

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

School: Nizhoni Elementary	LEA: Central Consolidated Schools
School Leader: Shirlene Rivers	LEA Leader: Steve Carlson
SITM Team Leader: Max Perez	Date: October 3, 2024
School Description	
<p>Nizhoni means beautiful, which describes the students and staff at Nizhoni Elementary School. Nizhoni Elementary School supports roughly 250 students in the Shiprock area from Pre-K to 5th grade. Their staff of 40 supports a student body consisting of 99% Native American students. Their vision is <i>"Nizhoni Elementary Eagles collaboratively creates a positive culture to succeed."</i> The school's culture could be described as a culture of promise to move forward and to provide students with a safe place and a comfortable environment to learn and grow.</p>	
School Successes and Celebrations	
<p>Principal Rivers is new at Nizhoni Elementary. Relationships between staff and the new principal have improved significantly. This leader has brought a fresh direction and clear expectations, which has created a more positive and trusting culture and climate in the school. Periodic surveys provide the evidence to support this.</p> <p>The principal is present in the classrooms both formally and informally. This school year, the principal has conducted 28 Observation Feedback and Coaching Cycles (OFCCS) in August, 41 in September, and 33 informal visits with feedback provided to the teacher.</p> <p>Students track their performance data. They also lead the school's Parent-Teacher Conferences and present the assessments, results, progress, and goals.</p> <p>The after-school program now offers enrichment for students with several engaging options. The hours have also been extended and adjusted to serve student and family needs better.</p> <p>All staff, including all non-instructional staff, know the 90-Day DASH Plan content and actions.</p>	
NM DASH Development and Implementation	
<p>At Nizhoni School, Principal Rivers brought together the school leadership team to address critical academic growth and support areas. The team was comprised of one grade-level leader representing five teachers and leaders for special education, bilingual programs, special areas (such as art), the school counselor, and the reading interventionist. Their collective goal was to review schoolwide performance data and formulate strategies to improve student outcomes.</p>	

The Leadership Team analyzed Istation data in reading and math and the NM-MSSA Spring 2024 results, focusing on students' proficiency levels across these areas. During the meetings, each member shared insights, discussed goals, and outlined specific action plans to address the needs of their respective areas. The team collaboratively developed the 90-Day Plan centered on third-, fourth-, and fifth-grade classes, targeting a 5-10% growth in reading and math proficiency for each grade level on the NM-MSSA.

The team worked to keep a high level of transparency throughout the process. They reviewed the most current data and openly discussed the areas impacting student performance, recognizing the need for change and targeted interventions. By providing this open dialogue, the leadership team set the foundation for addressing the school's academic challenges with actionable steps and a shared vision toward progress.

School Progress

Nizhoni Elementary has been designated Comprehensive Support and Intervention (CSI) for Performance.

School Performance Trend Data - Percent Proficient

NM-MSSA

English Language Arts

Year	All Students	English Learners	SWD
2021-22	4.6%	8%	12%
2022-23	7.3%	11%	17%
2023-24	8.6%	20%	33%
2024-25 Goal	30.0%		

Mathematics

Year	All Students	English Learners	SWD
2021-22	2.6%	4%	9%
2022-23	1%	0%	50%
2023-24	4.3%	11%	33%
2024-25 Goal	17.0%		

NM-ASR

Science

Year	All Students
2021-22	12%
2022-23	0%
2023-24	0%
2024-25 Goal	28.0%

IStation

ELA

Year	All Students
2021-22	9%

2022-23	13%
2023-24	14%
2024-25 Goal	30%

IStation

Math	
Year	All Students
2021-22	17%
2022-23	31%
2023-24	19%
2024-25 Goal	27%

Attendance EOY

Year	All Students
2021-22	86%
2022-23	87%
2023-24	86%
2024-25 Goal	95%

Performance Goals

ELA Goal

By May 2025, 3rd-5th grade students will increase at-target but not limited to 10% growth as assessed by the ELA component of the NM-MSSA.

ELA Benchmark

By December 2024, 3-5th Grade students will increase at-target but are not limited to 5% growth as assessed by the ELA component iMSSA.

Math Goal

By May 2025, 3rd-5th Grade students will increase at-target but are not limited to 10% growth as assessed by the Math component of NM-MSSA.

Math Benchmark

By December 2024, 3rd-5th grade students will increase at-target but are not limited to 5% growth as assessed by the Math component of iMSSA.

Science Goal

By the end of the 2024-2025 academic year, the percentage of 5th-grade students proficient in Science on the NM-ASR assessment will increase by 10% to 16.5%.

Science Benchmark

All 5th-grade students will demonstrate a 3% improvement in each quarterly Science assessment.

Root Cause

Teachers did not collaborate during Professional Learning Community (PLC) time, share strategies and best practices, or implement strategies within their instruction. Not all grade levels used the same reading materials or curriculum.

Actions to Achieve

- Math Interventions
 - Happy Numbers provides a monthly report for all K-5th grade classes and data on growth based on the math skills students are deficient in. Teachers will analyze their classroom data and provide additional support in math in Layer 2 and Layer 3 based on this analysis.

- AIP/SAT Data- As part of the Multi-Layered Systems of Support (MLSS), Academic Intervention Plans, and the Student Assistance Team (SAT)
 - The school SAT Coordinator will continue to collect and monitor this to track academic progress in reading, math, attendance, and behavior weekly.

- The leaders and staff will work to have more effective instructional delivery by:
 - Targeting specific expectations and checking through the classroom walk-throughs Observation Feedback Coaching Cycles (OFCCs)
 - The school leaders will target specific goal-directed expectations monthly through teachers' lesson plans.

- The principal will provide clear expectations and support with High-Quality Instructional Materials (HQIM), data analysis, and action plans based on the data.
 - Progress will be monitored weekly through PLC meeting notes and agendas.

- The staff and leaders will work to have high-functioning PLCs, with or without the principal or coach leading the sessions, moving toward more independent collaboration sessions.
 - Principal monitoring of the PLCs will determine the progress of this activity by collecting the number of sessions that occur independently each month.