

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

School: Tobe Turpen Elementary	LEA: Gallup-McKinley County Schools
School Leader: Cynthia Mowrer	LEA Leader: Wade Bell
SITM Team Leader: Robyn Cook	Date: October 17, 2024
School Description	
<p>Tobe Turpen Elementary School is dedicated to fostering a learning environment that enriches the daily experiences of its students. The school's mission is grounded in three core values: "WORK HARD" through rigorous instruction, "GO FAR" by preparing students for future college or career success, and "ALWAYS REMEMBER WHO YOU ARE," encouraging students to take pride in their heritage. This mission is reflected in every aspect of school life, from the classroom to community engagement, as students, staff, and families work together to build character, strong work ethics, citizenship, and academic achievement. The school promotes lifelong learning among staff, emphasizing a growth mindset, particularly among veteran teachers. Despite low turnover, the school continues to grow and adapt to the needs of its students.</p> <p>As a Title I school, Tobe Turpen provides free meals and supplies to all 309 preschool to fifth-grade students. The student population is diverse, with 83.8% identifying as Native American, 10.9% Hispanic, and small percentages of Caucasian, Asian, African American, and multiracial students. About 20% of students are in special education, 20% are English learners (EL), and 4% fall into both categories. Despite challenges such as being located near the Arizona border, where some students live up to nine miles from the nearest bus stop or paved road and face limited access to the internet, cell service, running water, or electricity, the school provides each student with a one-to-one device to support learning.</p> <p>Tobe Turpen's vision is evident in the strong community it builds, where students feel supported, staff continuously learn, and families are engaged. Despite staffing challenges, including the need for an additional special education teacher, the school remains committed to preparing students to excel while celebrating their cultural roots as proud "Turpen Timberwolves."</p>	
School Successes and Celebrations	

Tobe Turpen Elementary School celebrates many successes and achievements throughout the year. Notable events include the Native American Month Princess/Brave Warrior Pageant in November, monthly Student of the Month recognitions, and Positive Behavioral Interventions and Supports (PBIS) awards, which feature creative activities like painting. The school hosts semester awards assemblies, fifth-grade, kindergarten, and prekindergarten promotion ceremonies, and a basketball season celebration. A special lunch party honors fifth-grade students who have shown growth on the iMSSA. Discipline incidents remain minimal, with only 2-3 write-ups per month, and attendance has improved significantly to 92%, up from 88.2% four years ago.

Family engagement is strong, with 100% participation in parent-teacher conferences, and teacher retention remains high. Academically, the school has seen steady improvement in science scores using the engaging Project Lead the Way (PLTW) program. One of the fifth-grade teachers also serves as a district trainer, further contributing to the school's ongoing success. The annual spelling bee is another highlight that showcases student achievement.

The school's leadership has empowered teachers with tools like Cognia, Mastery Connect, and the Student Performance Tracker to support data-driven instruction. Teachers create Critical Action Plans (CTAPs) before each unit, using backward planning from district formative assessments, and have started incorporating iMSSA goals into these plans. Tobe Turpen also holds after-school tutoring three days a week, with differentiated instruction to meet students' specific needs. Professional learning communities (PLCs) meet on Thursdays and Fridays during late start mornings, although managing students dropped off early has been a challenge, with educational assistants stepping in to supervise. These initiatives have created a thriving, collaborative school environment where student success is at the forefront.

NM DASH Development and Implementation

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

The school has identified three contributing factors to low-performance rates: (1) students are not allowed to apply skills they have learned, (2) teachers are not implementing Sheltered Instruction Observation Protocol (SIOP) strategies with fidelity, and (3) instruction is not based on data and students' needs.

The desired outcomes include:

ELA - 100% of teachers will apply their knowledge and training of structured literacy and the science of reading to inform instruction in their reading intervention groups.

Math - During PLC meetings, 100% of teachers will develop rigorous instruction focusing on

conceptual understanding and practice to increase math understanding and application.

Science - 100% of fifth-grade teachers will use PLTW (the science resource) with fidelity.

English Language Proficiency (ELP) - 100% of teachers will utilize Sheltered Instruction Observation Protocol (SIOP) strategies to increase student language proficiency and understanding.

School Progress

Current Three-year Data Trends

Istation - Reading Percentage Proficient

	School	K	1st	2nd
2022	12	15	12	8
2023	18	16	11	26
2024	18	9	30	9
2025 (Goal)	26	20	40	20

MSSA - ELA Percentage Proficient

	School	3rd	4th	5th
2022	14	8	22	13
2023	20	13	18	28
2024	28	25	21	37
2025 (Goal)	38	35	32	47

2025 ELA Summative and Benchmark Goals

- 37% of third-, fourth, and fifth-grade students will meet or exceed expectations on the 2025 NM-MSSA ELA assessment.
- All third, fourth, and fifth-grade students will consistently demonstrate an increase of 5%+ on each quarterly ELA interim assessment (iMSSA) with at least 37% proficient by the end of the third quarter.

Istation - Math Percentage Proficient

	School	K	1st	2nd
2022	30	41	39	10
2023	31	39	42	11
2024	39	35	54	29
2025 (Goal)	49	45	64	39

MSSA - Math Percentage Proficient

	School	3rd	4th	5th
2022	12	10	19	19
2023	23	10	18	42
2024	26	16	16	43
2025 (Goal)	35	26	26	53

2025 Math Summative and Benchmark Goals

- 44% of third-, fourth-, and fifth-grade students will score proficient on the NM-MSSA in May 2025.
- All third, fourth, and fifth-grade students will consistently demonstrate an increase of 5%+ on each quarterly math interim assessment (iMSSA) with at least 44% proficient by the end of the 3rd quarter.

NM-ASR - Science Percentage Proficient

2022	13
2023	25
2024	30
2025 (Goal)	40

2025 Science Summative and Benchmark Goals

- Fifth-grade students will increase proficiency on the 24-25 NM-ASR by 10%, from 29.6% to 39.6%.
- Fifth-grade students will increase proficiency by 5%+ on each science unit formative

during the 24-25 school year.

iMSSA - Reading Percentage Proficient

	School	3rd	4th	5th
2023 EOY	22	14	20	31
2024 EOY	32	29	31	37
2025 BOY	18	10	21	23
2025 MOY (Goal)	30	20	31	35
2025 EOY (Goal)	42	39	41	47

iMSSA - Language Usage Percentage Proficient

	School	3rd	4th	5th
2023 EOY	20	10	14	36
2024 EOY	36	36	26	45
2025 BOY	21	10	26	27
2025 MOY (Goal)	34	28	31	41
2025 EOY (Goal)	46	46	36	55

iMSSA - Math Percentage Proficient

	School	3rd	4th	5th
2023 EOY	21	10	18	36
2024 EOY	29	21	14	52
2025 BOY	8	10	3	10
2025 MOY (Goal)	24	21	14	36
2025 EOY (Goal)	39	31	24	62

Attendance Rate Daily Average Attendance

	School

2023	86
2024	91
2025 (Goal)	95

EL iMSSA Reading Percentages

	Needs Support	Near Target	On Target
3rd BOY	77	15	8
MOY Goal	67	25	8
EOY Goal	57	25	18
4th BOY	53	40	7
MOY Goal	43	30	7
EOY Goal	33	30	17
5th BOY	38	58	6
MOY Goal	28	68	6
EOY Goal	18	68	16

EL iMSSA Language Usage Percentages

	Needs Support	Near Target	On Target
3rd BOY	69	23	8
MOY Goal	59	33	8
EOY Goal	49	33	18
4th BOY	40	40	20
MOY Goal	30	50	20
EOY Goal	20	50	30
5th BOY	44	38	19
MOY Goal	34	48	19

EOY Goal	24	48	29
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EL iMSSA Math Percentages

	Needs Support	Near Target	On Target
3rd BOY	92	8	0
MOY Goal	82	18	0
EOY Goal	72	18	10
4th BOY	87	13	0
MOY Goal	77	23	0
EOY Goal	67	23	10
5th BOY	69	25	6
MOY Goal	59	35	6
EOY Goal	49	35	16

2025 ELP Summative and Benchmark Goals

- Third-grade students will increase in proficiency on WIDA ACCESS from 0% to 10% during the 24-25 school year.
- Fourth-grade students will increase in proficiency on WIDA ACCESS from 0% to 10% during the 24-25 school year.
- Fifth-grade students will increase in proficiency on WIDA ACCESS from 11% to 21% during the 24-25 school year.
- Third-grade students will increase 5%+ proficiency on each quarterly Language Usage Interim assessment (iMSSA).
- Fourth-grade students will increase 5%+ proficiency on each quarterly Language Usage Interim assessment (iMSSA).
- Fifth-grade students will increase 5%+ proficiency on each quarterly Language Usage Interim assessment (iMSSA).

Goal Setting Process:

The goal-setting process at Tobe Turpen Elementary began in July with the development of the annual and 90-Day Plans in collaboration with the building leadership team (BLT) and core leadership team (CLT), many of whom also taught summer school. During a week-long principal's conference, the team analyzed data, engaged in peer discussions, and collaborated

with the assigned director of instruction. This input was brought back to the school, where multiple reflection rounds and refinement helped shape the final plan.

In May and June, the BLT, CLT, and the entire staff met to review summative and formative data focusing on student cohorts and identifying instructional strategies to promote growth. A critical insight from teachers was the need to ensure students not only know their math facts but also understand concepts and apply them in real-world contexts. This feedback led to the transformation of the four Family Engagement Nights into Math Nights, designed to teach parents how to support their students' learning at home. Before submission, the plans were thoroughly reviewed and adjusted to ensure they effectively met the needs of the students.

Root Cause Analysis (RCA):

The root causes at Tobe Turpen Elementary include inconsistent implementation of interventions in the third, fourth, and fifth grades, primarily due to a lack of clear expectations and consistent training. Additionally, not all teachers have the necessary training and resources to effectively deliver layer one core instruction, which impacts the overall effectiveness of classroom teaching.

Actions to Reach ELA Goals

- PD on student discourse and how it can be implemented during interventions will be provided.
- During PLC meetings, teachers will develop writing activities aligned to the district YAG to connect written text to writing instruction. Writing activities will be implemented during both core instruction and interventions.
- PD on the science of reading and structured literacy for all teachers, emphasizing best practices at each grade level and how to incorporate them into interventions.
- Kindergarten through second-grade teachers will teach Logic of English with fidelity as the structured literacy resource.
- Third through fifth-grade teachers will use the LETRS course during interventions as the structured literacy resource for students with reading struggles.

Actions to Reach Math Goals

- After PD, teachers will teach students to use CUBES or KFA to help them organize their thoughts and solve math word problems.
- The administrative team will conduct classroom walkthroughs during core math blocks and feedback sessions on the observed instruction.
- In grade-level meetings, teachers will articulate and discuss conceptual math instructional strategies and the skills they are focusing on.
- 100% of teachers will upload foundational PowerPoint presentations in TEAMS using indicated math strategies. This will be checked each Monday during grade-level

meetings.

- Teachers will use manipulatives during the "I Do" part of the lesson to model the skill. These can be physical objects or online models.
- Teachers will use Saavas Enrichment math problems for advanced students (or an equally rigorous resource).

Actions to Reach Science Goals

- Teachers will be trained on the use of PLTW curriculum and supplies.
- Administrators will conduct classroom walkthroughs (CWTs) to monitor the implementation of the PLTW curriculum and materials with fidelity.
- Administrators will ensure teachers organize PLTW materials to be easily accessible to students.
- Students will receive science unit formative assessments and an end-of-year science assessment to check for understanding and monitor proficiency.

Actions to Reach ELP Goals

- Administrators will provide PD, set expectations for writing language and content objectives in teacher's PowerPoints (lesson plans), and implement them during instruction.
- Administrators will create Instructional Priorities (written in district format) focusing on domain 3a and train teachers on look-fors in the classroom.
- Administrators will conduct CWTs focusing on domain 3a and SIOP strategies to check implementation in the classroom.
- Teachers will utilize SAVVAS language resources to assist in implementing the language curriculum.

The leadership at Tobe Turpen Elementary has set clear goals to measure progress by the middle of the year across all core subjects. For ELA, math, science, and ELP, the focus is on increasing student engagement through equitable questioning of all students, ensuring that teacher talk is limited to match students' attention spans, and promoting more student talk during lessons. ELA, math, and ELP progress will be measured using iMSSA data, while science progress will be tracked through teacher-created formative assessments. These goals emphasize creating a more interactive, student-centered classroom environment supported by continuous data analysis to guide instruction and intervention.