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

School: Ruidoso Middle School	**LEA:** Ruidoso Municipal Schools
School Leader: Cecile Hooker	**LEA Leader:** Becca Ferguson
SITM Team Leader: Robyn Cook	**Date:** October 8, 2024

School Description

Ruidoso Middle School is dedicated to creating a safe, supportive, and academically rigorous environment that nurtures its students' intellectual, social, and emotional growth. Serving grades six through eight with an enrollment of about 385 students, the school aims to foster responsible, lifelong learners prepared for success in college and beyond. With a diverse student population, including 11% English learners, 12% Native American, 25% Caucasian, and 59% Hispanic, the school prioritizes inclusivity and respect for diversity. Its mission focuses on challenging academics, social and emotional development, and fostering a strong sense of community.

In response to recent fire and flooding disasters, Ruidoso Middle School is committed to providing emotional support, ensuring safety, fostering resilience, and engaging the community to help affected students and families. The school's vision extends to promoting multilingual and multicultural understanding, empowering students to become biliterate and successful members of an ever-changing global society.

School Successes and Celebrations

Ruidoso Middle School (RMS) has achieved several successes by focusing on data-driven instruction and fostering student growth, particularly among ELs. Significant gains were made in English language arts (ELA) and math across grades six through eight, with increases of up to 39% in math and 30% in ELA. As students returned after a challenging summer of wildfires and flooding, RMS created a welcoming environment with decorated halls, spirit lines, and community support through donations.

Student Council initiatives, such as Operation Backpack and new student-led clubs, enhanced student voice and engagement, contributing to a positive school culture with zero discipline referrals in August. RMS also hosted successful EL family engagement nights, teaching parents and students about their World-Class Instructional Design and Assessment (WIDA) ACCESS scores and bilingual celebrations, further strengthening family involvement. These efforts reflect the school's commitment to academic growth, student well-being, and building a positive, inclusive environment.

NM DASH Development and Implementation

The school's 90-Day Plan addresses academics and culture.

The school has identified three contributing factors to low-performance rates for ELs: (1) lack of consistency in planning and implementing core instruction, (2) lack of targeted small-group interventions, and (3) lack of teaching strategies that ensure rigor and engagement of all students.

The desired outcomes include:

ELA - 100% of ELA/social studies (SS) teachers will plan for and provide rigorous layer one instruction, including student engagement and English language development strategies and interventions using the Plan, Do, Study, Act Unit Plan Protocol and assess comprehension of essential literary and informational text standards in content areas.

Math - 100% of math teachers will plan for and provide rigorous layer one instruction, including student engagement and English language development strategies and interventions using the Plan, Do, Study, Act Unit Plan Protocol.

Science - 100% of science teachers will plan for and provide rigorous layer one instruction, including student engagement and English language development strategies and interventions using the Plan, Do, Study, Act Unit Plan Protocol and reassess comprehension of essential literary and informational text standards in content areas.

ELP - 100% of RMS classroom teachers will plan for and provide rigorous layer one instruction, including student engagement and English language development strategies and interventions using the Plan, Do, Study, Act Unit Plan Protocol.

School Progress

Current Three-year Data Trends:

NM-MMSA - ELA

	School	6th	7th	8th	ELs
2022	40%	38%	45%	37%	9%
2023	47%	47%	58%	37%	29%
2024	47%	41%	50%	49%	32%
2025 (Goal)	52%	46%	55%	54%	37%

2025 ELA Goal –
Summative:
- 6th Grade- Proficient scores will reflect a 5% annual growth increase, 41% to 46% overall proficiency, and 28% to 33% EL proficiency.
- 7th Grade- Proficient scores will reflect an increase of 5% annual growth, 50% to 55% overall proficiency, and 30% to 35% EL proficiency.
- 8th Grade- Proficient scores will reflect a 5% annual growth increase, 49% to 54%

overall proficiency, and 37% to 42% EL proficiency.
Benchmark:
- Student proficiency will increase by 2.5% per semester for a total increase of 5% annual growth for all students, specifically ELs, as measured by the Cognia reading short cycle assessment in all three grades.

MMSA - Math

	School	6th	7th	8th	ELs
2022	24%	30%	23%	19%	0%
2023	24%	29%	30%	13%	4.7%
2024	24%	35%	22%	15%	23%
2025 (Goal)	29%	40%	27%	20%	28%

2025 Math Goal –
Summative:
- 6th Grade- Proficient scores will reflect an increase of 5% annual growth, 35% to 40% overall proficiency, and 39% to 44% EL proficiency.
- 7th Grade- Proficient scores will reflect a 5% annual growth increase, 22% to 27% overall proficiency, and 18% to 23% EL proficiency.
- 8th Grade- Proficient scores will reflect an increase of 5% annual growth, 15% to 20% overall proficiency, and 11% to 16% EL proficiency.
Benchmark:
- Student proficiency will increase by 2.5% per semester, for a total of 5% annual growth for all students, specifically ELs, as measured by the Cognia math short-cycle assessment in all three grades.

Science ASR

	8th	ELs
2022	39%	
2023	32%	<5%
2024	38%	
2025 (Goal)	43%	

2025 Science Goal –
Summative:
- Ruidoso Middle School will aim for a 5% increase in overall student proficiency by the end of the year, using the NM-ASR 2023-2024 end-of-year data as a baseline.
Benchmark:
- Ruidoso Middle School will aim for a 2.5% increase in overall student proficiency by measuring the middle of the year/semester one assessment, using the NM-ASR 2023-2024 end-of-year data as a baseline.

iMSSA - Reading

	6th	7th	8th	EL
2022 EOY	57%	55%	52%	
2023 EOY	35%	69%	44%	

	6th	7th	8th	EL
2024 EOY	33%	48%	45%	
2025 BOY	31%	31%	36%	9%
2025 MOY (Goal)	34%	34%	39%	12%
2025 EOY (Goal)	36%	36%	41%	14%

iMSSA - Language Usage

	6th	7th	8th	EL
2022 EOY	54%	55%	60%	
2023 EOY	34%	56%	24%	
2024 EOY	44%	46%	30%	
2025 BOY	25%	38%	21%	9%
2025 MOY (Goal)	28%	41%	24%	12%
2025 EOY (Goal)	30%	43%	26%	14%

iMSSA - Math

	6th	7th	8th	EL
2022 EOY	21%	18%	12%	
2023 EOY	50%	57%	30%	
2024 EOY	30%	43%	31%	
2025 BOY	21%	14%	22%	11%
2025 MOY (Goal)	24%	17%	25%	14%
2025 EOY (Goal)	26%	19%	27%	16%

Course Failure Rates
ELA
- 2021-2022 – 94
- 2022-2023 – 8
- 2023-2024 – 83

Math
- 2021-2022 – 126
- 2022-2023 – 9
- 2023-2024 – 55

Science
- 2021-2022 – 88
- 2022-2023 – 0
- 2023-2024 – 29

Attendance Rate

	School	6th	7th	8th	ELs
2022	86.7%	87.8%	86.7%	85.5%	87%
2023	89.4%	90.8%	89.2%	88.1%	92.2%
2024	90.1%	89.4%	91.4%	89.5%	
2025 Goal	95%	95%	95%	95%	95%

WIDA ACCESS

	6th - BOY	MOY Goal	EOY Goal
Reading	27%	29.5%	32%
Listening	54%	56.5%	59%
Speaking	0%	2.5%	5%
Writing	0%	2.5%	5%

	7th - BOY	MOY Goal	EOY Goal
Reading	28%	29.5%	32%
Listening	21%	23.5%	26%
Speaking	0.07%	2.57%	5.07%
Writing	0%	2.5%	5.0%

	8th - BOY	MOY Goal	EOY Goal
Reading	37%	39.5%	42%
Listening	56%	58.5%	61%
Speaking	.06%	2.56%	5.06%
Writing	0%	2.5%	5%

2025 ELP Goal –
Summative:
- 6th Grade- Student ACCESS proficiency levels will increase overall scores by one point in three out of 11 ELs. Eight out of 11 ELs will increase overall scores by 0.5 points.
- 7th Grade- Student ACCESS proficiency levels will increase overall scores by one point in three out of 13 ELs. Ten out of thirteen ELs will improve their overall scores by 0.5 points.
- 8th Grade- Student ACCESS proficiency levels will increase overall scores by one point in four out of 16 ELs. Twelve out of sixteen ELs will improve their overall scores by 0.5 points.

Benchmark:
- Student proficiency will increase by 2.5% per semester for a 5% annual growth increase for ELs as measured by the Cognia reading short cycle assessment BOY, MOY, EOY, and ACCESS WIDA Can-Do Descriptors.
- 6th Grade- Student ACCESS practice test proficiency levels will increase scores by 0.50 from BOY to MOY in three out of 11 6th-grade ELs. Eight out of 11 students will improve their overall scores by 0.25.
- 7th Grade- Student ACCESS practice test proficiency levels will increase overall scores by 0.50 from BOY to MOY in three out of 13 ELs. Eight out of 13 students will improve their overall scores by 0.25.
- 8th Grade- Student ACCESS practice test proficiency levels will increase overall scores by 0.50 from BOY to MOY in four out of 16 ELs. Twelve out of 16 students will improve their overall scores by 0.25.
- Note: The ACCESS score includes Listening, Reading, Writing, and Speaking. The ACCESS practice test scores consist of Listening, Reading, Writing, and Speaking

based on ACCESS WIDA Can-Do Descriptors. One point in ACCESS is equal to one grade level.

Goal-Setting Process:
The 90-Day school core team (SCT) at RMS was selected for their leadership roles and expertise; the team comprises ELA and math team leaders, EL specialists, and the school counselor. The school leaders provided guidance, ensuring alignment with district goals and adherence to the NM-DASH process guide. During the summer institute, the team developed the 90-Day Plan, collaborating on goals of 5% growth each year over five years.

Root Cause Analysis (RCA):
The SCT conducted an in-depth analysis of selected data sets, focusing on overall student performance and the specific needs of ELs. By reviewing student achievement, behaviors, and instructional practices, the team identified key trends and patterns that offer valuable insights for targeted interventions and support services. Focusing on EL performance challenges, the SCT developed a plan to enhance student engagement, English learning development (ELD), student voice, and academic rigor. Core team members presented this plan through Professional Learning Community meetings, empowering staff leadership and fostering a strong commitment to the implementation process.

Actions to Reach ELA Goals:
- Professional development on the layer one Plan, Do, Study, Act Unit Plan Protocol will include specific English language development and student engagement strategies.
- Utilizing layer one unit plans and common formative assessments (CFAs) will reflect rigorous essential content and literacy standards.
- Teachers will implement layer two targeted interventions for all students who score below 70% on science and social studies CFAs and below 50% on ELA CFAs and provide documentation of ELs in Teacher Action Plans (TAP).
- All ELA, science, and social studies teachers will complete a TAP based on student CFA data, including targeted layer two small-group interventions and remediation scores. Science and social studies CFAs will feature literacy questions based on informational texts; those specific scores will be documented in the TAPs. The targeted intervention plans will outline the particular skill, remediation strategy, tools, and timeline for reassessing comprehension of the essential standard and ELD strategies.
- Teachers will implement *Teach Like a Champion (TLAC)* engagement strategies (Turn and Talk, Cold Call, Everybody Writes, No Opt-Out, Silent/Solo, Habits of Attention - SLANT/STAR). They will also use specific ELD strategies for ELs. With support from the EL team, teachers will review these strategies during weekly Professional Learning Time (PLT) meetings and document them in TAPs and Professional Development Plans (PDPs).
- Required walkthrough feedback meetings will focus on layer one rigor, ELD strategies, student engagement strategies, and layer two interventions.

Actions to Reach Math Goals:
- Professional development on the layer one Plan, Do, Study, Act Unit Plan Protocol will include specific English language development and student engagement strategies.

- All math teachers will complete a TAP based on student CFA assessment data with targeted intervention plans and remediation scores. Teachers will use different student engagement strategies, including EL and *TLAC* strategies. Targeted intervention plans will include the specific skill, remediation strategy, tool, and timeline for reassessing comprehension of essential standards.
- Teachers will implement specific EL strategies, including ELD and *TLAC* student engagement strategies, in all classes. Teachers will also use the Reveal Math Slideshow and Reveal Workbook with fidelity.
- Required walkthroughs and feedback meetings focused on increasing capacity in rigorous layer one instruction, layer two targeted interventions, ELD and *TLAC* strategies in math.
- All math teachers will provide an exemplar CFA modeling the ELD strategy CUBES (Circle, Underline, Box, Evaluate, Solve, and Show Your Work) at PLT before CFA dates. All math teachers will also provide student exemplar samples using CUBES strategies.

Actions to Reach Science Goals:
- Professional development on the layer one Plan, Do, Study, Act Unit Plan Protocol will include specific ELD and student engagement strategies.
- Utilizing layer one unit plans and CFAs that reflect rigorous essential content and literacy standards, teachers will implement layer two targeted interventions for all students that score below 70% on science CFAs and provide documentation of ELs in Teacher Action Plans.
- All science teachers will complete a Teacher Action Plan (TAP) based on student CFA data, including targeted layer two small-group interventions and remediation scores. Science CFAs will feature literacy questions based on informational texts; those specific scores will be documented in the TAPs. The targeted intervention plans will outline the particular skill, remediation strategy, tools, and timeline for reassessing comprehension of the essential and ELD strategies.
- Teachers will implement *TLAC* engagement strategies (Turn and Talk, Cold Call, Everybody Writes, No Opt-Out, Silent/Solo, Habits of Attention - SLANT/STAR). They will also use specific ELD strategies for ELs. With support from the EL team, teachers will review these strategies during weekly PLT meetings and document them in TAPs and PDPs.
- Required walkthrough feedback meetings will focus on layer one rigor, ELD strategies, student engagement strategies, and layer two interventions.
- EL mentor walkthrough feedback meetings will focus on the three ELD strategies.

Actions to Reach ELP Goals:
- ACCESS Professional Development: Provide staff with information on using WIDA Can Do descriptors to compare student proficiency across different language domains rather than across grade levels to create a personalized English language skill profile for each student.
- All teachers will prioritize the following ELD strategies in their Plan, Do, Study, Act unit planning and instruction:
  - Interactive Discussions: Encourage students to participate in discussions by

        asking open-ended questions and prompting them to share their opinions and experiences.
- ○ Group Work: Organize students into small groups to work on projects, solve problems, or discuss topics.
- ○ Collaboration helps students learn from each other and stay engaged.
- ○ Peer Teaching: Allow students to teach a concept to their peers. This reinforces their understanding and promotes engagement.
- EL mentors will provide non-evaluative walkthroughs and coaching feedback to monitor progress and provide staff with immediate feedback.
- Cultural/Family Involvement: Teachers will provide monthly bilingual family nights to promote communication of ACCESS and assessments among teachers, the school, and families, equipping students to self-advocate and grow their voices.

The leadership team at Ruidoso Middle School will monitor academic progress in ELA and math using iMSSA assessments, targeting a 2.5% increase in proficiency by the mid-year (MOY) and a 5% increase by the end of the year (EOY). For science, growth will be measured through common formative assessments, with the same goal of a 2.5% proficiency increase by MOY and 5% by EOY. EL proficiency will target growth on the ACCESS test, anticipating a 2.5% by MOY and 5% by EOY.

To ensure effective use of ELD strategies, classroom walkthroughs will focus on cognitive engagement, checks for understanding, and student work that aligns with the core standards, emphasizing rigor, student voice, and scaffolding, with the expectation that 100% of teachers will implement these strategies by MOY.