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

School: School of Dreams Academy	**LEA**: State Charter School
School Leader: Michael Ogas	**LEA Leader**: Michael Ogas
SSRA Team Leader: Michelle Starnes	**Date**: November 4, 2024

School Description

School of Dreams Academy (SODA) is a unique state charter school located in Valencia County, New Mexico, serving as the only educational institution of its kind between two rural communities. Founded over 16 years ago, the school began as a middle school but has since expanded significantly. Today, SODA serves more than 600 students, offering educational programs from preschool through high school. This growth reflects the increasing demand for alternative educational options in the area and the school's commitment to meeting the diverse needs of its students across multiple grade levels.

The mission of SODA is to graduate students of the Rio Grande Valley who embrace an education that emphasizes science, technology, engineering, arts, and mathematics (STEAM) while focusing on developing well-rounded individuals with good character ready for postsecondary success.

The vision of SODA is to stand as the Rio Grande Valley's pillar of student achievement, character, and success.

School Successes and Celebrations

A success for SODA is the sustainability of maintaining and growing enrollment from its inception 16 years ago. As the demand for an alternative learning environment within the community continues to grow, the expansion of grade levels presents both an exciting opportunity and an unintended consequence: the current facilities no longer accommodate the increasing number of students. This overcrowding has highlighted the urgent need for a new educational setting to support the growing student body while providing the space and resources to offer a broader range of courses and experiences. The current plan to build a new facility will be essential to alleviate the space constraints and align with the school's mission to ensure that students have access to a high-quality, diverse education that meets their evolving needs.

Developing work-based learning opportunities and strong community partnerships at SODA ensures students are engaged in meaningful, real-world learning experiences. These initiatives have not only begun to enhance the relevance of the curriculum but have also contributed to higher graduation rates and improved student attendance. By connecting classroom learning with practical, hands-on opportunities in the community, SODA fosters a more dynamic educational environment that supports student success academically and in their future careers.

Year-End Goals, Action Steps, and Progress Monitoring

To develop the 2024-2025 90-Day and Annual Plan, critical data from the 2023-2024 school year, including interim assessments, NM-MSSA results, attendance trends, and NM Vistas data were analyzed. Representatives from all grade levels and content areas were identified to participate as core team members who would support all students while paying close attention to the school designation.

3 Year Data Trends:

HS Course Completion Data:
2023-2024: 235 Enrolled; 53 Withdrawn; 35 Graduated
2022-2023: 260 Enrolled; 86 Withdrawn; 47 Graduated
2021-2022: 262 Enrolled; 76 Withdrawn; 37 Graduated
2020-2021: 260 Enrolled; 66 Withdrawn; 30 Graduated

Graduation Rate Data:
2023: 67.8%
2022: 83%
2021: 67.8%
2020: 71.9%
2019: 59.0%

Attendance Data:
2023-2024: 43.09%
Trending Chronic (32.60%); Chronic Absenteeism (19.34%); Excessively Absent (4.97%)

2022-2023: 26.36%
Trending Chronic (23.26%); Chronic Absenteeism (31.01%); Excessively Absent (19.38%)

2021-2022: 60.27%
Trending Chronic (23.29%); Chronic Absenteeism (6.85%); Excessively Absent (9.59%)

The root cause analysis identified that has directly impacted school designation is:
Student attendance, behavior, and course completion have not been monitored throughout the year.

The following goals were created by the school core team and were approved:

Year-End Goals:
Graduation: The graduation rate for the 2024-25 cohort will increase by at least 10% (77.8%).

English Language Arts (ELA): The goal for the 2024-25 school year is that SODA SAT scores for reading and writing will be above the state average. Therefore, the metric for success is an average score of 460 or higher in reading and writing. Raising the schoolwide average by 34 points is ambitious but also attainable. The school is focusing the 11th-grade advisory classes on specific SAT preparation to equip students for success.

English Language Proficiency (ELP): In the 23-24 school year, per the WIDA ACCESS assessment, 33% of total English learners (ELs) were measured to be Emerging, and 44% of all ELs were measured as Developing. Meanwhile, 22% of students measured in Expanding (and higher). The goal for the 24-25 school year is to have at least 50% of students measure Expanding or higher proficiency per the WIDA ACCESS.

Math: The goal for the 24-25 school year is for SODA students to score above the state average on the SAT. Therefore, the metric for success is an average of 440 or higher. Raising the schoolwide average by 42 points is ambitious but also attainable. The school is focusing the 11th-grade advisory classes on specific SAT preparation to equip students for success in reaching this goal.

Science: SODA aims to keep student scores above the state average and increase them by at least 1%. The metric for success is an average score of 1170 on the New Mexico Assessment of Science Readiness (NM-ASR).

Data used to track progress:
SODA will use various data to track progress, such as enrollment, retention, student withdrawal information, course completion statistics, attendance, graduation tracking, and the MAPS interim assessment, administered three times during the school year.

Desired Outcomes:
At the end of 90 days, students will be on track for graduation. The school will use the Multi-Layered System of Supports (MLSS) to regularly monitor and measure attendance, behavior, and coursework (ABCs). This framework will ensure staff utilize all available resources to promote student success.

Benchmarks and Progress Monitoring:
Graduation Benchmark: By December of 2024, the class of 2025 cohort will have less than 15% of students behind in credits, have a maximum of 20% chronic absence rate and an excessive absence rate of less than 5%, and a 90% completion rate of "Next Step" plans.

ELA Benchmark: 50% or more of 9th-12th-grade students will score in the 60th or above percentile on the MAP Reading and Language Usage assessment.

ELP Benchmark: The implementation of goals for all ELs for listening, speaking, reading, and writing per the WIDA ELP Rubric.

Math Benchmark: 50% or more of 9th-12th-grade students will score in the 60th or above percentile on the MAP assessment for math.

Science Benchmark: 50% or more of 9th-12th-grade students will score in the 60th or above percentile on the MAP assessment for science.

Frequency of monitoring: The assistant principal and leadership team monitor the early warning

system dashboard daily. The leadership team confirms grade audits twice a month per teacher, and the attendance advisor and the advisory teachers monitor daily attendance. Beginning-of-year, middle-of-year, and end-of-year MAP testing will be administered and analyzed in the interim.

DOMAIN 2: LEADERSHIP

Promising Practices
To effectively address and monitor schoolwide priorities, adding staff focused on the root causes of attendance, course completion, and graduation is a strategic step toward achieving desired outcomes and goals. Adding an academic advisor, an attendance advisor, a community coordinator, and establishing an AmeriCorps partnership will play critical roles in developing systems to track and support progress toward schoolwide goals. These roles will be instrumental in driving improvements in academic growth, attendance rates, and college and career readiness for all students.

An open-door policy and a strong culture of transparency have been recognized and were evident through multiple stakeholder interviews. Leadership has prioritized providing targeted support for new teachers by hiring two teacher mentors and acknowledging the importance of teacher retention. This focus on support aims to foster a positive, growth-oriented environment that helps new educators thrive and stay engaged in the profession.

The leadership at SODA has successfully initiated a cultural shift towards data-driven systems, emphasizing the importance of understanding, tracking, and analyzing data. This shift represents a new direction for the school and has been implemented with a sense of urgency to monitor and support student progress closely. By prioritizing data, the leadership aims to make informed decisions that drive continuous improvement and enhance student outcomes.

Opportunities for Growth
As the leadership team has prioritized data-driven systems, it will be essential to establish clear expectations for using data to inform instruction in every classroom and effectively track student progress toward graduation. Consistent and purposeful use of data will empower teachers to make informed decisions, tailor instruction to meet student needs, and ensure all students are on track to meet academic goals.

The purpose and use of the early warning system must be communicated to students, families, and staff. If needed, leadership must also be prepared to offer professional learning opportunities to all stakeholders to ensure a shared understanding and consistent implementation. This will help maintain consistency in improving student outcomes and ensure that everyone is aligned in supporting student success.

Potential Next Steps

Align curriculum, interim assessments, and supplemental resources to ensure instruction and data analysis consistency. Ensure that supplemental resources, such as differentiated materials or enrichment activities, are aligned with the core curriculum and assessments to provide teachers with consistent tools to reinforce and extend student learning.

Maximize Professional Learning Community (PLC) team planning to enhance student instructional effectiveness. Allocate dedicated time for collaborative planning so that teachers, including special education teachers, can align their efforts, share best practices, and analyze student data.

Develop and distribute clear, accessible communications (e.g., newsletters, website updates, parent-teacher meetings) outlining the purpose and benefits of the early warning system for students, families, and staff.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices

PLCs have been scheduled and prioritized, focusing on student data collection and analysis. Stakeholder interviews indicate that staff members are informed about each grade level's goals, and there is growing consensus around aligning schoolwide objectives. This alignment is becoming more apparent as administrators have fostered transparency in communicating these goals. Regular communication and discussion about schoolwide goals occur during staff meetings and PLC sessions, helping to ensure that all educators are on the same page and actively contributing to the overall mission of improving student outcomes.

An attendance advisor has been hired to tackle chronic absenteeism, and significant progress has been made in ensuring that students attend school regularly and acquire the necessary courses to meet graduation requirements.

An early warning system dashboard has been implemented to monitor student course completion, attendance, and progress toward graduation. This dashboard provides valuable data to identify at-risk students and inform intervention strategies.

Opportunities for Growth

Strengthening every teacher's ability to access high-quality instructional materials is essential. Providing teachers with a grade-level curriculum will lead to higher achievement rates on the statewide assessments and ensure that students receive grade-level instruction.

Strengthening standards-based instruction by posting clear objectives and standards and explaining them in student-friendly language can enhance students' understanding of their learning. This clarity will help students connect with the learning goals, fostering a more purposeful and effective instructional environment.

Work-based learning, internships, and Career and Technical Education (CTE) courses are expanding, and strengthening these programs through building community partnerships and

aligning them with coursework would provide more opportunities for students. Aligning these efforts would create a seamless connection between classroom learning and real-world experiences, equipping students with relevant skills and practical insights that support their future career pathways.

Student Individual Learning Plans (ILPs) could be a powerful resource for advisory teachers who co-create student goals to track course completion, attendance, and progress toward graduation. Co-designing goals with students and parents would provide ownership of the students' learning and journey as they begin to plan their post-secondary choices.

Potential Next Steps

A critical next step to further support teachers and enhance student achievement is to ensure that every educator has access to high-quality instructional materials tailored to their grade level and robust training on using these resources effectively. Providing teachers with comprehensive, grade-level curriculum resources and targeted professional development can empower them to deliver consistent and practical instruction that aligns with statewide standards. This alignment, supported by training, will promote higher success rates on statewide assessments and help ensure that students receive the grade-level instruction they need to thrive academically.

There is an excellent opportunity to link ILPs with pathways, CTE, capstone projects, and post-graduation choices, offering a robust framework for guiding students toward meaningful academic and career goals. By aligning ILPs with specific pathways, students can explore fields that interest them while developing relevant skills for their futures. Incorporating CTE options into these plans allows students to gain hands-on experience and practical knowledge in areas that can lead to certifications, workforce readiness, or advanced studies. Capstone projects allow students to apply their learning in real-world contexts, making their educational experiences more relevant and impactful.

As a potential next step, creating a structured observation and feedback calendar to monitor and support teacher instruction consistently would be strategic data collection. To progress monitor instruction, consider co-creating with teachers a non-negotiable list of classroom "look-fors," clearly defining essential instructional practices and indicators that align with data-driven, grade-level standards. These "look-fors" will serve as a baseline for expectations, helping teachers focus on delivering effective, standards-based instruction that meets the needs of all students.