



**New Mexico**  
**DASH**  
DATA, ACCOUNTABILITY,  
SUSTAINABILITY, HIGH ACHIEVEMENT  
Educational Plan for Student Success

**Spring 2017**

**Yeso Elementary**

**Artesia Public Schools**

**June 06, 2017**

### **Core Team**

Liz Ironmonger - Principal  
Lynn Worley - Principal, Teacher, Coach  
Kellie Brewer - Teacher  
Cynthia Poynter - Teacher  
Kimberly Combs - Teacher  
Melissa Lopez - Teacher  
Charlotte Crawford - Teacher  
Lydia Bustamante - Teacher  
Staci Thorp - Teacher  
Lydia Bustamante - Teacher  
John Ross Null - Teacher

Content Area	Grade(s)	Last Year's Results	This Year's Goals	Benchmark Goals
English Language Arts	3rd, 4th, 5th	3rd grade - 43.2% 4th grade - 34.8% 5th grade - 29.6%	3rd grade - 52.0% 4th grade - 53.2% 5th grade - 44.8%	3rd grade - Increase from 48% proficient to 52% in a 4-month period.  4th grade - Increase from 46.2% proficient to 51.2% in a 4-month period  5th grade - Increase from 38.2% proficient to 43.2% in a 4-month period.
Mathematics	3rd, 4th, 5th	3rd grade - 29.7% 4th grade - 33.7% 5th grade - 50%	3rd grade - 42% 4th grade - 39.7% 5th grade - 43.7%	3rd grade - Increase from 50% proficient to 55% in a 4-month period.  4th grade - Increase from 51% proficient to 56% in a 4-month period.  5th grade - Increase from 51.6% proficient to 56.6% in a 4-month period.

## FOCUS AREA: Standards alignment

**Desired Outcome:** Teachers will analyze, evaluate, and understand which CCSS standards are to be taught to mastery or merely introduced for their grade level. By including more focused daily instruction by teachers in CCSS we will see improved student performance on summative and interim assessments. After 90 days, CCSS driven instruction will be common practice among all stakeholders as evidenced in lesson plans, learning targets, and student activities.

**Root Cause(s):** Teacher reliance on the core reading resource - Teachers are not educated as to the sequencing of the standards and at which grade standards are to be merely introduced or taught to mastery.

### CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
01/02/2017 - 01/04/2017	Evaluate Standards to determine which standards are not covered by core reading program	CCSS Standards, PARCC Model Content Standards, Deconstructed Standards	Liz Ironmonger Lynn Worley Kellie Brewer Cynthia Poynter Kimberly Combs Melissa Lopez Charlotte Crawford	Classroom Teachers and Administration
01/02/2017 - 02/28/2017	Determine degree of mastery to be taught at each grade level	CCSS Focus areas & Major Clusters	Liz Ironmonger Lynn Worley Kellie Brewer Cynthia Poynter Kimberly Combs Melissa Lopez Charlotte Crawford	Classroom Teachers

## CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
01/02/2017 - 05/11/2017	Develop a standards based sequencing guide for ELA	Resources on Pacing from Las Cruces	Liz Ironmonger Lynn Worley Kellie Brewer Cynthia Poynter Kimberly Combs Melissa Lopez Charlotte Crawford Lydia Bustamante Staci Thorp	Certified Staff

## PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
05/05/2017	Each grade level will provide documentation of identified gaps and which standards are to be taught to master or merely introduced according to grade level.	Evaluate similar work done across the state. Possible modification of time frames.

## FOCUS AREA: Tier I (Core) instruction

**Desired Outcome:** Intentional development of differentiation as a result of purposeful formative assessment. By planning purposeful formative assessment and effective differentiation, the needs of more students will be met in a timely manner; this will allow students to be more successful learners increasing achievement scores on interim and summative assessments. After 90 days, we will observe effective formative instruction embedded in teacher instruction and frequent differentiated activities in all classrooms.

**Root Cause(s):** No common expectation for quality Tier I planning and instruction - Evidenced in classroom observations and lesson plan review teachers are not thoroughly planning for formative assessment and differentiation.

Teachers are not receiving adequate support in implementing best practices - Teachers need more mentoring and opportunities for observing successful teachers.

### CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
01/02/2017 - 05/26/2017	Non-evaluative walk-throughs with feedback via email and /or one to one every three weeks	Feedback Form Calendar	Liz Ironmonger Lynn Worley	Administrator and Certified Staff
01/02/2017 - 02/28/2017	Include the type of formative assessment to be used in lesson plans	PD on formative assessment	Liz Ironmonger Lynn Worley Kellie Brewer Cynthia Poynter Kimberly Combs Melissa Lopez Charlotte Crawford Lydia Bustamante Staci Thorp Lydia Bustamante	Administrators, Classroom Teachers, and Intervention Teachers

## CRITICAL ACTIONS

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
01/02/2017 - 03/17/2017	Include specific differentiation for lessons	Reading Street Curriculum ELA and Strategic Learners Activities	Liz Ironmonger Lynn Worley Kellie Brewer Cynthia Poynter Kimberly Combs Melissa Lopez Charlotte Crawford Lydia Bustamante Staci Thorp Lydia Bustamante	Classroom Teachers

## PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
05/26/2017	Based on evidence gathered during observations and lesson plan review there will be increased use of intentional formative assessments and effective differentiation in the classroom.	We made need additional professional development and dates may need to be adjusted.