

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

School: Alcalde Elementary School	LEA: Española Public Schools
School Leader: Michelle Martinez	LEA Leader: Eric Spencer
SSRA Team Leader: Dr. Matt Williams	Date: October 10, 2024
School Description	
<p>The mission of Alcalde Elementary School in Española, New Mexico, is to help each student reach their full potential by focusing on academic, social, and emotional development:</p> <ul style="list-style-type: none"> ● Academic excellence—Alcalde Elementary believes that all children can learn and provides the tools to help them succeed. ● Social and emotional development—Alcalde Elementary recognizes that each child has unique strengths and talents and aims to nurture these qualities in a supportive environment. ● Partnership with home and school—Alcalde Elementary encourages parents to engage with the school through regular communication, participation in school events, and reinforcing learning at home. 	
School Successes and Celebrations	
<p>This year, Alcalde Elementary is excited to celebrate several successes. The school's collaboration with the University of New Mexico will kick off in January with the launch of new reading centers, and teacher training for this initiative is already underway. The school received a Structured Literacy grant to support its efforts to enhance student reading skills. Additionally, Alcalde will hire an intervention teacher to provide targeted support in reading and math, ensuring that all students can thrive academically.</p> <p>Principal Martinez is participating in the LEAD program from Priority Schools Bureau, strengthening leadership and school improvement efforts. The school is home to a TODOS (Teachers Organizing Diverse Opportunities Across a STEM Ecosystem) National Science Foundation teacher, Dr. Forbes. The Embudo Valley Tutoring Association offers one-on-one tutoring or small-group math and reading support. The school has organized a power hour to focus on targeted small group intervention, and the master schedule has been adjusted to prioritize learning. Attendance improved during the 2023-2024 school year.</p>	
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 documenting their quarterly intervention lesson plans and monitored through walkthroughs and formal observations by the administrator and instructional coaches.
- All teachers (100%) will utilize the science core program, Inquiry Science Education Consortium (ISEC) kits, with fidelity as measured by the implementation of the kit lesson plan and monitored through walkthroughs and formal observations by the administrator.

School Progress

Data Trend:

- New Mexico-Measures of Student Success and Achievement (NM-MSSA)
 - ELA
 - 21-22 – 28%
 - Students With Disability (SWD):
 - 22-23 – 26%
 - SWD:
 - 23-24 – 31%
 - SWD:
 - Math
 - 21-22 – 12%
 - SWD:
 - 22-23 – 15%
 - SWD:
 - 23-24 – 9%
 - SWD:
- Assessment for New Mexico- Assessment of Science Readiness (NM-ASR)
 - 21-22 – 38%
 - SWD:
 - 22-23 – 13%
 - SWD:
 - 23-24 – 20%
 - SWD:
- Istation ELA End of Year (EOY)
 - Kindergarten
 - 21-22 – 17.4%
 - 22-23 – 15%
 - 23-24 – 15%
 - 1st Grade
 - 21-22 – 7%
 - 22-23 – 9%
 - 23-24 – 24%

- 2nd Grade
 - 21-22 – 11%
 - 22-23 – 37%
 - 23-24 – 15%
- 3rd Grade
 - 21-22 – 31%
 - 22-23 – 10%
 - 23-24 – 31%
- 4th Grade
 - 21-22 – 22%
 - 22-23 – 25%
 - 23-24 – 53%
- 5th Grade
 - 21-22 – 25%
 - 22-23 – 17%
 - 23-24 – 35%
- 6th Grade
 - 21-22 – 35%
 - 22-23 – 46%
 - 23-24 – 28%
- Istation Math EOY
 - Kindergarten
 - 22-23 – 33%
 - 23-24 – 45%
 - 1st Grade
 - 22-23 – 43%
 - 23-24 – 71%
 - 2nd Grade
 - 22-23 – 37%
 - 23-24 – 15%
 - 3rd Grade
 - 22-23 – 15%
 - 23-24 – 25%
 - 4th Grade
 - 22-23 – 18%
 - 23-24 – 16%
 - 5th Grade
 - 22-23 – 8%
 - 23-24 – 5%
 - 6th Grade
 - 22-23 – 14%
 - 23-24 – 5%

Goal-Setting Process:

The school created its Annual and 90-Day Plan by thoroughly reviewing achievement data and data from classroom observations and walkthroughs, and analyzing New Mexico Vistas

designation criteria. They collaborated with stakeholders by reviewing performance data and discussing areas of improvement during Parent Advisory Council (PAC) meetings with parents. The School Core Team (SCT) played a crucial role in this process, ensuring that input from teachers, parents, and community members was integrated. This comprehensive approach helped shape the plans to meet the school's needs and align with the expectations of NM Vistas.

Goals:

- ELA
 - Cohort Growth Summative Goal Statement
 - By the end of the 2024-2025 school year, 100% of students, including students with disabilities (SWDs) and English learners (ELs), 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 33% to 43% proficient.
 - Cohort Growth Benchmark Goal Statement
 - By the Middle of the Year (MOY) 2024-2025, 100% of students, including SWDs and ELs, 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 33% to 43% proficient.
- Math
 - Cohort Growth Summative Goal Statement
 - By EOY 2024-2025, 100% of students, including SWDs and ELs, 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 15% from 17% to 32% proficient.
 - Cohort Growth Benchmark Goal Statement
 - By MOY of the 24-25 school year, all students will have a minimum of 10 percent growth in individual scores.
- Science
 - Summative Schoolwide Goal Statement
 - By the end of the 2024-2025 school year, overall schoolwide performance will increase by 15% from 20% to 35% proficient as measured by NM-ASR.
 - Benchmark Schoolwide Goal Statement
 - By MOY 2024-2025, overall schoolwide performance will meet or exceed 35% 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 ELs will move to the next proficiency level as 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 ELs will move to the next proficiency level 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:

ELA, Math, and ELD: Intervention supports do not target small-group student needs.

Science: Historically, the district-adopted ISEC curriculum was not utilized during layer one core instruction, contributing to teacher resistance to fidelity in implementing it.

Actions to Reach ELA and Math Goals:

- All students: Establish a weekly professional learning community (PLC) schedule (monthly data conversations within this structure).
- All students: Leadership will meet with the structured literacy instructional coach to establish schoolwide coaching needs and focus areas.
- All students: PK-6 teachers will participate in individualized Structured Literacy (SL) and MC² instructional rounds focused on the school-identified areas of need.
- All students: All teachers will participate in ISIP training on data disaggregation.
- All students: All teachers will participate in SAVVAS training focused on layer one instruction utilizing a district-approved curriculum.
- All students: Hire a layer two interventionist and begin layer two interventions.
- All students: Implement 30-day intervention cycles to include progress monitoring within the first three days of each month, attend PLC to review data and plan for instruction, and administer interventions throughout the remainder of each month.

Actions to Reach Science Goals:

- All students: Staff meeting to formally review the school leadership expectation to utilize the district-approved curricular program for science (ISEC kits).
- All students: All staff will unpack the ISEC kits and set up a science learning area in the classroom to support instruction.
- All students: Administrative walkthrough to ensure learning areas are set up in the designated science lab.
- All students: Regular instruction and monitoring cycles #1 and #2.

Monitoring:

- 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, which will be monitored through walkthroughs and formal observations by the administrator.
- 100% of teachers will be on track toward utilizing the science core curricular program (ISEC kits) with fidelity as measured by implementing the kit lesson plans and

- monitored through walkthroughs and formal observations by the administrator.
- Weekly PLC meetings monitor the impact of interventions through student work on formative assessments, with at least 75% of students showing improvement in the targeted skill(s).

Leader's Next Steps:

- Construct a data wall in October with subgroups of students for teachers to discuss meeting the needs of all students and be aware of their progress.
- The principal will work with district leaders to identify district support for the school's specific DASH implementation and guidance based on the Vistas Designation of CSI-SWD.
- The principal will hire an interventionist to provide targeted interventions based on student needs and gather data to monitor the impact on student improvement.
- The principal will schedule and implement SAVVAS, Istation, and MC² professional development and gather data through classroom walkthroughs to monitor the impact on classroom instruction.