

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

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| School: Santo Domingo ES & MS | LEA: Bernalillo Public Schools |
| School Leader: Teresa Little-Gardiner | LEA Leader: Matt Montaña |
| SITM Team Leader: Andrea Fletcher | Date: September 26, 2024 |
| School Description | |
| <p>Santo Domingo Elementary and Middle Schools are located on the Santo Domingo Pueblo, on the Rio Grande between Albuquerque and Santa Fe. The school is part of a combination kindergarten through eighth-grade campus under the leadership of principal Teresa Little-Gardiner. The school has recently seen many leadership changes; Principal Little-Gardiner is the fourth principal in as many years. The elementary school has 214 students.</p> <p>Santo Domingo Middle School consists of 75 students (38 sixth graders, 22 seventh graders, and 15 eighth graders. Students are from Santo Domingo and San Felipe Pueblos, with a few outside of these Pueblos seeking temporary support at the local shelter.</p> <p>The school is a multilingual campus, with 45 minutes of daily instruction in Keres. The school has also positioned itself for students to receive Keres language support and opportunities in the Maker Space elective and through cross-content project based learning. School leadership works closely with the Kewa Keres Language Council to keep the native language of the Pueblo alive.</p> | |
| School Successes and Celebrations | |
| <p>Santo Domingo Elementary and Middle Schools are working collaboratively with the Santo Domingo Pueblo leadership to address attendance issues. Teachers are also making calls home the first day a child is absent.</p> <p>This year, all teachers are using the district pacing guides and are on track to complete all grade-level material during the year. Teachers are also all using the district adopted program. The master schedule has been changed so that interventions are only provided to students who need them. Intervention time is now scheduled outside of core instruction.</p> <p>The school values the students' culture and the Keres language. Each student receives daily Keres instruction embedded in the core classes.</p> | |
| NM DASH Development and Implementation | |

The school's 90-Day Plan addresses academics and attendance.

The school has identified these contributing factors to the performance rate: high absenteeism, missing assignments, low levels of student engagement, inconsistent use of high-quality instructional materials, and a school culture of low expectations.

Goals:

- ELA
 - Santo Domingo elementary students will increase their EOY proficiency in reading by 10% in NM-MSSA
 - Santo Domingo MS students will increase their EOY proficiency in reading by 10%, as evidenced by the NM-MASSA.
- Math
 - Santo Domingo elementary students will increase their EOY proficiency in math by 10%, as evidenced by the NM-MASSA.
 - Santo Domingo MS students will increase their EOY proficiency in math by 10%, as evidenced by the NM-MASSA.
- Science
 - By 2025, 5th-grade students will score 550 on the NMASR benchmark assessment.
 - By 2025, 5th-grade students will increase the ASR score from 853 last year to 855.

The desired outcomes and actions include:

ELA - Santo Domingo Middle School teachers will deliver robust daily instruction using High-Quality Instructional Materials (HQIM), the approved pacing guide, a weekly teaching data analysis cycle, and Project-Based Learning. Missing assignments will not be allowed.

K-5 teachers will deliver robust daily instruction using HQIM, the approved pacing guide, and a weekly teaching data analysis cycle. Each teacher will receive classroom walkthroughs and coaching sessions with follow-up and identified teachers will receive environmental consultation from the May Center.

Math - The lead teacher will teach grade-level HQIM daily as observed by comparing against lesson alignment plans, district pacing guides, and grade-level standards. Data will be collected through a walkthrough data collection form to increase from 10% of classrooms doing so to 100% of classrooms doing so.

K-5 teachers will deliver robust daily instruction using HQIM, the approved pacing guide, and a weekly teaching data analysis cycle. Teachers will receive weekly feedback and coaching.

Science - For School Year 24-25, each student will increase their exposure and use of high-quality instructional materials in the area of Science, Technology, Engineering, and Math (STEM) /Makerspaces, Project Lead the Way, and Career and Technical Education (CTE) course offerings by one class period per week as measured by course offerings and roster lists. For quarters one to four, each class roster for the specials/electives courses will be utilized to

determine that all students have at least one class per week to increase their exposure to these science-based materials from no exposure to at least one per week as measured by course offerings and roster lists.

English Language Proficiency (ELP) - Middle school ELs (English learners) will raise their overall WIDA proficiency score from 2.97 to 3.15 by February 2025.

Elementary ELs will raise their overall WIDA proficiency score from 3.17 to 3.3 by February 2025. Teachers in both schools will be trained in the ELLevate platform and how to embed the WIDA components in lesson planning.

School Progress

Current Data Trends

Santo Domingo Elementary School

English Language Arts - NM MSSA

2021-2022 11%

2022-2023 7%

Math - NM MSSA

2021-2022 less than 5%

2022-2023 less than 5%

Science - ASR

2021-2022 7%

2022-2023 18%

Santo Domingo Middle School

English Language Arts - NM MSSA

2021-2022 7%

2022-2023 13%

Math - NM MSSA

2021-2022 less than 5%

2022-2023 less than 5%

Science - ASR

2021-2022 less than 5%

2022-2023 7%

Actions completed toward goals:

The school has provided professional development for all teachers around the use of the district program and has required all teachers to document in lesson plans that they are on track based on the district pacing guide. At this time, all teachers consistently use the program

and are on track.

All teachers are working to align lessons to the standards. All teachers have undergone training on using Thinking Maps to improve student engagement, which the school believes will increase student metacognition.

Weekly coaching cycles for all teachers have been difficult, but some teachers have received several coaching cycles based on need.

Monitoring:

By the Middle of the Year:

- 100% of teachers will use a thinking map in a lesson four times a week.
- 100% of teachers teach grade-level curriculum 85% of the time at a challenging pace, as evidenced by classroom walkthroughs.
- Average daily attendance was 85% at the end of the 2023/ 24 school year. Because of the intensive attendance interventions the school is putting in place this year, the school expects to be at 90% by the middle of this year.
- To gather good data about teacher practices and provide coaching opportunities, each administrator will complete four weekly Observation and Feedback Coaching Cycles.
- As a result of attendance efforts and further coaching and planning around the curriculum, the math and reading Istation proficiency scores will increase:
 - Istation- Reading
 - K- 36% BOY to 54 % MOY
 - 1st 31% BOY to 55 % MOY
 - 2nd 38% BOY to 60% MOY
 - 3 38% BOY to 60% MOY
 - 4th 29% BOY to 50% MOY
 - 5th 3% BOY to 30% MOY
 - 6th 23% BOY to 50% MOY
 - IXL Reading
 - 7th 23% to 50%
 - 8th 7% to 35%
 - Math
 - K 13% to 50%
 - 1st 31% to 50%
 - 2nd 13% to 50%
 - 3rd 25% to 50%
 - 4th 14% to 45%
 - 5th 3% to 45%
 - 6th 18% to 50%
 - IXL Math
 - 7th 0% to 30%
 - 8th 0% to 30%