provided services in the regular education classroom as well as the special education classroom. This depends on the level of support required.

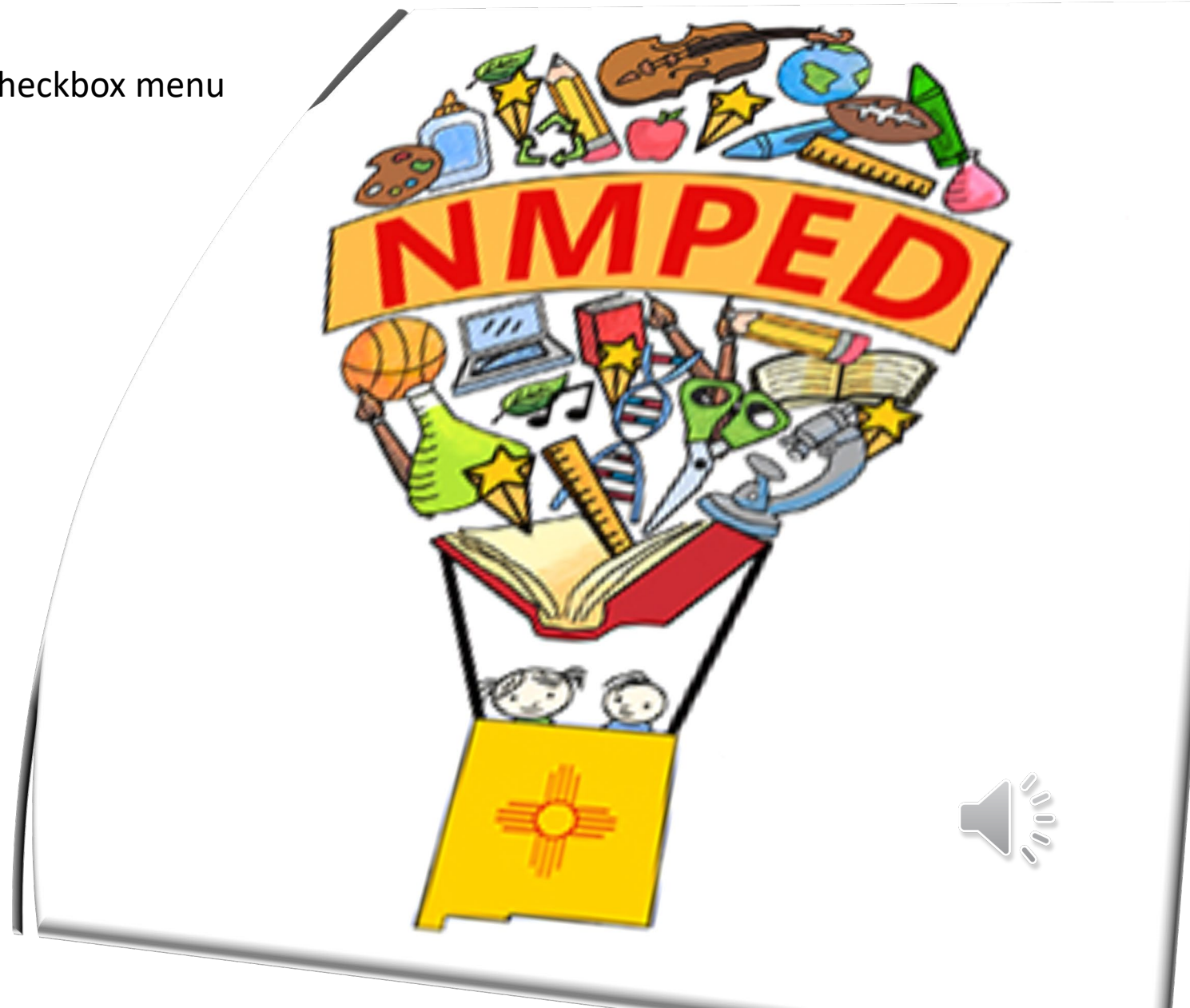
Students with disabilities will receive services as written by the IEP team.

Services are determined by IEP teams. Services can be provided in regular or special education settings depending on the LRE.



# Key Points for Success

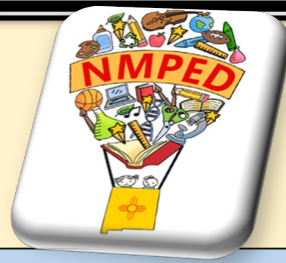
- Checkbox Menu Responses (7 total)
  - Select at least one option from the provided checkbox menu
  - Use of the “other” feature is optional.
- File Upload Responses (2 total)
  - At-Risk Funding Distribution spreadsheet
    - District only
    - See the [At-Risk Funding Distribution](#) video in the NM DASH Resource Library for additional information
  - Performance Targets spreadsheet
    - See the [Performance Targets](#) video in the NM DASH Resource Library for additional information





# 3-Tiered Approval Criteria Rubric

- New for FY2024
- Allows for a broader scope when considering approval requirements
- Exemplary and Satisfactory are considered meeting approval requirements
- Sections marked “Not Approved” must be amended and resubmitted.



## Ed Plan Approval Criteria Rubric FY24

Criteria	Quality Indicators	
	Descriptors	Sample Responses
<b>Exemplary</b>	A comprehensive description of programs/services that provides clear details on target goals and outcomes, as well as evidence of implementation including general procedures and/or methods for progress-monitoring.	The XYZ district implements various programs and services aligned to the goals of the Hispanic Education Act, Indian Education Act, and the Multi-Cultural Bilingual Act that specifically target increased math and reading performance for our students in need of support. All programs are offered using a bilingual model for support and are centered around culturally relevant instructional strategies. <i>Learners for Life</i> is a program by which our schools partner with families to increase opportunities for learning outside of the school environment and provides educational technology and support training to parents in the native language of the family. The goals of the program are to reinforce learning outcomes, with an emphasis on reading and math projects centered around high-interest areas. Parents are asked to maintain structured routines (one hour a night) at home, while teachers are able to track progress and build in learning connections within their classrooms.
<b>Satisfactory</b>	A description of programs/services that provides some general information on target goals and outcomes, and basic indications of implementation.	The XYZ district, through our bilingual services department, implements programs and services that target increased learning outcomes for our students using a state-approved bilingual model approach. All students identified as English Language Learners and Native American receive instruction using culturally relevant strategies while supporting their native languages. Data is analyzed at the school level to ensure academic progress is being made, and monthly district meetings analyze trends to identify areas of need and implement additional support as needed.
<b>Not Approved</b>	A vague statement with no description of programs/services provided or evidence of implementation. No response submitted.	The XYZ district implements several programs and services aligned to the goals of the Hispanic Education Act and the Multi-Cultural Bilingual Act. These programs are approved and support students in need.



# Key Points and Resources

- NMPED Ed Plan reviewers will be focusing on the quality of information provided in this year's Ed Plan submissions. Make sure:
  - All key elements are provided in responses to ensure timely approval.
  - Responses are clearly stated, organized, and professional
  - Take the time upfront to provide quality responses
- Resources
  - NM DASH Resource Library (select 2023-2024 District Educational Plan)
    - <https://dashlibrary.ped.state.nm.us/collections>
  - Series of videos for each section of the Ed Plan
    - Includes response key elements that Ed Plan reviewers will be looking for.
  - The FY24 Ed Plan Working Doc (Word format)
  - The FY24 Ed Plan 3-Tiered Approval Rubric
  - The FY24 Process Handbook
  - Variety of other useful tools
- Use DASH Resource tools to verify funding amounts and other data.

