

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

School: Desert Pride Academy	LEA: Gadsden
School Leader: Sofia Payen	LEA Leader: Travis Dempsey
SITM Team Leader: Tiffany Hinsley	Date: September 25, 2024
School Description	
<p>Desert Pride Academy, located in Gadsden, New Mexico, is a dynamic and thriving school dedicated to student success and well-being. The academy takes pride in its popular boxing program, featuring a state-of-the-art ring, and has added additional classes due to growing interest. With attendance rates rising from 67% to 76% and a new lineman program in partnership with El Paso Electric on the horizon, the school is expanding its student opportunities.</p> <p>Many of the student body are English Learners (ELs). The school has made strides in reducing chronic absenteeism, earning praise from the superintendent. Academic improvement is evident, with the percentage of students receiving an F dropping from 50% to 27% in just one semester, thanks to proactive counseling efforts and dedicated staff.</p> <p>The school is committed to mental health, with a full-time therapist and regular collaboration between general and special education teachers and social workers. Teacher satisfaction is high, with no staff turnover in five years. Desert Pride Academy fosters a strong community, offering a supportive and innovative environment where students can thrive, including pathways for graduation tied to SAT participation and credit completion.</p>	
School Successes and Celebrations	
<p>Desert Pride Academy is set to offer the bilingual seal for the first time. There is a concentrated effort to ensure all seniors have their credits reviewed. Teachers now meet in their departments for Professional Learning Community (PLC) meetings, and the school has partnered with Marzano for practical improvements. Additionally, students who take the SAT and earn credits can graduate, regardless of their SAT score. The school continues to grow and innovate, creating a supportive and successful student environment.</p>	
NM DASH Development and Implementation	
<p>Desert Pride Academy's 90-Day Plan focuses on low student performance.</p> <p>Process Used to Develop 90-Day Plan Desert Pride Academy took a collaborative and data-driven approach to developing its 90-Day Plan this year. The process began with an in-depth review of key performance indicators, such</p>	

as attendance, academic achievement, and student well-being. Leadership and staff analyzed the school's recent successes, including increased attendance rates, reduced chronic absenteeism, and a significant drop in students failing classes. The school also considered its growing programs, such as the popular boxing class and the upcoming lineman program.

Staff, counselors, and social workers worked together to identify areas for continued improvement, focusing on proactive counseling, mental health support, and academic interventions. Regular input from teachers, who now meet in departmental professional learning communities (PLCs), helped align goals with the needs of students, particularly the large population of ELs. The 90-Day Plan was designed to build on these strengths while addressing challenges by setting clear objectives for attendance, academic progress, and student support services. Through this collaborative effort, Desert Pride Academy aims to continue fostering a positive and thriving school environment.

Performance Challenges include:

- Chronic absenteeism is their biggest challenge.
- Unit plans/lesson planning will include interventions and small group instruction.
- Teachers continue to rely on lectures instead of incorporating small group instruction or interventions for all students, including ELs and students with disabilities, in their lesson plans.
- Proficiency Scales are not used for planning or interventions.
- ELD strategies are ineffective, and interventions are missing from lesson and unit plans.

Root Cause Analysis (RCA)

- Desert Pride Academy is not using data to identify students with attendance issues early, implement check-ins, or provide tailored support to address specific barriers.
- Teachers lack professional development in creating effective unit plans/lesson plans that include interventions and small group instruction. Teachers lack the understanding of how to incorporate small groups/interventions in their teaching.
- Teachers need professional development on ELD strategies and to incorporate them into their lessons.

Desired Outcomes include:

- Teachers will monitor grades to identify students and implement check-ins for chronically absent students.
- Teachers will include interventions and small groups in their unit plans.
- Teachers will use New Art and Science of Teaching (NASOT) strategies to engage students.
- Teachers will include interventions and small groups in their unit plan.
- Teachers will use ELD strategies and WIDA Standards to target the four domains.

School Progress

Trend Data:

ELA

2021-2022- <5%

2022-2023- <5%

Math

2021-2022- <5%

2022-2023- <5%

Science

2021-2022- 11%

2022-2023- <5%

ELP

2021-2022- <5%

2022-2023- <2%

Graduation

2021-2022- 67%

2022-2023- 76%

(Note- there were only two years of trend data available)

Goals:

SUMMATIVE 4-YEAR GRADUATION RATE GOAL STATEMENT

Graduation rate will increase by 4% from 76% in 2022-2023 to 80% for 2023-2024.

BENCHMARK 4-YEAR GRADUATION RATE GOAL STATEMENT

80% of the DPA 2025 cohort will be on target with the NMPED graduation requirements.

SUMMATIVE ELA GOAL STATEMENT

All students will increase overall reading proficiency by 5% which is currently less than 5% of 2022-2023 SAT data.

BENCHMARK ELA GOAL STATEMENT

All students will demonstrate at least 10% proficiency in the ELA SAT-PSAT interim assessments.

SUMMATIVE MATH GOAL STATEMENT

All students will increase overall math proficiency by 5% which is currently less than 5% of 2022-2023 SAT data.

BENCHMARK MATH GOAL STATEMENT

All students will demonstrate at least 10% proficiency in the Math SAT/PSAT interim

assessments.

SUMMATIVE SCIENCE GOAL STATEMENT

All students will increase overall science proficiency by 5% which is currently less than 5% of 2022-2023 NM-ASR data

BENCHMARK SCIENCE GOAL STATEMENT

80% of students will demonstrate mastery of science concepts based on class grades of C or better.

SUMMATIVE ENGLISH LANGUAGE PROFICIENCY (ELP) GOAL STATEMENT

ELs will increase in language proficiency from 3% overall English learning progress from 2022-2023 NM Vistas data by a minimum of 5%.

BENCHMARK ELP GOAL STATEMENT

70% of ELs will demonstrate mastery of English proficiency-based ELD class grades.

Critical actions to reach goals include:

Graduation

- Teachers will identify students who need interventions to help with their classes.
- Teachers will make phone calls to parents, rewarding low absenteeism during 1st and 6th periods.

ELA

- Teachers will receive Professional Development on incorporating small group instruction into their unit planning.
- Teachers will meet during PLC meetings to collaborate and discuss small grouping and interventions.
- Administrators will conduct walkthroughs to monitor if interventions/small groupings are evident in each classroom.

Math

- Lead teachers will participate in PD on NASOT strategies and High Reliability Schools Levels.
- Teachers will complete an element study (NASOT toolkit-goal setting) for their focus element during professional learning communities.
- Administrators will conduct Walkthroughs to ensure all teachers incorporate NASOT strategies in their lessons.

Science

- Teachers will receive PD on incorporating small group instruction into the unit plan.
- Teachers will meet during Professional Learning Communities to collaborate and discuss small groups and interventions.
- Administrators will conduct walkthroughs to monitor if interventions/small groups are

evident in each classroom.

ELP

- Teachers will receive PD on instructional strategies to support ELs.
- The administration will conduct a walkthrough to monitor EL strategies and interventions.

Method for measuring middle-of-year progress:

Graduation

- By 09/13/2024, 70% of teachers will perform check-ins with consistency and fidelity.
- By 10/25/2024, 80% of teachers will perform check-ins with consistency and fidelity.
- By 12/20/2024 100% of teachers will perform check-ins with consistency and fidelity.

ELA

- By 09/13/2024, 70% of teachers will include interventions and small groups in their unit plans.
- By 10/25/2024, 85% of teachers will include interventions and small groups in their unit plans.
- By 12/13/2024, 95% of teachers will include interventions and small groups in their unit plans.

Math

- By 09/13/2024, 70% of teachers will utilize various NASOT strategies to engage students in their learning.
- By 10/25/2024, 80% of teachers will utilize various NASOT strategies to engage students in their learning.
- By 12/20/2024, 90% of teachers will utilize various NASOT strategies to engage students in their learning.

Science

- By 09/13/2024, 70% of teachers will include interventions and small groups in their unit plans.
- By 10/25/2024, 85% of teachers will include interventions and small groups in their unit plans
- By 12/13/2024, 95% of teachers will include interventions and small groups in their unit plans.

ELP

- By 08/23/2024, 70% of teachers will incorporate a variety of ELD standards in their lessons as scaffolds for ELs.
- By 09/13/2024, 80% of teachers will incorporate a variety of ELD standards in their lessons as scaffolds for ELs.
- By 10/25/2024, 90% of teachers will incorporate a variety of ELD standards in their lessons as scaffolds for ELs.

- By 12/20/2024, 100% of teachers will incorporate a variety of ELD standards in their lessons as scaffolds for ELs.

Desert Pride Academy is receiving support from its district to help achieve progress toward its 90-Day Plan this year. The district has ensured that Desert Pride Academy benefits from biweekly visits by instructional coaches specializing in critical subjects such as math, science, social studies, and ELA. Additionally, the school receives intensive weekly support from a Marzano coach dedicated to assisting them due to their Comprehensive Support and Improvement (CSI) designation.

The district also provides interim assessments to further bolster their efforts to track student progress. The district's math department is offering pre-assessments, a particularly impactful resource given the many students who enroll later in the fall. This comprehensive network of coaching and assessments is designed to provide Desert Pride Academy with the guidance and tools necessary to meet their academic goals for the year.