NEW MEXICO
DASH
EDUCATIONAL PLAN FOR STUDENT SUCCESS

## Core Team

| NAME | EMAIL | ORGANIZATION | ROLES |
|---|---|---|---|
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| Renee Boylan | renee.boylan@k12espanola.org | Eutimio Salazar Elementary | Content Expert: Grade 4-6 ELA and Math Curriculum, Student Group Representative: English Language Learners |
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# Goals

## English Language Arts

**STUDENT ACHIEVEMENT GOALS AND BENCHMARKS**

|  | STUDENT SUMMATIVE ASSESSMENTS RESULTS | SUMMATIVE GOALS | BENCHMARKS |
|---|---|---|---|
| K grade | 45% of students scored at Level 1, 41% of students scored at Level 2, 5% scored at Level 3, and 9% scored at Level 4. Overall, 91% of Kindergarten students did not meet benchmark goals as measured by Istation BOY assessment whereas, 9% scored proficient. | During the 2021-2022 academic school year, 95% of students in Kindergarten will score at proficient on benchmark goals in ELA as measured by Istation EOY. | At BOY, 9% of students are at grade level. By MOY 50% of students will be at grade level. By EOY, 95% of students will be at grade level as measured by the Istation interim assessment. |
| 1st grade | 56% of students scored at Level 1, 32% of students scored at Level 2, 12% scored at Level 3. Overall, 100% of first grade students did not meet benchmark goals as measured by Istation BOY assessment whereas 0% met proficiency.. | During the 2021-2022 academic school year, 85% of students in first grade will score at proficient on benchmark goals in ELA as measured by Istation EOY. | At BOY, 0% of students are at grade level. By MOY 50% of students will be at grade level. By EOY, 85% of first grade students will be at grade level as measured by the Istation interim assessment. |
| 2nd grade | 41% of students scored at Level 1, 31% of students scored at Level 2, 6% scored at Level 3, 12% scored at Level 4 and 9% scored at Level 5. Overall, 79% of first grade students did not meet benchmark goals as measured by Istation BOY assessment whereas, 21% scored proficient. | During the 2021-2022 academic school year, 75% of students in second grade will score at proficient on benchmark goals in ELA as measured by Istation EOY. | At BOY, 21% of students are at grade level. By MOY 50% of students will be at grade level. By EOY, 75% of first grade students will be at grade level as measured by the Istation interim assessment. |
| 3rd grade | 50% of students scored at Level 1, 23% of students scored at Level 2, 13% scored at Level 3, 10% scored at Level 4 and 3% scored at Level 5. Overall, 87% of third grade students did not meet benchmark goals as measured by Istation BOY assessment whereas, 13% scored proficient. | During the 2021-2022 academic school year, 65% of students in third grade will score at proficient on benchmark goals in ELA as measured by Istation EOY. | At BOY, 13% of students are at grade level. By MOY 35% of students will be at grade level. By EOY, 65% of third grade students will be at grade level as measured by the Istation interim assessment. |
| 4th grade | 56% of students scored at Level 1, 20% of students scored at Level 2, 18% scored at Level 3, 4% scored at Level 4 and 2% scored at Level 5. Overall, 94% of fourth grade students did not meet benchmark goals as measured by Istation BOY assessment whereas, 6% scored proficient. | During the 2021-2022 academic school year, 55% of students in fourth grade will score at proficient on benchmark goals in ELA as measured by Istation EOY. | At BOY, 6% of students are at grade level. By MOY 25% of students will be at grade level. By EOY, 55% of fourth grade students will be at grade level as measured by the Istation interim assessment. |

|  | STUDENT SUMMATIVE ASSESSMENTS RESULTS | SUMMATIVE GOALS | BENCHMARKS |
|---|---|---|---|
| 5th grade | 39% of students scored at Level 1, 22% of students scored at Level 2, 5% scored at Level 3, 17% scored at Level 4 and 17% scored at Level 5. Overall, 66% of fifth grade students did not meet benchmark goals as measured by Istation BOY assessment whereas, 34% scored proficient. | During the 2021-2022 academic school year, 55% of students in fifth grade will score at proficient on benchmark goals in ELA as measured by Istation EOY. | At BOY, 34% of students are at grade level. By MOY 35% of students will be at grade level. By EOY, 65% of fourth grade students will be at grade level as measured by the Istation interim assessment. |
| 6th grade | 43% of students scored at Level 1, 20% of students scored at Level 2, 15% scored at Level 3, 15% scored at Level 4 and 77% scored at Level 5. Overall, 78% of sixth grade students did not meet benchmark goals as measured by Istation BOY assessment whereas, 22% scored proficient. | During the 2021-2022 academic school year, 55% of students in fifth grade will score at proficient on benchmark goals in ELA as measured by Istation EOY. | At BOY, 22% of students are at grade level. By MOY 35% of students will be at grade level. By EOY, 55% of sixth grade students will be at grade level as measured by the 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 as measured by the 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 the Istation interim assessment.

# Mathematics

**STUDENT ACHIEVEMENT GOALS AND BENCHMARKS**

|  | STUDENT SUMMATIVE ASSESSMENTS RESULTS | SUMMATIVE GOALS | BENCHMARKS |
|---|---|---|---|
| K grade | 33% of students scored at Level 1, 26% of students scored at Level 2, 21% scored at Level 3, and 14% scored at Level 4. 7% scored at Level 5 Overall, 89% of Kindergarten students did not meet benchmark goals as measured by Istation BOY assessment whereas, 21% scored proficient. | During the 2021-2022 academic school year, 95% of students in Kindergarten will score at proficient on benchmark goals in Math as measured by Istation EOY. | At BOY, 21% of students are at grade level. By MOY 65% of students will be at grade level. By EOY, 95% of students will be at grade level as measured by the Istation interim math assessment. |
| 1st grade | 68% of students scored at Level 1, 12% of students scored at Level 2, 15% scored at Level 3, and 6% scored at Level 4. Overall, 94% of first grade students did not meet benchmark goals as measured by Istation BOY assessment whereas, 6% scored proficient. | During the 2021-2022 academic school year, 85% of students in first grade will score at proficient on benchmark goals in Math as measured by Istation EOY. | At BOY, 6% of students are at grade level. By MOY 50% of students will be at grade level. By EOY, 85% of students will be at grade level as measured by the Istation interim math assessment. |

| | STUDENT SUMMATIVE ASSESSMENTS RESULTS | SUMMATIVE GOALS | BENCHMARKS |
|---|---|---|---|
| 2nd grade | 52% of students scored at Level 1, 26% of students scored at Level 2, 10% scored at Level 3, and 6% scored at Level 4 and 6% scored at Level 5. Overall, 88% of second grade students did not meet benchmark goals as measured by Istation BOY assessment whereas, 12% scored proficient. | During the 2021-2022 academic school year, 75% of students in second grade will score at proficient on benchmark goals in Math as measured by Istation EOY. | At BOY, 12% of students are at grade level. By MOY 45% of students will be at grade level. By EOY, 75% of students will be at grade level as measured by the Istation interim math assessment. |
| 3rd grade | 42% of students scored at Level 1, 35% of students scored at Level 2, 23% scored at Level 3. Overall, 100% of third grade students did not meet benchmark goals as measured by Istation BOY assessment. | During the 2021-2022 academic school year, 50% of students in second grade will score at proficient on benchmark goals in Math as measured by Istation EOY. | At BOY, 0% of students are at grade level. By MOY 25% of students will be at grade level. By EOY, 50% of students will be at grade level as measured by the Istation interim math assessment. |
| 4th grade | 57% of students scored at Level 1, 30% of students scored at Level 2, 11% scored at Level 3 and 2 scored at Level 4. Overall, 98% of fourth grade students did not meet benchmark goals as measured by Istation BOY assessment where as 2% were proficient. | During the 2021-2022 academic school year, 50% of students in fourth grade will score at proficient on benchmark goals in Math as measured by Istation EOY. | At BOY, 2% of students are at grade level. By MOY 25% of students will be at grade level. By EOY, 50% of students will be at grade level as measured by the Istation interim math assessment. |
| 5th grade | 54% of students scored at Level 1, 29% of students scored at Level 2, 17% scored at Level 3. Overall, 100% of fifth grade students did not meet benchmark goals as measured by Istation BOY assessment. | During the 2021-2022 academic school year, 50% of students in fifth grade will score at proficient on benchmark goals in Math as measured by Istation EOY. | At BOY, 0% of students are at grade level. By MOY 25% of students will be at grade level. By EOY, 50% of students will be at grade level as measured by the Istation interim math assessment. |
| 6th grade | 61% of students scored at Level 1, 24% of students scored at Level 2, 13% scored at Level 3 and 2% scored at Level 4. Overall, 98% of sixth grade students did not meet benchmark goals as measured by Istation BOY assessment where as 2% were proficient.. | During the 2021-2022 academic school year, 50% of students in sixth grade will score at proficient on benchmark goals in Math as measured by Istation EOY. | At BOY, 2% of students are at grade level. By MOY 25% of students will be at grade level. By EOY, 50% of students will be at grade level as measured by the Istation interim math assessment. |

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**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 the Istation interim assessment.

# Performance Challenges

## 83% of ETS students are not proficient in English Language Arts.

**GOAL**

English Language Arts

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

Classroom observations (evaluative), Classroom walk through data(non-evaluative), ELEVATE domain data, Other

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

TNTP Opportunity Score Card

- Students received 18 out of 180 hours typically spent during a class in a year.
- Students receive 83 hours of on grade appropriate assignments out of 180 hours typically spent during a class in a year.
- 100% of classrooms observed did not incorporate high quality questions and tasks in instruction.
- Students do not engage in high quality questions and tasks.

Classroom Observations, Walkthroughs as Recorded in Elevate:

- Questioning in classrooms is not rigorous as evidenced by qualitative walk through data.
- DOK 1 Level questions were asked where students either recalled a fact, giving one word answers.
- Not all students were engaged in the learning.
- Minimal to no student to student discussion was observed in 90% of the walk throughs conducted.

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

Students, including students with disabilities and English language learners are not accessing grade level curriculum at a rigorous level.

## 91% of ETS students are not proficient in Math.

**GOAL**

Mathematics

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

Classroom observations (evaluative), Classroom walk through data(non-evaluative), ELEVATE domain data, Other

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

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- Minimal to no student to student discussion was observed in 90% of the walk throughs conducted.

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

Students, including students with disabilities and English language learners are not accessing grade level curriculum at a rigorous level.

# Root Causes

## Math - During remote learning best practice strategies for student engagement were minimized.

**PERFORMANCE CHALLENGE**

91% of ETS students are not proficient in Math.

**FOCUS AREA**

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

## ELA - Due to remote learning best practice strategies for student engagement were minimized.

**PERFORMANCE CHALLENGE**

83% of ETS students are not proficient in English Language Arts.

**FOCUS AREA**

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

# 90-Day Plan: February 15, 2022 - May 27, 2022

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

**DESIRED OUTCOMES**

100% of teachers will utilize interim assessment data to plan and implement Layer 1 instruction and interventions daily.

**CRITICAL ACTIONS**

| TIMELINE (START/END DATES) | CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME | RESOURCES NEEDED / SOURCE | PERSON(S) RESPONSIBLE | PERSON(S) INVOLVED |
|---|---|---|---|---|
| 02/15/2022 – 02/25/2022 | Principal will provide intervention structure as per MLSS guidelines. | PLC | Vivian Valencia | All teachers Principal |
| 02/16/2022 – 02/24/2022 | Teachers will received professional development in accessing research based interventions through Istation as well as using the Rate of Improvement report to group and plan interventions. | Istation Trainer PLC Time | Vivian Valencia | Teachers Istation Trainer Principal |
| 03/08/2022 – 05/27/2022 | Teachers will create and implement intervention plans for student groups using short cycle assessment data and research based instructional resources. | Istation Lessons Professional Development PLC Support Staff | Vivian Valencia | Teachers Istation Trainer Principal |
| 03/02/2022 – 05/27/2022 | Teachers will administer the monthly Istation progress monitoring assessment and use the data to adjust and revise groupings and plans. | PLC Professional Development | Vivian Valencia | Teachers Istation Trainer Principal |
| 02/16/2022 – 05/27/2022 | Building principal will attend PLCs to provide feedback. | PLC | Vivian Valencia | Teachers Principal |

**PROGRESS INDICATORS**

| INDICATOR DATE | EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME |
|---|---|
| 02/23/2022 | By February 16, 2022, 100% of the instructional staff will become familiar with the school's intervention model as well as expectations. |
| 02/22/2022 | Teachers will have grouped students, using short cycle data, into their intervention groups. |
| 03/15/2022 | 50% of teachers will utilize interim assessment data to plan and implement Layer 1 instruction and interventions daily. |

| INDICATOR DATE | EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME |
| --- | --- |
| 04/15/2022 | 75% of teachers will utilize interim assessment data to plan and implement Layer 1 instruction and interventions daily. |
| 05/16/2022 | 100% of teachers will utilize interim assessment data to plan and implement Layer 1 instruction and interventions daily. |

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

**DESIRED OUTCOMES**

100% of teachers will use AVID strategy, Costa's Levels of Thinking to generate pre-planed Level 3 questions at least once per week.

**CRITICAL ACTIONS**

| TIMELINE (START/END DATES) | CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME | RESOURCES NEEDED / SOURCE | PERSON(S) RESPONSIBLE | PERSON(S) INVOLVED |
| --- | --- | --- | --- | --- |
| 02/23/2022 – 03/11/2022 | Principal will coordinate a refresher professional learning session in Costa's Levels of Thinking. | Professional Development time Reference materials from AVID | Vivian Valencia | Principal District Avid Coordinator |
| 03/11/2022 – 03/18/2022 | 100% of teachers will provide direct instruction and demonstrate responding to Level 3 questions to students. | Scoring Guide based on Costa's Levels of Thinking | Vivian Valencia | Classroom Teachers |
| 03/21/2022 – 05/27/2022 | Teachers will teach at least three lessons per week with at least one question or task at Level 3 of Costa's Level of Thinking in each lesson. | Coaching Lesson Planning Feedback | Vivian Valencia | Principal District AVID Coordinator |
| 03/07/2022 – 05/27/2022 | Principal will conduct walkthroughs and lesson plan reviews at least bi-weekly to assess implementation of Level 3 questions/tasks in all classrooms | Elevate NM Rubrics Walkthrough Schedule | Vivian Valencia | Principal District AVID Coordinator |

**PROGRESS INDICATORS**

| INDICATOR DATE | EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME |
| --- | --- |
| 03/09/2022 | 50% of teachers will use AVID strategy, Costa's Levels of Thinking to generate pre-planed Level 3 questions at least once per week. |
| 04/11/2022 | 75% of teachers will use AVID strategy, Costa's Levels of Thinking to generate pre-planed Level 3 questions at least once per week. |
| 05/11/2022 | 100% of teachers will use AVID strategy, Costa's Levels of Thinking to generate pre-planed Level 3 questions at least once per week. |