

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

<b>School: Dulce Middle School</b>	<b>LEA: Dulce Independent School District</b>
<b>School Leader: Nancy Jobe</b>	<b>LEA Leader: Ina Montoya</b>
<b>SITM Team Leader: Dr. Matt Williams</b>	<b>Date: September 23, 2024</b>
<b>School Description</b>	
<p>As part of the Dulce Independent School District, Dulce Middle School (DMS), a 6th-8th grade school in Dulce, New Mexico, is nestled on the Jicarilla Apache Reservation toward the northwest corner of the "Land of Enchantment." DMS has a student population of 133, composed of a vast mixture of Native American and non-Native American students. The student community has various interests, from art to agriculture, and thrives through hands-on experiences. The diversity of Dulce Middle is also reflected in its multicultural staff.</p>	
<b>School Successes and Celebrations</b>	
<p>Principal Jobe has returned to the Dulce School District after a year of retirement. The staff has welcomed her as the school leader. The school's first parent-teacher conferences yielded a 55% parent participation rate. Discipline referrals have decreased in both severity and frequency from 45 the first month to 15 a month presently. Attendance during the Beginning of Year (BOY) assessment period was 100% for 7th and 8th graders. Six of nine teachers have been steadily employed at Dulce Middle School.</p> <p>Seventy 7th and 8th grade students attended Shakespeare in the Park in Santa Fe in August, while the 8th grade students will attend the NMSU Aggie Next field trip in October. This year's Go-Jii-Ya cultural celebration focused on helping the students to understand their cultural heritage better. This year is the first year DMS has attended a field trip for this cultural celebration.</p>	
<b>NM DASH Development and Implementation</b>	
<p>The Desired Outcomes the school wishes to see in the changed behavior of their adults are:</p> <ul style="list-style-type: none"> <li>● English Language Arts (ELA): Teachers will create and implement on grade level lessons aligned with the standards and benchmarks for the subject matter.</li> <li>● Math: Teachers will create and implement on grade level lessons aligned with the standards and benchmarks for the subject matter.</li> <li>● Science: Teachers will create and implement on grade level lessons aligned with the standards and benchmarks for the subject matter.</li> <li>● Growth in English Language Proficiency (ELP): Teachers will create and implement on grade level lessons aligned with the standards and benchmarks for the subject</li> </ul>	

matter.

## School Progress

### Data Trends:

- New Mexico-Measures of Student Success and Achievement (NM-MSSA)
  - ELA
    - 20/21 – <20%
    - 21/22 – 12.6%
    - 22/23 – 11.1%
    - 23/24 – 16.6%
  - Math
    - 21/22 – 4.2%
    - 22/23 – .8%
    - 23/24 – 4.1%
- Northwest Evaluation Association (NWEA) Beginning of the Year (BOY) 2024
  - Reading:
    - 6th -13%
    - 7th -21%
    - 8th - 17%
  - Language Usage
    - 6th - 10%
    - 7th - 31%
    - 8th - 6%
  - Math
    - 6th - 5%
    - 7th - 10%
    - 8th - 3%
  - Science
    - 6th-15%
    - 7th - 29%
    - 8th - 27%
- Attendance Rate:
  - 21/22 – 94%
  - 22/23 – 91%
  - 23/24 – 89%

### Goal Setting Process:

- The 90-Day Plan was created with the input of the Federal Programs and District Testing Coordinator. The leadership team was consulted prior to submission and agreed our focus should be on grade-level, high-quality instruction in all classrooms. With DMS in CSI status, it is imperative to work with our staff to ensure standards-aligned, on-grade level, and high-quality instruction is implemented and taught with fidelity in all classrooms.

### Goals:

- ELA:
  - From Spring of 2024 to Spring of 2025, the percentage of all 8th grade students demonstrating grade level proficiency on the summative assessment in ELA will increase by 10%, from 8% to 18% proficient as measured by NM-MSSA. This will equate to moving three students to proficient from novice and nearing proficiency.
  - From Spring of 2024 to Spring of 2025, the percentage of all 7th grade students demonstrating grade level proficiency on the summative assessment in ELA will increase by 10%, from 14% to 24% Proficient as measured by NM-MSSA. This will equate to moving four students to proficient from novice and nearing proficiency.
  - From Spring of 2024 to Spring of 2025, the percentage of all 6th grade students demonstrating grade level proficiency on the summative assessment in ELA will increase by 10%, from 5% to 15% Proficient as measured by NM-MSSA. This will equate to moving five students to proficient from novice and nearing proficiency.
  
- Math:
  - From Spring of 2024 to Spring of 2025, the percentage of all 8th grade students demonstrating grade level proficiency on the summative assessment in Math will increase by 10%, from 0% to 10% Proficient as measured by NM-MSSA. This will equate to moving four students to proficient from novice and nearing proficiency.
  - From Spring of 2024 to Spring of 2025, the percentage of all 7th grade students demonstrating grade level proficiency on the summative assessment in Math will increase by 10%, from 7% to 17% Proficient as measured by NM-MSSA. This will equate to moving four students to proficient from novice and nearing proficiency.
  - From Spring of 2024 to Spring of 2025, the percentage of all 6th grade students demonstrating grade level proficiency on the summative assessment in Math will increase by 10%, from 9% to 19% Proficient as measured by NM-MSSA. This will equate to moving three students to proficient from novice and nearing proficiency.
  
- Growth in ELP:
  - The evidence from the WIDA data from the spring of 2024 assessment indicates a majority of our students in 6, 7, and 8 grades are in the lower three tiers of the proficiency levels (1, 2, & 3). While there were only 26 students tested, the trend in the area of concerns carried throughout the grade levels. The data demonstrated that all students have the most difficulty writing, reading, and speaking. DMS will focus on writing and reading during the 2024-2025 school year. All English Language Development (ELD) students will increase their WIDA score by 7% in writing and reading by Spring 2025 testing.
  
- Science:

- School year 2024-2025 fall NWEA testing will establish a baseline/benchmark for all 8th grade students for the 2025 ASR testing. There was no baseline information for science testing for the 2023-2024 school year. Looking at DMS ASR scores of students last year, they were only slightly behind the state in all areas (1 to 5 points). DMS will focus on our benchmark testing data, and all students in 8th grade will increase ASR scores by 7% by the Spring 2025 testing.

**Root Cause Analysis (RCA) Summary:**

- ELA: As evidenced through walk-throughs and observations teachers are teaching below grade level lessons.
- Math: As evidenced through walk-throughs and observations, teachers are teaching lessons below grade level.
- Science: As evidenced through walk-throughs and observations, teachers are teaching lessons below grade level.
- Growth in ELP: The evidence from the Access data from the spring of 2024 assessment indicates most of our students in 6, 7, and 8 grades are in the Needs Support category. While there were only 26 students tested in the WIDA assessment, the trend in concern is carried throughout all grade levels. Teachers are not teaching at grade level.

**The Critical Actions the school wishes to see in the changed behavior of adults are:**

Actions to Reach ELA Goals: Ongoing monitoring and training on aligning on grade level standards to lesson plans. Leadership team training and coaching on this subject and assisting teachers in this area. Ongoing monitoring and training on aligning grade-level standards to lesson plans. Leadership team training and coaching on this subject and assisting teachers in this area. NWEA winter assessment administered and data analyzed.

Actions to Reach Math Goals: Training and monitoring on aligning grade-level standards to lesson plans. Leadership team training and coaching on this subject and assisting teachers in this area. Cooperative Educational Services (CES) contractors provide bi-weekly in-person training for all core teachers in classrooms. CES will also have 1 hour bi-weekly virtual meetings with each core teacher to support or answer questions between in-person coaching sessions. NWEA winter assessment administered and data analyzed.

Actions to Reach Science Goals: Ongoing monitoring and training on aligning grade-level standards to lesson plans. Leadership team training and coaching on this subject and assisting teachers in this area. Teachers will receive weekly online PD on implementing "Physics in a Box" for all science students. NWEA winter assessment administered and data analyzed.

Actions to Reach Growth in ELP Goals: Ongoing monitoring and training on aligning grade-level standards to lesson plans. Leadership team training and coaching on this subject and assisting teachers in this area. CES contractors provide bi-weekly in-person training for all core teachers in classrooms. CES will also have 1 hour bi-weekly virtual meetings with each core teacher to support or answer questions between in-person coaching sessions. NWEA

winter assessment administered and data analyzed.

**Leader's Next Steps:**

1. The leader will have teachers submit weekly lesson plans. The adopted curricular program will be implemented. The leadership team will be trained by Christopher Vian (NMPED MLSS coach) on appropriate grade-level standards weekly.
2. Classroom walk-throughs will ensure lesson plans are being submitted and implemented.
3. CES will conduct Shoulder to Shoulder math coaching so teachers understand best practices for grade-level instruction.
4. The principal will work with teachers in Professional Learning Community (PLC) meetings to focus on students' learning gaps and assessment data. ELA/Math teachers will provide tutoring for students based on NWEA results and course grades.
5. The principal will work with the leadership team to target intervention strategies that are measurable and impactful.
6. The principal will revisit and revise their 90-day plan and strengthen its clarity and impact.
7. The principal will work with the leadership team to explore ways to reimagine what education looks like for DMS, including actions to take, how to measure, and measurable outcomes.