

School Support and Readiness Assessment Summary Report

School: Carlos F. Vigil Middle School	LEA: Espanola
School Leader: Yvette Bakken	LEA Leader: Holly Martinez
SSRA Team Leader: Max Perez	Date: October 16, 2023
School Description	
<p>Carlos F. Middle School offers a learning environment that embraces diversity and fosters personal growth and excellence. The school serves a student body of just over four hundred students, of which 98% are Hispanic. Eleven elementary schools feed into Carlos F. Vigil.</p> <p>The mission statement for the school is as follows:</p> <p style="text-align: center;"><i>The Mission of Carlos F. Vigil Middle School is to empower students to Believe in their potential, Adapt to challenges, and Unite in their pursuit of knowledge. Our mission is to foster academic ownership, igniting a lifelong passion for learning, and shaping future leaders who thrive in an ever-changing world. We are committed to celebrating diversity and promoting an inclusive environment that values and respects different cultures, backgrounds, and perspectives.</i></p>	
School Successes and Celebrations	
<p>This year marks a change in the culture of Carlos F. Vigil Middle School. Under the leadership team’s guidance, the learning community is building its school’s cultural foundation around the three pillars named in its mission: <i>Adapt, Believe, and Unite</i>. The school is now fully staffed with critical student success and community engagement positions.</p>	
DOMAIN 1: CULTURE & EQUITY	
<p><i>To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?</i></p>	
Promising Practices:	
<p>Clear expectations and the foundational pillars have brought the staff and students together toward a vision of improvement. This unity of vision has improved collegiality and communication amongst the staff. This school-wide effort has been developed into a system of support for students that includes regular shout-outs and other incentives for promoting positive behavior. This year, there has been a reduction in disciplinary referrals, evidenced by the school’s system for positive behavior tracking. Parents have a positive perception of the school</p>	

and have commented positively on the quick and appropriate response by staff and administration when needed.

Opportunities for Growth:

Although there has been a positive shift in culture, this shift is impacted by attendance and engagement lapses. There are opportunities to leverage and solidify the positive shift by prioritizing initiatives to improve student attendance and engagement in the classroom.

Student participation in various activities can limit some student groups from accessing academic support and subsequent celebrations. While the administration continues to refine the cultural aspects of the school’s mission, they may find avenues to enhance equity practices that promote student engagement at all levels.

Potential Next Steps:

Along with the foundational pillars, the leadership team will work toward creating a system to improve attendance through monitoring, providing incentives, and solidifying the current procedures for communicating expectations to students and families. When clear avenues of communication are in place, particularly regarding attendance expectations and school events, families are empowered to provide access to their children.

The staff is committed to intentionally formalizing all attendance improvement processes by developing and communicating clear expectations. In the future, there will be an emphasis in the 90-Day Plan on increasing student engagement as a pathway to improve attendance school-wide. The staff agrees that more engaged classrooms will result in better attendance. To make this a reality, the leadership team will need to identify 2-3 high-leverage engagement strategies, provide professional learning for teachers to understand and practice the expected change in instructional behavior, establish Observation and Feedback Coaching Cycles to monitor implementation and coach teachers for continuous improvement. And lastly, the school will need clear data collection practices to support improvement by providing and communicating growth metrics.

DOMAIN 2: LEADERSHIP

To what degree does school leadership establish, communicate, support, and monitor school-wide priorities?

Promising Practices:

The leadership team has recently collaborated to implement the three pillars approach stated in the mission. They are now focused on defining and establishing a balance of shared responsibilities to lead the school forward and building a system for collaboration and data analysis.

With teachers' input, the 90-day Plan will include formal and systemic protocols for Professional Learning Communities (PLCs). Analysis of student data has reframed the focus of the instructional staff on student learning for particular performance groups. Students identified as being close to proficient are one group targeted to move to the next level of proficiency.

Opportunities for Growth:

One element of strong leadership is a systems approach to communication, priorities, and routines. A schedule for PLCs, staff, and leadership meetings is in place. An opportunity exists to formalize the processes in these meetings to facilitate more effective results to drive student academic performance.

One challenge facing the school is staff attendance and a substitute shortage. When teachers cannot attend meetings because they are absent or when they are called to substitute for other classes, there is an increased need for clear communication and follow-through. Teacher accountability and support should be considered as the leadership team formalizes systems.

Potential Next Steps:

The leadership team at Carlos F. Vigil Middle School understands the importance of alignment and collaboration. Despite challenges limiting collaborative sessions, the team deliberately facilitates PLCs, cross-curricular collaboration, and faculty meetings. Research demonstrates that strong vertical alignment practices improve student proficiency on assessment tasks. When teachers have collaborative time during PLCs to unpack priority standards and discuss their assessments, they can align expectations at all levels. This translates to strong student performance on assessment and in the classroom day-to-day.

There is a commitment to resolve issues surrounding a lack of substitute teachers and class coverage for staff meetings, as well as an understanding among the entire staff that these meetings are a critical foundation of the 90-day DASH plans. The leadership and staff are continuing to implement feedback forms as a means through which to have transparency and continued improvement.

The leadership team also plans to align the agendas of all meetings toward the expected outcome of improved student performance. As they make this shift toward more formal meeting protocols and data analysis, teachers might need to be supported in conducting this type of work. The transition from inputs to outcomes sometimes requires reframing and practice.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

A system of expectations is in place regarding lesson planning and curriculum mapping. The leadership at Carlos F. Vigil is actively engaged in monitoring teacher development of lesson plans; student data is collected, organized, and analyzed by teachers per department. The school uses feedback forms to collect information and support improvement surrounding attendance and student engagement. The school is also in the early stages of utilizing student-level data to drive instructional efforts.

Opportunities for Growth:

One way to increase the effectiveness of the PLC structure is to develop and implement a system for data analysis. This will support teachers in collecting, analyzing, and creating action plans based on student data. There is also an opportunity for student involvement in the data cycle at all levels. Research demonstrates that developing student ownership of data drives engagement by increasing student ownership and agency.

Potential Next Steps:

School leadership intends to work with the district to support and modify protocols to improve staff and student attendance. This will protect and facilitate productive collaboration time among staff to focus on academic performance initiatives. Also, teachers need to understand that if they are absent for a data analysis meeting, the work must still be done. Someone from the leadership will need to follow up.

Principal Bakken plans to designate a staff member to provide instructional staff easier access to data at all levels, increasing data analysis efficiency and streamlining action plan creation. Teachers benefit from a step by step process for pulling relevant data, analyzing results with a manageable number of key questions or look-fors to identify learning gaps, clear expectations of what a reteach entails, and time built into the curriculum calendar for reteach plans to be delivered. Establishing a shared data cycle requires multiple facets. The principal will ensure consistent messaging and implementation by dedicating one person to this role.