

Core Team

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Goals

Graduation

4-YEAR GRADUATION RATE RESULTS

EVHS had a graduation rate of 63% for the 2020 School Year

GRADUATION RATE GOAL

EVHS will have a graduation rate of 75% or higher for the 2022 School Year

BENCHMARKS

90% of EVHS classified seniors will be on track to graduate (passing all enrolled classes required to graduate) after Q1, Q2 and Q3.

SUMMARY SUMMATIVE GOAL STATEMENT

The EVHS Class of 2021 will have a 75% or higher graduation rate.

SUMMARY BENCHMARK GOAL STATEMENT

90% of EVHS classified seniors will be on track to graduate (passing all enrolled classes required to graduate) at key grading points in the year.

English Language Arts

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
9th grade	EVHS students averaged a 436 on the EBRW section of the SAT with an n of 131 students.	40% of EVHS students will test at or above grade level proficiency as measured by the EOY NWEA MAP Assessment.	30% of EVHS students will test at or above grade level proficiency as measured by the MOY NWEA MAP Assessment.
10th grade	EVHS students averaged a 436 on the EBRW section of the SAT with an n of 131 students.	40% of EVHS students will test at or above grade level proficiency as measured by the EOY NWEA MAP Assessment.	30% of EVHS students will test at or above grade level proficiency as measured by the MOY NWEA MAP Assessment.

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
11th grade	EVHS students averaged a 436 on the EBRW section of the SAT with an n of 131 students.	EVHS will increase the number of students testing at or above the state average from 14.5% to 25.0% as measured by the EBRW section of the SAT and will increase the n from 131 students to at least 175 students..	40% of EVHS students will test at or above grade level proficiency as measured by the NWEA EOY MAP Assessment.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

EVHS will increase the number of students testing at or above the state average from 14.5% to 25.0% as measured by the EBRW section of the SAT and will increase the n from 131 to at least 175 students.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

20% of students will fall at or above the national achievement means of the NWEA BOY MAP Reading (score of ~219) and Language (score of ~216),
 30% of students will fall at or above the national achievement means of the NWEA MOY MAP Reading (score of ~220) and Language (score of ~218), and
 40% of students will fall at or above the national achievement means of the NWEA EOY MAP Reading (score of ~221) and Language (score of ~219).

Mathematics

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
9th grade	EVHS averaged a 403 on the Math section of the SAT with an n of 131	45% of EVHS students will test at or above grade level proficiency as measured by the NWEA MAP Assessment.	32.5% of students will test at or above grade level proficiency as measured by the NWEA MAP Assessment.
10th grade	EVHS averaged a 403 on the Math section of the SAT with an n of 131	45% of EVHS students will test at or above grade level proficiency as measured by the NWEA MAP Assessment.	32.5% of students will test at or above grade level proficiency as measured by the NWEA MAP Assessment.
11th grade	EVHS averaged a 403 on the Math section of the SAT with an n of 131	30% of EVHS students will test at or above the state level average of the math section of the SAT with an n of at least 175.	45% of EVHS students will test at or above grade level proficiency as measured by the NWEA MAP Assessment.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

EVHS will increase the number of students testing at or above the state average from 19.8% to 30% as measured by the Math section of the SAT with an n increase from 131 to at least 175.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

20.0% of students will fall at or above the national achievement means of the NWEA BOY MAP Math (score of ~226),
32.5% of students will fall at or above the national achievement means of the NWEA MOY MAP Math (score of ~228),
45.0% of students will fall at or above the national achievement means of the NWEA EOY Math (score of ~221).

Performance Challenges

EVHS had a graduation rate of 63% for the SY19/20 School Year

GOAL

Graduation

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

Grade distribution report, Graduation Rate, School climate, School's Vistas report

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

Grade Distribution Report - 46 Students in 2024 Cohort did not have enough credits to be on track for graduation, 50 students in the 2023 Cohort did not have enough credits to be on track for graduation, and 34 students in the 2022 Cohort did not have enough credits to be on track for graduation.

Graduation Rate - The Grad rate over the past five years for all students has gone from 64% in 2016 to 67% in 2017 to 71% in 2018 to 63% in 2019 to 63% in 2020 as compared to the State Average of 76.9% for the 2020 Cohort.

Graduation Rate - The Grad rate for male students over the past five years has gone from 60% in 2016 to 63% in 2017 to 68% in 2018 to 53% in 2019 to 58% in 2020 as compared to the state average of 73.3% for the 2020 Cohort.

Graduation Rate - The Grad rate for SPED students over the past five years has gone from 58% in 2016 to 65% in 2017 to 53% in 2018 to 58% in 2019 to 57% in 2020 as compared to the state average of 66.4% for the 2020 Cohort.

Schools's Vista Report - According to NMVista in SY19/20 only 38% of students attended school for 90% or more of the school year.

School Climate - <50% of students as measured by student end of year survey agree or strongly agree with the statement "EVHS is going in the right direction to improve the overall student experience."

School Climate - Only ~40% of students as measure by student end of year survey data identify that they are a part of an EVHS activity.

THESE AREAS ARE CAUSE FOR CONCERN...

EVHS had a graduation rate of 63% for the SY19/20 School Year which is almost 14% below the state average.

Only 14.5% of students tested who took the SAT tested at or above the state average of a 494 for the EBRW section during SY20/21

GOAL

English Language Arts

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

Classroom observations (evaluative), Grade distribution report, Other, School climate

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

TNTP Opportunity Scorecard found that on average out of the 180 hours spent in a classroom 60 hours were on grade appropriate assignments and 0 were with strong instruction.

TNTP Opportunity Scorecard found that of the assignments submitted in English 9% were sufficient in the subdomains of content and practice with 24% being sufficient in relevance.

TNTP Opportunity Scorecard found that 0% of submitted assignments from the English department came from the official curriculum.

TNTP Opportunity Scorecard found that 40% of classrooms observed had mostly or completely strong culture, 50% had grade level content, 0% had high quality tasks or rigor, and 10% had mostly student ownership.

According to S1 term Grade report generated by district 35.7% of students failed one of more classes during the first semester.

46 Students in 2024 Cohort did not have enough credits to be on track for graduation, 50 students in the 2023 Cohort did not have enough credits to be on track for graduation, and 34 students in the 2022 Cohort did not have enough credits to be on track for graduation.

14.5% of students tested who took the SAT tested at or above the state average for the EBRW section during SY20/21

THESE AREAS ARE CAUSE FOR CONCERN...

Students are struggling to engage in grade level instruction and are falling behind in their academic progress.

Only 19.8% of students tested who took the SAT tested at or above the state average of a 470 for the Math section during SY20/21

GOAL

Mathematics

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

Classroom observations (evaluative), Grade distribution report, Other, School climate

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

TNTP Opportunity Scorecard found that on average out of the 180 hours spent in a classroom 60 hours were on grade appropriate assignments and 0 were with strong instruction.

TNTP Opportunity Scorecard found that of the assignments submitted in Math 39% in the subdomain of content, 38% in the subdomain of practice and 37% in the subdomain of relevance were sufficient.

TNTP Opportunity Scorecard found that 49% of submitted assignments from the Math department came from the official curriculum.

TNTP Opportunity Scorecard found that 40% of classrooms observed had mostly or completely strong culture, 50% had grade level content, 0% had high quality tasks or rigor, and 10% had mostly student ownership.

According to S1 term Grade report generated by district 35.7% of students failed one of more classes during the first semester.

46 Students in 2024 Cohort did not have enough credits to be on track for graduation, 50 students in the 2023 Cohort did not have enough credits to be on track for graduation, and 34 students in the 2022 Cohort did not have enough credits to be on track for graduation.

19.8% of students tested who took the SAT tested at or above the state average for the Math section during SY20/21

THESE AREAS ARE CAUSE FOR CONCERN...

Students are struggling to engage in grade level instruction and are falling behind in their academic progress.

Root Causes

Lack of standard operating procedures to ensure staff are implementing a structure to re-engage students who are absent from school.

PERFORMANCE CHALLENGE

EVHS had a graduation rate of 63% for the SY19/20 School Year

FOCUS AREA

School Leadership and Systems

Lack of regular structure time and professional support to ensure that all staff are implementing school wide best practices and meaningful data analysis.

PERFORMANCE CHALLENGE

Only 19.8% of students tested who took the SAT tested at or above the state average of a 470 for the Math section during SY20/21

FOCUS AREA

Collaboration

Lack of regular structure time and professional support to ensure that all staff are implementing school wide best practices and meaningful data analysis.

PERFORMANCE CHALLENGE

Only 14.5% of students tested who took the SAT tested at or above the state average of a 494 for the EBRW section during SY20/21

FOCUS AREA

Collaboration

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

Focus Area: Collaboration - ELA, Math

DESIRED OUTCOMES

ALL EVHS teachers will utilize PLCs plan for data driven instruction and small group work incorporating best practice 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
01/03/2022 – 01/11/2022	Leadership Small Group will create MLSS aligned protocol to evaluate individualized student support to be implemented monthly in common PLCs	None	Alicia Edgin	Stephanie Garduno, Alicia Edgin
01/03/2022 – 01/11/2022	Leadership Small Group will create subject specific collaboration protocol to evaluate classroom curriculum and instruction to be implemented biweekly in common PLCs.	None	Kelly Washington Kim Pineda	Kim Pineda, Kelly Washington, Kelly Horn
01/11/2022 – 01/11/2022	Leadership team will review protocols and create PLC schedule for use of LP Tuning Protocol, MLSS Protocol, and Student Protocol	Espanola District Calendar	Jeffrey Sagor	Leadership Team
01/12/2022 – 01/12/2022	Administration will present protocols and PLC structure to staff	PD Time	Jeffrey Sagor	Principal and All School Staff
01/13/2022 – 02/15/2022	All core departments will complete one PLC monthly cycles and make suggested adjustments based on 30 day reflection.	PLC Time MLSS/Small Group Protocols	Kelly Washington Kim Pineda Lyne Salero Maharanee Curativo	All Core Departments
02/15/2022 – 04/19/2022	All core departments will complete three PLC monthly PLC cycle and make suggested adjustments based on 60 day reflection.	PLC Time MLSS/Small Group Protocols	Kelly Washington Kim Pineda Lyne Salero Maharanee Curativo	All Core Departments
04/19/2022 – 05/24/2022	All core departments will complete four PLC monthly cycle.	PLC Time MLSS/Small Group Protocols	Kelly Washington Kim Pineda Lyne Salero Maharanee Curativo	All Core Departments

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
01/13/2022 – 05/19/2022	Administrators will attend every PLC and assist with facilitation and feedback.	PLC Time PLC Calendar	Yvette Bakken Jeffrey Sagor Alicia Edgin	Administrators and Dept. Chairs
02/28/2022 – 03/04/2022	Q3 Common Quarterly Assessment will be administered in all core classes	Common Q1 Exams 1:1 Computers	Kelly Washington Kim Pineda Lyne Salero Maharanee Curativo	All Core Teachers and Admin
05/23/2022 – 06/03/2022	S2 Common Assessments will be administered in all core classes	Common Q1 Exams 1:1 Computers	Kelly Washington Kim Pineda Lyne Salero Maharanee Curativo	All Core Teachers and Admin

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
02/15/2022	At the end of 30 Days 50% of lesson plans reviewed by admin are aligned to quarterly content guides and incorporate best practices shared during PLC cycles.
03/04/2022	100% of core content classrooms administer a common quarter 3 assessment
04/19/2022	At the end of 60 Days 75% of lesson plans reviewed by admin are aligned to quarterly content guides and incorporate best practices shared during PLC cycles.
05/31/2022	At the end of 90 Days 100% of lesson plans reviewed by admin are aligned to quarterly content guides and incorporate best practices shared during PLC cycles.
06/03/2022	100% of core content classrooms administer a common semester 2 assessments.

Focus Area: School Leadership and Systems - Grad

DESIRED OUTCOMES

All EVHS staff will utilize best practice engagement strategies based on classroom observation and feedback from school administration.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
01/11/2022 – 01/11/2022	Leadership team will create and approve digital walkthrough form, with checklist focus areas for S2 and protocol for dissemination of feedback.	Google Forms	Yvette Bakken Jeffrey Sagor Alicia Edgin	Admin and Leadership team
01/12/2022 – 01/12/2022	Administrative team will provide PD on walkthrough form and checklist focus areas to staff.	Google Forms PD Time	Yvette Bakken Jeffrey Sagor Alicia Edgin	Admin and All Staff
01/17/2022 – 02/15/2022	Administrative team will conduct a minimum of 5 walkthroughs weekly of a minimum of 10 minutes.	Google Forms Admin Time	Yvette Bakken Jeffrey Sagor Alicia Edgin	Admin and All Staff
02/16/2022 – 03/11/2022	Administrative team will conduct a minimum of 8 walkthroughs weekly of a minimum of 10 minutes.	Google Forms Admin Time	Yvette Bakken Jeffrey Sagor Alicia Edgin	Admin and All Staff
03/21/2022 – 05/27/2022	Administrative team will conduct a minimum of 10 walkthroughs weekly of a minimum of 10 minutes and conduct at least one face to face feedback meeting weekly based on observation.	Google Forms Admin Time	Yvette Bakken Jeffrey Sagor Alicia Edgin	Admin and All Staff

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME
01/11/2022	Digital walkthrough forms created with checklist focus areas.
02/15/2022	50% of walkthrough feedback sent to teachers will receive reflective feedback responses from educators.
04/19/2022	75% of walkthrough feedback sent to teachers will receive reflective feedback responses from educators.
05/24/2022	90% of walkthrough feedback sent to teachers will receive reflective feedback responses from educators.