



# SPRING 90-DAY PLAN Detail Report

Espanola Public Schools – Chimayo Elementary

## Core Team

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# Goals

## English Language Arts

### STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
K grade	69% of students scored at Level 1, 8% of students scored at Level 2, and 23% scored at Level 3. Overall, 77% of the kindergarten students did not meet benchmark goals as measured by iStation BOY assessment where as 23% scored proficient.	During the 2021-22 school year, 43% of the students in kindergarten will score at proficient on benchmark goals in ELA as measured by EOY iStation.	At BOY 23% of students are at grade level. By MOY 33% of students will be at grade level. By EOY 43% of students will be at grade level as measured by iStation interim assessment..
1st grade	71% of students scored at Level 1, 24% of students scored at Level 2, and 5% scored at Level, 3. Overall, 95% of the 1st grade students did not meet benchmark goals as measured by iStation BOY assessment where as 5% scored proficient.	During the 2021-22 school year, 25% of the students in first grade will score at proficient on benchmark goals in ELA as measured by EOY iStation.	At BOY 5% of students are at grade level. By MOY 15% of students will be at grade level. By EOY 25% of students will be at grade level as measured by iStation interim assessment..
2nd grade	67% of students scored at Level 1, 22% of students scored at Level 2, and 5.5% scored at Level 4, and 5.5 scored at level 5. Overall, 89% of the 2nd grade students did not meet benchmark goals as measured by iStation BOY assessment where as 11% scored proficient.	During the 2021-22 school year, 31% of the students in second grade will score at proficient on benchmark goals in ELA as measured by EOY iStation.	At BOY 11% of students are at grade level. By MOY 21% of students will be at grade level. By EOY 31% of students will be at grade level as measured by iStation interim assessment..
3rd grade	35% of students scored at Level 1, 23% of students scored at Level 2, and 23% scored at Level 3, 15% scored at level 4, and 4% scored at level 5. Overall, 58% of the 3rd grade students did not meet benchmark goals as measured by iStation BOY assessment where as 42% scored proficient.	During the 2021-22 school year, 62% of the students in 3rd grade will score at proficient on benchmark goals in ELA as measured by EOY iStation.	At BOY 42% of students are at grade level. By MOY 52% of students will be at grade level. By EOY 62% of students will be at grade level as measured by iStation interim assessment..
4th grade	57% of students scored at Level 1, 9% of students scored at Level 2, and 9% scored at Level, 3, , and 14% scored at level 4, and 11% scored at level 5. Overall, 66% of the 4th grade students did not meet benchmark goals as measured by iStation BOY assessment where as 34% scored proficient.	During the 2021-22 school year, 54% of the students in 4th grade will score at proficient on benchmark goals in ELA as measured by EOY iStation.	At BOY 34% of students are at grade level. By MOY 44% of students will be at grade level. By EOY 54% of students will be at grade level as measured by iStation interim assessment..
5th grade	33% of students scored at Level 1, 10% of students scored at Level 2, and 38% scored at Level, 3, 5% scored at level 4, and 14% scored at level 5. Overall, 43% of the 5th grade students did not meet benchmark goals as measured by iStation BOY assessment where as 57% scored proficient.	During the 2021-22 school year, 77% of the students in 5th grade will score at proficient on benchmark goals in ELA as measured by EOY iStation.	At BOY 57% of students are at grade level. By MOY 67% of students will be at grade level. By EOY 77% of students will be at grade level as measured by iStation interim assessment..

	<b>STUDENT SUMMATIVE ASSESSMENTS RESULTS</b>	<b>SUMMATIVE GOALS</b>	<b>BENCHMARKS</b>
6th grade	31% of students scored at Level 1, 23% of students scored at Level 2, and 31% scored at Level 3, and 15% scored at level 5. Overall, 54% of the 6th grade students did not meet benchmark goals as measured by iStation BOY assessment where as 46% scored proficient.	During the 2021-22 school year, 66% of the students in 6th grade will score at proficient on benchmark goals in ELA as measured by EOY iStation.	At BOY 46% of students are at grade level. By MOY 56% of students will be at grade level. By EOY 66% of students will be at grade level as measured by iStation interim assessment..

**GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT**

60% of all students in grades k-6 will score in the proficient level in ELA in New Mexico MSSA (grades 3-6) or at grade level in iStation (grades K-2).

**GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT**

During the 2021-2022 academic school year, all students in grades k-6 will increase 10% at BOY, MOY, EOY as measured by iStation interim assessment.

## Mathematics

**STUDENT ACHIEVEMENT GOALS AND BENCHMARKS**

	<b>STUDENT SUMMATIVE ASSESSMENTS RESULTS</b>	<b>SUMMATIVE GOALS</b>	<b>BENCHMARKS</b>
K grade	50 % of students scored at Level 1, 25% of students scored at Level 2, and 17% scored at Level 3, 8% scored at level 4. Overall, 75% of the kindergarten students did not meet benchmark goals as measured by iStation BOY assessment where as 25% scored proficient.	During the 2021-22 school year, 45% of the students in kindergarten will score at proficient on benchmark goals in Math as measured by EOY iStation.	At BOY 25% of students are at grade level. By MOY 35% of students will be at grade level. By EOY 45% of students will be at grade level as measured by iStation interim assessment..
1st grade	53 % of students scored at Level 1, 35% of students scored at Level 2, and 6% scored at Level 3, and 6% scored at level 4. Overall, 88% of the 1st grade students did not meet benchmark goals as measured by iStation BOY assessment where as 12% scored proficient.	During the 2021-22 school year, 32% of the students in first grade will score at proficient on benchmark goals in Math as measured by EOY iStation.	At BOY 12% of students are at grade level. By MOY 22% of students will be at grade level. By EOY 32% of students will be at grade level as measured by iStation interim assessment..
2nd grade	50% of students scored at Level 1, 39% of students scored at Level 2, and 5% scored at Level 3, and 6% scored at level 5. Overall, 89% of the 2nd grade students did not meet benchmark goals as measured by iStation BOY assessment where as 11% scored proficient.	During the 2021-22 school year, 31% of the students in second grade will score at proficient on benchmark goals in ELA as measured by EOY iStation.	At BOY 11% of students are at grade level. By MOY 21% of students will be at grade level. By EOY 31% of students will be at grade level as measured by iStation interim assessment..

	<b>STUDENT SUMMATIVE ASSESSMENTS RESULTS</b>	<b>SUMMATIVE GOALS</b>	<b>BENCHMARKS</b>
3rd grade	50% of students scored at Level 1, 23% of students scored at Level 2, and 12% scored at Level 3, 12% scored at level 4, and 3% scored at level 5. Overall, 73% of the 3rd grade students did not meet benchmark goals as measured by iStation BOY assessment where as 27% scored proficient.	During the 2021-22 school year, 47% of the students in 3rd grade will score at proficient on benchmark goals in Math as measured by EOY iStation.	At BOY 27% of students are at grade level. By MOY 37% of students will be at grade level. By EOY 47% of students will be at grade level as measured by iStation interim assessment..
4th grade	71% of students scored at Level 1, 14% of students scored at Level 2, and 14% scored at Level 3. Overall, 85% of the 4th grade students did not meet benchmark goals as measured by iStation BOY assessment where as 14% scored proficient.	During the 2021-22 school year, 34% of the students in 4th grade will score at proficient on benchmark goals in Math as measured by EOY iStation.	At BOY 14% of students are at grade level. By MOY 24% of students will be at grade level. By EOY 34% of students will be at grade level as measured by iStation interim assessment.
5th grade	29% of students scored at Level 1, 33% of students scored at Level 2, and 24% scored at Level 3, 10% scored at level 4, and 4% scored at level 5. Overall, 62% of the 5th grade students did not meet benchmark goals as measured by iStation BOY assessment where as 38% scored proficient.	During the 2021-22 school year, 58% of the students in 5th grade will score at proficient on benchmark goals in Math as measured by EOY iStation.	At BOY 38% of students are at grade level. By MOY 48% of students will be at grade level. By EOY 58% of students will be at grade level as measured by iStation interim assessment..
6th grade	54% of students scored at Level 1, 15% of students scored at Level 2, and 15% scored at Level 3, 8% scored at level 4, and 8% scored at level 5. Overall, 69% of the 6th grade students did not meet benchmark goals as measured by iStation BOY assessment where as 31% scored proficient.	During the 2021-22 school year, 66% of the students in 6th grade will score at proficient on benchmark goals in ELA as measured by EOY iStation.	At BOY 46% of students are at grade level. By MOY 56% of students will be at grade level. By EOY 66% of students will be at grade level as measured by iStation interim assessment.

**GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT**

60% of all students in grades k-6 will score in the proficient level in Math in New Mexico MSSA (grades 3-6) or at grade level in iStation (grades K-2).

**GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT**

During the 2021-2022 academic school year, all students in grades k-6 will increase 10% at BOY, MOY, EOY as measured by iStation interim assessment.

# Performance Challenges

**50% of our students are not proficient in ELA, with social emotional behaviors greatly affecting classroom instruction and overall academic performance.**

## GOAL

English Language Arts

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

Classroom walk through data(non-evaluative), Formative student achievement, Lesson/unit plans, Office Discipline Referral data, Summative assessment(s)

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

- Schoolwide data review of classroom walkthroughs and lesson plans show that small group instruction was limited or not scheduled for tier 1 and tier 2 interventions.
- BOY results indicate most students that more than 50% of the students overall lag behind in ELA and Math which may be attributed to the lack of face to face instruction in the last school year.
- According to SAT data 10% of the students are in the SAT process. This number seems to be low as compared to the number of students in Level 1 BOY iStation data in both reading and math.
- Discipline reports have more than doubled in the the current school year as compared to previous years. Students are demonstrating social emotional issues and behaviors that affect classroom instruction.

### THESE AREAS ARE CAUSE FOR CONCERN...

- Tier 1 and Tier 2 intervention
- Lack of instruction due to excessive absences
- Students attitudes, behavior and bullying
- SAT referral and follow-up
- Social and emotional well being

**50% of our students are not proficient in math, with social emotional behaviors greatly affecting classroom instruction and overall academic performance.**

## GOAL

Mathematics

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

Classroom observations (evaluative), Classroom walk through data(non-evaluative), Interim assessment(s), MLSS Self Assessment, Office Discipline Referral data

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

- Schoolwide data review of classroom walkthroughs and lesson plans show that small group instruction was limited or not scheduled for tier 1 and tier 2 interventions.
- BOY results indicate most students that more than 50% of the students overall lag behind in ELA and Math which may be attributed to the lack of face to face instruction in the last school year.
- According to SAT data 10% of the students are in the SAT process. This number seems to be low as compared to the number of students in Level 1 BOY iStation data in both reading and math.
- Discipline reports have more than doubled in the the current school year as compared to previous years. Students are demonstrating social emotional issues and behaviors that affect classroom instruction.

**THESE AREAS ARE CAUSE FOR CONCERN...**

- Tier 1 and Tier 2 intervention
- Lack of instruction due to excessive absences
- Students attitudes, behavior and bullying
- SAT referral and follow-up
- Social and emotional well being

## Root Causes

**Due to remote learning the majority of our students are having social emotional issues as well as behaviors that interfere with student engagement and learning.**

### **PERFORMANCE CHALLENGE**

50% of our students are not proficient in ELA, with social emotional behaviors greatly affecting classroom instruction and overall academic performance.

### **FOCUS AREA**

School Culture

**Due to remote learning the majority of our students are having social emotional issues as well as behaviors that interfere with student engagement and learning.**

### **PERFORMANCE CHALLENGE**

50% of our students are not proficient in math, with social emotional behaviors greatly affecting classroom instruction and overall academic performance.

### **FOCUS AREA**

Layer 1 (core) Instruction (per NM MLSS guidance)

# 90-Day Plan: January 04, 2022 - June 02, 2022

## Focus Area: Layer 1 (core) Instruction (per NM MLSS guidance) - ELA

### DESIRED OUTCOMES

All Chimayo teachers will utilize and integrate AVID strategies in their core instruction.

### CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
01/04/2022 – 02/04/2022	Teachers will determine high leverage AVID strategy to implement.	AVID materials, PD, AVID Coordinator assistance	Janet Malcom	teachers, admin., AVID coordinator
02/17/2022 – 06/03/2022	All teachers will complete PD in AVID Strategies; Costas Levels of Questioning.	AVID materials, PD, AVID Coordinator assistance	Janet Malcom	teachers, admin, AVID Coordinator assistance
03/18/2022 – 06/03/2022	Ongoing throughout the 90 Days: Teachers will utilize the high levels of questioning strategies in their lessons at least 3 times a week.	AVID Materials, lesson plans	Janet Malcom	teachers, admin, Costas Levels or Questioning
02/21/2022 – 06/03/2022	Ongoing throughout the 90 Days: Head teacher will review teachers' lesson plans to monitor implementation of Costas Levels of Questioning learned from the trainings.	Teachers' lesson plans	Janet Malcom	teachers, admin, walkthroughs/ observations

### PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
02/04/2022	Staff participated in the AVID training on January 3, 2022. Sign in sheet.
03/04/2022	50% of Chimayo teachers will utilize and integrate AVID strategies in their core instruction.
04/08/2022	75% of Chimayo teachers will utilize and integrate AVID strategies in their core instruction.
05/13/2022	100% of Chimayo teachers will utilize and integrate AVID strategies in their core instruction.

## Focus Area: Layer 1 (core) Instruction (per NM MLSS guidance) - Math

### DESIRED OUTCOMES

All Chimayo teachers will utilize and integrate AVID Math strategies in their core instruction.

**CRITICAL ACTIONS**

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
01/04/2022 – 02/16/2022	All teachers will complete PD in AVID Math Strategies.	AVID materials, trainer, AVID coordinator assistance	Janet Malcom	teachers, admin,
02/17/2022 – 04/08/2022	Teachers will determine high leverage AVID Math strategy to implement.	AVID PD, Math Strategies	Janet Malcom	teachers, admin.
04/11/2022 – 06/03/2022	Teachers will utilize the select AVID Math Strategies at least 3 times per week.	AVID Math Strategies, AVID coordinator assistance	Janet Malcom	teachers, admin.
02/14/2022 – 06/03/2022	Ongoing throughout the 90 Days: Head teacher will review teachers' lesson plans to monitor implementation of Costas Levels of Questioning learned from the trainings.	AVID Materials, lesson plans, walkthroughs/ observations	Janet Malcom	teachers, admin.

**PROGRESS INDICATORS**

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
02/04/2022	Staff participated in the AVID Math training on January 26, 2022. Sign in sheet.
03/04/2022	50% of Chimayo teachers will utilize and integrate AVID Math strategies in their core instruction.
04/08/2022	75% of Chimayo teachers will utilize and integrate AVID Math strategies in their core instruction.
05/13/2022	100% of Chimayo teachers will utilize and integrate AVID Math strategies in their core instruction.