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

School: Red Mountain Middle School	**LEA**: Deming Public Schools
School Leader: William Richmond	**LEA Leader**: Vickie Chavez
SITM Team Leader: Tiffany Hinsley	**Date**: September 17, 2024

School Description

Red Mountain Middle School serves 767 students in grades seven and eight. The leadership team comprises Principal Richmond and two assistant principals. Red Mountain employs 48 full-time teachers and a support staff of 35-40 people.

Just over half of the students at Red Mountain are designated as English learners (ELs), and approximately 17% qualify for special education services.

Attendance at Red Mountain Middle School is roughly 90%. The highest number of office referrals for discipline has been 70 weekly, of which 20 were for bus referrals.

After participating in professional development in project-based learning, the Red Mountain Middle School staff developed the following mission and vision statement: *Raising Champions; Motivating Minds; Molding Character; Supporting Community.*

School Successes and Celebrations

Red Mountain Middle School has celebrated several key successes this year. Weekly data protocols in math and English Language Arts (ELA), where teachers analyze both proficiency numbers and student work during Professional Learning Community (PLC) meetings, have been instrumental in identifying student misunderstandings and ensuring mastery of standards. The science department has now adopted the same process, with a focus on vertical alignment to better prepare students for the 8th-grade science test. The school also proudly celebrated a participant in the National Spanish Spelling Bee.

Efforts to boost staff morale have included activities like cookouts, "Chuck a Duck" competitions, and monthly celebrations, with leadership opportunities extended to various staff members. A culture shift, marked by a modified cell phone policy, has led to a significant drop in discipline issues—down to only four cases this year—highlighting its potential academic benefits.

Additionally, the school's community initiatives include an on-site clothing and food bank, and plans for a community garden and greenhouse. There's also a peer review program in development, which will give students a voice in disciplinary actions. To help students explore future careers, Red Mountain is partnering with the community to provide career learning opportunities.

NM DASH Development and Implementation

The school's 90 Day Plan addresses academics.

Root Cause Analysis (RCA)

Red Mountain Middle School determined that teachers are not consistently unpacking data and are not receiving bi-weekly feedback data to increase effective instruction in Layer 1 instruction.

Performance challenges highlighted underperforming groups, particularly ELs and students with disabilities, leading to a focus on strengthening Layer 1 instruction. Lesson plans will be reviewed for standard alignment and rigor, with ongoing observation and feedback cycles for teacher growth—although the school acknowledges the challenges of daily interruptions. Data-driven PLC meetings will occur weekly with administrative attendance, focusing on math, ELA, and science, while other subjects focus on professional development and Individual Education Plan (IEP) comprehension.

The desired outcomes include: 100% of teachers will consistently analyze data using school protocols in weekly data meetings to provide differentiated Layer 1 instruction and 100% of teachers will consistently receive biweekly feedback from administrators to improve effective Layer 1 instruction.

School Progress

Current 3-year Data Trends

MMSA - ELA Proficiency

2021/2022	22%
2022/2023	25%
2023/2024	29.6%

2025 Summative ELA Goal: By the end of the 2024-25 school year 42% of all 7-8 grade students, including all subgroups, will be proficient in reading as measured by MSSA.

2024 Benchmark ELA Goal: By December 2024, 37% of all 7-8 students, including all subgroups, will be proficient in reading as measured by iMSSA.

Goal Setting Process:

Red Mountain Middle School developed its 90-Day Plan through a collaborative process involving the school leadership team and district administrators. They began by analyzing data and conducting a root cause analysis to identify key areas of need. Based on this analysis, the team determined specific goals and identified critical actions required to achieve them. They also established methods to measure progress towards these goals. Once the plan was created, team leaders shared it with all teachers to ensure a unified approach.

Critical Actions that the school will implement to achieve their goals in ELA are:

1. Administration will create and share a feedback schedule.
2. Administration will create protocols for analyzing data.
3. Administration will share protocols for analyzing data.
4. Teachers and administration will attend PLCs and follow protocols for analyzing data.
5. All teachers will receive feedback biweekly.

MMSA - Math Proficiency

2021/2022	15%
2022/2023	15%
2023/2024	11%

2025 Summative Math Goal: By the end of the 2024-25 school year 20.7% of all 7-8 grade students, including all subgroups, will be proficient in math as measured by MSSA

2024 Benchmark Math Goal: By December 2024, 18.25% of all students, including all subgroups, will be proficient in Math as measured by iMSSA.

Critical Actions that the school will implement to achieve their goals in Math are:

1. Administration will create and share feedback schedule.
2. Administration will create and share PLC Schedule.
3. Administration will create and share protocols for analyzing data.
4. Teachers and administrators will attend PLCs and follow protocols for analyzing data.
5. Teachers will receive feedback biweekly.

Other goals included the areas of English Language Proficiency and Science.

Red Mountain Middle School is implementing several strategies to boost performance for the mid-year data review. During data PLCs, teachers collaborate to discuss strategies and create action plans aimed at improving Layer 1 instruction. In the data meeting room, data charts featuring students' names help guide these discussions. Teachers' action plans include specific interventions, student engagement strategies, and sharing expertise among staff. To support teachers, there is a focus on differentiating instruction and providing effective interventions. During administrative walkthroughs, they specifically look for the implementation of these interventions.