



*Taos Municipal Schools
Ranchos Elementary
School Board Report
November 2020*

Pillar I – Safety Wellness

EP Focus: Actively monitor safety & wellness throughout Taos Municipal Schools and community to determine make the best decision for reopening of schools

School Indicator: 1.2 Aggregate of Tier 1-4 Supports

Below is the Tier 1-4 attendance data for students in PreK-5th grade. This represents attendance data for the period of August 13 to October 30, 2020. Important to note, the data is not yet by sub population but will be for December’s board report. I have, however, included the sub populations that will be reported in December.

| Baseline Data Tiered Attendance | | | | | | | | | | | | | | | |
|------------------------------------|---------------|---|-----|-----|----|-----|----|-----|---|-----|-----|----|-----|----|-----|
| P1 | 8/13 to 10/2 | Tier I Less than 5% Absenteeism Rate %age of Students | | | | | | | Tier II 5% to <10% Absenteeism Rate %age of Students | | | | | | |
| | | | | | | | | | | | | | | | |
| P2 | 8/13 to 10/30 | | | | | | | | | | | | | | |
| P3 | | | | | | | | | | | | | | | |
| P4 | | P1 | P2 | +/- | P3 | +/- | P4 | +/- | P1 | P2 | +/- | P3 | +/- | P4 | +/- |
| All Students | | 83% | 79% | -4% | | | | | 6% | 6% | = | | | | |
| *American Indian | | | | | | | | | | | | | | | |
| *Students with Disabilities | | | | | | | | | | | | | | | |
| *Eng. Language Learners | | | | | | | | | | | | | | | |
| Baseline Data Tiered Attendance | | | | | | | | | | | | | | | |
| P1 | 8/13 to 10/2 | Tier III 10% to <20% Absenteeism Rate %age of Students | | | | | | | Tier IV 20% or > Absenteeism Rate %age of Students | | | | | | |
| | | | | | | | | | | | | | | | |
| P2 | 8/13 to 10/30 | | | | | | | | | | | | | | |
| P3 | | | | | | | | | | | | | | | |
| P4 | | P1 | P2 | +/- | P3 | +/- | P4 | +/- | P1 | P2 | +/- | P3 | +/- | P4 | +/- |
| All Students | | 3% | 5% | +2% | | | | | 8% | 10% | +2% | | | | |
| *American Indian | | | | | | | | | | | | | | | |
| *Students with Disabilities | | | | | | | | | | | | | | | |
| *Eng. Language Learners | | | | | | | | | | | | | | | |

We did see increases in Tiers III and IV. Unfortunately, this was somewhat expected since there were students who were on the borderline of the next tier. A challenge that we have encountered that will certainly impact our progress is limited resources in terms of staff who can dedicate the necessary time needed to provide the tiers of support. Due to this, we are currently prioritizing students who are in tier 4. We are working on our teams’ process and procedures in order to try and be more efficient.

Tier I: The Whole School Prevention Tier

- whole school prevention strategies are universal attendance supports
- may include activities such as whole school attendance campaigns, class attendance competitions, parental notification of student absences through robocalls or electronic communication, Positive Behavioral Supports and Interventions (PBIS) to create welcoming school/ classroom climates, education nights, social contracts, extra-curricular activities, and attendance incentives, among others.

Tier II: The Individualized Prevention Tier:

- talk to the parent/family,

- inform the parent/family of the student’s attendance history,
- the impact of student absences on student academic outcomes,
- the interventions or services available to the student or family, and the consequences of further absences.

Tier III: The Early Intervention Tier:

- notify the parent/family in writing of the student’s absenteeism and the notice shall include a date, time, and place for the parent/ family to meet with school officials/staff to develop intervention strategies,
- convene to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance, and
- to the extent appropriate, given the student’s age, the student should be actively involved in the formulation of the attendance contract, the provisions of which should include a focus on both academic and extracurricular activities appropriate for and of interest to the student.

Tier IV: The Intensive Supports Tier:

- give written notice to the parent/family, including a date, time, and place for the parent/family to meet with the school principal and the attendance team,
- establish non-punitive consequences at the school level, identify appropriate specialized supports that may be needed to help the student address the underlying causes of excessive absenteeism, and,
- apprise the student and the parent/ family of the consequences of further absences i.e. referral to the Children, Youth, and Families Department (CYFD) because of excessive absences (Section 13.A.2).

Pillar II – Student Achievement

***EP Focus:* Identify, plan and provide instruction to reduce learning losses gap resulting from Spring 2020 early closure by end of 20-21 school year.**

School Indicator: 2.1 Aggregate of Tier 1-4 Supports

During teacher collaboration on Wednesdays, teachers work on specific tasks such as standards planning for the coming week and data analysis that informs instruction. On October 23rd our 3rd-5th grades completed the administration of our new short cycle assessment iMSSA – Interim Measures of Student Success and Achievement. This assessments has 3 parts; 1. Math, 2. Reading, and 3. Language usage. Teachers are working with their teams on the worksheet on the right – one for each subject assessed. Teachers have

| RES 3-5 iMSSA - Reading | | | |
|---|--|--|------------------------------|
| What skills have you identified to target? | | | |
| Skill | Percentage of students In the Needs Support Achievement Level | How often will support be provided? | What resources will be used? |
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| What are your MOY goals (January) for the targeted skills identified? | | | |
| Skill | Ex: We will achieve a decrease from ___ % to ___ in AL “Needs Support” | | |
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| Oct: %age of students in AL – “On Target” | | MOY Goal: %age of students “On Target” | |
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