

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

<b>School:</b> Los Lunas Family School	<b>LEA:</b> Los Lunas Public Schools
<b>School Leader:</b> Clair Toledo	<b>LEA Leader:</b> Susan Chavez
<b>SITM Team Leader:</b> Michelle Starnes	<b>Date:</b> October 16, 2024
<b>School Description</b>	
<p>Los Lunas Family School (LLFS) is a sixth- through eighth-grade online learning academy offering flexible learning options to meet the learning needs of every student. Students engage in a high-caliber curricular program with personalized support from highly qualified teachers. The hybrid program is where students receive content, instruction, and support from an online platform and attend in person at least once a week.</p> <p>Los Lunas Family School has undergone many changes since the pandemic. Before the pandemic, LLFS was a kindergarten through sixth-grade family school where students attended half of the week on campus and half the week as homeschool. During the pandemic, as an online program, LLFS grew to 220 students in kindergarten through twelfth grade. Then, it became a hybrid program for the last two years. In fall 2023, the program's ninth through twelfth-grade portion was moved to Century High School. Kindergarten through fifth-grade online programs are no longer offered at LLFS. This leaves approximately 30 students in sixth-, seventh-, and eighth grades this year.</p>	
<b>School Successes and Celebrations</b>	
<p>Adding the academic coach has led to meaningful instructional practices centered on standards-based instruction and active engagement strategies to increase student academic outcomes.</p> <p>Shifting to a hybrid model has increased the connection between students and staff and provided time and space for student-to-student relationship building through extended-hour clubs that are now being offered.</p> <p>In-person science instruction has increased student engagement and attendance as students explore hands-on activities related to the standards-aligned lesson plans.</p>	
<b>NM DASH Development and Implementation</b>	

The Annual and 90-Day Plan development included team meetings that began in April 2024.

Outcomes that were determined address the following root causes that directly impact their Comprehensive Support and Improvement (CIS) designation for low performance:

1. The truancy intervention system is ineffective.
2. Math intervention is not provided to students who are not meeting proficiency.
3. There is no Early Warning System to provide immediate interventions for students falling behind.
4. There is a lack of engaging science instruction.
5. Supporting families with the shift in the hybrid school model has not been a priority to ensure student success is co-dependent on families and school personnel.

**Goals in the NM DASH Plan include:**

### **English Language Proficiency (ELP)**

**Summative:** All students will improve by one proficiency level by spring 2025 ACCESS testing. (The school has a small population, so the numbers fluctuate regarding overall proficiency. No students with this designation are currently enrolled.)

**Benchmark:** Between fall and winter 2024, all students will grow by one level on the WIDA performance rubric.

### **English Language Arts (ELA)**

All students and all subgroups will have the following proficiency levels by the spring 2025 NM-MMSA ELA:

- Reduce Level 1 to 6% and increase Level 2 to 30%, Level 3 to 32%, and Level 4 to 32%.
- Total schoolwide proficiency goal of 64% in ELA on the spring 2025 NM-MSSA ELA test.

### **Math**

All students and all subgroups will have the following proficiency levels by the spring 2025 NM-MMSA Math:

- Reduce Level 1 to 20% and increase Level 2 to 40%, Level 3 to 20%, and Level 4 to 20%.
- Total schoolwide proficiency goal of 40% in math on the spring 2025 NM-MSSA test.

### **Science**

- 50% of all students and all subgroups will be proficient or advanced on the spring 2025 NM-ASR.

### **NM-MSSA Data for ELA Percent Proficient**

- 2021-2022 – 30%
- 2022-2023 – 26%

- 2023-2024 – 40%

#### **NM-MSSA Data for Math Percent Proficient**

- 2021-2022 – 14%
- 2022-2023 – 17%
- 2023-2024 – 18%

#### **Science NM-ASR Percent Proficient**

- 2022-2023 – 27%
- 2023-2024 – 24%

### **School Progress**

#### **Benchmark Performance Goals**

To increase proficiency in ELA, 25% of all students in all student groups will be in Level 3, and 25% will be in Level 4 by December 2024. By the middle of the year, iMSSA will demonstrate an overall school proficiency level of 50%.

To increase proficiency in math, 15% of all students in all student groups will be in Level 3, and 15% will be in Level 4 by December 2024. By the middle of the year, iMSSA will demonstrate a proficiency level of 30% overall.

To increase proficiency in science, 100% of students in all subgroups will show passing scores on their labs as measured by class grades by December 2024.

#### **Actions to Improve Progress:**

To increase student proficiencies in all content areas, an in-person, in-depth onboarding orientation program will emphasize the importance of hybrid learning objectives, attendance, and the required commitment in classroom instruction to increase family engagement.

High-dosage tutoring in math occurs every Monday, and interventions are immediately taking place for students using the Early Warning System. Student progress monitoring occurs daily through the online platform, which informs completion, time on task, and proficiency in each content area.

A highly qualified science teacher has been hired and is implementing in-person labs for students to engage in hands-on, meaningful lessons. Classroom walkthroughs occur during a two-week cycle, focusing on content and language objectives and engagement strategies. Teacher feedback cycles are immediate.

Attendance will be monitored daily by teachers, and weekly phone calls will be made to all students' families to encourage attendance by the Early Warning Team. The district reports bi-weekly attendance data to inform the team.