

Core Team

NAME	EMAIL	ORGANIZATION	ROLES
Kiva Duckworth-Moulton	kivan.duckworth@k12espanola.org	Alcalde Elementary	School Leader
Leonard Quintana	leonard.quintana@k12espanola.org	Alcalde Elementary	Student Group Representative: Counselor/SAT coordinator, Community Liaison
Rebecca Sanchez	rebecca.sanchez@k12espanola.org	Alcalde Elementary	Grade level Representative, Content Expert: 3rd-4th grade, Community Liaison
Sandra Garcia	sandra.garcia@k12espanola.org	Alcalde Elementary	Student Group Representative: Special Education teacher/case manager
Martina Tapia	martina.tapia@k12espanola.org	Espanola Public Schools	District Reviewer/Reflection Monitor, District Representative
Adele Bovis	adele.bovis@k12espanola.org	Alcalde Elementary	Grade level Representative, Student Group Representative: English language learners, Content Expert: Bilingual
Lisa Marr-Lyon	lisa.marrlyon@k12espanola.org	Alcalde Elementary	Grade level Representative, Content Expert: 5th/6th/Math
Heather Harrell	heather.harrell@k12espanola.org	Alcalde Elementary	School Leader, Content Expert: 1/2/3rd grade levels

Goals

Mathematics

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
K grade	No summative for Pre-K. On BOY 2021, 25% of students scored at Level 4 and 5	By EOY 2022, 40% of students will score at or above Level 4 and 5	Benchmark scores will be calculated through BOY, MOY and EOY scores on IStation, with a minimum 5% increase each benchmark
1st grade	25% Level 4 and 5 EOY 2021	40% Level 4 and 5 EOY 2022	IStation growth of 5% in first two months, 10% in 6 months, 15% by EOY
2nd grade	24% at Level 4 and 5 EOY 2021	40% at Level 4 and 5 EOY 2022	IStation growth of 5% in first two months, 10% in 6 months, 15% by EOY
3rd grade	6% proficient (IStation EOY 2021)	20-25% of all students in grade 3 will score proficient on EOY NMSSA	20% of all students in grade 3 will score on target to proficiency on MOY IStation
4th grade	13% proficient EOY IStation May 2021	25-30% of all students in grade 4 will score proficient on EOY NMSSA	20% of all students in grade 4 will score on target to proficiency on MOY IStation
5th grade	0% proficient EOY IStation May 2021	25-38% of all students in grade 5 will score proficient on EOY NMSSA	20% of all students in grade 5 will score on target to proficiency on MOY IStation
6th grade	6% Proficient EOY IStation	25-28% of all students in grades 3-6 will score proficient on EOY NMSSA	20% of all students in grades 3-6 will score on target to proficiency on MOY IStation

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

All students across grade levels will increase their IStation proficiency levels by at least 15% from BOY to EOY in mathematics. 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 5%, 10% and 15% as measured at BOY, MOY, and EOY.

English Language Arts

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
K grade	4% of students scored at Level 4 and 5 as measured by BOY 2021	29% of students will score at Level 4 and 5 as measured by EOY 2022	Benchmark scores will be monitored through BOY, MOY and EOY scores, with a minimum 8% increase each time.

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
1st grade	47% of students scored at Level 4 and 5 as measured by EOY 2021	62% of students will score at Level 4 and 5 as measured by IStation EOY 2022	Benchmark scores will be calculated through BOY, MOY and EOY scores on IStation, with a minimum 5% increase each benchmark
2nd grade	17% of students scored at Level 4 and 5 as measured by IStation EOY 2021	32% of students will score at Level 4 and 5 as measured by IStation EOY 2022.	Benchmark scores will be calculated through BOY, MOY and EOY scores on IStation, with a minimum 5% increase each benchmark
3rd grade	25% Level 4 and 5 EOY 2021	40% Level 4 and 5 EOY 2022	IStation growth of 5% in first two months, 10% in 6 months, 15% by EOY
4th grade	25% of students at EOY scored at level 4 and 5 at EOY 2021.	All students will score at or above 40%ile by EOY 2022	Benchmark measurements by IStation (BOY, MOY, and EOY)
5th grade	33% of students scored at Level 4 and 5 as measured by IStation EOY 2021	48% of students will score at Level 4 and 5 as measured by IStation EOY 2022.	Benchmark scores will be calculated through BOY, MOY and EOY scores on IStation, with a minimum 5% increase each benchmark
6th grade	39% of students scored at Level 4 and 5 as measured by the EOY IStation tests 2021	55% of students will score at Level 4 and 5 as measured by EOY 2022	Benchmark scores will be calculated through BOY, MOY and EOY scores on IStation, with a minimum 5% increase each benchmark

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

grades 3-4-5-6 will be assessed through MSSA as summative assessment. No data exists for the last two years. Using IStation as baseline and goals, scores for all students will increase by a minimum of 10% with upper goal of 25%. Using IStation as previous summative and current benchmark will allow us to track progress.

Grades K-1-2 will utilized IStation as their summative and benchmark assessment tool. Kindergarten will use BOY as their baseline, with EOY as the gola line.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

In order to reach our summative goal, students in all grade levels will need to increase their MOY benchmark scores by at least 10% by mid-year as measured by IStation assessments.

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

Mathematics

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

Classroom observations (evaluative), Formative student achievement, Interim assessment(s), Professional development

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

interim assessments: BOY August 2021 IStation Benchmark testing

formative student achievement: 43% of students at Level 1; 29% of students at Level 2; 16% of students at Level 3; 8% of students at Level 4; 2% of students at Level 5

Only 10% of students are currently at or above grade level, according to IStation. The grade with the largest group of students at Level 1 (75%) is our second graders. The smallest is sixth grade with 28%.

professional development: Teacher movement and turnover means that teachers were in need of curricular PD for their grade level (new to their grade: 2nd, 3rd, 5th, 6th, and Bilingual). In addition, staff had been trained in AVID strategies but had yet to implement them in the classroom setting.

classroom observations: Besides the required walkthrough through ElevateNM, principal knows that regular walkthroughs and focused feedback is part of best practice.

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 to catch students up to where they need to be. Teachers need to be trained on curriculum, strategies, and given the opportunity to receive feedback on their instructional practice.

MATH - Due to the virtual learning environment, students lost 1.5 years of in-person learning resulting in a lack of forward academic progress.

GOAL

English Language Arts

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

ELD assessment(s), Formative student achievement, Interim assessment(s), Teacher action plans

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

Formative student achievement and interim assessments: BOY 2021 Istation Reading

Alcalde Elementary - Spring 2022 - 03/03/2022

48% of students at Level 1; 22% of students at level 2; 10% of students at Level 3; 14% of students at Level 4; 6% of students at Level 5. Only 20% of students at or above grade level expectations.

Professional development: Teacher movement and turnover means that teachers were in need of curricular PD for their grade level (new to their grade: 2nd, 3rd, 5th, 6th, and Bilingual). In addition, staff had been trained in AVID strategies but had yet to implement them in the classroom setting.

classroom observations: Besides the required walkthrough through ElevateNM, principal knows that regular walkthroughs and focused feedback is part of best practice.

THESE AREAS ARE CAUSE FOR CONCERN...

4 out of 5 student right now are not prepared for grade level academic expectations. Teachers new to the building, grade level or subject have need for supportive PD and feedback from the principal. Teachers need to have the tools to teach and reflect.

Root Causes

Due to remote and hybrid learning, Best Practices and High Yield Strategies 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

Data-driven Instruction (DDI)

Due to restrictions and limitations of remote and hybrid instruction, AVID (Best) Practices were utilized in a minimal manner, contributing to decrease in rigorous learning.

PERFORMANCE CHALLENGE

MATH - Due to the virtual learning environment, students lost 1.5 years of in-person learning resulting in a lack of forward academic progress.

FOCUS AREA

School Culture

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

Focus Area: Data-driven Instruction (DDI) - Math, ELA

DESIRED OUTCOMES

All teachers will review and utilize IStation data to plan core instruction, as well as MLSS Layer I, II, and III intervention.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
01/10/2022 – 02/28/2022	Teachers will reflect on Fall IStation scores, revisit and revise goals	meeting time, data reports	Kiva Duckworth-Moulton Leonard Quintana	admin, teachers
02/01/2022 – 03/31/2022	Teachers will ensure that all students who are in the "at-risk" range (lower than 20%ile) will have had at least one SAT meetings.	time for meetings, data, meeting space and coverage	Heather Harrell Kiva Duckworth-Moulton Sandra Garcia Leonard Quintana Rebecca Sanchez Lisa Marr-Lyon	teachers, counselors, parents
04/29/2022 – 05/27/2022	Teachers and counselor will create action plan for students who continue to struggle for EOY and summer plans	data, programs, time, staff	Kiva Duckworth-Moulton Leonard Quintana	teachers, admin, counselor
01/03/2022 – 01/26/2022	Teachers will participate in AVID training focused on Math strategies and best practices	early release time, AVID accounts	Heather Harrell Kiva Duckworth-Moulton Sandra Garcia Rebecca Sanchez Adele Bovis Lisa Marr-Lyon	teachers, AVID coordinator, admin

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
01/21/2022	teachers and admin will ensure that 100% of students will complete their MOY testing
02/25/2022	50% of teachers are planning instruction and intervention based on IStation scores
03/31/2022	SAT team (teacher, counselor, principal) will meet on students who are scoring less than 25%ile at least one time

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
03/30/2022	math lessons will include strategies and resources gleaned from AVID training.
03/25/2022	75% of teachers are planning instruction and intervention based on IStation scores
04/29/2022	100% of teachers are planning instruction and intervention based on IStation scores

Focus Area: School Culture - Math, ELA

DESIRED OUTCOMES

All teachers will review and utilize IStation data to plan core instruction, as well as MLSS Layer I, II, and III intervention.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
01/31/2022 – 02/25/2022	Teachers will share and review of year-to-date assessment and growth with students	data from IStation, time to create interface	Heather Harrell Sandra Garcia Rebecca Sanchez Lisa Marr-Lyon	teachers, staff, admin
02/14/2022 – 03/31/2022	Teachers utilize WIDA ACCESS data to plan Layer I instruction and Layer 1 interventions for EL students.	time, computer support, tech support,	Kiva Duckworth-Moulton Leonard Quintana Adele Bovis	counselor, teachers,
01/03/2022 – 01/26/2022	Teachers will participate in AVID training focused on Math strategies and best practices. Level I teachers participate in TLAC trainings	early release time, AVID resources, accounts, PED supports	Heather Harrell Kiva Duckworth-Moulton Sandra Garcia Rebecca Sanchez Adele Bovis Lisa Marr-Lyon	teachers, AVID coordinator, admin
02/14/2022 – 05/20/2022	School admin will monitor classrooms and PLCs for data discussions and instructional planning bi-weekly.	Istation, Access data, AVID strategies	Kiva Duckworth-Moulton	all teacher, admin.

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
01/28/2022	Reflection of Fall scores and the growth documented in first 90 day plan and first semester.

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
02/25/2022	50% of teachers are planning instruction and intervention based on IStation scores
03/31/2022	teachers and admin will ensure that 100% of ELs take WIDA ACCESS assessment
03/25/2022	75% of teachers are planning instruction and intervention based on IStation scores
03/30/2022	Lesson plans and walkthroughs will show AVID/TLAC strategies and resources being utilized
04/29/2022	100% of teachers are planning instruction and intervention based on IStation scores
05/20/2022	By May/June 2022, students will move up levels of achievement (as measured by IStation and ACCESS) and celebrate multiple measures of achievement of their academic skills through the use of AVID and TLAC (best) practices