

Velarde 90 Day Plan Spring 2022 Detail Report

Espanola Public Schools – Velarde 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	Due to COVID, the NM PED did not require or have a summative assessment in year 20-21.	During the 2021-2022 academic school year, 60% of students in Kindergarten will score at proficient on benchmark goals in ELA as measured by IStation BOY, MOY, EOY ISTATION	At BOY 26% of students are at grade level. By MOY 36% of students will be at grade level. By EOY = 46% of students will be at grade level as measured by Istation interim assessments
1st grade	56% of students scored at Level 1, 33% of students scored at Level 2, 11% scored at Level 5. Overall, 89% of 1st grade students did not meet benchmark goals as measured by Istation BOY assessment where as, 11% scored at proficient	During the 2021-2022 academic school year, 30% of students in first grade will score at proficient on bench mark goals in ELA as measured by IStation EOY ISTATION	BOY =11% 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	43% of students scored at Level 1, 29% scored at Level 2, 14% scored at Level 3, 14% at level 4. Overall, 72% of second grade students did not meet benchmark goals as measured by Istation BOY	During the 2021-2022 academic school year, 40% of students in second grade will score at proficient on bench mark goals in ELA as measured by IStation BOY, MOY, EOY IStation	BOY= 28% of students are at grade level, by MOY 38% will be at grade level , by EOY 48% of students will be at grade level as measured by IStation interim assessment.
3rd grade	20% of students scored at Level 1, 40% scored at Level 3, 40% at level 5. Overall, 20% of Third grade students did not meet benchmark goals as measured by Istation BOY. Last year the students did not take the NMMESA	During the 2021-2022 academic school year, 50% of 3rd grades students will score at proficient on bench mark goals as measured in Spring NMMESA, Last year students did not take the NMMESA.	BOY= 80% of students are at grade level, by MOY = 90% of students will be at grade level, by EOY = 100% of students will be at grade level as measured by IStation interim assessment.
4th grade	25% of students scored at Level 1, 17% scored at Level 2, 8% scored at Level 3, 25% at level 4, 25% at level 5. Overall, 42% of fourth grade students did not meet benchmark goals as measured by Istation BOY . Students did not take the NMMESA	During the 2021-2022 academic school year, 50% of students in 4th grade will score at proficient on bench mark goals in ELA as measured by Spring NM MESA. Last year students did not take the NMMESA	BOY = 58% of students are at grade level, By MOY = 68% will be at grade level and by EOY = 78% of students will be at grade level as measured by IStation interim assessment.

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
5th grade	50% of students scored at Level 3 , 25% scored at Level 4 , 25% scored at Level 5, Overall, 100% of fifth grade students did meet benchmark goals as measured by Istation BOY . Last year the students did not take the NMESA	During the 2021-2022 academic school year, 50% of students in 5th grade will score at proficient on bench mark goals in ELA as measured by Spring NM MESA.	BOY = 100% scored at grade level, by MOY = 100% of students will score at grade level and by EOY 100% of students will be at grade level as measured by IStation interim assessment.
6th grade	33% of students scored at Level 1, 11% scored at Level 2, 22% scored at Level 3, 11% at level 4 and 22% scored on level 5. Overall, 44% of sixth grade students did not meet benchmark goals as measured by Istation BOY. Students did not take the NMESA	During the 2021-2022 academic school year, 50% of students in 6th grade will score at proficient on bench mark goals in ELA as measured by Spring NM MESA.	BOY = 55% of students scored at grade level, by MOY= 65% of students will score at grade level, and by EOY= 75% 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	25% of students scored at Level 1, 38% scored at Level 2, 25% at level 4. 13% at level 5. Overall, 63% of Kinder students did not meet benchmark goals as measured by Istation BOY	During the 2021-2022 academic school year, 60% of students in Kindergarten will score at proficient on bench mark goals in Math as measured in IStation BOY, MOY, EOY.	BOY = 38% of students scored at grade level, by MOY =48% of students will score at grade level, and by EOY = 58% of students will be at grade level as measured by Istation interim assessments
1st grade	13 % scored a level 1, 38% of students scored a level 2, 38% of students scored a level 3, 13 % of students scored a level 4, overall, 51% of first grade students did not meet benchmark goals as measured by Istation BOY	During the 21-22 academic school year, 60% of students in 1st grade will score proficient on benchmark goals as measured in Math Istation BOY, MOY, EOY Istation	BOY = 51% of students scored at grade level, by MOY 61% of students will be proficient and by EOY 71% of students will be at grade level as measured by Istation interim assessments
2nd grade	71% of students scored a level 1, 29% % of students scored a level 2, Overall, 100% of second grade students did not meet benchmark goals as measured by Istation BOY	During the 21-22 academic school year, 20% students in 2nd grade will score proficient on benchmark as measured in Math Istation BOY, MOY, EOY	BOY = 0% scored at grade level, by MOY = 10% will score at grade level and by EOY = 20% of students will be at grade level as measured by Istation interim assessments

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
3rd grade	40% of students scored at level 1, 20% at level 2, 40 % at level 3, overall, 60% of third grade students did not meet benchmark goals as measured by Istation BOY	During the 21-22 academic school year, 50% of 3rd graders will score at proficient in Math on the NMESA.	BOY = 40% of students scored at grade level, by MOY 50% of students will score at grade level and by EOY 60% of students will be at grade level as measured by Istation interim assessments
4th grade	25% of students scored at level 1, 42% at level 2, 33% at level 3, overall, 67% of 4th grade students did not meet benchmark goals as measured by Istation BOY	During the 21-22 academic school year, 30% of 4th graders will score at proficient in Math on the NMESA.	BOY =33% of students scored at benchmark, at MOY = 43% of students will be at benchmark and by EOY = 53% of students will be at grade level as measured by Istation interim assessments
5th grade	25% of students scored at level 1, 75% of students scored at level 2, overall 100% of 5th grade students did not meet benchmark goals as measured by Istation BOY	During the 21-22 academic school year, 30% of 5th graders will score at proficient in Math on the MESA.	BOY = 0% of students scored at benchmark, by MOY 10% of students will score at benchmark, and by EOY, 20% of students will be at grade level as measured by Istation interim assessments
6th grade	56% of students scored at level 1, 11% at level 2, 11% at level 3, 11% at level 4 and 11% at level 5. Overall 67% of 6th grade students did not meet benchmark goals as measured by Istation BOY	During the 21-22 academic school year, 40% of 6th graders will score at proficient in Math on the NMESA.	BOY 33% of students scored at benchmark, by MOY, 43% will score at benchmark and by EOY 53% of 6th grade students will be at grade level as measured by Istation interim assessments

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

40% of Students in grades K -6 will score proficient in Math as measured in either IStation or NMESA according to the grade level assessment.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

40% of students will gain 10% between each benchmark BOY, MOY, and EOY.

Performance Challenges

Due to the virtual learning environment, students lost 1.5 years of in-person learning resulting in a regression of academic growth. Students, during Virtual Learning had asynchronous learning as well.

GOAL

English Language Arts

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

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

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

There was only one summative assessment available during the 20-21 school year, due to COVID. The IStation was used in grades K-6. These assessments were done at home, without proper proctoring. The accuracy of the results were not reliable as student growth trends were not on track throughout the school year.

THESE AREAS ARE CAUSE FOR CONCERN...

These areas are a cause for concern because the data is skewed due to testing outside of the regular educational setting. Teachers will have to begin assessments for data gathering and growth trends to drive instruction and interventions.

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

GOAL

Mathematics

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

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

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Root Causes

ELA - During remote learning, best practice strategies for student engagement were minimized.

PERFORMANCE CHALLENGE

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

FOCUS AREA

Data-driven Instruction (DDI)

MATH - During remote learning best practices for student engagement were minimized.

PERFORMANCE CHALLENGE

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

FOCUS AREA

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

90-Day Plan: January 17, 2022 - June 10, 2022

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

DESIRED OUTCOMES

All teachers will engage in Professional Learning Community (PLC) meetings to plan for instruction and 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
02/14/2022 – 03/14/2022	Develop a schedule and structure for monthly PLC meetings.	PLC Time, preferably once a month on an early release Wednesday for at least 2 hours.	Leslie Martsh Yolanda Gasca Jennifer Wilcomb Janan Talmadge Monique Garcia	All teachers and principal
02/14/2022 – 02/28/2022	Staff will complete professional development on using Istation data.	Trainer, time and substitutes	Leslie Martsh Yolanda Gasca Jennifer Wilcomb Janan Talmadge Holly Martinez Martina Tapia Monique Garcia	All teachers and principal
03/01/2022 – 05/20/2022	Implement Layer 1 MLSS instruction and intervention strategies learned in Istation PD.	Data from benchmark Istation data: BOY, MOY, EOY Time Quality Lesson Plans and Planning PD on lesson planning and teaching strategies	Leslie Martsh Yolanda Gasca Jennifer Wilcomb Janan Talmadge Holly Martinez Martina Tapia Vera Trujillo Monique Garcia	All teachers and principal
02/14/2022 – 05/20/2022	Weekly: Teachers will write high quality lesson plans that integrate best practices for MLSS supports for Layer 1 instruction.	Lesson plan template	Leslie Martsh Yolanda Gasca Jennifer Wilcomb Janan Talmadge Monique Garcia	All teachers and principal

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
02/14/2022 – 05/20/2022	Bi-weekly: Principal will conduct walkthroughs/ observations to provide feedback on strategy implementation and review lesson plans.	Time for principal to conduct walkthroughs, write and discuss feedback with teachers	Leslie Martsh Yolanda Gasca Jennifer Wilcomb Janan Talmadge Monique Garcia	All teachers and principal

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
03/11/2022	Fifty percent of teachers will engage in Professional Learning Community (PLC) meetings to plan for instruction and intervention.
04/15/2022	Seventy five percent of teachers will engage in Professional Learning Community (PLC) meetings to plan for instruction and intervention.
05/20/2022	One hundred percent of teachers will engage in Professional Learning Community (PLC) meetings to plan for instruction and intervention.
05/20/2022	All students will increase proficiency in benchmark goals by 5% in ELA.

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

DESIRED OUTCOMES

All teachers will utilize data to plan for small group instruction; MLSS Layer 2.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
02/14/2022 – 03/11/2022	Teachers will complete AVID math strategies PD	Avid trainer, early release time	Leslie Martsh Yolanda Gasca Jennifer Wilcomb Janan Talmadge Monique Garcia	All teachers and principal

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
02/14/2022 – 03/31/2022	Teachers will analyze Istation Math data and complete data driven action plans (90 day targeted instructional plan).	Time to conduct PD, Istation and Avid trainer, action plan template.	Leslie Martsh Yolanda Gasca Jennifer Wilcomb Janan Talmadge Holly Martinez Martina Tapia Monique Garcia	All teachers and principal
02/14/2022 – 05/20/2022	All teachers will implement Istation and/or AVID Math strategies in their lesson plans and MLSS Layer 1 instruction.	PLC time or early release time, Istation data	Leslie Martsh Yolanda Gasca Jennifer Wilcomb Janan Talmadge Monique Garcia	All teachers and principal
02/14/2022 – 05/20/2022	Develop math and literacy nights (virtual and in person) with community, parents/guardians to further develop Layers of MLSS support.	Time, community involvement	Leslie Martsh Yolanda Gasca Mabel Valdez Jennifer Wilcomb Janan Talmadge Martina Tapia Monique Garcia	All teachers, principal, community, parents, guardians
02/14/2022 – 05/20/2022	Biweekly classroom observations and walkthroughs by principal to provide feedback on strategy implementation.	Time to conduct walkthroughs, walkthrough system and schedule. Meeting time with teachers	Leslie Martsh Yolanda Gasca Jennifer Wilcomb Janan Talmadge Monique Garcia	All teachers and principal

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
03/11/2022	Fifty percent of teachers will utilize data to plan for small group instruction; MLSS Layer 2.
03/15/2022	Seventy five percent of teachers will utilize data to plan for small group instruction; MLSS Layer 2.
05/20/2022	One hundred percent of teachers will utilize data to plan for small group instruction; MLSS Layer 2.
05/20/2022	All students will increase proficiency in benchmark goals by 5% in Math.