

**School Support and Readiness Assessment & School Monitoring Visit
Summary
Beginning of Year
(SSRA/SITM-BOY)**

School: La Plata Middle School	LEA: Silver Consolidated Schools
School Leader: Starr Cruz	LEA Leader: William Hawkins
SSRA Team Leader: Max Perez	Date: October 1, 2024

School Description

La Plata Middle School is in the southwest corner of Silver City, New Mexico, with a population of approximately 9,000. La Plata Middle School is the only public middle school in Silver City, with a student population of about 270. About 75% of the student population is Hispanic, and 100% receive free lunch.

In the spring of 2024, La Plata Middle School staff came together to recraft their mission and vision for the students. The mission of La Plata Middle School is to build a community of students who respect and support each other while striving for excellence in education. This mission was sought after reevaluating the vision and what the school leaders wanted for students in the long term. This vision extends beyond the middle school years, preparing the students for success in high school, college, and beyond. The school staff and leaders instill a growth mindset that embraces challenges, fosters resilience, and promotes a love of learning.

The staff believes they need to foster academics and create a culture of respect and responsibility, shifting the students' minds and creating an environment where they can thrive.

School Successes and Celebrations

The school's culture has had a positive change with new leadership. The staff, students, and parents report that they appreciate the school's new direction because leaders have instituted higher expectations, more explicit expectations, and a climate of caring for all stakeholders.

The school has grouped students and staff into four "Houses" to foster social-emotional support, a sense of belonging, character, and efficacy for all students. The Four Houses system randomly assigns students into four teams—Reveur, Amistad, Isidindi, and Altruismo—each with its values, creating a sense of cohesion and family. The houses compete for points, which can be for character or academic achievements, promoting a positive school culture. An app displays points in the classroom and halls, fostering healthy competition and motivation. This system focuses on student growth through restorative practices, avoiding punitive measures, especially for students with disabilities (SWD). Staff and students serve as house leaders, with monthly discussions on student activities and incentives.

Year-End Goals, Action Steps, and Progress Monitoring

La Plata Middle School has been designated Comprehensive Support and Improvement (CSI) for Students with Disabilities (SWD).

The staff gathered through meetings with key members to analyze data and develop the 90-Day Plan through the DASH system.

School Performance Trend Data:

* Some of the trend data was not available.

English Language Arts NM-MSSA

Year	All Students	SWD
2021-22	≤ 20 %	≤ 20%
2022-23	35%	17%
2023-24	45%	14%

Mathematics NM-MSSA

Year	All Students	SWD
2021-22	<u>21</u> %	≤ 5 %
2022-23	22 %	≤ 5 %
2023-24	32%	*%

Science NM-ASR

Year	All Students	SWD
2021-22	44%	29%
2022-23	35%	22%
2023-24	*%	*%

Attendance

Year	All Students	SWD
2021-22	88.34%	
2022-23	89.41%	*%
2023-24	88.47%	*%
2024-25 GOAL	91%	

Chronic absenteeism and interim assessment data were unavailable.

Annual Goals:

SWD ELA Goal

By the end of the 2024-2025 school year, students with disabilities will demonstrate a 5% increase in English Language Arts (ELA) proficiency, as measured by state standardized tests such as the NM-MSSA.

SWD ELA Benchmark

By the end of the 2024-2025 school year, students with disabilities will achieve a 5%

increase in English Language Arts (ELA) proficiency, as measured by quarterly district benchmark assessments utilizing the Performance Matters benchmark assessment.

SWD MATH Goal

By the end of the 2024-2025 school year, students with disabilities will achieve a 5% increase in proficiency in math, as measured by state standardized tests such as the NM-MSSA.

SWD MATH Benchmark

By the end of the 2024-2025 school year, students with disabilities will demonstrate a 5% increase in proficiency in math, as measured by quarterly district benchmark assessments utilizing the Performance Matters benchmark assessment.

SWD SCIENCE Goal

By the end of the 2024-2025 school year, our goal is for students with disabilities to achieve a 5% proficiency gain, as measured by district and state assessments such as the NM-ASR.

SWD SCIENCE Benchmark

To ensure that progress to a 5% proficiency gain, progress monitoring will be assessed quarterly by using Performance Matters district benchmark assessments.

Root Cause Analysis:

Support is lacking for different or new grade-level strategies that will promote a shifted mindset and improve teacher efficacy in ELA. The root cause analysis revealed a need to more systematically align layer one instructional best practices and provide layer two supports for students who are not achieving.

Action to Achieve Goals for Students with Disabilities

- Increase Professional Learning Community (PLC)—team collaboration time will be built into the schedule. Teachers will be provided with a one-hour time slot each Wednesday to collaborate within their content area.
- More frequent and targeted administrative walkthroughs with feedback will be conducted. Administrators will conduct two to three instructional walkthroughs each week.
- Schoolwide common formative assessment (CFA) data will be collected analyzed and acted on. Teachers will be expected to not exceed ten days without administering a CFA.
- Layers one and two of actionable reteach/interventions will be scheduled and monitored to reach lower-performing students more effectively Eight core teachers will provide intervention and reteach in two-week cycles (six days total in each cycle).

DOMAIN 1: CULTURE & EQUITY

Promising Practices:

Collaboration

Staff collaboration is reported to be a strength of the school. The team looks forward to a well-implemented Professional Learning Community (PLC) structure that includes guidance and support from the principals.

Special Education

Special education teachers have made significant strides in incorporating inclusion services for 80% of the students with Individualized Education Plans (IEPs). This supports an emphasis on grade-level content, access to the regular education curriculum, instruction, and discourse for students with IEPs.

School Culture

The school has a strong, supportive culture, with staff appreciating a family environment, engaging in active group chats, and benefiting from responsive leadership. The administration strongly supports the instructional staff and stays connected with classroom instruction through regular visits, therefore gaining a better understanding of student and staff needs. The cohesive team works closely with mental health professionals to advocate for students. Leadership has positively transformed the school culture, uniting the staff and fostering collaboration.

Opportunities for Growth:

Implementing inclusion has been challenging in a small school setting, as it initially relied heavily on aides. The district is now focusing on a co-teaching model. Still, staff needs more preparation and planning time to implement it effectively, moving away from the previous approach where co-teaching resembled an aide role. This will ensure that staff align high expectations for student support.

Potential Next Steps:

The school leaders will organize and develop a schedule to accommodate more planning time for co-teaching staff. The school leaders will restructure the master class schedule to ensure time each week for this purpose, creating more time for special education and general education teachers to collaborate and plan for inclusion services.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

The school leaders are regularly present in all classrooms. The staff has reported that the principal and the assistant principal visit classrooms weekly. In addition to conducting the state-required observations, the leaders frequently provide guidance and feedback through observation feedback and coaching cycles (OFCCs).

School leadership has changed study halls, which lacked structure and focus, to intentional intervention time for differentiated support based on student academic performance information.

Professional Learning Communities (PLCs) are organized with assessment data as the centerpiece. Guiding documents are central to the direction of the PLC meetings. These documents provide direction and aim the conversations toward accomplishing the actions and goals in the 90-Day Plan and schoolwide initiatives. The principal and the assistant principal monitor the PLC meetings.

A system for exiting students from special education is being developed. Since the beginning of this system, three students exited last school year, and eight are anticipated to exit this school year.

Common formative assessments (CFAs) are used weekly to monitor student learning.

Opportunities for Growth:

Leadership can communicate the strategies, actions, goals, and benchmarks in DASH so that all staff utilize the 90-Day Plan to better align with the summative goals. The staff can then use the expectations as progress indicators to make informed adjustments to instruction and intervention.

Teacher teams can use PLC meetings to report and track student trend data systematically.

The current common formative assessments (CFAs) could be organized and moved from individual classroom data sets toward a schoolwide data system.

Potential Next Steps:

The staff and leaders will review the current DASH plan and include desired outcomes that have specific and succinct performance outcomes. Any changes or revisions will consist of expectations and outcomes for adult behaviors toward improved academic performance.

During PLC meetings, teacher teams will build data sheets to specifically address individual students and student groups needing support, especially students with disabilities. By collaborating with these data sheets, staff will create actionable steps toward growth for students and student groups. This will also help further the school's Multi-Layered System of Support (MLSS) system.

Individual classroom CFAs will move to a schoolwide monitoring system so that the assessment results will be contextual and comparative when discussing student progress.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

Promising Practices:

Teachers, staff, students, and parents support the principal, her direction, and the expectations for which she holds them accountable.

Opportunities for Growth:

The observation feedback and coaching cycles (OFCCs) could be extended to include follow-up to determine the effectiveness of the feedback.

The existing common formative assessments (CFAs) could have standardized structures and expectations to provide data to create intervention groups and better align with summative assessments.

Potential Next Steps:

The leaders will engage with teachers after the OFCCs are concluded to ensure that the feedback has changed adult behaviors. The principals will be more intentional about monitoring the outcomes of the feedback.

Panorama Education (a program that collects, organizes, and disseminates student information for educator use) will be implemented to better support curriculum decisions and improvement. It will also support the CFA improvements.