

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

School: Sunrise Elementary School	LEA: Las Cruces Public Schools
School Leader: Dora Solis	LEA Leader: Ignacio Ruiz
SSRA Team Leader: Andrea Fletcher	Date: October 30, 2024
School Description	
<p>Sunrise serves 359 3rd through 5th-grade students. Its core purpose is “We are a caring community where everyone succeeds.” The vision for the 24-25 school year is: <i>Every child comes to school with unique experiences and opportunities. While these may vary, each child brings a valuable wealth of knowledge to the classroom. It is our responsibility to build on that foundation and support every student in achieving their academic and social goals. To that end, we are committed to the following goals for Las Cruces Public Schools (LCPS):</i></p> <ul style="list-style-type: none"> • <i>100% of Sunrise students will meet their growth targets towards proficiency in reading and writing, as measured by short-cycle and standardized assessments.</i> • <i>100% of Sunrise students will meet their growth targets towards proficiency in numeracy and mathematical skills, as measured by short-cycle and standardized assessments.</i> 	
School Successes and Celebrations	
<p>The school has a very welcoming environment. Teachers greet the students and check to see how they are doing. Staff reports that the administration also does the same with staff.</p> <p>All decisions are based on data, from interventions to attendance to instruction. This year, all teachers are creating unit plans aligned with the rigor of the grade-level standards, with priority standards and frequent rigorous assessments built in. Reading scores have improved from 28% to 37% over the past two years. Layer two interventions are in place to close gaps and provide acceleration based on Beginning of Year (BOY) data. Groups are fluid and change as new data is collected.</p> <p>The school has revamped the attendance intervention process so that social workers are able to work with a caseload of students with attendance issues, allowing for more significant relationships with families. Teachers have also shifted their mindset to help students understand how much they are missed by the rest of the class when they are absent. They have Fun Fridays for students who come on Fridays (a day with high absenteeism) with a short fun activity. They have Attend Dances for students with 90% attendance. Chronic absenteeism has declined from 40% last year to 24% this year.</p>	

Year-End Goals, Action Steps, and Progress Monitoring

Data Trends

ELA NM-MSSA

All Students

- 21-22 28% proficient
- 22-23 31% proficient
- 23-24 37% proficient

English Language Learners

- 16% proficient
- 9% proficient
- 15% proficient

Math NM-MSSA

- 21-22 16% proficient
- 22-23 21% proficient
- 23-24 20% proficient

- 11% proficient
- 18% proficient
- 11% proficient

Science NM-ASR

- 21-22 27% proficient
- 22-23 35% proficient
- 23-24 41% proficient

- 12% proficient
- 16% proficient
- less than 10% proficient

Root Causes of Performance Challenges Identified

- Teachers are inconsistently utilizing a comprehensive set of assessment data in their planning process, leading to instructional strategies that do not fully address the diverse learning needs of all students, preventing students from achieving grade-level proficiency.
- Teachers may lack access to or are not effectively using differentiated instructional strategies, tools, and resources for addressing students' diverse learning styles, abilities, and needs during layer one instruction.
- Teachers do not know how to interpret English proficiency data and use the results to scaffold instruction for emergent bilinguals.
- The insufficient time allocated for science instruction limits students' opportunities to explain their scientific reasoning verbally and in writing.

English Language Arts (ELA) Goal:

- By May 2025, 42% of all Sunrise students across subpopulations will score proficient or advanced on the ELA NM-MSSA. By Spring of 2025, 16% of English learners will meet their target growth in English Proficiency as measured by the NM Growth Calculation based on ACCESS results.
- By the Middle of Year (MOY) 2025, 16% of English learners (ELs) will demonstrate 75% growth in ELA proficiency as measured by the iReady Reading Diagnostic.

ELA Actions:

- Staff received professional learning from Las Cruces Public Schools (LCPS) on transitioning to equity-driven standards-based learning and purposeful planning.
- Teachers will meet with their content and vertical teams to select cluster vocabulary for teaching vocabulary using the 6 Steps to Vocabulary Instruction.

- Staff received professional learning on standards-based learning and proficiency scales.
- Professional learning and implementation of unit planning template that addresses the following: How do we ensure instruction is standards-based with appropriate supports as needed to ensure all students learn? How do we know students are receiving instruction with grade-level, research-based, culturally and linguistically responsive materials? How is instruction adjusted based on students' understanding? How do we know students are learning?
- Teachers will develop and implement common, formative, and summative assessments aligned to the standards at the appropriate level of rigor to inform instruction and monitor students' learning.
- Teachers will help students set goals for growth and/or revise their work based on teacher feedback and performance data.

ELA Progress

- Staff continues to receive training on standards-based learning from the district.
- Teachers have selected 420 vocabulary clusters and have broken them down by grade level.
- Learning the use of proficiency scales is ongoing. It is part of instructional planning. Teachers look at priority standards and writing units and determine how to assess them.
- The 8-step unit planning process is in place, with ongoing learning. Common assessment development is part of the unit planning process.
- Students have data folders, set goals, and reflect weekly.

Math Goal:

- By May 2025, 30% of all Sunrise students across subpopulations will score proficient or advanced on the Math NM-MSSA. By Spring of 2025, 16% of English learners will meet their target growth in English Proficiency as measured by the NM Growth Calculation based on ACCESS results.
- By MOY 2025, 16% of ELs will demonstrate 75% growth in math proficiency as measured by the iReady Math Diagnostic.

Math Actions:

- Staff received professional learning from Las Cruces Public Schools (LCPS) on transitioning to equity-driven standards-based learning and purposeful planning.
- Teachers will meet with their content and vertical teams to select cluster vocabulary for teaching vocabulary using the 6 Steps to Vocabulary Instruction.
- Staff received professional learning on standards-based learning and proficiency scales.
- Professional learning and implementation of unit planning template that addresses the following: How do we ensure instruction is standards-based with appropriate supports as needed to ensure all students learn? How do we know students are receiving instruction with grade-level, research-based, culturally and linguistically responsive materials? How is instruction adjusted based on students' understanding? How do we know students are learning?

- Teachers will develop and implement common, formative, and summative assessments aligned to the standards at the appropriate level of rigor to inform instruction and monitor students' learning.
- Teachers will help students set goals for growth and/or revise their work based on teacher feedback and performance data.

Math Progress:

- Staff continues to receive training on standards-based learning from the district.
- Teachers have selected 420 vocabulary clusters, broken them down by grade level, and are teaching vocabulary.
- Learning the use of proficiency scales is ongoing. It is part of instructional planning. Teachers look at priority standards, write units, and determine how to assess.
- The 8-step unit planning process is in place, with ongoing learning. Common assessment development is part of the unit planning process.
- Students have data folders, set goals, and reflect weekly.

Science Goal:

- By May 2025, 25% of 5th-grade students will achieve proficiency in the NM-ASR through inquiry-based and differentiated instruction. By May 2025, 25% of 5th grade students will achieve proficiency in the NM-ASR through the use of inquiry-based and differentiated instruction.
- By MOY 2025, 25% of 5th-grade students will achieve their growth targets, as evidenced in common formative assessments through the use of inquiry-based and differentiated instruction.

Science Actions:

- Staff received professional learning from Las Cruces Public Schools (LCPS) on transitioning to equity-driven standards-based learning and purposeful planning.
- Teachers will meet with their content and vertical teams to select cluster vocabulary using the 6-Steps to Vocabulary Instruction Framework.
- Staff received professional development on the why of proficiency scales.
- Professional learning and implementation of unit planning template that addresses the following: How do we ensure instruction is standards-based with appropriate supports as needed to ensure all students learn? How do we know students are receiving instruction with grade-level, research-based, culturally and linguistically responsive materials? How is instruction adjusted based on students' understanding? How do we know students are learning?
- Teachers will help students set goals for growth and/or revise their work based on teacher feedback and performance data.

Science Progress:

- Staff continues to receive training on standards-based learning from the district.
- Teachers have selected 420 vocabulary clusters and have broken them down by grade level.
- Learning the use of proficiency scales is ongoing. It is part of instructional

planning. Teachers look at priority standards, write units, and determine how to assess.

- The 8-step unit planning process is in place, with ongoing learning. Common assessment development is part of the unit planning process.
- Students have data folders, set goals, and reflect weekly.

English Language Proficiency (ELP)

ELP Goal:

- By Spring of 2025, 20% of ELs will meet their target growth in English proficiency as measured by the NM Growth Calculation based on WIDA ACCESS results.
- By MOY 2025, 10% of ELs will meet their target growth in English proficiency as measured by the NM Growth Calculation based on WIDA ACCESS results.

ELP Actions:

- Staff received professional learning from Las Cruces Public Schools (LCPS) on transitioning to equity-driven standards-based learning and purposeful planning.
- Teachers will meet with their content and vertical teams to select cluster vocabulary using the 6-Steps to Vocabulary Instruction Framework.
- Staff received professional development on the why of proficiency scales.
- Professional learning and implementation of unit planning template that addresses the following: How do we ensure instruction is standards-based with appropriate supports as needed to ensure all students learn? How do we know students are receiving instruction with grade-level, research-based, culturally and linguistically responsive materials? How is instruction adjusted based on students' understanding? How do we know students are learning?
- Teachers will help students set goals for growth and/or revise their work based on teacher feedback and performance data.

ELP Progress:

- Staff continues to receive training on standards-based learning from the district.
- Teachers have selected 420 vocabulary clusters and have broken them down by grade level.
- Learning the use of proficiency scales is ongoing. It is part of instructional planning. Teachers look at priority standards, write units, and determine how to assess.
- The 8-step unit planning process is in place, with ongoing learning.
- Common assessment development is part of the unit planning process.
- Students have data folders, set goals, and reflect weekly.

Actions to Monitor:

- By MOY 2025, 16% of ELs will demonstrate 75% growth in ELA proficiency as measured by the iReady Reading Diagnostic.
- By MOY 2025, 16% of ELs will demonstrate 75% growth in math proficiency as measured by the iReady Math Diagnostic
- By MOY 2025, 25% of 5th-grade students will achieve their growth targets, as

evidenced in common formative assessments through inquiry-based and differentiated instruction.

- By MOY 2025, 10% of ELs will meet their target growth in English proficiency as measured by the NM Growth Calculation based on WIDA ACCESS results.
- By MOY, the expectation is to have 100% of teachers document two scaffolded supports in lesson plans for ELA, math, science, and social studies. Currently, two of 12 teachers document support in lesson plans.
- By MOY, in 75% of classrooms, students will be doing at least 50% of the thinking, as evidenced by the expressive domains of writing or speaking and classroom walkthroughs.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

Teachers report that administrators are always in classrooms and aware of what instruction is happening. Teachers are going through an intense unit planning process to ensure that instruction and assessments are aligned with the rigor of grade-level standards. Teachers analyze the Beginning of Year (BOY) data, immediately identify students two or more grade levels below, and begin intensive interventions built into the daily schedule.

Opportunities for Growth:

Teachers are departmentalized so that different teachers are teaching reading and writing. There is an opportunity for greater collaboration between those teachers. There is also an opportunity to create collaboration between the Pre-K-2nd grade school next door and Sunrise to understand expectations for incoming third graders better.

There is ongoing progress monitoring for ELA interventions through SPIRE, but there is currently no tool for monitoring the effectiveness of math interventions. Such a tool would allow teachers to make more timely changes to grouping and interventions.

Teachers know the ACCESS data exists but don't have a good understanding of how to use the data. There is an opportunity to establish a system to analyze the data and provide professional learning to understand how to use the levels to address student learning.

Potential Next Steps:

- Identify ways to ensure reading and writing teachers can collaborate.
- Research upcoming virtual WIDA trainings and ensure they are incorporated into professional learning.

DOMAIN 4: TALENT MANAGEMENT

Promising Practices:

All staff members receive coaching and feedback regularly. Based on data, teachers are tiered on the amount of support needed. Teachers know that the administration understands where they are professionally and appreciate that support is differentiated to individual

needs. Teachers report they receive many meaningful professional learning opportunities throughout the year and are provided the support needed to implement the work.

Opportunities for Growth:

There is an opportunity to improve information-sharing between the principal and assistant principal on individual teachers' strengths and focus areas. It could also be helpful to input observation data into a shared system to look for trends.

Teachers appreciate the coaching cycles and see them as useful, but those on less intensive support cycles would like more frequent feedback. The teachers also feel that professional learning has been impactful, and they want an opportunity to know what the actions might look like in their classroom and get feedback on how well they are implementing them.

Potential Next Steps:

- Begin using an observation tracker and use it to look for trends
- Bring in a Marzano coach more often to give feedback on implementing standards-based instruction.