

Core Team

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Goals

English Language Arts

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
K grade	On 2021 BOY Istation 13% of students scored Level 4 and Level 5.	By the end of the school year all Kindergarten students will increase proficiency by 10% as measured by EOY Istation.	Kindergarten Istation proficiency scores will increase from 13% proficiency at BOY 2021 to 37% proficient by EOY 2022.
1st grade	On 2021 BOY Istation 17% of students scored Level 4 and Level 5.	By the end of the school year all 1st grade students will increase proficiency by 10% as measured by EOY Istation.	1st grade Istation proficiency scores will increase from 17% proficiency at BOY 2021 to 27% proficient by EOY 2022.
2nd grade	On 2021 BOY Istation 11% of students scored Level 4 and Level 5.	By the end of the school year all 2nd grade students will increase proficiency by 10% as measured by EOY Istation.	2nd grade Istation proficiency scores will increase from 11% proficiency at BOY 2021 to 21% proficient by EOY 2022.
3rd grade	On 2021 BOY Istation 18% of students scored Level 4 and Level 5.	By the end of the school year all 3rd grade students will increase proficiency by 10% as measured by EOY Istation.	3rd grade Istation proficiency scores will increase from 18% proficiency at BOY 2021 to 28% proficient by EOY 2022.
4th grade	On 2021 BOY Istation 20% of students scored Level 4 and Level 5.	By the end of the school year all 4th grade students will increase proficiency by 10% as measured by EOY Istation.	4th grade Istation proficiency scores will increase from 20% proficiency at BOY 2021 to 30% proficient by EOY 2022.
5th grade	On 2021 BOY Istation 17% of students scored Level 4 and Level 5.	By the end of the school year all 5th grade students will increase proficiency by 10% as measured by EOY Istation.	5th grade Istation proficiency scores will increase from 17% proficiency at BOY 2021 to 27% proficient by EOY 2022.
6th grade	On 2021 BOY Istation 50% of students scored Level 4 and Level 5.	By the end of the school year all 6th grade students will increase proficiency by 10% as measured by EOY Istation.	6th grade Istation proficiency scores will increase from 50% proficiency at BOY 2021 to 60% proficient by EOY 2022.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

By the end of the 2021-2022 school year, all students in Kindergarten through 6th grade will increase their proficiency levels from 19% to 29% proficiency in English Language Arts as measured by

Istation. By the end of the 2021-2022 school year, all students in Grades 3-6 will be measured by the MSSA and new benchmarks will be established.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

Utilizing Istation as a benchmark tool, students will increase their proficiency scores by 10% as measured at BOY, MOY, and EOY assessment.

Mathematics

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
K grade	On 2021 BOY Istation 37% of students scored Level 4 and Level 5.	By the end of the 2021-2022 SY all students in Kindergarten will increase from 37% to 47% as measured by EOY Istation.	Kindergarten Istation proficiency scores will increase from 37% proficiency at BOY 2021 to 47% proficient by EOY 2022.
1st grade	On 2021 BOY Istation 30% of students scored Level 4 and Level 5.	By the end of the 2021-2022 SY all students in 1st Grade will increase from 30% to 40% as measured by EOY Istation.	1st Grade Istation proficiency scores will increase from 30% proficiency at BOY 2021 to 40% proficient by EOY 2022.
2nd grade	On 2021 BOY Istation 2% of students scored Level 4 and Level 5.	By the end of the 2021-2022 SY all students in 2nd grade will increase from 2% to 12% as measured by EOY Istation.	2nd grade Istation proficiency scores will increase from 2% proficiency at BOY 2021 to 12% proficient by EOY 2022.
3rd grade	On 2021 BOY Istation 1% of students scored Level 4 and Level 5.	By the end of the 2021-2022 SY all students in 3rd grade will increase from 1% to 11% as measured by EOY Istation.	3rd grade Istation proficiency scores will increase from 1% proficiency at BOY 2021 to 11% proficient by EOY 2022.
4th grade	On 2021 BOY Istation 2% of students scored Level 4 and Level 5.	By the end of the 2021-2022 SY all students in 4th grade will increase from 2% to 12% as measured by EOY Istation.	4th grade Istation will increase from 2% proficiency at BOY 2021 to 12% proficient by EOY 2022.
5th grade	On 2021 BOY Istation 0% of students scored Level 4 and Level 5.	By the end of the 2021-2022 SY all students in 5th grade will increase from 0% to 10% as measured by EOY Istation.	5th grade Istation proficiency scores will increase from 0% proficiency at BOY 2021 to 10% proficient by EOY 2022.
6th grade	On 2021 BOY Istation 20% of students scored Level 4 and Level 5.	By the end of the 2021-2022 SY all students in 6th grade will increase from 20% to 30% as measured by EOY Istation.	6th grade Istation proficiency scores will increase from 20% proficiency at BOY 2021 to 30% proficient by EOY 2022.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

By the end of the 2021-2022 school year, all students in Kindergarten through 6th grade will increase their proficiency levels from 13% to 23% proficiency in Math as measured by Istation. By the end of the 2021-2022 school year, all students in Grades 3-6 will be measured by the MSSA and new benchmarks will be established.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

Utilizing Istation as a benchmark tool, students will increase their proficiency scores by 10% as measured at BOY, MOY, and EOY assessment.

Performance Challenges

Due to the virtual learning environment, students lost 1.5 years of in-person learning resulting in a regression of academic growth.

GOAL

English Language Arts

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Classroom walk through data(non-evaluative), Lesson/unit plans, MLSS Self Assessment, Summative assessment(s)

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

Schoolwide data shows that 19% of students in grades K-6 are proficient in ELA as measured by Istation. Overall areas in most need of improvement include word analysis and letter knowledge. Analysis of Istation data reveals 50% of students are at Level 1, 18% of students are at Level 2, 13% of students are at Level 3, 13% of students are at Level 4, and 6% of students are at Level 5. According to Istation 19% of students are at or above grade level. The grade with the highest group of students at Level 1 (63%) is 2nd grade. The grade with the lowest number of students at Level 1 (35%) is 6th grade.

Based on MLSS self-assessment our greatest area of need is Layer 2 Targeted Interventions and our highest priority focus area is within the area of school supports.

This school year our district adopted a new lesson plan template which is utilized by all staff. Currently 10 out of 15 teachers are implementing lesson template as expected.

School principal conducts 16 out of 16 weekly classroom walkthroughs. Classroom walkthroughs indicate there is evidence of high quality instruction happening in focus areas indicated. Future walkthroughs will focus on identified areas of need to further enhance delivery of high quality instruction.

THESE AREAS ARE CAUSE FOR CONCERN...

In addition to previous challenges, students have the added burden of the extended pandemic and lack of schooling over the previous year and a half. There is much acceleration that needs to happen for students to catch up to their current academic year. Word Analysis and Letter Knowledge are important because these are key elements in ELA. This is concerning because we need to have a greater percentage of students performing at proficiency.

Due to the virtual learning environment, students lost 1.5 years of in-person learning resulting in a regression of academic growth.

GOAL

Mathematics

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Classroom walk through data(non-evaluative), Lesson/unit plans, MLSS Self Assessment, Summative assessment(s)

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

Schoolwide data shows that 13% of students in grades K-6 are proficient in Math as measured by Istation. Overall areas in most need of improvement include math fluency and mathematical strategies. Analysis of Istation data reveals 47% of students are at Level 1, 28% of students are at Level 2, 13% of students are at Level 3, 8% of students are at Level 4, and 5% of students are at Level 5. According to Istation 13% of students are at or above grade level. The grade with the highest group of students at Level 1 (69%) is 5th grade. The grades with the lowest number of students at Level 1 (25%) are Kindergarten and 1st grade.

Based on MLSS self-assessment our greatest area of need is Layer 2 Targeted Interventions and our highest priority focus area is within the area of school supports.

This school year our district adopted a new lesson plan template which is utilized by all staff. Currently 10 out of 15 teachers are implementing lesson template as expected.

School principal conducts 16 out of 16 weekly classroom walkthroughs. Classroom walkthroughs indicate there is evidence of high quality instruction happening in focus areas indicated. Future walkthroughs will focus on identified areas of need to further enhance delivery of high quality instruction.

THESE AREAS ARE CAUSE FOR CONCERN...

In addition to previous challenges, students have the added burden of the extended pandemic and lack of schooling over the previous year and a half. There is much acceleration that needs to happen for students to catch up to their current academic year. A concentration on math fluency and mathematical strategies are important because these are key elements in math. This is concerning because we need to have a greater percentage of students performing at proficiency. These areas are cause for concern because math fluency and mathematical strategies are essential in building strong mathematical skills to develop mathematical proficiency.

Root Causes

ELA - Due to remote and hybrid learning best practices and student engagement were difficult to implement maintain and monitor.

PERFORMANCE CHALLENGE

Due to the virtual learning environment, students lost 1.5 years of in-person learning resulting in a regression of academic growth.

FOCUS AREA

Layer 2 Interventions (per NM MLSS guidance)

MATH - Due to remote and hybrid learning best practices and student engagement were difficult to implement maintain and monitor.

PERFORMANCE CHALLENGE

Due to the virtual learning environment, students lost 1.5 years of in-person learning resulting in a regression of academic growth.

FOCUS AREA

Layer 2 Interventions (per NM MLSS guidance)

90-Day Plan: January 10, 2022 - June 03, 2022

Focus Area: Layer 2 Interventions (per NM MLSS guidance) - Math

DESIRED OUTCOMES

Teachers will meet in monthly grade level PLCs to disaggregate math data, determine focus areas of improvement and create improvement plans that meet the individual needs of the focus areas identified.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
01/19/2022 – 06/03/2022	All teachers will attend and actively engage in monthly PLC's and Learning walks to identify best practices in order to expand teacher knowledge of math fluency and mathematical strategies.	PLC dedicated time on calendar Online resources	Sherri Rodriguez Melissa Valencia	All TEQ Instructional Staff
01/19/2022 – 06/03/2022	WEEKLY: All teachers will address math fluency and explicit mathematical strategies utilizing hands-on math manipulatives and specific grade level strategies (such as number line, break apart, etc.) during explicit whole group instruction and targeted small group instruction.	Online content support Classroom math manipulatives	Melissa Valencia Nancy Martinez Gena Quibal	All TEQ instructional staff
01/19/2022 – 06/03/2022	MONTHLY: Principal will conduct walk-throughs monthly to observe math fluency and mathematical strategies lessons being delivered in the classroom.	Walkthrough Template	Sherri Rodriguez	All TEQ Instructional Staff
01/19/2022 – 06/03/2022	ONGOING: Instructional staff will be provided one on one support and professional development follow up during PLCs with Instructional Coach.	Professional Development Instructional Coach Dedicated PLC time	Melissa Valencia	All Instructional Staff

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
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INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
02/23/2022	25% of instructional staff will implement strategies and techniques learned in PLC's and Learning Walks to address the focus areas of Math Fluency and Mathematical Strategies.
03/23/2022	50% of instructional staff will implement strategies and techniques learned in PLC's and Learning Walks to address the focus areas of Math Fluency and Mathematical Strategies.
04/20/2022	75% of instructional staff will implement strategies and techniques learned in PLC's and Learning Walks to address the focus areas of Math Fluency and Mathematical Strategies.
05/25/2022	100% of instructional staff will implement strategies and techniques learned in PLC's and Learning Walks to address the focus areas of Math Fluency and Mathematical Strategies.

Focus Area: Layer 2 Interventions (per NM MLSS guidance) - ELA

DESIRED OUTCOMES

Teachers will meet in monthly grade level PLCs to disaggregate reading data, determine focus areas of improvement and create improvement plans that meet the individual needs of the focus areas identified.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
02/01/2022 – 06/03/2022	All teachers will attend and actively engage in monthly PLC's and learning walks to identify best practices in order to expand teacher knowledge of word analysis and letter knowledge.	PLC dedicated time on calendar Online resources	Sherri Rodriguez Melissa Valencia	All TEQ Instructional Staff
02/01/2022 – 06/03/2022	WEEKLY: All teachers will address word analysis and/or letter knowledge in classroom instruction through explicit whole group instruction and targeted small group instruction.	Online content support	Melissa Valencia Nancy Martinez Gena Quibal	All TEQ Instructional Staff
02/01/2022 – 06/03/2022	MONTHLY: Principal will conduct walk-throughs monthly to observe word analysis/letter knowledge lessons being delivered in the classroom.	Walk through template	Sherri Rodriguez	All TEQ Instructional Staff

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
02/01/2022 – 06/03/2022	ONGOING: Instructional staff will be provided one on one support and professional development follow up during PLC's with Instructional Coach	Professional Development Instructional Coach Dedicated PLC time	Melissa Valencia	All TEQ instructional staff

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
02/23/2022	50% of instructional staff will implement strategies and techniques learned in PLC's and learning walks to address the focus areas of word analysis and letter knowledge
03/23/2022	75% of instructional staff will implement strategies and techniques learned in PLC's and learning walks to address the focus areas of word analysis and letter knowledge
04/20/2022	100% of instructional staff will implement strategies and techniques learned in PLC's and learning walks to address the focus areas of word analysis and letter knowledge