

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

<b>School:</b> Thoreau Elementary School	<b>LEA:</b> Gallup-McKinley County Schools
<b>School Leader:</b> Kandas Gonzalez	<b>LEA Leader:</b> Wade Bell
<b>SITM Team Leader:</b> Robyn Cook	<b>Date:</b> October 16, 2024
<b>School Description</b>	
<p>Thoreau Elementary is dedicated to providing a high-quality, equitable education that prepares all students for lifelong success. With 95% of the student population being Native American—primarily from the Navajo Nation—the school's mission is to help students reach their full potential and thrive as productive members of society. Many students face significant challenges, such as long bus rides, with some traveling up to three hours daily, and difficult living conditions, including a lack of running water. In the winter, impassable roads and limited cell or internet service often result in students missing up to a week of school due to snow. Absenteeism and incorrectly filling out necessary paperwork like the Language Usage Survey (LUS) are ongoing challenges. Despite this, initiatives like an extended school year for snow days and a five-day summer meal service have been beneficial. However, it remains a challenge to keep up with the curriculum pacing due to these obstacles. The school aims to level the playing field for its students, ensuring they have the support they need to succeed.</p>	
<b>School Successes and Celebrations</b>	
<p>Thoreau Elementary School has seen tremendous success, particularly in boosting student attendance from 73% to an impressive 97% over the past two years. This achievement is celebrated through quarterly incentives like sock hops, pool noodle Olympics, slime time, and even a principal dunk tank, rewarding students for their commitment to the school. The school has also introduced innovative reading programs, including Accelerated Reader, One Book One School, and a unique book vending machine for Students of the Month. Many students are experiencing being read to for the first time through these initiatives, and the current schoolwide read-aloud is "How to Eat Fried Worms."</p> <p>Thoreau Elementary engages families through academic-themed parent nights focused on math, literacy, culture, and science. One of these nights has even transformed into Math Night, addressing specific skill gaps and providing fluency exercises with prizes for each level students achieve. The school's attendance team is deeply committed, calling parents daily and offering rewards such as bikes to encourage regular attendance.</p> <p>Professional development for teachers has been a key focus, with training in the Gradual Release of Instruction model, Teaching English to Speakers of Other Languages (TESOL), and</p>	

Structured Instruction Observation Protocol (SIOP) strategies to improve literacy and math instruction. Teachers use exit tickets to guide interventions, ensuring that instruction is data-driven and tailored to students' needs. Additionally, 4th and 5th grades have been departmentalized to support targeted learning further. Throughout the school, Accelerated Reader (AR) scoreboards track student progress toward their reading goals, fostering a sense of competition and achievement. Thoreau Elementary's efforts are paying off, with happy students eager to learn and thrive.

### NM DASH Development and Implementation

The school's 90-Day Plan addresses academics and data-driven instruction.

#### Root Cause Analysis Summary:

The school has identified three contributing factors to low-performance rates: (1) a lack of basic reading skills, (2) a lack of vocabulary exposure, and (3) a lack of basic math skills.

#### The desired outcomes include:

**ELA, Math, and Science** - 100% of teachers will use daily exit ticket data to support instruction and drive intervention by the end of the 90-day cycle as measured by weekly formative data analysis and student data.

**ELP** - 100% of teachers will use daily exit ticket data to support instruction and drive intervention by the end of the 90-day cycle to determine language deficits of students.

### School Progress

#### Current Three-year Data Trends

##### Istation - Reading Percent Proficient

	School	K	1st	2nd
2022	12	19	6	8
2023	15	36	10	11
2024	22	27	33	39
2025 (Goal)	36	37	35	51

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

	School	3rd	4th	5th
<b>2022</b>	10	8	5	18
<b>2023</b>	9	13	10	15
<b>2024</b>	18	22	16	16
<b>2025 (Goal)</b>	25	27	22	21

**Istation - Math Percentage Proficient**

	School	K	1st	2nd
<b>2022</b>	11	29	20	8
<b>2023</b>	20	54	36	4
<b>2024</b>	31	68	60	15
<b>2025 (Goal)</b>	70	75	75	65

**MSSA - Math Percentage Proficient**

	School	3rd	4th	5th
<b>2022</b>	12	8	5	25
<b>2023</b>	6	4	4	11
<b>2024</b>	13	17	9	15
<b>2025 (Goal)</b>	18	23	25	21

**NM-ASR - Science Percentage Proficient**

<b>2022</b>	19
<b>2023</b>	11
<b>2024</b>	0
<b>2025 (Goal)</b>	10

*\*This goal was adjusted from the 90-day plan summative goal. The 90-day plan was created before receiving the school year 2024 data.*

**iMSSA - Reading Percentage Proficient**

	<b>School</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>2023 EOY</b>	19	23	16	21
<b>2024 EOY</b>	27	26	27	29
<b>2025 BOY</b>	16	12	15	23
<b>2025 MOY (Goal)</b>	23	21	24	32
<b>2025 EOY (Goal)</b>	30	30	30	40

**iMSSA - Language Usage Percentage Proficient**

	<b>School</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>2023 EOY</b>	19	27	12	12
<b>2024 EOY</b>	24	26	26	26
<b>2025 BOY</b>	23	7	28	32
<b>2025 MOY (Goal)</b>	29	20	33	37
<b>2025 EOY (Goal)</b>	35	33	38	42

**iMSSA - Math Percentage Proficient**

	<b>School</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>2023 EOY</b>	11	14	10	19
<b>2024 EOY</b>	15	13	9	21
<b>2025 BOY</b>	4	1	0	14
<b>2025 MOY (Goal)</b>	15	13	10	22
<b>2025 EOY (Goal)</b>	25	25	20	29

**Course Failure Rates**

- **ELA**
  - 2022            56
  - 2023            34

- o 2024 24
- **Math**
  - o 2022 72
  - o 2023 36
  - o 2024 29
- **Science**
  - o 2022 20
  - o 2023 27
  - o 2024 19

**Attendance Rate**

	School	K	1st	2nd	3rd	4th	5th
<b>2022</b>	72	79	78	82	75	77	79
<b>2023</b>	82	78	83	85	84	80	82
<b>2024</b>	85	83	81	88	86	84	86
<b>2025 (Goal)</b>	95	95	94	94	95	96	96

**EL - iMSSA Reading Percentage Proficient**

	Needs Support	Near Target	On Target
<b>3rd BOY</b>	67	20	12
MOY Goal	57	30	12
EOY Goal	47	40	22
<b>4th BOY</b>	53	31	16
MOY Goal	43	41	16
EOY Goal	33	51	26
<b>5th BOY</b>	45	33	21
MOY Goal	35	43	21
EOY Goal	25	53	31

**EL - iMSSA Language Usage Percentage Proficient**

	<b>Needs Support</b>	<b>Near Target</b>	<b>On Target</b>
<b>3rd BOY</b>	57	33	10
MOY Goal	47	43	10
EOY Goal	37	53	20
<b>4th BOY</b>	40	25	35
MOY Goal	30	35	35
EOY Goal	20	45	45
<b>5th BOY</b>	32	32	36
MOY Goal	22	42	36
EOY Goal	12	52	46

**EL - iMSSA Math** Percentage Proficient

	<b>Needs Support</b>	<b>Near Target</b>	<b>On Target</b>
<b>3rd BOY</b>	80	16	4
MOY Goal	70	26	4
EOY Goal	60	36	14
<b>4th BOY</b>	80	18	2
MOY Goal	70	28	2
EOY Goal	60	38	12
<b>5th BOY</b>	57	31	12
MOY Goal	47	41	12
EOY Goal	37	51	22

**Summative and Benchmark Goals**

**2025 ELA Summative Goals**

- 3rd Grade: 2023-2024 Student Summative Assessment Results 22% of 3rd graders were proficient on the NM-MSSA. 2024-2025 Summative Goal Students will

consistently demonstrate an increase of 5% on each ELA interim assessment with at least 32% proficient

- 4th Grade: 2023-2024 Student Summative Assessment Results 22% of 4th graders were proficient on the NM-MSSA EOY 2024-25 SY ELA test. 2024-2025 Summative Goal Students will consistently demonstrate an increase of 5% on each ELA interim assessment with at least 32% proficient
- 5th Grade: 2023-2024 Student Summative Assessment Results 29% of 5th graders were proficient on the NM-MSSA EOY 2024-25 SY ELA test. 2024-2025 Summative Goal Students will consistently demonstrate an increase of 5% on each ELA interim assessment with at least 39% proficiency.

#### Benchmark Goals

- 3rd Grade: 22% will be proficient on the MOY iMSSA ELA test.
- 4th Grade: 22% will be proficient on the MOY iMSSA ELA test.
- 5th Grade: 29% will be proficient on the MOY iMSSA ELA test.

#### **2025 Math Summative Goals -**

- 3rd Grade: 2023-2024 Student Summative Assessment Results 13% of 3rd graders were proficient on the NM-MSSA EOY 2024-25 SY Math test. 2024-2025 Summative Goal Students will consistently demonstrate an increase of 10% on each Math interim assessment with at least 23% proficient
- 4th Grade: 2023-2024 Student Summative Assessment Results 13% of 4th graders were proficient on NM-MSSA EOY 2024-25 SY Math test. 2024-2025 Summative Goal Students will consistently demonstrate an increase of 10% on each Math interim assessment with at least 23 % proficient
- 5th Grade: 2023-2024 Student Summative Assessment Results 9% of 5th graders were proficient on NM-MSSA EOY 2024-25 SY Math test. 2024-2025 Summative Goal: Students will consistently demonstrate an increase of 10% on each Math interim assessment with at least 19% proficient

#### Benchmark Goals

- 3rd Grade: 18% will be proficient on the MOY iMSSA Math test.
- 4th Grade: 18% will be proficient on the MOY iMSSA Math test.
- In 5th Grade: 14% will be proficient on the MOY iMSSA Math test.

#### **2025 Science Summative Goals**

- 19.3% of 5th-grade students will meet or exceed expectations on the 2025 NM-ASR Assessment, a 10% increase.

#### Benchmark Goal

- 5th-grade students will consistently demonstrate an increase of 5% on each quarterly interim science assessment, with a 10% total increase by the end of the third quarter.

## **2025 Summative ELP Goals**

- 14.5% of 3rd-grade students will meet or exceed expectations on the WIDA-ACCESS Assessment, a 10% increase.
- 33% of 4th-grade students will meet or exceed expectations on the 2024/2025 WIDA-ACCESS Assessment, a 10% increase.
- 10% of 5th-grade students will meet or exceed expectations on the 2024/2025 WIDA-ACCESS Assessment, a 10% increase.

## **Benchmark Goals**

- 3rd grade students will consistently demonstrate an increase of 5% on each iMSSA ELA interim assessment with a 10% total increase by the end of the third quarter.
  - MOY will increase from 4.5% to 9.5%.
  - EOY will increase from 9.5% to 14.5%.
- 4th grade students will consistently demonstrate an increase of 5% on each iMSSA ELA interim assessment with a 10% total increase by the end of the third quarter.
  - MOY will increase from 23% to 28%.
  - EOY will increase from 28% to 33%.
- 5th grade students will consistently demonstrate an increase of 5% on each iMSSA ELA interim assessment with a 10% total increase by the end of the third quarter.
  - MOY will increase from 0% to 5%.
  - EOY will increase from 5% to 8%.

## **Goal Setting Process**

Last year, teachers primarily relied on lectures without fully understanding what students had already learned. As a result, they often had to guess students' knowledge levels. Due to the unavailability of the school core team during the summer, the principal and dean took the initiative to set academic goals based on available data. However, feedback from the district reviewer highlighted gaps in the information, indicating areas for improvement in the goal-setting process.

## **Root Cause Analysis Summary**

The root causes at Thoreau Elementary include teachers' need for more strategic use of quality exit tickets to guide interventions. Additionally, teachers must consistently utilize real-time data to inform and adjust their daily instruction, which affects the effectiveness of addressing student needs in a timely manner.

## **Actions to Reach ELA Goals**

- Train teachers on creating effective exit tickets directly tied to the standards and used for intervention/centers.
- Teachers will upload daily exit tickets to the Teams folder for admin review. The administrative team will meet weekly with grade-level teams to evaluate and analyze



daily exit tickets for standard alignment and rigor; feedback and support will be provided as needed.

- The administrative team will facilitate monthly whole-group peer reviews of exit tickets and exemplars as professional development opportunities.
- The administrative team will meet to discuss student progress and data on high-quality exit tickets to determine effectiveness.

#### **Actions to Reach Math Goals**

- Train teachers on creating effective exit tickets directly tied to the standards and used for intervention/centers.
- Meet weekly with grade-level teams to evaluate and analyze daily exit tickets for standard alignment and rigor.
- Monthly whole group peer review of exit tickets and exemplars.
- Monthly whole group peer review of exit tickets and exemplars for small group instruction.

#### **Actions to Reach Science Goals**

- Train teachers on creating effective exit tickets directly tied to the standards and used for intervention/centers.
- Meet weekly with grade-level teams to evaluate and analyze daily exit tickets for standard alignment and rigor.
- Monthly whole group peer review of exit tickets and exemplars to determine language deficits.

#### **Actions to Reach ELP Goals**

- Train teachers on creating effective exit tickets directly tied to the standards and used for intervention/centers.
- Meet weekly with grade-level teams to evaluate and analyze daily exit tickets for standard alignment and rigor.
- Monthly whole group peer review of exit tickets and exemplars to determine language deficits.

The leadership at Thoreau Elementary has set clear goals to measure progress by the middle of the year (MOY). For ELA and math, the focus is on improving iMSSA scores, with walkthroughs assessing student engagement, implementing the gradual release of instruction model, using exit tickets, and learning centers. In science, progress will be measured through teacher-created formative assessments, with similar walkthroughs to ensure active student participation, practical instruction, and targeted interventions. For ELs, the specific goal is to increase progress in reading and language, also measured by iMSSA, emphasizing data-driven instruction and consistent student engagement across all subjects.

