

School Support and Readiness Assessment & School Monitoring Visit Summary

Beginning of Year

(SSRA/SITM-BOY)

School: Rio Gallinas Ecology and the Arts Charter	LEA: West Las Vegas
School Leader: Aja Currey	LEA Leader: Christopher Gutierrez
SSRA Team Leader: Eileen Reed	Date: October 2, 2024

School Description

Rio Gallinas School of Ecology and the Arts (RGS) serves a culturally diverse population of Kindergarten through 8th grade students in the Las Vegas and surrounding areas by providing a culture of academic excellence, service, and caring, and a safe, open, and creative environment which respects each student’s abilities and honors each student’s interests.

Rio Gallinas addresses these needs by providing smaller class sizes; incorporating Expeditionary Learning for thematic, project-based service-learning experiences; stressing ecological education; enhancing community involvement, and building meaningful ties with partners like the United World College, Highlands University, Luna Community College, West Las Vegas High School’s MESA Program, and local organizations like the Foster Grandparent Program. The school serves up to 125 children in Kindergarten through eighth grade.

The school’s website states the following: “RGS is a community school that invites and inspires community and family participation. Its students contribute to the community as active citizens and participants. Parents and guardians are considered equal partners in the education of their children. Rio Gallinas School sees families as valuable resources, competent, and essential to their children’s educational experiences. Parents and guardians are welcomed and encouraged to participate in classroom and field-trip activities.”

School Successes and Celebrations

RGS, although in designation for Comprehensive School Intervention (CSI), identified a number of early wins that are providing momentum and renewed energy for the 2024/25 school year. Principal Currey made strategic staffing moves to assign teachers to new grade levels. While initially met with resistance, teachers now appreciate the new learning they are experiencing due to the moves and she feels that everyone is working towards the same goals. At least two new hires have also energized the teaching faculty. Principal Currey stated that she has a solid team committed to achieving the goals identified in the annual and 90-day plan.

There is a commitment to standards-based learning and mastery. This was supported by the beginning of the year’s professional development, the introduction of new systems for data analysis, and the cycle of work within the PLC structure. A revised master schedule created the opportunity and expectation for interventions and extension within the core instruction classroom. Every student has an in-class block with teachers providing targeted instruction in reading and math rather than a pull-out design.

Year-End Goals, Action Steps, and Progress Monitoring

The NM DASH and 90-day plan development began last year, with Principal Currey and her three-member leadership team examining and interpreting data to determine the focus areas and goals. With support from her leadership coach, Principal Currey continued to work on the plan. A decision was made to set goals based on an increase of 10% in levels 3-5 and a decrease of 10% in levels 1-2 for ELA, and a 10% increase in levels 1-2 and a 10% reduction in levels 1-4 for Math. A goal of 100% of all 5th and 8th grade students scoring proficient

was established for the NM-ASR assessment. The leadership team believed these goals to be both ambitious and attainable.

Improving instruction in ELA and Math primarily focuses on implementing small-group instruction and daily interventions. Improving desired outcomes for English Language Proficiency prioritizes teachers' inclusion of WIDA language objectives in the planning and delivery of daily instruction. Teachers will use Next Gen Standards to plan and teach their daily science lessons to improve science.

School Performance Trend Data

Note: 2021-22 had limited grades tested due to wildfires.

NM-MSSA

English Language Arts-Grades 3-8

Year	All Students
2021-22	20%
2022-23	16%
2023-24	32% (Provided by campus)

Mathematics-Grades 3-8

Year	All Students
2021-22	8%
2022-23	≤5%
2023-24	11% (Provided by campus)

NM-ASR

Science

Year	All Students
2021-22	Test was not given due to wildfires
2022-23	Masked
2023-24	Masked

EOY Attendance Rate

2022-2023	83%
2023-2024	Unavailable

2024/25 Performance Goals

ELA and Math Goals Grades 3-8:

10% growth in proficiency on NMSSA (ELA and Math) and decrease levels 1 and 2 by 10%. The 2024/25 ELA goal is 52% and the 2024/25 Math goal is 41%.

ELA and Math Benchmark: 100% of students have increased their overall I-station score in reading and Math by a minimum of 40 points from BOY to MOY.

Progress towards benchmark -

Baseline data, as of Date, 2024: *The campus administrator will add BOY baseline data prior to the MOY visit*

- iStation ELA proficiency: XX%
- iStation Math proficiency: XX%

ELA and Math Desired Outcome: 100% of Rio Gallinas teachers will provide differentiated small group

instruction/intervention daily for 45 minutes.

Progress Indicator: All teachers are implementing small group instruction/interventions daily. Rotations include an increasing number of differentiated activities within the 45-minute time block. Beginning with at least one and progressing to three by MOY.

Science Grades 5-8:

Goal – 100% of 5th and 8th graders will have a 10% increase on their proficiency scores, as measured by the NMASR. 2021/22 no testing due to fire. 2022/23 was less than 10%. 2023/24 proficiency was masked due to less than 20 students tested and was not known at the time of the site visit. The 2024/25 goal is to be at 10% or greater.

Benchmark Goal: 100% of our 5th and 8th graders will score a 75% or higher on all science midterm assessments.

Baseline data: Current NM Vistas data shows Rio Gallinas has less than 10% proficiency.

Desired Outcome: 100% of Rio Gallinas teachers will utilize Next Gen Standards in planning and teaching their daily Science lessons.

Progress Indicators

Percent of teachers utilizing Next Gen Science Standards in their daily instruction as shown in unit plans and daily lesson plans. Principal Currey will establish baseline data for implementation based on classroom walkthroughs and a review of lesson plans. This will be shared during the MOY visit.

English Language Growth

Goal – 100% of students will score 70% or higher on all mid-term assessments given in English.

Progress Indicator - 100% of Rio Gallinas teachers will implement 1 WIDA language objective in their instruction 1 time within a 60 minute period. Principal Currey will establish baseline data for implementation based on classroom walkthroughs and a review of lesson plans. This will be shared during the MOY visit.

DOMAIN 1: CULTURE & EQUITY

To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

RGS has a strong culture of caring and support among students and staff. There is a strong focus on meeting the Social and Emotional needs (SEL) of the students and the predominant attitude among faculty is that the students belong to everyone of the faculty, regardless of their teaching assignment. Parents noted that students are emotionally safe at RGS and the faculty know all of the students by name. The faculty was described as compassionate and willing to do whatever it takes to take care of all of the students.

The faculty is proud of being a community school and the expeditionary learning provides many opportunities for the students and staff to connect in meaningful ways with the local community.

Opportunities for Improvement:

There is an opportunity to influence faculty to believe more strongly in their student's academic potential, creating more balance between SEL and focusing on academic success. Teaching staff could concentrate on their students' SEL needs and pay more attention to their academic needs.

Potential Next Steps:

Principal Currey is moving her faculty to evidence based indicators of academic mastery. A planned strategy is the creation of student portfolios that provide the opportunity for student demonstrate their learning progress. Additionally, there is emerging practices that engage students in setting specific personal goals and the ability to progress monitor to see their success. There are pockets of this practice that Principal Currey intends to take school-wide.

DOMAIN 2: LEADERSHIP

To what degree does school leadership establish, communicate, support, and monitor schoolwide improvement priorities?

Promising Practices:

Principal Currey is in the second year of her principalship. She has worked to build a strong faculty who are working together as a cohesive team to accomplish the school's goals.

The NM DASH and 90-day plan have clear articulated goals and Principal Currey is building systems to support and monitor priority actions such as:

- Data analysis within the Professional Learning Community (PLC) structure
- PLCs supported with protocols to guide the data analysis and follow-up action steps
- Small group instruction to provide individualized and differentiated instruction to include interventions and acceleration within the core instruction classroom
- Progress monitoring

RGS relies on multiple methods of communication to keep parents informed of their child's academic progress and any issues or concerns that may arise. Teachers use Class Dojo to text and email parents, there are quarterly parent and student-led conferences and when necessary, school administration and teachers make phone calls to families.

Opportunities for Growth:

Given the identification of instructional priorities that support students' academic performance, there is an opportunity to refine the new systems to improve the fidelity of implementation. Having clear expectations for each priority, supported by clearly articulated processes for monitoring implementation, would create clarity for teachers and focus for school leaders.

Potential Next Steps:

Principal Currey is committed to continuing to refine the systems she is introducing to support the academic success of the RGS students. These systems support the articulated vision for RGS. A professional development plan for October 10th, 2024, will clarify expectations and effective practices for small-group interventions. There is an intention to model what it looks like in practice and then follow up with walkthroughs to monitor and support implementation.

The overarching goal is to have a clear focus supported by effective systems and practices to ensure students receive consistent, targeted Layer 1 instruction and intervention.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Principal Currey, the K-5 Literacy Coach, and the mentor teacher are supporting teachers in better understanding and delivering grade-level, standards-based instruction. At the beginning of the school year, teachers were oriented to the New Mexico Instructional Scope. They examined the performance tasks and assessments to understand better what mastery looks like in practice.

An emerging system is the Standards Tracker. The Tracker will identify the standards for each grade level. Teachers will track when a standard has been taught and when a student demonstrates mastery.

During the development of the 90-day plan, RGS identified that students needed to receive instruction to target needed skills during Layer 1 instruction. To address this, there is a focus on data-informed small-group instruction, which includes interventions within the regular classroom.

The design of small group instruction includes:

- Individualized instruction supported by work targeted to their individual needs. Lessons are in student individual folder and the
- Teacher table for one-on-one or small group direct instruction.

RGS faculty are using data programs such as Lexia and Zearn Math to plan and deliver skills-based instruction during the small group instruction block for Reading/ELA and Math.

Opportunities for Growth:

Once the expectations have been clearly identified - classroom walkthroughs should collect baseline data, and routinely progress monitor implementation. Progress monitoring communicates that there is an expectation for implementation.

There is an opportunity to provide ongoing professional learning to deepen teachers' understanding of implementation of small groups and data analysis and action planning. Consider opportunities for more experienced teachers to support instructional best practices for teachers needing support.

Potential Next Steps:

To support teachers' understanding and application of best practices, Principal Currey plans to have teachers share video lessons of their instructional practices, such as small group instruction, during PLC meetings. An effective practices rubric will allow teachers to look for the elements of effective practices at various implementation levels. Additionally, the rubrics will be used to guide walkthroughs, observation and feedback, and teacher coaching.