

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

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| School: Carlsbad Enrichment Center | LEA: Carlsbad Municipal Schools |
| School Leader: Yolanda Pirtle | LEA Leader: Gerry Washburn |
| SITM Team Leader: Robyn Cook | Date: September 23, 2024 |

School Description

Carlsbad Enrichment Center (CEC) is committed to providing flexible educational pathways that cater to the diverse needs of every student. By offering in-person and remote learning options, CEC ensures that students can excel in an environment that best suits them. For those significantly behind in credits, the Credit Recovery Academy offers support to help students catch up and graduate on time. Additionally, CEC provides a pathway for individuals who missed their original graduation opportunity to earn a high school diploma.

CEC envisions a flexible and inclusive learning environment that empowers students to reach their full potential. The center aims to prepare graduates for their future while fostering a safe and supportive space for non-traditional learners.

The school's mission is to meet the needs of diverse learners by blending online and in-person instruction. They strive to equip students with the skills needed to thrive as global citizens, all within a safe, innovative learning environment.

CEC serves 157 students, 70% of whom are Hispanic, 2% African American, 28% Caucasian, 0.2% Native American, and 5% identifying as Two or More Races.

School Successes and Celebrations

Over the past year, CEC has significantly improved, focusing on enhancing systems and instructional practices based on recommendations from the Southern Regional Education Board (SREB) and local insights.

A significant change was the creation of a two-school academy model. The Credit Recovery Academy helps students who are significantly behind in credits to catch up and either graduate or transition to the Direct Instruction Academy. The Direct Instruction Academy uses a hybrid learning model, offering in-person and virtual instruction. This separation allows teachers to focus on delivering high-quality instruction without dividing their attention.

CEC also introduced the JAG (Jobs for America's Graduates) program to help students develop life and job skills. An attendance coach was added to boost student attendance. The application process has been refined to ensure students understand academic expectations, and the student handbook was updated.

Fifty percent of teachers are now certified in Teen Mental Health First Aid (TMHFA), with the remainder to be certified by the middle of the year (MOY), and two staff members are certified to train others in TMHFA, with plans to extend this to students. Additionally, CEC has emphasized Project-Based Learning (PBL) to improve instruction and student engagement. These efforts aim to create a more supportive and effective school environment.

NM DASH Development and Implementation

The school's 90-Day Plan addresses academics and attendance.

The school has identified three contributing factors to low-performance rates: (1) poor attendance, (2) a low course completion rate, and (3) a lack of basic skills in core content areas, as seen in interim testing.

The desired outcomes include:

Graduation - The school counselor will meet with 100% of senior students and perform transcript audits to ensure on-time graduation.

English Language Arts (ELA), Math, & Science - Teachers will implement with fidelity intervention plans for all students in the ELA, math, and science classroom. English language proficiency (ELP) deficiency will be addressed through staff training by the district director of bilingual education.

ELP - 100% of staff will have at minimum three training sessions with the district bilingual director to improve scores on the WIDA Access test.

School Progress

Current Three-year Data Trends:

Graduation

4-year

- 2021-2022 – 45%
- 2022-2023 – 38%
- 2023-2024 – **%
- 2024-2025 - 55%

5-year

- 2021-2022 – **%
- 2022-2023 – 45%
- 2023-2024 – **%

2025 Graduation Goal:

- Carlsbad Municipal Schools partners with SREB to create a 5-year strategic plan. Based on the strategic plan, the goal of CEC is to increase the graduation rate by a minimum of 10% per year beginning in the 2024-2025 school year. Based on the goal,

Carlsbad Enrichment Center aims to achieve a graduation rate of 48% in the 2024/2025 school year.

- APEX and course completions will be used to monitor credit recovery student achievement in meeting on-time graduation. Individual meetings and transcript reviews are required for all seniors at least three times per year to include a BOY, MOY, and EOY. Additionally, all direct instruction students will be monitored with transcript audits a minimum of three times per year by the counselor at BOY, MOY, and EOY.

Stanford Achievement Test (SAT)

ELA Score of 480 and Above

- 2021-2022 – 17%
- 2022-2023 – 10%
- 2023-2024 – 6%

Math Score of 480 and Above

- 2021-2022 – 10 %
- 2022-2023 – 5%
- 2023-2024 – 8%

2025 ELA Goal:

- The goal of CEC is to increase the number of students who score proficient in SAT ERW from six students to 12 students for the 2024-2025 school year. This will double the number of students who scored in the proficient range.
- The goal of CEC is to improve NWEA test scores by a minimum of 10% from the BOY to MOY assessments and an additional 10% from MOY to EOY assessments.

2025 Math Goal:

- The goal of CEC is to increase the number of students who score proficient in SAT Math from five students to 10 students for the 2024-2025 school year. This will double the number of students who scored in the proficient range.
- The goal of CEC is to improve NWEA test scores in Math by a minimum of 10% from the BOY to MOY assessments. Then, an additional 10% from the MOY to EOY.

Science ASR

- 2021-2022 – 15%
- 2022-2023 – 10%
- 2023-2024 – **%

2025 Science Goal:

- The goal of CEC is to increase the number of students who score proficient in NM-ASR from <10% of the students to 15% of students for the 2024-2025 school year.
- The goal of CEC is to improve NWEA test scores by a minimum of 10% from the BOY to MOY assessments and an additional 10% from MOY to EOY assessments.

NWEA Maps

| ELA | BOY | MOY | EOY |
|-------------------|-----|-----|-----|
| • 2023-2024 – 6% | | 4% | 23% |
| • 2024-2025 – 8% | | | |
| Math | | | |
| • 2023-2024 – 5% | | 3% | 22% |
| • 2024-2025 – 15% | | | |
| Science | | | |
| • 2024-2025 – 6% | | | |

Course Failure Rates

| ELA |
|-------------------|
| • 2021-2022 – 94 |
| • 2022-2023 – 8 |
| • 2023-2024 – 83 |
| Math |
| • 2021-2022 – 126 |
| • 2022-2023 – 9 |
| • 2023-2024 – 55 |
| Science |
| • 2021-2022 – 88 |
| • 2022-2023 – 0 |
| • 2023-2024 – 29 |

Attendance Rate

- 2021-2022 – **%
- 2022-2023 – 51%
- 2023-2024 – **%

2025 ELP Goal:

- The goal for the school year 2024-25 is to increase all students' speaking and writing proficiency levels by one point on the ACCESS for English learners (ELs) tested.
- Students speaking and writing will be scored at BOY, MOY, and EOY with the WIDA Speaking and Writing Interpretive Rubrics. The goal is to have all students score at Level 4-5 on EOY samples.

Actions to Reach Graduation Goals:

- The counselor will have contacted at minimum 30% of seniors. The counselor will utilize administrators and the attendance coach as needed to contact students.
- The counselor will have contacted a minimum of 60% of Seniors. The counselor will utilize administrators and the attendance coach as needed to contact students.
- 100% of seniors will have an updated transcript audit and next-step plans in place. The counselor will utilize administrators and the attendance coach as needed to contact students.

Actions to Reach ELA, Math, & Science Goals:

- JAG teacher will be rostered in the JAG Force Platform.
- ELA and math teachers will ensure all students have access to the Lexia and Exact Path platforms and students are progressing through modules.
- The attendance coach will perform 3/5/10 day reports daily to check for attendance issues.
- Progress will be monitored through the JAG Force platform for on-track individual development plans/on-track graduation plans.
- Progress monitoring is available via reports from Lexia and Exact Path.
- 100% of all Individual Development plans will be completed for all JAG students.
- Compare NWEA fall to winter data to monitor growth.

Actions to Reach ELP Goals:

- The district bilingual director will have had at least one training with staff regarding the WIDA speaking and writing interpretive rubrics.
- The district bilingual director will have had at least two training with staff regarding the WIDA speaking and writing interpretive rubrics.
- The district bilingual director will have had at least three training with staff regarding the WIDA speaking and writing interpretive rubrics.

As of Monday, September 16, 2024, CEC has a new administrator who has quickly created a long-term vision reflecting the desire for success for the school, staff, and students. Although not formally documented in the 90-Day Plan, CEC has implemented several critical actions to enhance student success. Pathways to credit recovery have expanded, including options such as End of Course (EOC) exams, On-the-Job Training (OJT) with 90 hours of work credits, JAG (Jobs for America's Graduates) training, and Project-Based Learning (PBL). Attendance is tracked across multiple formats, including online, in-person instruction, and APEX, with an attendance coach dedicated to monitoring student attendance. An additional social worker has been assigned to the campus to support students on Individualized Education Plans (IEP), and the principal conducts one-on-one conversations with each student to identify further needed support. Staff members are also certified in Teen Mental Health First Aid (TMHFA). To further support student outcomes, the school is considering reworking the master schedule to better align with teacher and student needs and providing training for asynchronous teachers.

The school leadership is actively collecting data to monitor progress toward its goals, focusing on key areas such as attendance for both online and face-to-face students, credit tracking through course completion, and conducting walkthroughs to evaluate strategies for increasing student engagement. Additionally, the target is 10% growth for each student on the NWEA assessments. These data points will be critical for the mid-year evaluation to determine if the school is on track to meet its summative goals.