

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

School: Truth or Consequences Middle School	LEA: Truth or Consequences Public Schools
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SITM Team Leader: Tiffany Hinsley	Date: September 23, 2024
School Description	
<p>Truth or Consequences Middle School (TCMS), located in Truth or Consequences, NM, aligns with the district's vision of ensuring all students thrive academically, emotionally, and socially. The district's mission focuses on empowering students to become successful and respectful citizens, while the motto, "Student-Centered," guides their efforts. TCMS strives toward strategic goals emphasizing students' social-emotional wellness and career or college readiness.</p> <p>For the 2024-2025 school year, TCMS has an enrollment of 256 students and operates as a 100% Title I school. The school has 12 instructional staff members and 34 part-time or classified staff, and while they are fully staffed, substitutes are frequently present in the building. Notably, the school has improved its attendance rate to 94.5% from 86% the previous year, partly due to incentives like dances, movie tickets, and other rewards. They also shifted to starting the day with core classes instead of advisory, encouraging students to arrive on time.</p> <p>The school faces challenges, including a high alternate licensure teaching population, and supports these teachers through mentorship programs provided by Cooperative Educational Services (CES) and within the building. Additionally, TCMS has 50 students with IEPs, representing 25% of its student population. The superintendent states that T or C ranks first in the state for poverty.</p>	
School Successes and Celebrations	
<p>Truth or Consequences Middle School (TCMS) has seen significant successes and celebrations this year. One of the major improvements has been implementing the Conversation, Help, Activity, Movement, and Participation (CHAMPS) program, which focuses on building a supportive system for teachers to manage classroom behavior. The school also banned cell phones, leading to increased social interaction and classroom engagement among students. Introducing a Behavior Coordinator and the district-wide cell phone ban has helped improve school culture, even though office referrals remain frequent.</p> <p>Introduced as part of the CHAMPS program, the "Stay to the Right, Be Polite" expectation has improved hallway behavior. Staff collaboration has also grown, with teachers recognizing each</p>	

other's strengths and delegating tasks accordingly. This year, the school welcomed six new staff members, including eight teachers on alternative licensure.

TCMS also had a successful pep rally featuring a mental health speaker. They have integrated Advancement Via Individual Determination (AVID) strategies such as graphic organizers and Cornell notes into all subject areas. The music program has become more structured, with offerings like marching band, guitar, and modern band classes. Adopting "Physics in a Box" and introducing a STEM-focused teacher strengthened the science program.

Professional development (PD) remains a priority, with upcoming PD sessions focused on a professional learning community (PLC) structure, learning targets, assessment design, and Safe and Civil Schools, which includes Positive Behavioral Incentives and Supports (PBIS). Morale has improved, with the school focusing on positive actions and celebrating what is going well. Finally, TCMS successfully implemented student-led conferences last year, a practice praised by the superintendent.

NM DASH Development and Implementation

The school's 90-Day Plan addresses low student academic performance.

Process for Development of 90-Day Plan:

Truth or Consequences (T or C) Middle School developed its 90-Day Plan using a data-driven approach. The leadership team, consisting of four teachers and administrators, convened in July to analyze key performance indicators such as student achievement trends, attendance rates, and subgroup performance. This analysis helped identify critical areas needing improvement, particularly gaps in literacy and math proficiency and disparities among student groups.

With targeted support from the Local Education Agency (LEA) in line with their NM Vistas designation, the school set measurable goals and actionable strategies to address these challenges. Moving forward, the team will focus on improving adult behaviors to directly impact student performance, including enhancing academic rigor and strengthening academic vocabulary. The 90-Day Plan aligns with state education goals and addresses the school's specific needs while ensuring effective resource allocation.

Performance Challenges:

In their 90-Day Plan, Truth or Consequences Middle School (TCMS) identified several key performance challenges that impact student achievement. One major challenge is ensuring teachers provide effective communication and rigorous instruction to all student groups. This requires teaching at a level where mastery and growth are evident, as measured by improvements in benchmark data. However, the data reveals significant gaps in student achievement, indicating ongoing struggles in meeting grade-level expectations and closing learning gaps.

Monitoring these benchmarks and adapting instruction to show measurable growth remains a challenge. Additionally, the inconsistent integration of English Language Development (ELD)

strategies across content areas affects English Learners (ELs) in achieving proficiency. Teachers need more support to differentiate instruction and utilize the appropriate tools to help EL students succeed within the classroom.

Another challenge is the development of high-level, engaging lessons across all subjects. While the school uses the "Physics in a Box" curricular program for hands-on science lessons, teachers must maintain accurate student data records to monitor progress. A significant percentage of students in grades 6 through 8 are classified as Novice in science, suggesting that they lack foundational science knowledge, which could hinder their ability to reach higher proficiency levels. Addressing these challenges is critical for improving overall student performance at TCMS.

Desired Outcomes

The desired outcomes of Truth or Consequences Middle School's (TCMS) 90-Day plan focus on closing learning gaps, increasing student proficiency levels, creating a more engaging and supportive environment, and fostering a culture of continuous improvement. Specifically, the school aims to achieve measurable growth in student proficiency in mathematics across grades 6, 7, and 8, with targeted increases in both the "Proficient" and "Advanced" performance categories. TCMS also seeks a significant reduction in students classified as "Novice" in mathematics, with specific percentage targets for each grade.

The plan emphasizes narrowing learning gaps by transitioning students from "Nearing Proficiency" to "Proficient," aiming for 10-15% improvement rates across grades. Additionally, it focuses on enhancing students' abilities to apply mathematical concepts in real-world problem-solving scenarios, which will be measured through project-based and formative assessments.

TCMS also aims to increase student engagement in math, improve participation in classroom activities, and foster positive student feedback. Teachers will utilize data-driven instruction by regularly analyzing IXL and iMSSA data to adjust strategies and provide targeted interventions for struggling students.

Another key outcome is the successful implementation of the CHAMPS model in math classes, which fosters a positive learning environment with fewer behavioral disruptions. Professional growth for math teachers through integrating AVID strategies and improved lesson planning is also prioritized, alongside improving overall student performance in the English language and other subjects, including on the NM-ASR standardized assessments.

Root Cause Analysis

In developing their 90-Day Plan, TCMS conducted a Root Cause Analysis during their leadership team discussions. The primary root cause identified was a lack of rigor in the school environment, compounded by learning gaps resulting from the COVID-19 pandemic. These factors have contributed to underperformance across grade levels.

Additionally, the school found that the instructional process lacked vertical alignment across subject areas, with teachers not consistently using grade-level standards. To address these

gaps, the school reviews IXL bi-monthly reports regularly, reteaches as necessary, and creates intervention plans.

The intervention process includes weekly prep period meetings, during which the principal and a leadership team member bring data and discuss intervention strategies with teachers. The principal uses an AVID checklist during classroom walkthroughs (CWTs) to document areas that need improvement. Leadership meetings also focus on systematizing the development of these intervention plans. The school has six intervention classes for Special Education students to provide targeted support.

By addressing these root causes and implementing structured interventions, TCMS aims to close learning gaps and improve overall academic performance.

School Progress

Trend Data:

MMSA-ELA Proficiency Percentages:

2020-2021- < 20%

2021-2022-30%

2022-2023- 36%

2025 Summative ELA Goal:

By the end of the 2024-2025 school year, the percentage of all student groups demonstrating proficiency in English Language Arts (ELA) will increase by 10% as measured by 24-25 NM MSSA.

2024 Benchmark ELA Goal:

By the mid-year benchmark (end of January 2025), 100% of students will meet or exceed expected growth targets of 5% in English Language Arts (ELA) as measured by iMSSA assessments. Additionally, the number of students on track to achieve proficiency by the end of the school year (EOY on iMSSA) will increase by 10%.

MMSA- Math

2020-2021- <20%

2021-2022- 26%

2022-2023- 18%

2025 Summative Math Goal:

By the end of the 2024-2025 school year, the percentage of all student groups achieving proficiency or higher in mathematics across grades 6, 7, and 8 will increase by 15% as measured by the NMMSA

2024 Benchmark Math Goal:

By the mid-year benchmark in iMSSA (January 2025), the percentage of all student groups achieving proficiency or higher will increase by 8% across grades 6, 7, and 8. By the EOY iMSSA, there was a total increase of 15% in proficiency ranges.

Science

2021-2022- 31%

2022-2023- 13%

2025 Summative Science Goal:

By the end of the school year 2024-25, 100% of all grade 8 student groups will demonstrate a 10% growth in the proficient category and 6% in the advanced section of the ASR.

2024 Benchmark Science Goal:

By MOY, all 8th-grade student groups will master 50% of the Physics in a Box essential standards as measured by common formative assessments. By EOY, 100% of all student groups will show 80% mastery of the essential standards measured by common formative assessments (CFAs) using Physics in a Box.

ELP

2021-2022- <10%

2022-2023- <10%

2025 ELP Summative ELP Goal:

By the end of the 2024-2025 school year, the percentage of English Learners (ELs) demonstrating proficiency in English Language Arts (ELA) will increase by 10% as measured by state standardized assessments. The rate of ELs achieving proficiency or higher in mathematics across grades 6, 7, and 8 will increase by 15% as measured by the NMMSA. In addition, 100% of ELs in grade 8 will demonstrate a 10% growth in the proficient category and 6% in the advanced section of the ASR.

2025 ELP Benchmark ELP Goal:

100% of ELs will meet or exceed expected growth targets of 5% in English Language Arts (ELA) as measured by iMSSA assessments. Additionally, the number of students on track to achieve proficiency by the end of the school year (EOY on iMSSA) will increase by 10%. By the mid-year benchmark in iMSSA (January 2025), the percentage of ELs achieving proficiency or higher in math will increase by 8% across grades 6, 7, and 8. By the EOY iMSSA, a total increase of 15% in proficiency ranges. In science, by MOY, all 8th-grade ELs will master 50% of the Physics in a Box essential standards as measured by common formative assessments. By the EOY, 100% of all student groups will show 80% mastery of the essential standards measured by CFAs using Physics in A Box.

Actions the school will implement to achieve its goals:

Truth or Consequences Middle School (TCMS) is taking several essential actions to increase student performance. The LEA has provided focused professional development through Safe and Civil Schools, AVID, and data-driven instruction tools like IXL and iMSSA to assess benchmarks. These tools help teachers and administrators interpret performance data and adapt instruction accordingly. The school has made staffing adjustments to support struggling students and implemented a common prep time to align classroom practices and curriculum.

The LEA also allocated supplemental funding to address attendance and social-emotional needs and purchase new instructional materials and technology. TCMS focuses on ELs, with an ELP Director conducting weekly student assessments. The school also focuses on students in special education and the Multi-Layered Systems of Support (MLSS) process, ensuring all students receive targeted support, not just those in special education.

Teachers use bimonthly IXL reports in ELA and math as formative assessments, and students track their progress through individual data folders and classroom-level bar graphs. Vertical alignment is happening across all content areas, and the science and math departments are using data to monitor student progress through various assessment tools like Google Forms and the "Plan-Do-Study-Act" system.

Professional Learning Communities (PLCs) meet weekly to review data and ensure lesson plans align with the state curriculum. The principal guides PLC discussions, ensuring time for analyzing specific data. The school aims to build its master schedule earlier in the year, using strategic student placement and data reports from PowerSchool to improve classroom dynamics.

Indicators the school will use to measure progress include:

ELA:

- Regularly implement targeted interventions for students in the "Novice" and "Nearing Proficiency" categories, as evidenced by intervention schedules and records. Bi-weekly reports generated from IXL and iMSSA data show incremental progress in student performance, particularly among those who received additional support. Lesson plans reflect differentiated instruction strategies tailored to address specific learning gaps, with teacher reflections and student feedback included.
- Consistent use of formative assessments to track student progress toward proficiency, with results analyzed in weekly content team meetings. Improvement in Benchmark Assessments: incremental increases in the percentage of students moving from "Novice" to "Nearing Proficiency" and from "Nearing Proficiency" to "Proficient" categories as shown in benchmark assessments (IXL, iMSSA). Student Work Samples: Collection and analysis of student work samples demonstrating mastery of grade-level standards and skills.
- End-of-Cycle Assessment Data: Comparative analysis of student performance data from the beginning and end of the 90-Day cycle, showing measurable improvements in proficiency levels. Stakeholder Feedback: positive feedback from parents, students, and staff during end-of-cycle review meetings, indicating satisfaction with the progress and outcomes achieved. Future Planning Documentation: developing a follow-up action plan based on lessons learned from the 90-Day cycle, ensuring sustained progress and continued focus on academic success.

Math:

- Improve student performance on weekly formative assessments in math, with a targeted increase in average scores by 5-10% each week, indicating progress toward proficiency.

- Regular increases in IXL and iMSSA practice scores, with specific attention to areas where students were previously underperforming. Expect a 10% improvement in scores every three weeks as students engage in targeted practice sessions.
- A gradual reduction in the percentage of students at the Novice level as measured by interim assessments. Aim for a 5% decrease in Novice-level students by the 30-day mark and a total reduction of 15% by the end of the 90-Day plan.
- An increase in the percentage of students moving from the "Nearing Proficiency" category to the "Proficient" category, with a target of a 5% transition rate every 30 days.
- Higher student engagement in math classes, as evidenced by increased participation rates in classroom activities and reduced absenteeism in math lessons. A target increase of 10% in participation metrics by the 60-day mark.
- Decrease in classroom behavioral disruptions in math classes due to the implementation of CHAMPS, tracked through classroom management logs and teacher observations. Aim for a 20% reduction in disruptions by the end of the first 60 days.
- Teachers are making data-driven adjustments to their instruction based on analysis from IXL and iMSSA data, as tracked through lesson plan reviews and instructional walkthroughs. Evidence of effective adjustments should be visible within the first 30 days.
- Consistent growth in student performance on interim math assessments, aiming for at least a 10% increase in average scores by the midpoint (45 days) of the 90-Day plan.
- Maintain high levels of participation in professional development sessions related to math instruction, CHAMPS implementation, and data-driven teaching strategies. Track attendance and engagement, with a goal of 90% teacher participation.

ELP:

- Growth in IXL data.

Science:

- Growth in Assessments using the Physics in a Box methods.

(Note- There was a discussion about implementing metrics in their 90-Day Plan to effectively measure progress indicators at T or C Middle School.)