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

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| **School**: Columbus Elementary School | **LEA**: Deming Public Schools |
| **School Leader**: Viridiana Chacon | **LEA Leader**: Vickie Chavez |
| **SITM Team Leader**: Tiffany Hinsley | **Date**: September 17, 2023 |

### School Description

The mission of Columbus Elementary School is as follows: Our purpose at Columbus Elementary is to intentionally structure a diverse environment that embraces two languages by setting high expectations and rigorous instruction. We foster a school-wide community that encourages self-discipline, dignity, and respect while promoting leadership and perseverance in order to develop lifelong learners and productive members of society.

At Columbus Elementary School, we all show respect, make good decisions, and solve problems!

The school serves grades kindergarten through fifth. Approximately 85% of the student population comes from Mexico and is working toward bilingual proficiency and literacy.

### School Successes and Celebrations

Columbus Elementary has seen several key successes and celebrations this year. Parent-teacher conferences and communication were highly successful, with teachers making great efforts to reach parents who could not cross the border, primarily through phone calls. Despite ongoing construction at the start of the year, staff and students showed resilience in adapting to the challenges. Strong relationships between teachers and students have been emphasized, especially when addressing discipline issues, many of which stem from external, home-related factors. The school provides vital support, including bus transportation to the border for students, which has been crucial for their success.

Additionally, grade-level teams have increased collaboration, and PLCs are more aligned with meeting standards and goals. The teachers' commitment to the school's success has been a driving force, reflecting their dedication to continuous improvement.

### NM DASH Development and Implementation

The school's 90-Day Plan was developed to address low student academic performance.

Columbus Elementary School developed its 90-Day Plan through a collaborative effort led by a Core Team that included representatives from each grade level (K-5) and Special Education and English Learners. The team analyzed student data by grade level to identify trends and areas of need. To uncover the root cause of their scores, they employed the "five whys"

process, asking successive questions to dig deeper into underlying issues. This approach helped guide their goal-setting and action planning for the 90-Day Plan.

A root cause analysis revealed four contributing factors to low performance:
1. There is no clear system for a structured Language Arts Block.
2. There is not a system in place for a structured Mathematics Block.
3. There is no system to teach science in 3rd to 5th grade.
4. Teachers have not internalized a system to track students on any of the four language domains using ACCESS scores as a data point.

The desired outcomes include:
1. 24 out of 24 teachers will implement structured Literacy components, including phonology, vocabulary, reading comprehension, morphology.
2. 100% of ELD teachers will track students' English Language proficiency in speaking domains using the Can Do Descriptors Rubric.
3. 12 out of 12 3rd - 5th-grade teachers will follow school expectations for teaching science using the district curriculum (stemscopes) aligned to the NGSS standards.
4. 100%, 24 out of 24 Teachers will develop and implement a structured Math block using the district curriculum, SAVVAS. Structure: daily review, solve and share, focused instruction, guided practice, number talks, and daily quick check.

## School Progress

**Trend Data:**
**ELA**
2021-2022 - 13%
2022-2023 - 18%

**Math**
2021-2022 - 15%
2022-2023 - 24%

**ELP**
2021-2022 - 2%
2022-2023 - 5%

**Science**
2021-2022- 11%
2022-2023- 14%

**NM-MSSA ELA 2024 proficiency level data:**
3rd- 44% Level 1, 52% Level 2, 3% Level 3, 1% Level 4
4th- 43% Level 1, 43% Level 2, 10% Level 3, 3% Level 4
5th- 49% Level 1, 35% Level 2, 11% Level 3, 4% Level 4

**iStation ELA 2024 proficiency level data:**

K- 33% Level 1, 21% Level 2, 17% Level 3, 30% Level 4/5
1st- 35% Level 1, 17% Level 2, 17% Level 3, 31% Level 4/5
2nd- 39% Level 1, 15% Level 2, 13% Level 3, 33% Level 4/5

**NM-MSSA Math 2024 proficiency level data:**
3rd- 63% Level 1, 34% Level 2, 3% Level 3, 0% Level 4
4th- 43% Level 1, 33% Level 2, 22% Level 3, 2% Level 4
5th- 42% Level 1, 30% Level 2, 20% Level 3, 8% Level 4

**iStation Math 2024 proficiency level data:**
K- 15% Level 1, 13% Level 2, 14% Level 3, 58% Level 4/5
1st- 19% Level 1, 10% Level 2, 12% Level 3, 59% Level 4/5
2nd- 27% Level 1, 18% Level 2, 21% Level 3, 33% Level 4/5

**NM-MSSA ELP 2024 proficiency data:**
3rd: 4.2%
4th: 13.79%
5th: 15.49%

**NM-ASR Science 2024 proficiency data:**
22% proficient

**Goals:**
**ELA Summative Goal**
By the end of the 2024-25 school year, 54% of all K-2 students, including all subgroups, will be proficient in reading as measured by Istation. By the end of the 2024-25 school year 34% of all 3-5 students, including all subgroups, will be proficient in reading as measured by NM-MSSA.

**ELA Benchmark Goal**
By December 2024, 18.4% of all K-2 students, including all subgroups, will be proficient in reading as measured by Istation. By December of 2024, 22% of all 3-5 grade students, including all subgroups, will be proficient in reading as measured by IMSSA.

**ELP Summative Goal**
For the 24-25 school year, 30% of EL students will meet their individualized target as set by PED and as measured by the student's ACCESS score.

**ELP Benchmark Goal**
By November of 2024, 30% of 3-5th grade EL students will increase to a minimum of one level in speaking domain as measured by the WIDA Can-do descriptors.

**Science Summative Goal**
By the end of the 2024-2025 school year, 34% of all 5th-grade students, including all subgroups, will be proficient in Science as measured by NMASR.

**Science Benchmark Goal**
By December 2024, 17% of all 5th-grade students in all subgroups will be proficient in Science as measured by the District Mid-year STEMScopes assessment.

**Math Summative Goal**
By the end of the 2024-25 school year, 68% of all K-2 students, including all subgroups, will be proficient in Math as measured by Istation. By the end of the 2024-25 school year, 41% of all 3-5 students, including all subgroups, will be proficient in Math as measured by NM-MSSA.

**Math Benchmark Goal**
By December 2024, 41% of all K-2 students, including all subgroups, will be proficient in math as measured by Istation. By December 2024, 20% of all 3-5 students, including all subgroups, will be proficient in math as measured by iMSSA.

**Actions to achieve goals include:**
**ELA:** Designing classroom schedules based on structured literacy components, administrators providing consistent feedback on ELA block instruction, implementing all elements of structured literacy during ELA block, and attending weekly PLCs to discuss data and effectiveness of ELA instruction.

**ELP:** Training provided to teachers on the speaking domain and the Can-Do descriptors and rubric, developing classroom systems to track ELP progress using the Can-Do descriptor rubric and consistently tracking students' ELP progress using the descriptors.

**Science:** Establishing clear science expectations, 5th-grade teachers will implement one lesson per week using Stemscopes and will receive feedback from administration, 5th-grade teachers will implement two Stemscopes lessons per week, and 3rd-4th grade teachers will implement one lesson per week.

**Math:** Training on how to solve and share paired with Number Talks and daily review protocols, implementing daily reviews during math block, training on implementation of focused instruction and guided practice using the district curriculum, implementing daily reviews, and receiving feedback from administrators consistently.

**Indicators used to measure middle-of-year progress include:**
**ELA:**
1. By 9/13/ 2024, 50% of the teachers will incorporate all components of structured literacy into lesson design and implementation.
2. By 11/01/2024, 75% of teachers will incorporate all components of structured literacy into lesson design and implementation.
3. By 12/13/ 2024, 100% of teachers will incorporate all components of structured literacy into lesson design and implementation.

**ELP:**
- By 09/13/2024, 100% of ELD teachers will have a system to track students on Can Do Descriptors, and 100% of teachers will share data from Can Do Descriptors with students.
- By 11/01/2024, 100% of ELD teachers will have a system to track students on Can Do Descriptors, and 18/24 of teachers will share data from Can Do Descriptors with students.
- By 12/13/2024, 24/24 ELD teachers will have a system to track students on Can Do Descriptors, and 100% of teachers will share data from Can Do Descriptors with students.

**Science:**
- By 09/13/2024, 12/12 SPED/3rd through 5th-grade teachers will design lesson plans for science using stemscopes. 3/12 3rd-5th grade teachers will implement sciences -1 science lesson each week.
- By 11/01/2024, 12/12 teachers will design lesson plans for science using Stemscopes. 7/9 SPED/3rd-5th grade teachers will implement sciences 1 science lesson each week, and 3/3 5th grade teachers will implement 2 science lessons per week.

**Math:**
- By 09/13/2024, 100% of teachers will implement 2 out of the 6 Math structure components (Daily Review and Solve and Share).
- By 11/01/2024, 100% of teachers will implement 4 out of the 6 Math structure components (Daily Review, Solve and Share, Number Talks, Focused Instruction and Guided Practice.
- By 12/13/2024, 100% of teachers will implement 6 out of the 6 math structure components consistently.