

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..

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
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

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
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..

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
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.