

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

<b>School:</b> El Camino Real Academy	<b>LEA:</b> Santa Fe Public Schools
<b>School Leader:</b> Evan Gourd	<b>LEA Leader:</b> Hilario Chavez
<b>SITM Team Leader:</b> Andrea Fletcher	<b>Date:</b> October 22, 2024
<b>School Description</b>	
<p>El Camino Real Academy (ECRA) is a dual language (DL) K-8 school that provides instruction in all content areas in both English and Spanish, following an 80/20 DL two-way instructional model. By third grade, instruction in all content areas occurs at a 50/50 ratio and continues with this ratio through eighth grade. The school aims to provide all students with rigorous, engaging instruction in two languages to support language development and academic achievement. The school community primarily comprises families with low socioeconomic backgrounds. Currently, the student population includes roughly 70% English learners (ELs), and 100% qualify for free and reduced lunch.</p>	
<b>School Successes and Celebrations</b>	
<p>ECRA has utilized Comprehensive Support and Improvement (CSI) funds to facilitate multi-week, off-contract teacher collaboration among grade levels across the district during the school year. This effort has enabled teams to create several unit plans aligned with priority standards and the district-adopted high-quality instructional materials (HQIM).</p> <p>The school has established a unit planning process that ensures standards are directly aligned with assessments. Additionally, a scope and sequence has been developed in conjunction with HQIM and tailored to support the school’s unique 80/20 dual language model. This model emphasizes the appropriate instructional ratio of English to Spanish for student learning and English language development. This model is crucial, as six out of eight schools in the district are bilingual.</p> <p>Implementing a standards-based grading system guided by an external consultant further strengthens the focus on standards mastery. Moreover, the Continuous Articulation Plan (CAP) serves as a living document reviewed annually with each grade level to ensure that the master schedule aligns effectively with the objectives of the 80/20 program design.</p>	
<b>NM DASH Development and Implementation</b>	

The leadership team meets weekly. The process started by thinking about the goals for the school. The school is continuing work that began last year. The team thought about school needs and appropriate support. Feedback was provided during two working sessions, wherein plans were reviewed on-site by district personnel and leadership. Feedback for edits was provided in real time so that teams could make those edits prior to submission of the plans into the NM DASH system.

Root Causes of Performance Challenges Identified:

- Lack of teaching grade level and appropriate standards with requisite rigor.
- Inadequate instruction related to the priority science standards.
- Students need opportunities to practice speaking to improve confidence in speaking aloud.

## School Progress

### Data Trends

#### English Language Arts (ELA), NM-MSSA:

All Students	ELL Students
21-22 14.8% proficient	13% Proficient
22-23 16.7% proficient	13% Proficient
23-24 17.1% proficient	9% Proficient

#### Math, NM-MSSA

21-22 9.8 % proficient	less than 5% Proficient
22-23 6.8% proficient	less than 5% Proficient
23-24 5.2% proficient	less than 5% Proficient

#### Science, NM-ASR

21-22 14.5% proficient	
22-23 8.3% proficient	less than 10% Proficient
23-24 19.6% proficient	15% Proficient

#### ELA Goals Summative:

- By the end of SY 24-25, student proficiency in the all students category will improve by 20% in all grades in language arts on the NM-MSSA.
- By the end of SY 2024-2025, ELs at El Camino Real will close the achievement gap with non-ELs by a minimum of 20 percentage points in language arts on the NM-MSSA.

#### Benchmark:

- By January 2025, each grade level will be on track to realize a 20% increase in proficiency as measured by the iReady MOY projected proficiency indicator.

- By the end of SY 2024-2025, ELs at El Camino Real will close the achievement gap with non-ELs by a minimum of 20 percentage points as measured by iReady MOY projected proficiency.

### **ELA Critical Actions**

- Teachers will be meeting a minimum of 18 additional hours to work with district-level experts and as school-based teams to create and implement high-quality unit plans that are aligned to district priority standards, ensure students have access to grade-level rigor, and build in appropriate scaffolds to allow all students access to grade-level content.
- Utilize the School PACE platform for layer three small group interventions across grade levels and to analyze student achievement growth data from the appropriate English or Spanish assessments.
- Consistent and rigorous implementation of HQIM will include Vista Higher Learning (VHL), HMH, and the American Reading Company.
- Professional Learning Communities (PLCs) will meet and follow data analysis protocols to plan and implement common formative assessments (CFAs) and to review student achievement data for the next steps in teaching and learning.
- Review and provide actionable feedback on the alignment and rigor of completed unit plans.
- High-dosage tutoring for struggling students.
- Teachers will participate in comprehensive professional development on implementing rigorous grade-level instruction in language arts.

### **ELA Progress**

Teachers have completed 18 hours of professional development on creating unit plans aligned to standards and the curriculum and with the appropriate Spanish and English ratio. Each teacher now has three units complete. The school uses the PACE reading assessment and skill-based intervention; teachers routinely see student growth. All kindergarten through 4<sup>th</sup> grade students use the program, and the middle school uses it for layer three intervention. PLCs are occurring, and teachers are using the district data protocol. Unit plans have just been created, so the feedback process is still being developed. Two high-dosage after-school tutoring programs are in place at the school, serving 137 students.

### **Math Goals Summative:**

- By the end of SY 24-25, grades 3-8 will increase proficiency by 20% in math as measured by NM-MSSA.
- By the end of SY 2024-25, the EL student group will close the proficiency gap with all students by 20 percentage points on the NM-MSSA.

### **Benchmark:**

- By January 2025, all grades will be on track to realize a 20% increase in proficiency as measured by iReady projected proficiency.
- By January 2025, the EL student group will be on track to close the proficiency gap with all students by 20 percentage points as measured by iReady projected proficiency.

### **Math Critical Actions**

- Teachers will be meeting a minimum of 18 additional hours to work with district-level experts and as school-based teams to create and implement high-quality unit plans using HQIM, such as Savvas, and MidSchool Math, that are aligned to district priority standards, ensure students have access to grade-level rigor, and build in appropriate scaffolds to allow all students access to grade-level content.
- Compare beginning-of-year (BOY) and middle-of-year (MOY) math data to analyze student achievement growth data and implement number talks, ST Math, and number sense routines supplemental math support programs to plan and design layer three small group intervention across grade levels.
- Consistent and rigorous implementation of HQIM to include Savvas and MidSchool Math.
- PLCs will meet and follow data analysis protocols to plan and implement CFAs and to review student achievement data for the next steps in teaching and learning.
- Review and provide actionable feedback on the alignment and rigor of completed unit plans.
- High-dosage tutoring will be provided for struggling students.
- Teachers will participate in intensive professional development related to major content pedagogy in math. This will focus on layer one instruction and appropriate grade-level rigor.

### **Math Progress**

Teachers have completed 18 hours of professional development on creating unit plans aligned to standards and the curriculum and with the appropriate Spanish and English ratio. Each teacher now has three units complete. PLCs are occurring, and teachers are using the district data protocol. The school runs a number sense class for kindergarten and first grade, and all math teachers conduct number talks in their classes. Unit plans have just been created, so the feedback process is still being developed. Two high-dosage after-school tutoring programs are in place, serving 137 students. Teachers received training in ST Math this year, and the school partners with Los Alamos National Laboratories for the Math Leadership Network.

### **Science Goals Summative:**

- By the end of SY 2024-25, student proficiency in science will improve from 10% in grades 5 and 8 to 34% and 25%, respectively, as measured by the NM-ASR.
- By the end of SY 2024-25, ELs in grades 5 and 8 will decrease the student achievement gap with all students by ten percentage points as measured by the NM-ASR.

### **Benchmark:**

- By January 2025, students in grades 5 and 8 will be on track to meet a summative proficiency increase of ten percentage points as measured by student mastery of priority science standards as evidenced by student work.
- By January 2025, ELs in grades 5 and 8 will be on track to close the proficiency gap by ten percentage points as measured by student mastery of priority science standards as evidenced by student work.

### **Science Critical Actions**

- ELs: Implementation of FOSS science kits to support district priority standards and Next Gen Science Standards
- Teachers will review/evaluate student work (notebooking) to determine if students are gaining a conceptual understanding of science concepts.
- Teachers will analyze student science notebooks to determine if students are integrating the three dimensions (cross-cutting concepts, disciplinary core ideas, scientific practices) as evidence of advancing along the science learning progression
- Teachers will shift pedagogical practices based on student achievement.

### **Science Progress**

All teachers are teaching science using the FOSS science kits. The district is undergoing a curriculum adoption process for science this year but is ensuring that all teachers have the materials needed to use the FOSS kits.

### **ELP Goals Summative:**

- By the end of SY 2024-25, El Camino Real Academy will increase the percentage of students meeting ELP targets as measured by NM VISTAS by 10%.

### **Benchmark:**

- By January 2025, the percentage of students meeting targets as measured by the WIDA Can Do statements will be on track to increase by 10%.

### **ELP Critical Actions**

- English learners: Teachers will be meeting a minimum of 18 additional hours to work with district-level experts and as school-based teams to create and implement high-quality unit plans that are aligned to WIDA Domains for English Language Development, district priority standards, ensure students have access to grade-level rigor, and build in appropriate scaffolds to allow all students access to grade-level content.
- English learners: Utilize the School Pace platform for layer three small group interventions across grade levels and to analyze student achievement growth data from appropriate English or Spanish reading assessments. Additionally, students will advance one level over the course of one school year in the WIDA/ACCESS English Language Proficiency score based on the ACCESS assessment.
- Consistent and rigorous implementation of HQIM to include Vista Higher Learning (VHL), HMH, and American Reading Company in support of English Language Development, English language arts, and Spanish language arts.
- PLCs will meet and follow data analysis protocols to plan and implement CFAs and to review student achievement data for the next steps in teaching and learning.
- Review and provide actionable feedback on the alignment and rigor of completed unit plans, including the frequency of using CFAs to monitor student progress and language development.

### **ELP Progress**

Teachers have completed 18 hours of professional development on creating unit plans aligned with standards, the curriculum, and the appropriate Spanish and English ratio. Each teacher now has three units complete. PLCs are occurring, and teachers are using the district data

protocol. The school uses the PACE reading assessment and skill-based interventions, and teachers routinely see student growth. All kindergarten through 4<sup>th</sup> grade students use the program, and the middle school uses it for layer three intervention. Unit plans have just been created, so the feedback process is still being developed.

### **Actions to Monitor by MOY**

- Teachers are posting standards and learning targets with success criteria in all classrooms. Beginning of the year data shows 48.4% of teachers doing this. The goal is for 100% of teachers to do it by MOY.
- Learning activities are aligned to the standard. Beginning of the year data shows 45.2% of teachers doing this. The goal is 100% by MOY.
- A district-developed walkthrough protocol will be used to collect data.
- The school will establish a baseline by MOY and set goals for EOY to measure the program's effectiveness in moving students out of layer three reading and math interventions.
- By MOY, the expectation is to see two complete cycles of using CFAs with teachers examining data from the CFAs and creating action plans for reteaching, all to be posted in PLC folders.
- The administration will meet with the PLCs to discuss what is and is not working and to observe any teacher mindset shifts.
- Math students are identified for tutoring using iReady BOY, which will set a baseline.
- Administration will review MOY iReady data to see the impact of high-dosage tutoring
- By January 2025, the percentage of students meeting targets as measured by the WIDA Can Do statements will be on track to increase by 10%.
- By January 2025, students in grades 5 and 8 will be on track to meet a summative proficiency increase of 10 percentage points as measured by student mastery of priority science standards as evidenced by student work.
- By January 2025, all grades will be on track to realize a 20% increase in proficiency as measured by iReady projected proficiency.