

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

<b>School:</b> Mesa Elementary School	<b>LEA:</b> Central Consolidated Schools
<b>School Leader:</b> Gina Jones	<b>LEA Leader:</b> Steve Carlson
<b>SITM Team Leader:</b> Denise Woody	<b>Date:</b> October 9, 2022

**School Description**

Mesa Elementary is a pre-kindergarten through fifth-grade school located in the northwest section of the Central Consolidated School District. The vast school boundaries include students living in multigenerational, single-parent, and traditional homes. All students receive free breakfast and lunch daily.

*Mesa vision: Cultivate a learning environment that embraces a future yet to be imagined. Our learning environment is supportive and inclusive, committed to developing collaboration through engagement with a focus on fostering character traits (e.g. integrity, empathy, resilience) where students are encouraged to be lifelong learners and responsible global citizens.*

**School Successes and Celebrations**

Principal Jones provides clear direction and stability following multiple administrative transitions. Panorama survey data shows a positive 4% improvement in well-being and a 7% improvement in climate. In addition, climate and culture improvements are reflected in the increased application of strategies learned during Capturing Kids Hearts (CKH) training.

Common assessments are in place for all grades to support work to improve academic performance in reading and math. Professional development has been aligned to focus areas identified as needing improvement. The revised team structure supports efforts to make data-based decisions. The schedule provides 60 minutes, twice weekly, for professional learning communities (PLCs) to analyze data and utilize priority reports to plan instructional interventions. The Grandma Program has proven to be a positive means of providing additional classroom support.

**NM DASH Development and Implementation**

The DASH Plan was developed with support from the district. Mesa Elementary is designated a Comprehensive Support and Improvement (CSI) school for low achievement.

**School Performance Trend Data**

**All Students****NM-MSSA ELA**

2021-2022-19%

2022-2023-14%

2023-2024-11%

**NM-MSSA Math**

2021-2022-9%

2022-2023-5%

2023-2024-4%

**NM-ASR Science**

2021-2022-20%

2022-2023-11%

2023-2024-15%

**English Learners (ELs)****NM-MSSA ELA**

2021-2022-12%

2022-2023-14%

2023-2024-13%

**NM-MSSA Math**

2021-2022-(-)5%

2022-2023-(-)5%

2023-2024-(-)5%

**NM-ASR Science**

2021-2022-(-)20%

2022-2023-(-)20%

2023-2024-(-)20%

**Students with Disabilities****NM-MSSA ELA**

2021-2022-(-)20%

2022-2023-(-)20%

2023-2024- --

**NM-MSSA Math**

2021-2022-(-)20%

2022-2023-(-)20%

2023-2024- --

**NM-ASR Science**

2021-2022- --

2022-2023- --

2023 -2024- --

**School Summative Goals****ELs**

By the end of the school year, 24% of third-grade, 25% of fourth-grade, and 42% of fifth-grade ELs will demonstrate proficiency in English at the intermediate level, as measured by achieving a score of 4.7 or higher on the WIDA ACCESS reading assessment.

**Math**

Mesa Elementary School will increase the

- Third-grade proficiency percentage on NM-MSSA Mathematics from 3% (EOY 23/24) to 15% (EOY 24/25)
- Fourth-grade proficiency percentage from 4% (EOY 23/24) to 16% (EOY 24/25)
- Fifth-grade proficiency from 5% (EOY 23/24) to 17% (EOY 24/25)
- Grades K-1 proficiency percentage in Istation ISIP from 61% (EOY 23/24) to 73% (EOY 24/25)
- Grade 2-3 proficiency in Istation ISIP Math from 5.5% (EOY 23/24) to 17.5% (EOY 24/25)
- Grade 4-5 proficiency from 3% (EOY23/24) iStation to 15% (EOY24/25) by May 2025.

**Science**

By the end of the 2024-2025 academic year, the percentage of fifth-grade students proficient in science on the NM-ASR assessment will increase by 14.6% to 24.6%.

**Actions to Reach Proficiency Goals****ELA**

Teachers will:

- Use the six-step unit plan to drive daily instruction, and the literacy workshop model will be utilized during the Multi-layered Systems of Support (MLSS) layers one and two instruction.
- Participate in and implement structured literacy components using high-quality instructional materials (HQIM).
- Create and use sound walls and five methods for nonlinguistic representations of HQIM (tier two and three vocabulary).

### **Math**

Teachers will:

- Consistently utilize the six-step unit plan and math workshop model during MLSS layers one and two instruction with PLC support from Learning Plus.
- Participate in and implement math number talks for student engagement as supported in PLCs by Learning Plus.
- Create and use sound walls and five methods for nonlinguistic representations of HQIM (tier two and three vocabulary) as supported by Learning Plus.
- Participate in and implement early numeracy strategies taught by Dana Center via NMPED.

### **Science**

- Professional development on the 5E model of instruction for core grade-level staff.
- Utilization of 5E model HQIM resources and hands-on science kits.
- Creation and use of sound walls and five methods for nonlinguistic representations of HQIM (tier two and three vocabulary).

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

- Professional development using ELlevation and reviewing EL plans to support ELs.
- Creation and use of the five methods for nonlinguistic representations templates to foster vocabulary engagement.
- Creation and use of sound walls and vocabulary lists of essential words from HQIM in mathematics and ELA.

### **School Culture**

- Teachers will meet and greet students daily at the door.
- CKH lessons will be taught and implemented daily after professional development has been given.
- Students will be encouraged to attend through multiple communication methods.

### **Monitoring**

In addition to iMSSA and Istation benchmark assessment results, unit plans, PLC agendas/notes, walkthroughs, vocabulary words/sound walls, professional development sign-in sheets, and evidence of use of five methods for nonlinguistic representations template will be monitored.

### **School Progress**

In addition to the 90-Day Plan review, the discussion centered on classroom instruction, effective collaboration, implementation of strategies, accountability, and progress monitoring metrics.

The principal agreed to the following next steps:

- Document the ELA focus area on the DASH plan.
- Identify specific metrics that will be used to monitor the development of unit plans, use of vocabulary sound walls, and completed walkthrough observation cycles.
- Develop a process to hold teachers accountable for interventions for students with disabilities and ensure that modifications and accommodations are in place to support learning.
- Review and document BOY benchmark data for Istation and iMSSA to monitor and measure MOY growth.