

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

<b>School:</b> San Juan Elementary School	<b>LEA:</b> Española Public Schools
<b>School Leader:</b> Elias Allison	<b>LEA Leader:</b> Eric Spencer
<b>SITM Team Leader:</b> Dr. Matt Williams	<b>Date:</b> October 7, 2024

### School Description

San Juan Elementary is one of 11 elementary schools within the Española Public School (EPS) District. It is a public school situated within the Ohkay Owingeh Pueblo boundaries. The school serves 141 students in kindergarten through sixth grade. San Juan Elementary serves a large Native American population, primarily Tewa.

The school prides itself in providing bilingual language programming in Tewa and Spanish to serve the community's needs. The heritage language bilingual program is designed to deliver language instruction to students in their families' native language. When students enter the program, they may be fluent in their native home language or may have lost much of it from generational changes. The goal is to halt home language loss and ultimately recover or newly develop native proficiency so that the school can better align with the community's needs and fulfill a standard of applying bilingual language to each student's future.

The school's mission and vision statement are as follows:

*San Juan Elementary Dragons and stakeholders are dedicated to sharing in a world where problem-solving, creativity, and civic responsibility are seen as real-world contributions.*

### School Successes and Celebrations

- The school has developed a strong Parent Advisory Council (PAC) with 19 active members, composed of parents and community members.
- The school has had historically high turnover in administrators, leading to a lack of trust and consistency and early resistance to change. Despite that, teachers are now invested and engaged in implementing mixed-grade interventions. These are developed and planned for during weekly mixed-grade Professional Learning Community (PLC) meetings.
- San Juan Elementary teachers share data and focus on student outcomes. Principal Allison attends every weekly PLC meeting.
- The district gave "line by line" feedback on the DASH plan to ensure the school addressed everything necessary.
- Principal Allison intentionally prioritizes time in classrooms as an instructional leader to monitor expectations for instruction, student learning, and engagement.
- Principal Allison strategically utilizes "specials" teachers available during the school day for push-in support.

## NM DASH Development and Implementation

The desired outcomes the school wishes to see in the changed behavior of their adults are:

- All teachers (100%) will implement targeted small-group intervention instruction specific to English language arts (ELA), English language development (ELD), and math, as measured by the implementation of their quarterly intervention lesson plans and monitored through walkthroughs and formal observations by the administrator.
- All teachers (100%) will utilize the science core curricular program, Inquiry Science Education Consortium (ISEC) kits, with 100% fidelity as measured by the implementation of the kit lesson plans and monitored through walkthroughs and formal observations by the administrator.

## School Progress

### Data Trend:

- New Mexico-Measures of Students Success and Achievement (NM-MSSA):
  - ELA
    - 21-22: 21%
    - 22-23: 14%
    - 23-24: 24%
  - Math
    - 21-22: 12%
    - 22-23: 7%
    - 23-24: 14%
- New Mexico-Assessment of Science Readiness (NM-ASR)
  - 21-22: 19%
  - 22-23: 11%
  - 23-24: 28%
- Istation End of Year (EOY):
  - Reading
    - 21-22: 28%
    - 22-23: 19%
    - 23-24: 24%
  - Math
    - 21-22: 17 %
    - 22-23: 15%
    - 23-24: 20%

### Goal-Setting Process:

- The school's core team worked on the plan, reviewing Istation and state assessment data to develop the goals. Throughout the process, the school leader also worked with other district administrators and received specific feedback from the district reviewer. This collaborative input and feedback were applied in the final revisions of the plan. Through this process, specific changes in adult behavior were identified, as were the

desired impacts on student growth (goals) that should result from the outcomes of adult behavior.

**Goals:**

- ELA:
  - Proficiency Growth Summative Goal Statement
    - By the end of the 2024-2025 school year, 100% of students will move to the next proficiency level measured by NM-MSSA and Istation.
    - Additionally, by the end of the 2024-2025 school year, overall schoolwide performance will increase by 10% from 24% to 34% proficient.
  - Proficiency Growth Benchmark Goal Statement
    - By the Middle of the Year (MOY) 2024-2025, 100% of students will move to the next proficiency level as measured by Istation Indicators of Progress (ISIP) Reading.
    - Additionally, by the MOY 2024-2025 school year, overall schoolwide performance will increase by 10% from 24% to 34% proficient.
- Math:
  - Proficiency Growth Summative Goal Statement
    - By the end of the 2024-2025 school year, 100% of students will move to the next proficiency level measured by NM-MSSA.
    - Additionally, by the end of the 2024-2025 school year, overall schoolwide performance will increase by 10% from 22% to 32% proficient.
  - Proficiency Growth Benchmark Goal Statement
    - By MOY 2024-2025, 100% of students will move to the next proficiency level measured by ISIP Math.
    - Additionally, by the MOY 2024-2025 school year, overall schoolwide performance will increase by 10% from 22% to 32% proficient.
- Science:
  - Summative Schoolwide Goal Statement
    - By the end of the 2024-2025 school year, overall schoolwide performance will increase by 10% from 29% to 39% proficient.
  - Benchmark Schoolwide Goal Statement
    - By the MOY 2024-2025, overall schoolwide performance will meet or exceed 39% proficiency as measured by the ISEC fall end-of-unit assessment, demonstrating proficiency at 80% or higher.
- ELP:
  - Summative Schoolwide Goal Statement
    - By Spring 2025, 100% of English learners (ELs) will move to the next proficiency level measured by WIDA ACCESS.
    - Additionally, by the 2024-2025 school year, overall schoolwide performance will increase by one proficiency level on average from 2.8 to 3.8.
  - Benchmark Schoolwide Goal Statement

- By MOY 2024-2025, 100% of students will move to the next proficiency level as measured by ISIP Reading.
- Additionally, by the MOY 2024-2025 school year, overall schoolwide performance will increase by 10% from 24% to 34% proficient.

**Root Cause Analysis (RCA) Summary:**

- Teachers lack sufficient training to design, implement, and monitor targeted interventions in ELA, reading, ELD, and math.
- Prior school administrators did not monitor the implementation of layer one core science instruction.

**Actions to Reach ELA, Math, and ELP Goals:**

- Review the BOY ISIP data through structured PLC meetings and complete the EPS quarterly lesson plan.
- Implement a September 30-day intervention cycle, including progress monitoring within the first three days of the month, attending PLC meetings to review data and plan instruction, and administering interventions throughout the month.
- Implement an October 30-day cycle of intervention that includes progress monitoring within the first three days of the month, attending PLC meetings to review data and plan for instruction, and administering interventions throughout the month.
- Implement a November 30-day intervention cycle, including progress monitoring within the first three days of the month, attending PLC to review data and plan for instruction, and administering interventions throughout the month.
- K-6 teachers will participate in Structured Literacy instructional rounds based on individualized teacher needs. Teachers will participate in Sheltered Instruction Observation Protocol (SIOP) training to support ELD intervention supports for identified ELs.

**Actions to Reach Science Goals:**

- The staff will meet to formally review the school leadership's expectation to utilize the district-approved science curricular program (ISEC kits).
- All staff will unpack and set up a science learning area in the classroom to support science instruction.
- The administrator will conduct walkthroughs to ensure science learning areas are set up in all classrooms.
- Regular science instruction and monitoring cycle.

**Monitoring:**

ELA, Math, and ELD

- Beginning of the year (BOY): 50% of teachers will implement targeted small-group intervention instruction specific to ELA, ELD, and math, as measured by implementing their quarterly intervention lesson plans and monitored through walkthroughs and formal observations by the administrator. With this, at least 50% of students will also be authentically engaged in identifying and understanding their learning (student meaningful reflection on learning) as monitored through walkthrough conversations with students.

- Middle of the year (MOY): 75% of teachers will implement targeted small-group intervention instruction specific to ELA, ELD, and math, as measured by implementing their Quarterly Intervention Lesson Plan and monitored through walkthroughs and formal observations by the administrator. With this, at least 75% of students will also be authentically engaged in identifying and understanding their learning (student meaningful reflection on learning) as monitored through walkthrough conversations with students.
- End of the year (EOY): 100% of teachers will implement targeted small-group intervention instruction specific to ELA, ELD, and math, as measured by implementing their quarterly intervention lesson plans and monitored through walkthroughs and formal observations by the administrator. With this, 100% of students will also be authentically engaged in identifying and understanding their learning (student meaningful reflection on learning) as monitored through walkthrough conversations with students.

#### Science

- BOY: 50% of teachers will utilize the science core curricular program (ISEC kits) with 100% fidelity as measured by the implementation of the kit lesson plans and monitored through walkthroughs and formal observations by the administrator. With this, at least 50% of students will also be authentically engaged in identifying and understanding their learning (student reflection on meaningful learning) as monitored through walkthrough conversations with students.
- MOY: 75% of teachers will utilize the science core curricular program (ISEC kits) with 100% fidelity as measured by the implementation of the kit lesson plans and monitored through walkthroughs and formal observations by the administrator. With this, at least 75% of students will also be authentically engaged in identifying and understanding their learning (student reflection on meaningful learning) as monitored through walkthrough conversations with students.
- EOY: 100% of teachers will utilize the science core curricular program (ISEC kits) with 100% fidelity as measured by the implementation of the kit lesson plans and monitored through walkthroughs and formal observations by the administrator. With this, at least 100% of students will also be authentically engaged in identifying and understanding their learning (student reflection on meaningful learning) as monitored through walkthrough conversations with students.

#### **Leader's Next Steps:**

- Work with the dean of students to construct a formalized rubric to measure authentic student engagement, conduct classroom walkthroughs, and discuss data with teachers at PLC meetings.
- Secure professional development from the SAVVAS textbook company to support teachers using these resources and implementing interventions for students struggling with specific skills.
- Formalize the data-gathering process to assess the effectiveness and impact of the current intervention system.
- Meet with a potential tutor to begin an after-school tutoring program, identify students for the program, and implement the program in a way that makes it meaningful (targeted students and targeted instruction).

- Secure professional development through Access Synergy.
- The dean of students will track attendance with the student information system.