

Core Team

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Goals

English Language Arts

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
7th grade	Due to COVID, the NM PED did not require or have a summative assessment in year 20-21.	CFVMS will increase the number of students testing at or above the state average as measured by NM-MSSA.	Interim assessment for ELA - 15% of 7th grade students at CFVMS are Proficient in ELA.
8th grade	Due to COVID, the NM PED did not require or have a summative assessment in year 20-21.	CFVMS will increase the number of students testing at or above the state average as measured by NM-MSSA.	Interim assessment for ELA - 18% of 7th grade students at CFVMS are Proficient in ELA.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

30% of Carlos Vigil Middle School students will be proficient in ELA as measured by NM-MSSA summative assessment.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

Interim assessment for ELA -

15% of 7th grade students at CFVMS are Proficient in ELA at BOY.

25% of 7th grade students at CFVMS are Proficient in ELA at MOY.

35% of 7th grade students at CFVMS are Proficient in ELA at EOY.

Interim assessment for ELA -

18% of 8th grade students at CFVMS are Proficient in ELA at BOY.

28% of 8th grade students at CFVMS are Proficient in ELA at MOY.

38% of 8th grade students at CFVMS are Proficient in ELA at EOY.

Mathematics

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
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	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
7th grade	Due to COVID, the NM PED did not require or have a summative assessment in year 20-21.	CFVMS will increase the number of students testing at or above the state average from XXX% to XXX as measured by NM-MESA.	Interim Assessment for MATH - 11% of 7th grade students at CFVMS are Proficient in MATH.
8th grade	Due to COVID, the NM PED did not require or have a summative assessment in year 20-21.	CFVMS will increase the number of students testing at or above the state average as measured by NM-MESA.	Interim Assessment for MATH - 9% of 8th grade students at CFVMS are Proficient in MATH.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

30% of Carlos Vigil Middle School students will be proficient in MATH as measured by NM-MSSA summative assessment.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

Interim assessment for MATH -

11% of 7th grade students at CFVMS are Proficient in MATH at BOY.

21% of 7th grade students at CFVMS are Proficient in MATH at MOY.

31% of 7th grade students at CFMS are Proficient in MATH at EOY.

Interim assessment for MATH -

9% of 8th grade students at CFVMS are Proficient in MATH at BOY.

19% of 8th grade students at CFVMS are Proficient in MATH at MOY.

29% of 8th grade students at CFVMS are Proficient in MATH at EOY.

Performance Challenges

ELA - 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)

Attendance rate (ADA), Lesson/unit plans, Office Discipline Referral data, Summative assessment(s)

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

Attendance:

An average of 78 7th grade students are absent daily. 31%

An average of 76 8th grade students are absent daily. 30%

Lesson/Unit Plans: A review of lesson plans indicates a lack of lesson structure, daily learning objective and formative checks for understanding.

Office Discipline Data: Office discipline data indicates some Level I referrals that should be handled at the classroom level. Level II referrals are often overlooked or have been escalated from Level I or to Level III.

Summative Assessments:

Interim assessment for ELA -

15% of 7th grade students at CFVMS are Proficient in ELA at BOY.

Interim assessment for ELA -

18% of 8th grade students at CFVMS are Proficient in ELA at BOY.

THESE AREAS ARE CAUSE FOR CONCERN...

Until student behavior, discipline, attendance and lesson structure systems are addressed and firmly in place, Layer I instruction will be challenging.

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

Mathematics

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

Attendance rate (ADA), Lesson/unit plans, Office Discipline Referral data, Summative assessment(s)

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

Attendance:

An average of 92 7th grade students are absent daily.

An average of 76 8th grade students are absent daily.

Lesson/Unit Plans: A review of lesson plans indicates a lack of lesson structure, daily learning objective and formative checks for understanding.

Office Discipline Data: Office discipline data indicates some Level I referrals that should be handled at the classroom level. Level II referrals are often overlooked or have been escalated from Level I or to Level III.

Summative Assessments:

Interim assessment for MATH -

11% of 7th grade students at CFVMS are Proficient in MATH at BOY.

Interim assessment for MATH -

9% of 8th grade students at CFVMS are Proficient in MATH at BOY.

THESE AREAS ARE CAUSE FOR CONCERN...

Until student behavior, discipline, attendance and lesson structure systems are addressed and firmly in place, Layer I instruction will be challenging.

Root Causes

ELA and MATH - Lack of standard operating procedures to ensure staff are implementing a structure to positively engage students in academics, behavior and attendance.

PERFORMANCE CHALLENGE

ELA - 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

ELA and MATH - Lack of standard operating procedures to ensure staff are implementing a structure to positively engage students in academics, behavior and attendance.

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 Leadership and Systems

90-Day Plan: February 14, 2022 - June 01, 2022

Focus Area: School Culture - ELA

DESIRED OUTCOMES

100% of CFVMS Teachers will implement Teach Like a Champion Positive Classroom Culture Techniques/Strategies.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
03/01/2022 – 03/11/2022	Select TLAC Strategies for school wide implementation. Strategies Selected are: Least Invasive Intervention, What to Do and PositiveFraming.	TLAC Book - Least Invasive Intervention #53, Page 395. What to Do #57, Page 417 Positive Framing # 58, Page 426	Martina Tapia Mark Forman	All CFVMS Teachers and Administrators
03/21/2022 – 03/25/2022	CFVMS staff will read TLAC techniques 53, 57, and 58 and will complete professional development on these strategies.	TLAC Book, Trainer or Training Video.	Martina Tapia Mark Forman	All CFVMS Teachers and Administrators
03/28/2022 – 04/29/2022	Daily: CFVMS staff will implement TLAC techniques 53, 57, and 58.	TLAC Book, Admin monitoring walkthroughs.	Martina Tapia Mark Forman	All CFVMS Teachers and Administrators.
05/02/2022 – 05/27/2022	Bi-weekly: CFVMS administration will conduct walkthroughs to monitor implementation and provide feedback and coaching on TLAC techniques/strategies.	TLAC Book, Admin. walkthrough schedule.	Martina Tapia Mark Forman	All CFVMS Teachers and Administrators.

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
03/25/2022	50% of CFVMS Teachers are implementing TLAC Positive Classroom Culture Strategies.
04/22/2022	75% of CFVMS Teachers are implementing TLAC Positive Classroom Culture Strategies.
05/06/2022	100% of CFVMS Teachers are implementing TLAC Positive Classroom Culture Strategies.
05/27/2022	Number of Level I behavior referrals are reduced by 20%.

Focus Area: School Culture - Math

DESIRED OUTCOMES

100% of CFVMS Teachers will implement Teach Like a Champion Positive Classroom Culture Techniques/Strategies.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
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