

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

<b>School:</b> Gallina Elementary School	<b>LEA:</b> Jemez Mountain Public Schools
<b>School Leader:</b> Rick Lindblad	<b>LEA Leader:</b> Dr. Roxanne (Anne) Carrol
<b>SITM Team Leader:</b> Dr. Matt Williams	<b>Date:</b> October 2, 2024

### School Description

Gallina Elementary, home to the "Cubs," is located in Gallina, New Mexico, and serves kindergarten to fifth-grade students. Approximately forty-five elementary students share the campus with middle and high school students. In partnership with parents and the community, the school aims to educate and encourage all students to reach their full potential to become successful contributors to society.

The Jemez Mountain Public Schools serves students from various communities within a 1,655 square mile radius in Rio Arriba County. The student demographic is predominantly Hispanic and Native American. The district enrollment is 199 students, a 10% increase from the 2018-2019 school year.

Approximately 97% of students use district transportation, with the longest route being 62 miles round trip. The district transportation serves 1,655 square miles of rural roads and highways. Many families farm and ranch or sell wood products to supplement their livelihoods, with some residents traveling 70 miles, one way, for work outside of the school boundary. The district remains committed to the retention of students and teachers and works to provide instructional support to students and professional growth opportunities for teachers.

### School Successes and Celebrations

Gallina Elementary celebrates student success and parental involvement in several ways, including Student of the Month, Accelerated Reading Rewards, and Grandparents Day.

Professional Learning Communities (PLCs) are in place and teams have been meeting throughout the year to assess student data and discuss the next steps and best practices.

Gallina Elementary School is beginning to implement Advancement Via Individual Determination (AVID).

Gallina Elementary Schools engages in external partnerships:

- Las Clínicas del Norte provides social-emotional support to help students with language development three days a week.

- Los Alamos National Lab Inquiry Science Education Consortium (LANL ISEC) provides monthly professional development and support via a teacher leader. LANL ISEC also provides Science, Technology, Engineering, and Math (STEM) Kits that align with their curricular program.
- Regional Education Cooperative (REC) IX provides professional development. Seven staff members attended a special education training offered by the Priority Schools Bureau (PSB). Teachers and educational assistants also participated in the training.

### **NM DASH Development and Implementation**

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

- 100% of staff will meet weekly via Professional Learning Communities (PLC) meetings using Performance Matters to collect and use data to identify instructional supports for all students and will complete LETRS training to support the district-structured literacy plans.
- 100% of staff will meet weekly via PLC meetings using Performance Matters to collect and use data to identify instructional supports for all students.
- 100% will use Project Lead the Way one day a week to provide problem-based, hands-on, cross-curricular projects to apply math and English Language Arts (ELA) skills to master science standards.
- 100% of teachers will implement daily Character Strong strategies to guide Social-Emotional Learning (SEL) in the classroom to support English Learners' sense of safety and increase daily participation. The teachers will teach a set of academic vocabulary words intensively across days using a variety of instructional activities.

### **School Progress**

#### **3-Year Trend Data**

New Mexico-Measures of Student Success and Achievement (NM-MSSA)

ELA

- 2021-2022 – 9%
- 2022-2023 – 7%
- 2023-2024 – 8%

Math

- 2021-2022 – 7%
- 2022-2023 – 0%
- 2023-2024 – 4%

### Science (NM-ASR)

- 2021-2022 – 8%
- 2022-2023 – 0%
- 2023-2024 – 0%

### Goal-Setting Process:

- Priority Schools Bureau personnel supported the school's leadership team with the 90-Day Plan, setting goals based on last year's student performance data.

### Goals:

- ELA:
  - Proficiency Growth Summative Goal Statement
    - There will be a 10% increase in growth in ELA as measured by Spring 2025 NM-MSSA.
  - Proficiency Growth Benchmark Goal Statement
    - There will be a 10% increase in growth in ELA as measured by Middle of the Year (MOY) 2025 Interim Measures of Student Success and Achievement (i-MSSA).
- Math:
  - Proficiency Growth Summative Goal Statement
    - There will be a 10% increase in growth in math as measured by Spring 2025 NM-MSSA.
  - Proficiency Growth Benchmark Goal Statement
    - There will be a 10% increase in growth in math as measured by MOY 2025 i-MSSA.
- Science:
  - Summative Schoolwide Goal Statement
    - There will be a 10% proficiency increase in science as measured by the Spring 2025 NM-ASR.
  - Benchmark Schoolwide Goal Statement
    - There will be a 10% proficiency increase in science as measured by the MOY Northwest Education Assessment (NWEA) Science assessment.
- English Language Proficiency (ELP):
  - Summative Schoolwide Goal Statement
    - By Spring of 2025, there will be a 10% increase of students meeting their individual growth targets in English proficiency as measured by NM Growth calculation on ACCESS.
  - Benchmark Schoolwide Goal Statement
    - There will be a 10% increase in growth in ELA as measured by MOY 2025 i-MSSA.

### Root Cause Analysis (RCA) Summary:

Layer 1 Instruction/Interventions

- There has been inconsistency in the effectiveness of Layer 1 instruction. There has not been a clear, concise expectation set around lesson alignment to Common Core State Standards (CCSS), student-friendly objectives, clear procedures for engagement, and use of district-adopted materials and programs to support and not supplant best practices for instructional delivery.

#### School Culture

- There has been inconsistency in leadership because of high turnover. There have not been clear and concise expectations for ensuring students' sense of safety is met. There is a lack of teachers supporting the expression of English Learners.

#### **Actions to Reach Goals:**

##### ELA:

- Professional Development (PD) will be provided for all teachers to support the use of Performance Matters to collect and use data to identify instructional support for all students.
- Data will be gathered and reviewed, and an action plan will be created during PLC meetings.
- PLC meetings will be observed to ensure the use of Performance Matters and that data discussions lead to action plans.
- Walkthroughs will ensure action plans are in use.
- After school tutoring using Reading Plus will be offered as instructional support for students needing extra help with ELA content.
- During PLC meetings, staff will discuss and plan a family literacy night for the second semester.
- Teachers and the library aide will help identify student reading levels and applicable books from purchased leveled readers to support students' additional reading opportunities at individual levels.
- All teachers will enroll and begin their Language Essentials for Teachers of Reading and Spelling (LETRS) training to integrate oral and written English language instruction into content area teaching.

##### Math:

- PD will be provided for all teachers to support the use of Performance Matters to collect and use data to identify instructional supports for all students.
- Review of data gathered, and action plan (document cameras with manipulatives) created during PLC meetings.
- PLC meeting observations to ensure Performance Matters use and data discussion leading to action plans are occurring.
- Walkthroughs to ensure action plans are in use.
- During PLC meetings, staff will discuss and plan a family math night to support students and parents with the math curriculum.

##### Science:

- PD will be provided for all teachers to support using the Project Lead the Way launch

to meet science standards.

- During the ISEC PLC meetings, teams will plan and discuss the STEM family night.
- Teachers will participate in AVID Ignite PD to learn how to implement engaging activities to support rigor within cross-curricular instruction.

English Language Proficiency:

- All teachers will attend Character Strong PD to guide Social Emotional Learning in the classroom to support English Learners' sense of safety in their classroom to increase daily participation.
- Teachers will develop peace/journaling corners using Really Good Stuff Journaling Peace Corners.
- Walkthroughs with feedback.

### **Monitoring Goals:**

ELA:

- 100% of teachers will have used Performance Matters weekly to collect and use data to identify instructional supports for all students.
- 100% of teachers will be enrolled in LETRS and turn in certificates of 50% of completed units.

Math:

- 100% of teachers will have used Performance Matters weekly to collect and use data to identify instructional supports for all students.

Science:

- 100% will use Project Lead the Way one day a week to provide problem-based, hands-on projects with cross-curricular concepts to apply math and ELA skills to master science standards.

ELP:

- 100% of teachers will implement daily Character Strong strategies to guide Social Emotional Learning in the classroom to support English Learners' sense of safety and increase daily participation.

Next Steps:

- Principal Lindblad will conduct walkthroughs two times a week to gather data on instructional priorities of student collaboration, formative assessments, exit tickets, reciprocal teaching, evidence of teacher planning, and procedures in place. The principal will provide feedback to teachers and report this data to them to monitor the implementation of these priorities.
- The principal will ensure that Power School is a usable system for attendance and grades as they are in the first year of implementation.

- The leadership team will implement workshops and training sessions (literacy and math night) for students and parents pending funding from a non-competitive School Improvement and Transformation grant.
- The principal will establish and implement Reading Plus and Ascend Math programs to provide intervention to struggling students pending funding from a non-competitive School Improvement and Transformation grant.