

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

School: Tse' Yi' Gai High School	LEA: Gallup-McKinley County Schools
School Leader: Sharon Vannier	LEA Leader: Mike Hyatt
SITM Team Leader: Dr. Matt Williams	Date: October 1, 2024

School Description

Tse' Yi' Gai (TYG) (Scattered White Rocks) High School is a public school in Pueblo Pintado, within the Navajo Nation's eastern region in northwestern New Mexico. The school operates as a comprehensive four-year high school serving a student body of 60 students spanning grades nine to twelve. One hundred percent of the student body qualifies for free meals. Less than 25% are classified as English Learners (ELs), with Navajo being the primary language spoken in the home and the community. Less than 25% have Individualized Education Plans (IEPs). The school is a one-to-one school, meaning each student receives a laptop they can use in school and at home. TYG has sixteen staff members, eleven of which are certified.

School Successes and Celebrations

TYG's successes and celebrations include an afterschool program on Tuesday, Wednesday, and Thursday from 3:30 to 5:00 for students who are at risk of failing. Transportation is provided. TYG is also a district-focused school for engineering, and students in each grade level are offered engineering classes. First-year students take Freshman Essentials, sophomores take Introduction to Engineering, juniors take Environmental Design and Development, and seniors take Principles of Engineering.

Additional successes and celebrations include staff retention (a change from past turnover) and an increase in attendance rate. Every ten days, students with perfect attendance are rewarded with some incentive and rewards at the quarter's end. There seems to be an increase in parental involvement opportunities, and this year, cross country and track and field were offered to all students. The school tried to have a six-man football team but had to drop it because of a lack of participation.

TYG also offers credit recovery for all grade levels. Students can choose either face-to-face or online Edgenuity to earn lost credits.

Seniors are involved in capstone projects to give back by installing solar panels within their community for those who do not have electricity in their homes.

NM DASH Development and Implementation

TYG's focus is getting students to attend school so they can remain on track for graduation. The 90-Day Plan focuses on improving graduation rates by tracking cohorts and completed credits and improving the learning environment through the Gradual Release of Responsibility Framework for instruction.

Principal Vannier worked with the Director of Instruction and focused on attendance and graduation rates. The plan was then shared with the staff. The focus areas are Layer 1/Intervention, Data-Driven Instruction, and Leadership and Systems.

The desired outcomes the school wishes to see in the changed behavior of their adults are:

Graduation:

- Tse'Yi'Gai High School staff will increase awareness of graduation requirements so that all students will be on track to graduate within their 4-year cohort by implementing a graduation tracker and course audit forms.

Math, English Language Arts (ELA), and Science:

- The administration will monitor teacher plans for gradual release strategies, specifically the "we do" and "you do" portions, and retrain teachers on these strategies.

English Language Proficiency (ELP):

- Teachers will intervene for ELs struggling with listening, speaking, reading, and writing.

School Progress

Data Trend:

- Graduation:
 - 4-year Cohort
 - 2019 – 73.4%
 - 2020 – 71.9%
 - 2021 – 66.5%
 - 2022 – 56%
 - 5-year Cohort
 - 2019 – 74.4%
 - 2020 – 72.5%
 - 2021 – 60%
 - 6-year Cohort
 - 2019 – 77.3%
 - 2020 – 83%
- SAT:
 - English Language Arts (ELA) score of 480 and above from 23/24
 - 13.3%
 - Math score of 530 and above from 23/24

- 0%
 - NMSSA:
 - ELA
 - 2021-2022 – 17%
 - 2022-2023 – 20%
 - Math
 - 2021-2022 – <5%
 - 2022-2023 – 8%
- Attendance Rate:
 - 2022-2023 – 67%
 - 2023-2024 – 67%
 - 2024-present – 87.6%

Goal Setting Process:

- The district leaders set goals as 6% above current performance for each

Goals:

Graduation:

- Summative 4-Year Graduation Rate Goal Statement
 - Increase the graduation rate for all seniors to 75% by the end of SY 2025.
- Benchmark 4-Year Graduation Rate Goal Statement
 - Increase course completion rate by 16%, measured quarterly for all grade levels using the course completion tracker.

ELA:

- Summative School Wide Goal Statement
 - ELA SAT scores for 11th-grade students will increase from 13.3% to 19.3% proficient in SY 2024-2025.
- Benchmark School Wide Goal Statement
 - ELA PSAT scores for 9, 10, and 11th-grade students will increase the average score by 6% on each administration.

Math:

- Summative School Wide Goal Statement
 - Math SAT scores for 11th-grade students will increase from 0% to 6% proficient in SY 2024-2025.
- Benchmark School Wide Goal Statement
 - In the school year 2024-2025, interim assessment scores for the Horizon PSAT 9, 10, and 11 will increase the average score by 6% on each administration. English Language Proficiency

Science:

- Summative School Wide Goal Statement
 - At the end of SY 2025, 11th-grade students will increase proficiency on the

New Mexico Assessment for Science Readiness (NM-ASR) from 3% to 10%.

- Benchmark School Wide Goal Statement
 - For SY 2024-2025, students will increase proficiency on Mastery Connect Interim Science Assessments by 6% for each administration

ELP:

- Summative School Wide Goal Statement
 - At the end of SY 2025, all 9, 10, and 11th grade students will meet their growth targets as measured by Access.
- Benchmark School Wide Goal Statement
 - At the end of quarters one and two, 6% of ELs will meet their individual growth targets as measured by Access.

Root Cause Analysis (RCA) Summary:

- Interventions for ELs are not being done.
- The administration is not monitoring how well teachers are planning for gradual release.
- TYG administration and the school counselor do not have a structured system to track credit recovery and course completion.

Actions to Reach Graduation Goals:

- The initial transcript audit was entered into the course completion tracker and the graduation tracker.
- Meet with parents of all students who need credit recovery for one or more courses.
- Monitor and document all credit recovery courses and attendance for all students who are not on track to graduate.

Actions to Reach Math, ELA, and Science Goals:

- The administration will monitor teacher plans for gradual release strategies.
- Principal Vannier will conduct weekly walkthroughs and provide meaningful and timely feedback regarding the "you do" and "we do" portions of gradual release.
- Teachers will be given professional development for gradual release strategies, especially the "we do" and "you do" portions.

Actions to Reach ELP Goals:

- Teachers will identify ELs in their classrooms
- All teachers will create a plan for interventions for the identified ELs.
- Teachers will analyze 3-week lesson plans and assessments at every cycle to make instructional adjustments to allow for reteaching of commonly missed concepts.

Monitoring:

Graduation:

- 100% of students will have a current course completion sheet completed and will be entered into the course completion tracker.

- 100% of parent meetings will have been attempted for all seniors at risk of not graduating due to needing credit recovery, measured by a list of completed meetings.
- The course completion tracker and graduation data tracker are completed and updated weekly.

Math, ELA, and Science:

- Sign-in sheets for PLC, including retraining of 100% of teachers for Gradual Release "we do" and "you do" sections.
- Data compiled from lesson plan review shows that 100% of teachers plan for gradual release.
- Data compiled from classroom walkthroughs (CWTs) show that 100% of teachers successfully use the gradual release strategies.

ELP:

- 100% of teachers identify ELP students in their classes who are struggling with language proficiencies and have a plan for their intervention.
- Interventions for ELP students are being implemented weekly, as evidenced by teacher intervention plans.
- Student progress is monitored through daily teacher observations and intervention notes.

Leader's Next Steps:

- Principal Vannier will ensure teachers understand gradual release through Professional Development, Empower Consultants working one-on-one support for teachers, and weekly monitoring of lesson plans and CWTs.
- The principal will leverage the attendance liaison to contact families and pick up students as needed. The school will provide quarterly incentives to promote attendance.
- The principal will work with the counselor to organize college and career nights for students and parents to bring awareness of opportunities after high school.