

## School Improvement and Transformation Monitoring Visit Summary Beginning of Year (SITM-BOY)

<b>School:</b> Carlos F. Vigil Middle School	<b>LEA:</b> Española Public Schools
<b>School Leader:</b> Yvette Bakken	<b>LEA Leader:</b> Eric Spencer
<b>SITM Team Leader:</b> Jody Martinez	<b>Date:</b> October 7, 2024

### School Description

Carlos F. Vigil Middle School offers a unique learning environment that embraces diversity and fosters personal growth and excellence. The school is located in the beautiful Española Valley and serves 453 seventh and eighth-grade students from eleven elementary schools in surrounding communities. At Carlos F. Vigil Middle School, all students and staff join forces to embrace challenging opportunities that support academic, physical, and emotional success.

Carlos F. Vigil Middle School's mission and vision statements:

*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.*

*Guided by the principles, Believe, Adapt, Unite, we envision a school where students, educators, parents, and the community collaborate harmoniously. Together, we cultivate a dynamic learning environment that nurtures student ownership, unlocking their full potential as lifelong learners, leaders, and contributors to society.*

### School Successes and Celebrations

Current successes at Carlos F. Vigil Middle School include:

- The school has multiple partnerships with outside organizations to support students in various ways. These organizations include Northern New Mexico College, Los Alamos National Laboratory, Community Schools, El Centro Family Health Clinic, National Behavioral Health Association, Audubon Raptor Center, Enlace, and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).
- The school has been working for the past two years on culture, and now that the culture has shifted to one that is conducive to supporting learning, the school leader is moving the focus to instruction.
- The school has instituted an after-school restorative justice program for level three discipline instead of in-school suspension to keep students in class and receiving instruction more consistently. They are also working to be proactive in behavior by implementing restorative circles during the school day in the advisory class.

- The staff retention rate has increased from 12 vacancies two years ago to only three last year and this year, with those being due to work visas. The school has been able to fill the positions of counselor and dean of students. In addition, the school was also able to add and fill an additional position to offer more elective choices based on student requests. This year's elective classes include art, journalism, music, weightlifting, increased ROTC, and Advancement Via Individual Determination (AVID) for the 7th grade. Students are excited about more variety and hands-on choices.
- The administration feels a sense of urgency around instruction and academic growth. It is taking many steps to foster this sense of urgency with staff, and change is starting to take hold in the early stages.

### **NM DASH Development and Implementation**

To develop the NM DASH 90-Day plan, the core team is comprised of the principal, assistant principal, dean of students, ELA teacher representative, math teacher representative, English language development (ELD) representative, community liaison representative, grade level representatives, and special education teacher representative. They reviewed student academic, attendance, behavior data, and adult behaviors to determine patterns and root causes of persistent low student achievement and chronic absenteeism.

The team determined that attendance and teacher preparation needed support to improve overall student performance, with attendance having the most significant impact on student performance. Students must be present to benefit from interventions, support, and instruction. Based on the previous year's observations, the leadership team noted a lack of instruction aligned with standards. The team also used the Multilayered Systems of Support (MLSS) self-assessment results to determine areas of improvement and next steps around ELA, math, science, and English language proficiency growth. The data also showed that many students are nearing proficiency, so interventions were implemented to support them in moving to the next level of proficiency.

### **School Progress**

#### **Three-year Data Trends and Goals Around MRI (More Rigorous Interventions) Student Performance Designation**

##### **All Students (% Proficient):**

<b>NM MSSA - ELA</b>	<b>NM MSSA - Math</b>	<b>NM ASR - Science</b>
2021-2022 – 15%	2021-2022 – 9%	2021-2022 – 15%
2022-2023 – 24%	2022-2023 – 8%	2022-2023 – 17%
2023-2024 – 23%	2023-2024 – 5%	2023-2024 – 21%
2024-2025 Goal – 50%	2024-2025 Goal – 50%	2024-2025 Goal – 80%

##### **7th Grade Students:**

**NM MSSA - ELA**

2021-2022 – 12%

2022-2023 – 25%

2023-2024 – 22%

**NM MSSA - Math**

2021-2022 – 10%

2022-2023 – 10%

2023-2024 – 8%

**NM ASR - Science**

2021-2022 – N/A

2022-2023 – N/A

2023-2024 – N/A

**8th Grade Students:****NM MSSA - ELA**

2021-2022 – 18%

2022-2023 – 23%

2023-2024 – 24%

**NM MSSA - Math**

2021-2022 – 7%

2022-2023 – 6%

2023-2024 – 4%

**NM ASR - Science**

2021-2022 – 15%

2022-2023 – 17%

2023-2024 – 21%

**School Summative Goals****ELA**

- By Spring of 2025, 50% of ALL students will be proficient in ELA as measured by NM-MSSA.
- Students NOT demonstrating proficiency will demonstrate an increase of at least one proficiency level as measured by NM-MSSA.

**Math**

- By Spring 2025, 50% of ALL students will be proficient in math as measured by NM-MSSA.
- Students NOT demonstrating proficiency will demonstrate an increase of at least one proficiency level as measured by NM-MSSA.

**Science**

- By Spring 2025, 80% of ALL students will demonstrate proficiency in science as measured by NM-ASR.

**English Language Proficiency**

- By Spring 2025, 100% of English Learners (ELs) will meet their target growth in English Proficiency as measured by NM Growth Calculation based on WIDA ACCESS results.

**Desired Outcomes (changes in adult behavior to impact student achievement):**

- 100% of teachers will plan, facilitate, and assess differentiated, grade-level appropriate learning activities, including an explicit vocabulary routine aligned to the objective/essential question and standards.
- 100% of teachers will integrate SEL (Social Emotional Learning) strategies into daily instruction.
- 100% of teachers will deliver direct instruction across all language domains (reading, writing, speaking, and listening) to ELs during the ELD block.

**Actions to reach ELA, Math, Science, and English Language Proficiency (ELP) Goals:**

- **Focus on Instruction**
  - **Three Core Expectations of Instruction:**

- Grade-level appropriate learning objectives aligned with learning standards
  - Interactive vocabulary routines
  - Student engagement strategies
- **Accountability and Support:**
  - Observation and Feedback Coaching Cycles (OFCCs)
    - Dean of students conducting informal walkthroughs with feedback and coaching (1-2 times per month, dependent on the level of support)
    - Weekly professional learning community (PLC) meetings with the dean of students using agenda template to have focused, guided PLCs
  - Outside coaching and professional development
    - district instructional coach
    - structured literacy coach
    - instructional coach for teachers and administration through MRI grant funding
- **Attendance**
  - Establish attendance and student support (SEL/PBIS) teams to meet at least monthly to review and respond to data.
  - Attendance Success Coordinator put in place this year to make calls to families of chronically absent students and develop plans of support.
  - Shift in discipline to minimize the amount of instructional time a student misses by implementing integrated restorative practices, restorative circles during the school day during daily advisory period, student behavior self-reflections during lunch, and an after-school restorative program instead of ISS so they stay in class and get their instruction.
  - Focus on increasing engagement within the classroom.

**School Benchmark Goals and Monitoring: (All are schoolwide and subgroup-specific)**

**Attendance:**

- Goal: Reduce chronic absenteeism to below 50% by MOY.
- Background: 33% of last year's absenteeism resulted from suspensions, but school leadership cannot change that within the district discipline policy. The school has a positive referral system (5:1) and is averaging about 35:10 a week (was 2-3: 20 per week two years ago; the instructional coach takes some referrals to use as reflections with teachers on classroom management.
- Baseline Data:
  - 2023-2024 Chronic Absenteeism: 84%
  - 2024-2025 BOY (for 1st quarter) Chronic absenteeism: 48%

**Students with D's/F's:**

- Reduce the number of students with Ds/Fs by 80% by MOY and EOY
- 2024-2025 BOY Baseline Data:
  - # of students with Ds/Fs in ELA: 103
  - # of students with Ds/Fs in math: 55

- # of students with Ds/Fs in science: 100
- # of students with Ds/Fs in history/social studies: 74

**Schoolwide 30-60-90 Day check-in goals**

- By 9/30/24: All classrooms display grade-level appropriate learning objectives aligned with learning standards. BOY baseline data (math, ELA, science, ELD) will be analyzed and shared with students, staff, families, and community stakeholders. All students have created academic and social goals during the advisory period. Initial analysis of attendance reports shows baseline data and a decrease in chronic absenteeism by 3% from the previous month.
- By 11/29/24: All teachers are implementing interactive vocabulary routines as observed during walk-throughs. Evidence of SEL integration in classrooms observed during walkthroughs. All ELs have an established WIDA Can Do Portfolio with baseline data in their ELA/ELD class. Chronic absenteeism will have decreased to below 60%.
- By 12/20/24: All teachers implement SEL and student engagement strategies into the curriculum, as evidenced by scheduled observation visits. All ELs have demonstrated growth in one or more language domains, as evidenced by their Can Do Portfolio. Chronic absenteeism has decreased to below 50%.

**ELA Benchmark/Monitoring:**

- By MOY 2024, 50% of ALL students will score above the 41st percentile as measured by iMSSA Reading.
- Students scoring below the 41st percentile will demonstrate an increase of at least 20% as measured by EOY iMSSA Reading.
- iMSSA Reading BOY/End 1<sup>st</sup> quarter 2024-2025 Baseline Data:
  - 7th graders above 41st percentile: 63%
  - 8th graders above 41st percentile: 38%

**Math Benchmark/Monitoring:**

- BY MOY, 50% of ALL students will score above the 41st percentile as measured by iMSSA Math.
- Students scoring below the 41st percentile will demonstrate an increase of at least 20% as measured by iMSSA Math.
- iMSSA Math Baseline Data from BOY/End 1<sup>st</sup> quarter 2024-2025:
  - 7th graders above 41st percentile: 53%
  - 8th graders above 41st percentile: 29%

**Science Benchmark/Monitoring:**

- Previous Goal: By MOY 2024, 60% of ALL students will score above the 41st percentile in science as measured by science assessment. (NOTE: The district

assessment has changed from MAPS, and there is no current district science assessment. Once a science assessment measure is identified, the goal will essentially remain the same under the new assessment.)

- Science Baseline Data from BOY 2024-2025:
  - There is no current district benchmark assessment for science, so the school is exploring how they will monitor toward the benchmark.

**English Language Proficiency Benchmark/Monitoring:**

- By MOY 2024, 100% of ELs will move to the next proficiency level or higher in each Language Domain as measured by WIDA Can Do Descriptors.
- Baseline Data from BOY 2024-2025:
  - The school is exploring progress monitoring options that align with the WIDA Can Do Descriptors.

**Second Semester/Future Next Steps:**

- **Schoolwide:**
  - Common formative assessments to measure progress throughout
- **ELP Specific:**
  - Establish a stand-alone monolingual ELD class for newcomers (in the country for 1-3 years) during the school day and establish a portfolio system for all ELs to document student achievement in all language domains using the WIDA Can Do Descriptors.
  - Create an after-school program for any ELs who need extra support who are identified through data and have parent support for participation