

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

<b>School:</b> David Skeet Elementary School	<b>LEA:</b> Gallup-McKinley County Schools
<b>School Leader:</b> Kyron White	<b>LEA Leader:</b> Wade Bell
<b>SITM Team Leader:</b> Eileen Reed	<b>Date:</b> October 15, 2024

### School Description

David Skeet Elementary School, located in the remote rural setting of Vanderwagen, New Mexico, serves 160 pre-kindergarten through fifth-grade students for the 2024-25 school year. The school staff consists of 14 certified members (with one vacancy in 4th grade) and 14 non-certified staff. The administrative team includes a principal and a dean of students. The school has experienced a decline in enrollment. As school leadership has worked to emphasize and enforce attendance policies, some parents have chosen to send their children to Bureau Indian Education (BIE) schools or Wingate, with factors like food and shelter influencing these decisions. This year, attendance has improved by implementing a more defined system.

David Skeet Elementary serves a student body that is 97% Native American, with 100% of students qualifying for free or reduced-price lunch. Of the student population, 10% are enrolled in special education, and 26% are English learners (ELs).

The school is committed to fostering excellence through its mission statement: *"Our community will cultivate an excellent learning environment and attain academic success through collaborative efforts and innovative teaching practices."*

The school motto reinforces this dedication: *"Lobos are respectful leaders who embrace challenges and strive everyday to maintain excellence. Lobos are courageous! HOWL!"*

David Skeet Elementary is designated as a Comprehensive Support and Intervention (CSI) Performance school.

### School Successes and Celebrations

The attendance rate at the school has improved, thanks to more structured school systems that support and promote attendance. The gradual release model and learning centers have allowed for more one-on-one instruction. Efforts to build a stronger sense of community, such as organizing a fall festival and improving communication with families, have also increased. However, staffing remains challenging, mainly due to the long drive from Gallup, especially during the winter. The district plans to build a teacherage for the school to help alleviate the problem. This year, teachers have been empowered to input and analyze their data, enabling them to identify students on the verge of advancing to the next level. As a result, teachers are making more data-informed decisions.

## NM DASH Development and Implementation

The school has identified four key factors contributing to low performance rates. First, backward planning is not consistently implemented, impacting instruction quality and the ability to meet students' diverse learning needs, skills development, and curriculum alignment. Second, interventions are neither clearly outlined in lesson plans nor effectively implemented. Third, there is a significant need to improve accountability for the academic achievement of English learners (ELs). Lastly, the instructional needs of at least 75% of students, particularly in science, are not being adequately addressed.

The administration conducted a needs analysis and surveyed teachers to gather additional data and identify key focus areas. After meeting with the core leadership team, they reported that staff requires more professional development, particularly around instructional strategies. A significant concern is that many students are below grade level in literacy due to years of not receiving the intensive interventions needed for success. The short-term goal is to support students currently struggling with reading, while the long-term goal is to prevent this situation from recurring.

### ELA

**Summative Goal** – By the end of the 2024-2025 academic year, the percentage of 3rd-5th grade students proficient or advanced in ELA on the New Mexico Measures of Student Success and Achievement (NM-MSSA) assessment will increase by 10+% to an average of 22% proficiency.

**Benchmark Goal** – By the middle (MOY) of the 2024-2025 academic year, the percentage of 3rd-5th grade students expected or above expected in ELA on the iMSSA assessment will increase by 2+% to an average of 8% proficiency.

### Math

**Summative Goal** – By the end of the 2024-2025 academic year, the percentage of 3rd-5th grade students proficient or advanced in math on the New Mexico Measures of Student Success and Achievement (NM-MSSA) assessment will increase by 10+% to an average 15% proficiency.

**Benchmark Goal** – By the middle (MOY) of the 2024-2025 academic year, the percentage of 3rd-5th grade students expected or above expected in math on the iMSSA assessment will increase by 5+% to an average of 8% proficiency.

### Science

**Summative Goal**– By the end of the 2024-2025 academic year, the percentage of fifth-grade students proficient in science on the NM-ASR assessment will increase by 10% to 23%.

**Benchmark Goal** – All fifth-grade students will demonstrate a 5% improvement in each quarterly science assessment.

### English Learning Proficiency

**Summative Goals** –

By the end of the school year, 43% of third-grade English language learners (ELLs) will demonstrate proficiency in English at the intermediate level, as measured by achieving a score of 4.7 or higher on the WIDA Speaking Assessment.

By the end of the school year, 50% of fourth-grade English language learners (ELLs) will demonstrate proficiency in English at the intermediate level, as measured by achieving a score of 4.7 or higher on the WIDA Speaking Assessment.

By the end of the school year, 25% of fifth-grade English language learners (ELLs) will demonstrate proficiency in English at the intermediate level, as measured by achieving a score of 4.7 or higher on the WIDA Speaking Assessment.

<b>SY 2024-25</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	43%	50%	25%

**Benchmark Goal** – By the middle of the year (MOY) of the 2024-2025 academic year, the average percentage of 3rd-5th grade ELs scoring expected or above expected on Language Usage on the iMSSA interim assessment will be 39% proficient.

### School Progress

#### Three-year Data Trends

##### ELA/READING

##### NM-MSSA - ELA Percent Proficient

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2022	13%	6%	17%	18%
2023	12%	12%	12%	14%
2024	17%	5%	24%	23%
Goal - 2025	20%	10%	20%	25%

##### Istation Reading - Tier 1

Year	All Students	K	Grade - 1	Grade - 2
2022	1%	0%	0%	4%
2023	14%	26%	14%	4%
2024	27%	17%	41%	24%
Goal - 2025	35%	20%	45%	30%

##### MATH

##### NM-MSSA - Math Percent Proficient

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2022	7%	3%	7%	12%
2023	5%	3%	2%	10%
2024	4%	0%	12%	0%
Goal - 2025	10%	5%	15%	10%

**Istation Math - Tier 1**

Year	All Students	K	Grade - 1	Grade - 2
2022	21%	50%	13%	0%
2023	32%	48%	48%	0%
2024	45%	49%	63%	23%
Goal - 2025	50%	55%	60%	30%

**SCIENCE****Science - NM-ASR**

Year	All Students - Grade 5
2022	**
2023	10
2024	12%
Goal - 2025	20%

**INTERIM ASSESSMENT - PROGRESS MONITORING****READING/ELA****iMSSA Reading**

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2023 - EOY	17%	19%	19%	15%
2024 - EOY	21%	13%	21%	30%
2025 - BOY	23%	23%	16%	30%
MOY Goal	25%	25%	20%	35%
EOY Goal	35%	30%	25%	40%

**Cognia- iMSSA Language Usage**

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2023 - EOY	17%	19%	15%	17%
2024 - EOY	19%	11%	24%	23%
2025 - BOY	23%	19%	14%	36%
MOY Goal	25%	25%	20%	40%
EOY Goal	35%	30%	25%	45%

**MATH****iMSSA - Math**

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2023 - EOY	13%	8%	4%	28%
2024 - EOY	13%	5%	16%	19%
2025 - BOY	6%	0%	7%	11%
MOY Goal	10%	5%	10%	15%
EOY Goal	15%	15%	25%	20%

**Attendance Rate - Average Daily Attendance**

Year	All
2022	90.02
2023	90.11
2024	92.3
2025 MOY Goal	94
2025 EOY Goal	95

English Learning Progress measures the percentage of ELs on track toward achieving English proficiency within five years.

**English Learning Proficiency** – The number and percentage of English learners achieving English language proficiency on ACCESS:

**2025 English Learning Proficiency Goals:**

**Percent of students achieving a score of 4.7 or higher on the WIDA Speaking Assessment**

Year	Grade – 3	Grade – 4	Grade – 5
2025	43%	50%	25%

**Goal-Setting Process:**

The administration created the framework and presented it to the core leadership team. The team agreed that the plan was accurate before presenting it to the staff.

**Root Cause Analysis** – The school leadership team identified two root causes contributing to the current low academic achievement of the David Skeet students:

1. The inconsistent use of backward planning stems from a lack of professional development (PD) and support, leading to poor curriculum alignment and ineffective skills instruction. Teachers face unclear instructional design expectations and insufficient resources for differentiation, resulting in a failure to meet the diverse learning needs of students. This hinders the delivery of high-quality instruction across the curriculum. Three Empower coaches are in the school, providing PD and coaching in the classroom as needed.
2. The ineffective implementation of interventions is due to the lack of clear identification in lesson plans, stemming from insufficient PD and support for teachers on data-driven instruction. Teachers struggle to analyze and apply student data to design targeted interventions. Contributing factors include limited access to data analysis tools and strategies and unclear guidelines on incorporating interventions into lessons, resulting in failure to address diverse student needs effectively. Explicit PD on small group instruction and centers that are data-driven and monitored through walkthroughs are needed. Staff are beginning to share their knowledge with their peers.

**Actions to Reach ELA, Math, and Science Goals:**

*100% of teachers will implement small group instruction during core math and intervention*

*blocks to address the diverse learning needs of students.*

- The school dean will provide professional development on small group instruction.
- Empower will provide professional development on utilizing centers and aligning student data with groupings.
- Review lesson plans to ensure small group instruction is being implemented.
- Ensure students on a student action team receive small group instruction aligned with their needs.
- Empower will develop small group expectations, and teachers will utilize the expectations to ensure small group instruction is consistent and implemented effectively.
- Administrators will conduct classroom walkthroughs to ensure small group instruction is being implemented.

*100% of teachers will fully participate in the backward planning process during professional learning community (PLC) meetings to ensure instruction is aligned with the rigor of the district's Year-at-a-Glance (YAG).*

- The administration will provide in-depth training on the backward planning process.
- The administration will support teachers who need help understanding backward planning.
- The administration will monitor teachers' weekly uploads, which will be communicated during PLC meetings and in the school's weekly memo.
- The administration will provide PD on classroom walkthroughs and instructional expectations/priorities.
- The campus leadership team will model a template for data analysis.

**Actions to Reach ELP Goals:**

*100% of teachers will fully participate in the backward planning process during PLC meetings to ensure appropriate language usage for ELs' instruction is aligned with the rigor of the district's Year-At-A-Glance (YAG).*

- The administration will provide in-depth training on the backward planning process.
- The administration will monitor teachers' weekly uploads, which will be communicated during PLC meetings and in the school's weekly memo.
- Provide professional development on how to integrate EL strategies.
- The administration will provide professional development on classroom walkthroughs and instructional expectations/priorities.

**Monitoring – Middle of Year (MOY) Progress Indicators:**

The leadership team of David Skeet ES identified these MOY progress indicators as evidence that the critical actions identified in the NM DASH Plan are having a positive impact on the accomplishment of the year-end goals:

**ELA**

- 40% of all students are proficient on unit formative assessments
- 100% of all teachers have incorporated small group instruction in their daily lessons

**Math**

- 40% of all students are proficient on unit formative assessments
- 100% of all teachers meet weekly upload requirements

**Science**

- 25% of students will be proficient on science unit formatives
- 100% of teachers are implementing small group instruction in their daily lessons

**ELP**

- 40% of all students are proficient on unit formatives
- 100% of teachers upload required documents for backward planning weekly that reflect alignment with the district Year-at-A-Glance (YAG)
- 3rd-5th grade ELs' score expected or above on Language Usage on the iMSSA interim assessment will be 39% proficient.

By the middle of the year, the leadership team at David Skeet Elementary will monitor several key areas to ensure they are on track to meet their goals. They will use Mastery Connect for three-week unit assessments in ELA and math, sharing a data sheet with the district to allow teachers to collaborate across the district. This sheet automatically tracks progress, changing colors for easy visualization and calculating growth for the beginning, middle, and end of the year (BOY, MOY, EOY).

In math, they aim for a 4% proficiency growth by MOY and 8% by EOY, as well as a 4% iMSSA growth by MOY and 8% by EOY. Teachers will upload lesson plans, formative assessments, and data analysis. For science, walkthroughs, lesson plans, formative assessments, and data analysis will also be monitored. In ELA, the goal is 4% proficiency growth by MOY and 8% by EOY, with 2% iMSSA growth by MOY and 8% by EOY. Teachers will continue uploading lesson plans, formative assessments, and data analysis.

Additionally, English Learner Proficiency (ELP) will be tracked through unit formative assessments to monitor the progress of ELs.