

Core Team

NAME	EMAIL	ORGANIZATION	ROLES
Heather Summers	hsummers@bsin.k12.nm.us	Naaba Ani Elementary	School Leader
Tina Webb	tiwebb@bsin.k12.nm.us	Naaba Ani Elementary	School Leader
Anissa Myron	amyron@bsin.k12.nm.us	Naaba Ani Elementary	Student Group Representative Person: Special Education
Beth Utley	butley@bsin.k12.nm.us	Naaba Ani Elementary	Teacher Leader
Grace McFarland	gmcfarland@bsin.k12.nm.us	Naaba Ani Elementary	Teacher Leader
Troy Webb	twebb@bsin.k12.nm.us	Naaba Ani Elementary	Support Provider: SAT
Sarah Hayes	sloret@bsin.k12.nm.us	Naaba Ani Elementary	Teacher Leader
Jessica Aleshire	jaleshire@bsin.k12.nm.us	Naaba Ani Elementary	Teacher Leader
Wendy Thacker	wthacker@bsin.k12.nm.us	Naaba Ani Elementary	Teacher Leader
Jo Serrano	jserrano@bsin.k12.nm.us	Naaba Ani Elementary	Student Group Representative Person: ELL/Bilingual
Tiffany Sandoval	tsandoval@bsin.k12.nm.us	Naaba Ani Elementary	Other: Parent Representative
Sha Lyn Weisheit	sweisheit@bsin.k12.nm.us	Bloomfield Schools	District Reviewer/Reflection Monitor
Jennifer Griffith	jgriffith@bsin.k12.nm.us	Naaba Ani Elementary	School Leader

Goals

English Language Arts

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
4th grade	13/136 students (10%) were proficient on CIA 3 for 2021. 10/136 (7%) students were high basic	Our goal is to have 23 students of the 136 (17%) to be proficient for the 2021-2022 school year's summative assessment.	Our goal for CIA 1 is to have 5% proficient; CIA 2 11% proficient; CIA 3 17% proficient
5th grade	17/119 students (14%) were proficient on CIA 3 for 2021. 11/119 (9.5%) were high basic.	Our goal is to have 28 of the 119 (23%) students proficient for the 2021-2022 school year's summative assessment.	Our goal for CIA 1 is to have 7% proficient; CIA 2 15% proficient; CIA 3 23%
6th grade	12/96 students (13%) were proficient on CIA 3 for 2021. 10/119 (8%) were high basic.	Our goal is to have 22/96 students (23%) proficient for the 2021-2022 school year's summative assessment.	Our goal for CIA 1 is to have 7% proficient; CIA 2 15%; CIA 3 23%

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

4th grade: Our goal is to have 23 students of the 136 (17%) to be proficient for the 2021-2022 school year's summative assessment.

5th grade: Our goal is to have 28 of the 119 (23%) students proficient for the 2021-2022 school year's summative assessment.

6th grade: Our goal is to have 22 of the 96 students (23%) proficient for the 2021-2022 school year's summative assessment.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

4th grade: Our goal for CIA 1 is to have 5% proficient; CIA 2 11% proficient; CIA 3 17% proficient

5th grade: Our goal for CIA 1 is to have 7% proficient; CIA 2 15% proficient; CIA 3 23%

6th grade: Our goal for CIA 1 is to have 7% proficient; CIA 2 15%; CIA 3 23%

Mathematics

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
--	---------------------------------------	-----------------	------------

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
4th grade	42 of 145 students (29%) were proficient in the CIA 3 2021. 15 students (11%) were high basic.	Our goal is to have 57 of the 145 students (40%) proficient in the 2021-2022 year's summative assessment.	Our goal for CIA 1 is to have 15% proficient; CIA 2 25% proficient; CIA 3 40% proficient.
5th grade	13 of 115 students (11%) were proficient in the CIA 3 2021. 8 students (7%) were high basic.	Our goal is to have 21 of the 115 students (18%) proficient in the 2021-2022 year's summative assessment.	Our goal for CIA 1 is to have 6% proficient; CIA 2 12% proficient; CIA 3 18% proficient.
6th grade	6 of 100 students (6%) were proficient in the CIA 3 2021. 10 students (10%) were high basic.	Our goal is to have 16 of the 100 students (16%) proficient proficient in the 2021-2022 year's summative assessment.	Our goal for CIA 1 is to have 5 % proficient; CIA 2 10% proficient; CIA 3 16%.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

4th grade: Our goal is to have 57 of the 145 students (40%) proficient in the 2021-2022 year's summative assessment.

5th grade: Our goal is to have 21 of the 115 students (18%) proficient in the 2021-2022 year's summative assessment.

6th grade: Our goal is to have 16 of the 100 students (16%) proficient proficient in the 2021-2022 year's summative assessment.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

4th grade: Our goal for CIA 1 is to have 15% proficient; CIA 2 25% proficient; CIA 3 40% proficient.

5th grade: Our goal for CIA 1 is to have 6% proficient; CIA 2 12% proficient; CIA 3 18% proficient.

6th grade: Our goal for CIA 1 is to have 5 % proficient; CIA 2 10% proficient; CIA 3 16%.

Performance Challenges

Many teachers are not familiar with the concept or how to support rigor within their classroom.

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), Formative student achievement, Interim assessment(s), Lesson/unit plans, Professional development, Teacher action plans

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

Due to the pandemic last year, we do not have summative data. Therefore we are using our Common Interim Assessment data.

Our ELA shows-

STUDENT SUMMATIVE ASSESSMENTS RESULTS (4TH)

13/136 students (10%) were proficient on CIA 3 for 2021. 10/136 (7%) students were high basic.

STUDENT SUMMATIVE ASSESSMENTS RESULTS (5TH)

17/119 students (14%) were proficient on CIA 3 for 2021. 11/119 (9.5%) were high basic.

STUDENT SUMMATIVE ASSESSMENTS RESULTS (6TH)

12/96 students (13%) were proficient on CIA 3 for 2021. 10/119 (8%) were high basic.

Our Math data shows-

STUDENT SUMMATIVE ASSESSMENTS RESULTS (4TH)

42 of 145 students (29%) were proficient in the CIA 3 2021. 15 students (11%) were high basic.

STUDENT SUMMATIVE ASSESSMENTS RESULTS (5TH)

13 of 115 students (11%) were proficient in the CIA 3 2021. 8 students (7%) were high basic.

STUDENT SUMMATIVE ASSESSMENTS RESULTS (6TH)

6 of 100 students (6%) were proficient in the CIA 3 2021. 10 students (10%) were high basic.

THESE AREAS ARE CAUSE FOR CONCERN...

- current performance levels
- rigor of instruction
- lack of planning for their instruction.
- alignment of standards, activity, assessment, reteach
- utilizing existing resources
- not all staff are able to build up the conceptual understanding (math)

Many teachers are not taking the time to build the relationships with their students as well as with the staff to support a positive school environment.

GOAL

Mathematics

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

Classroom observations (evaluative), Classroom walk through data(non-evaluative), Office Discipline Referral data, School climate, Student, staff or parent surveys

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

Due to the pandemic last year, our school was hybrid, virtual, and in person various times throughout the year. Although our quantitative data may be limited, we have qualitative data to support our need for improvement.

Educator's Handbook data shows-

- 2018-2019 - 507 Office Referrals x 15 minutes per each (approx) = 7,605 minutes = 126.75 hours (Lunch Detention 41 / 15 days; 108 ISS - 244 days/ 36 OSS - 60 days;)
- 2019-2020 (Aug-Mar 13) - 368 Office Referrals x 15 minutes per each (approx) = 5,520 minutes = 92 hours (Lunch Detention 22 / 6 days; 98 ISS - 182 days/ 22 OSS [3-long term] - 88 days)

Our walkthrough data shows there was often times a disconnect between teacher and student in some classrooms. Additionally a lack of engagement, disinterest between the teacher and students in some classes.

Staff surveys expressed the need to build a stronger team within our staff as well as focusing more on the students' well-being (whole child) and not just academics.

We will track subgroups data to see if additional supports are needed in specific subgroups.

THESE AREAS ARE CAUSE FOR CONCERN...

- lack of empathy towards staff and students
- need for relationship building within whole team as well as grade level teams
- students need to feel valued and safe before learning actually takes place

Root Causes

Not all staff are following the systems to support/enhance the rigor of instruction due to them being comfortable with what and how they teach that they do not want to take the time to make the adjustments to their teaching.

PERFORMANCE CHALLENGE

Many teachers are not familiar with the concept or how to support rigor within their classroom.

FOCUS AREA

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

Many of the staff focus their time on the content that needs to be taught in the specified amount of time instead of focusing on the whole child's well being. Additionally, the staff doesn't prioritize relationship building within the staff due to being "busy" with teaching content.

PERFORMANCE CHALLENGE

Many teachers are not taking the time to build the relationships with their students as well as with the staff to support a positive school environment.

FOCUS AREA

School Culture

90-Day Plan: August 09, 2021 - January 07, 2022

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

DESIRED OUTCOMES

Systems are created and implemented to support and enhance the rigor for 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
08/16/2021 – 12/17/2021	Create and implement a PLC model that will support how to teach the necessary skills to meet the expected rigor.	PLC model PLC time Common Core Companion ELA/Math resources	Heather Summers Tina Webb Jennifer Griffith	all grade level teachers
08/16/2021 – 12/17/2021	Teachers will facilitate PLC discussions to teach each other how to utilize their resources to meet the rigor expectations.	PLC model PLC time Common Core Companion ELA/Math resources	Anissa Myron Beth Utley Grace McFarland Sarah Hayes Jessica Aleshire Jennifer Griffith	all grade level teachers
08/23/2021 – 12/17/2021	Teachers will use their MLSS intervention blocks to provide interventions in both reading and math with the support of our Specials teachers and EAs.	intervention time blocks intervention resources support staff prep time to collaborate for the groupings	Anissa Myron Beth Utley Grace McFarland Sarah Hayes Wendy Thacker Jessica Aleshire Jennifer Griffith	grade level teachers, case managers, specials teachers, EAs
08/23/2021 – 12/17/2021	The administrative team will conduct non-evaluative walkthroughs every two weeks with feedback sessions following each walkthrough.	CWT schedule Feedback schedule CWT form	Heather Summers Tina Webb	grade level teachers, specials teachers, case managers
09/06/2021 – 12/17/2021	All grade level teachers will participate in peer to peer observations once a month.	PD on expectations Peer to Peer Form schedule to allow peer observations coverage of class, if needed	Heather Summers Tina Webb Jennifer Griffith	all grade level teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	POTENTIAL ADJUSTMENTS
10/15/2021	PLC agenda and notes will include how to teach the necessary skills to meet the expected rigor. 30 day check in: 2 times per month's agendas.	
10/15/2021	PLC agenda and notes will include which teachers facilitated PLC discussions to teach each other how to utilize their resources to meet the rigor expectations. 30 day check in: 2 times per month's agenda/notes.	
10/15/2021	Lesson plans include the what, how, and who support for the MLSS interventions. 30 day check in: 10 of the 21 (50%) will have it included in their lesson plans	
10/15/2021	Number of completed CWT and feedback sessions documents. 30 day check in: 30 (15 each) CWT and feedback sessions	
10/15/2021	Documented peer to peer observation reflection forms. 30 day check in: 21	
11/19/2021	PLC agenda and notes will include how to teach the necessary skills to meet the expected rigor. 60 day check in: 3 times per month's agendas.	
11/19/2021	PLC agenda and notes will include which teachers facilitated PLC discussions to teach each other how to utilize their resources to meet the rigor expectations. 60 day check in: 3 times per month's agenda/notes.	
11/19/2021	Lesson plans include the what, how, and who support for the MLSS interventions. 60 day check in: 15 of the 21 teachers (75%) will have it included in their weekly lesson plans.	
11/19/2021	Number of completed CWT and feedback sessions documents. 60 day check in: 60 (30 each) CWT and feedback sessions	
11/19/2021	Documented peer to peer observation reflection forms. 60 day check in: 42	
12/17/2021	PLC agenda and notes will include how to teach the necessary skills to meet the expected rigor. 90 day check in: every week's per agendas.	
12/17/2021	PLC agenda and notes will include which teachers facilitated PLC discussions to teach each other how to utilize their resources to meet the rigor expectations. 90 day check in: all weekly agenda/notes.	
12/17/2021	Lesson plans include the what, how, and who support for the MLSS interventions. 90 day check in: all 21 grade level teachers will have it included in their lesson plans	
12/17/2021	Number of completed CWT and feedback sessions documents. 90 day check in: 90 (45 each) CWT and feedback sessions	
12/17/2021	Documented peer to peer observation reflection forms. 90 day check in: 63	

Focus Area: School Culture - Math

DESIRED OUTCOMES

Systems will be implemented to support teachers in strengthening their knowledge in Social Emotional Learning and building positive relationships with staff and students.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/16/2021 – 12/17/2021	We will have a daily (students will rotate weekly) Specials Class using the Social Emotional Learning/Second Step Program.	Second Step Program materials special time block in daily master schedule	Heather Summers Tina Webb	Heidi Karst - Lead All Staff
08/16/2021 – 12/17/2021	All staff will participate in a Professional Development and Team Building Activity led by administrative team.	Slide show presentation; Art supplies; Video; PD schedule	Heather Summers Tina Webb	All Staff
08/10/2021 – 08/11/2021	All staff will participate in the Values Professional Development led by Ms. Thacker.	Art Supplies, PD schedule	Heather Summers Tina Webb	Wendy Thacker - Lead Art Activity All Staff
08/16/2021 – 12/17/2021	All staff will complete the modules in the Adult Second Step Online Program.	Second Step Program Materials master calendar with micro learning scheduled; monthly staff meeting- small group time	Heather Summers Tina Webb	Heidi Karst - Lead All Staff
08/13/2021 – 08/13/2021	All staff will participate in the Positive Behavior Interventions & Supports Training.	Slide show presentation Lesson Plans/Exemplar Videos PBIS Matrix Bobcat Bucks	Heather Summers Tina Webb	All Staff
08/17/2021 – 08/17/2021	Mrs. Webb will lead the Positive Behavior Interventions & Supports Training for Students	Slide show presentation Lesson Plans/Exemplar Videos PBIS Matrix Bobcat Bucks	Tina Webb Heather Summers	Grade Level Teaching Staff All Students
08/16/2021 – 12/17/2021	Grade level teaches and duty staff will continue to implement Positive Behavior Interventions & Supports Training for Students with Ongoing reteaching of common area expectations	Lesson Plans/Exemplar Videos PBIS Matrix Bobcat Bucks	Heather Summers Tina Webb	All Staff
08/23/2021 – 12/17/2021	Staff will hold weekly celebrations and incentives for students' Bobcat Buck drawings.	Bobcat Bucks Incentives (prizes)	Heather Summers Tina Webb	All Staff

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
10/15/2021 – 10/15/2021	Staff and students will complete quarterly surveys to provide input on the effectiveness of the Second Step (SEL) program.	Second Step online program google surveys	Heather Summers Tina Webb	all staff and all in person students
12/13/2021 – 12/13/2021	Staff and students will complete quarterly surveys to provide input on the effectiveness of the Second Step (SEL) program.	Second Step online program google surveys	Heather Summers Tina Webb	all staff and all in person students

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	POTENTIAL ADJUSTMENTS
10/15/2021	All in person students have participated one week in a Social Emotional Learning specials class.	
11/19/2021	All in person students have participated two weeks in a Social Emotional Learning specials class.	
12/17/2021	All in person students have participated three weeks in a Social Emotional Learning specials class.	
08/10/2021	All staff have received initial professional development training on Social Emotional Learning and introduced to the Second Step Program materials for the adults.	
09/24/2021	All staff have completed Unit 1 - Understanding Trust (Second Step Program for Adults)	
10/22/2021	All staff have completed Unit 2 -Trust with Colleagues (Second Step Program for Adults)	
11/19/2021	All staff have completed Unit 3 - Trust with Students (Second Step Program for Adults)	
12/17/2021	All staff have completed Unit 4 - Put it into Practice (Second Step Program for Adults)	
08/11/2021	All staff have completed the Values Professional Development Art project	
08/13/2021	All staff attended PBIS Training (Google Slide Presentation)	
08/17/2021	All students attended PBIS Training via Google Meet from their classrooms	

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	POTENTIAL ADJUSTMENTS
12/17/2021	Weekly reteaching of PBIS skill expectations	
12/17/2021	Weekly celebrations/incentives provided based on Bobcat Bucks drawing.	
10/22/2021	80% of surveys will have positive feedback of the effectiveness of the Second Step program.	
12/17/2021	90% of surveys will have positive feedback of the effectiveness of the Second Step program.	