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

School: Animas Elementary School	**LEA:** Animas Public Schools
School Leader: Kathy Adams	**LEA Leader:** Jeff Gephart
SITM Team Leader: Robyn Cook	**Date:** October 29, 2024

School Description

Animas Elementary School is dedicated to enhancing community engagement and communication among teachers, parents, and the local community while aligning with school district initiatives. Through collaborative efforts, Animas Elementary seeks to build a safe and vibrant learning environment that supports the growth of students' knowledge, skills, and sense of citizenship. The school serves approximately forty-seven students from kindergarten through fourth grade, sharing its campus with middle and high school students.

The demographics of Animas Elementary include 21 Caucasian students, 24 Hispanic students, 1 American Indian student, and 1 African American student, totaling 47 students. Of these, 7 are English learners (ELs), 9 are students with disabilities (SWD), and 25 are economically disadvantaged.

Animas Elementary's mission statement:
"Our mission is to foster community engagement and communication between teachers, parents, and the community and support school district initiatives."

This year, the school embraces a bold vision:
"We're not here to be average. We're here to be AWESOME!"

School Successes and Celebrations

Animas Elementary School celebrates its achievements and close-knit community with various culture-building activities. The school, part of Animas Public Schools, fosters a strong sense of unity, with students across all campuses participating in Homecoming events, including a parade, bonfire, and Homecoming Court. Serving students from preschool through fourth grade, Animas Elementary provides a nurturing environment supported by a dedicated staff of caring, qualified professionals.

This year marks the second season of the flag football program for students in grades 3-6, where they learn teamwork and the sport's fundamentals. In addition, the school is excited to offer Mariachi classes led by a Mariachi expert, with 26 students enthusiastically raising funds for instruments and uniforms. Academic successes are celebrated, with students using the

Lexia program to improve their skills and earn certificates and the chance to "Run the Halls" as they level up. The kindergarten through third-grade teachers are successfully implementing Saxon Phonics, enhancing students' spelling and reading abilities.

Animas Elementary thrives on a supportive staff culture where teachers work closely together, and parents feel welcomed. Students embrace inclusivity, fostering a strong sense of belonging. The school is also enriched by Filipino teachers who bring valuable cultural experiences to the students and community. Last year, fifth and sixth graders enjoyed an unforgettable sea camp experience in San Diego, participating in hands-on learning through labs, workshops, snorkeling, and kayaking.

Animas Elementary continues to enhance support for SWD through more integrated instruction in core subjects and closer monitoring of Individual Education Plan (IEP) progress. Teachers benefit from professional development through Regional Education Cooperative (REC) IX, with five teachers receiving coaching and two of Animas' teachers providing support. The Panther Parents Parent-Teacher Organization (PTO) strengthens family-school connections, supporting teachers, staff, and the community in improving students' educational experiences. Animas Elementary prides itself on these celebrations, accomplishments, and the rich academic environment it provides its students.

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: (1) a lack of data-driven instruction, (2) a lack of targeted small-group instruction, and (3) a lack of basic skills in reading and math.

Desired Outcomes:
English language arts (ELA): 100% of teachers will implement targeted small-group reading interventions based on data-driven assessments.

Math: 100% of teachers will implement teaching strategies focused on aggressive monitoring, increased student talk, and learning applications.

Science: 100% of teachers will use immersive, hands-on learning experiences, integrated laboratory work, and workshops with dynamic field activities.

ELP: 100% of teachers will use enhanced vocabulary instruction with visual support, using centers for small group work and integrating technological tools to support language development.

School Progress

Current Three-year Data Trends
iStation Reading Percentage Proficient

	School	K	1st	2nd	3rd
2022	28	9	44	30	16
2023	26	**	**	33	18
2024	29	56	30	0	33
2025 (BOY Goal)	52	60	67	30	10
2025 (MOY Goal)	57	65	72	35	15
2025 (EOY Goal)	62	68	77	40	20

NM-MSSA ELA Percentage Proficient

	School	3rd	4th
2022	30	23	27
2023	20	45	0
2024	22	33	17
2025 (Goal)	28	43	22

2025 ELA Summative Goal:
- By the end of the academic year, K-2 students will be 62% proficient on iStation, up from 29% currently.

- By the end of the academic year, 3-5 students will move from 22% proficient on MSSA to 28% proficient.

Focus for Improvement
- Standardized tests, classroom assessments, and teacher observations will assess improvement in reading comprehension, writing, and oral communication skills.
- This will be achieved through targeted small-group instruction, differentiated learning strategies, and increased family engagement in literacy activities.

Benchmark
- By the midpoint of the academic year, students in grades K through 2 will show a 5%

growth as measured by interim assessments on iStation.

- By the midpoint of the academic year, students in grades 3 through 5 will show an 8% growth in Reading and 4% growth in Language Usage as measured by interim assessments on iMSSA.

Focus for Improvement
- Teachers will show progress towards these benchmarks through differentiated instruction, ongoing formative assessments, small-group instruction, and collaboration with families to reinforce literacy skills at home.
- This will be achieved through targeted small-group instruction, differentiated learning strategies, and increased family engagement.

iStation Math Percentage Proficient

	School	K	1st	2nd
2022	43	72	38	20
2023	11	**	**	11
2024	51	89	50	15
2025 (BOY Goal)	36	40	67	0
2025 (MOY Goal)	52	50	79	27
2025 (EOY Goal)	68	60	90	55

NM-MSSA Math Percentage Proficient

	School	3rd	4th
2022	9	8	0
2023	11	9	0
2024	12	11	8
2025 (Goal)	17	15	13

2025 Math Summative Goal:
- By the end of the academic year, K-2 students will be 68% proficient on iStation, up from 51% currently.

- By the end of the academic year, 3-5 students will move from 12% proficient on MSSA

to 17% proficient.

Focus for Improvement
- Growth will be accomplished through targeted instructional strategies, data-driven interventions, and ongoing professional development for teachers.
- Progress will be tracked through quarterly Envision math assessments and regular student performance data reviews during PLC meetings, iStation, and iMSSA.

Benchmark
- By the midpoint of the academic year, students in grades K through 2 will show a 16% growth as measured by interim assessments on iStation.

- By the midpoint of the academic year, students in grades 3 through 5 will show a 10% growth in Math as measured by interim assessments on iMSSA.

Focus for Improvement
- Implementing targeted interventions, ongoing data analysis, and instructional adjustments will support interim progress and ensure that students are on track to meet end-of-year proficiency goals.
- Growth will be accomplished through targeted instructional strategies, data-driven interventions, and ongoing professional development for teachers. Progress will be tracked through quarterly assessments from Envision Math and regular reviews of student performance data during PLCs, iStation, and iMSSA.

NM-ASR Science Percentage Proficient

2022	59
2023	38
2024	67
2025 (Goal)	70

* These scores are from 5th graders at the middle school but show the effect of the foundation being laid at the elementary school.

2025 Science Summative Goal:
- By the end of the academic year, 5th-grade students will move from 67% proficient on NM-ASR to 70%.

Focus for Improvement
- Animas Elementary will use the science curriculum to enhance science through hands-on learning experiences.
- 100% of teachers will use immersive, hands-on learning experiences, integrated laboratory work, and workshops with dynamic field activities.
- All students will score 82% on monthly common formative assessments (CFAs) by the EOY.

Benchmark
- All students will score 75% on monthly Common Formative Assessments (CFAs) by the MOY.

Focus for Improvement
- Teachers will improve students' proficiency through small group instruction and targeted interventions, as observed during walkthroughs.
- Animas Elementary teachers will ensure that 80% of students across all grade levels participate in hands-on learning experiences, enabling them to apply theoretical knowledge in practical settings, deepen their understanding of core concepts, and develop critical thinking and problem-solving skills through active engagement in real-world activities by the MOY.

iMSSA - Reading Percentage Proficient

	School	3rd	4th
2022 EOY	47	54	40
2023 EOY	38	45	30
2024 EOY	29	33	25
2025 BOY	18	10	25
2025 MOY (Goal)	26	18	30
2025 EOY (Goal)	32	25	35

iMSSA - Language Usage Percentage Proficient

	School	3rd	4th
2022 EOY	49	58	40

2023 EOY	28	45	10
2024 EOY	25	33	17
2025 BOY	18	10	25
2025 MOY (Goal)	22	18	32
2025 EOY (Goal)	28	25	38

iMSSA - Math Percentage Proficient

	School	**3rd**	**4th**
2022 EOY	10	8	11
2023 EOY	14	27	0
2024 EOY	15	22	8
2025 BOY	4	0	12
2025 MOY (Goal)	14	13	20
2025 EOY (Goal)	23	25	27

Course Failure Rates
ELA

2021-2022	0
2022-2023	0
2023-2024	3

Math

2021-2022	2
2022-2023	1
2023-2024	2

Science

2021-2022	0
2022-2023	1
2023-2024	0

Social Studies

2021-2022	0
2022-2023	0
2023-2024	0

Daily Average Attendance Percentages

	School	K	1st	2nd	3rd	4th
2022	89.64	83.11	88.17	90.64	93.29	91.70
2023	92.04	89.51	91.69	91.94	92.10	94.08
2024	85.67	91.18	78.91	82.05	93.38	84.22
2025 (Goal)	89	92	84	87	94	89

2025 ELP Goal:
Summative
- By the end of the academic year, 60% of ELs in grades K through 4 will demonstrate 10% improvement in listening, speaking, reading, and writing, as assessed by ACCESS.

Focus for Improvement
- This will be achieved through targeted instruction, differentiated learning strategies, and increased family engagement in literacy activities.
- Progress towards these benchmarks will be supported through ongoing formative assessments, small-group instruction, and family collaboration to reinforce literacy skills at home.
- Teachers will provide intervention weekly, review PLC data with their peers and administration, and develop new instructional strategies through research.

Benchmark:
- By the mid-point of the academic year, EL students in grades K through 4 will grow 10 points in reading comprehension, writing, and math as measured by interim assessments on iMSSA and iStation.

Focus for Improvement
- Progress towards these benchmarks will be supported through ongoing formative assessments, small-group instruction, and family collaboration to reinforce literacy skills at home.
- Teachers will provide intervention weekly, review PLC data with their peers and administration, and develop new instructional strategies through research.

Goal Setting Process:
Animas Elementary sets its goals by thoroughly reviewing NM-MSSA, iMSSA, and iStation data during the summer and early in the school year. Teachers, counselors, and administrators collaborate to create a 90-Day Plan based on current data and insights from the previous year's PLC data. This process begins as soon as the Public Education Department releases new data in the summer and continues with fresh analysis from iMSSA and iStation at the start of the school year. Data from Lexia, Reading Plus, 95%, and Saxon Phonics Unit Assessments further help the school identify critical areas for improvement.

Root Cause Analysis (RCA)
The root cause of the lack of proficiency in second-grade reading at Animas Elementary appears to arise from insufficient early intervention strategies, gaps in the literacy curriculum, and inconsistent instructional practices that may not fully support students' transition from foundational reading skills to more complex literacy tasks. These factors have hindered the development of essential reading skills. To address this, the school will implement focused PLC meetings to enhance skills in differentiated instruction, data analysis, and targeted interventions. Targeted professional development will equip teachers with practical tools for teaching and data analysis, with continuous support and formative assessment data used to track progress and adjust as needed.

Additionally, a lack of consistent hands-on learning experiences across grade levels has limited students' ability to apply theoretical knowledge practically, impacting their understanding of core concepts and hindering critical thinking and problem-solving skills. Animas Elementary aims to ensure that 90% of students engage in hands-on activities to deepen learning and improve mastery of standards. The need for professional development in EL strategies is also essential, driven by the school's increasing diversity and the evolving demands of language acquisition standards. Providing teachers with specialized training will promote educational equity and enhance student outcomes.

Actions to Reach ELA Goals
- Observations will be conducted bi-monthly, followed by conferences with teachers and key staff.

- Collaboration between PLC and multi-layered systems of support (MLSS) will be conducted bi-monthly using a specific agenda. Teams will analyze student ELA data from Phonics, Lexia, and iStation Reading Plus and student work to determine the next steps in planning and align standards through backward design.
- Professional development to increase interactive, immersive learning experience where staff observe classes and participate in dynamic workshops that will teach staff how to ignite their passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive.
- Educational assistants will support struggling learners daily and provide learning strategies to improve student skills toward skill mastery.
- Evidence of increased collaboration among K, 1st, 2nd, 3rd, and 4th-grade teachers, with meeting notes or shared instructional plans focusing on data-driven interventions.
- Teachers will use Promethean Activpanel and Lumio to plan student engagement through interactive standards-based lesson strategies that involve student collaboration in daily instruction. Knowledge from professional development will assist teachers as they plan instruction.
- Documentation from classroom walkthroughs showing increased implementation of targeted small-group instruction and differentiated reading strategies.

Actions to Reach Math Goals
- Teachers will use Promethean ActivPanel to plan student engagement through interactive standards-based lesson strategies that involve student collaboration in daily instruction. Knowledge from professional development will assist teachers as they plan instruction.
- Staff will receive professional development on project-based learning and math strategies. They will collaborate during designated times as they backward plan. Teachers will review data and student data examples monthly.
- Teachers will build the school culture and community and gain standard mastery through Science Discovery Night, Family Reading Night, and Missoula Children's Theatre.
- Teachers will plan instruction using math discourse strategies to improve student engagement as they share what they know and learn.
- Professional development to gain strategies for interaction, immersive learning experience where staff observe classes and participate in dynamic workshops that will teach them how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive.
- Teachers will learn strategies that empower them to respond in ways that deescalate rather than escalate, actionable plans for establishing a conscience discipline, and foundational components for creating a Calming And Recovery Environment (C.A.R.E.).
- Staff will investigate and plan a culture-building system like the Panther House system to build school culture and relationships.

Actions to Reach Science Goals
- Teachers will use Promethean ActivPanel and Lumio to plan student engagement through interactive standards-based lesson strategies that involve student collaboration in daily instruction. Knowledge from professional development will assist teachers as they plan instruction.
- Educational assistants will support struggling learners daily and provide learning strategies to improve student skills toward skill mastery.
- Teachers will collaborate and plan at weekly PLC meetings.
- Documentation from classroom walkthroughs showing increased implementation of targeted small-group instruction and differentiated science hands-on strategies.

Actions to Reach ELP Goals
- Ed Fellows will be integrated into the process and support teachers and ELs.
- Observations will be conducted bi-monthly, with follow-up conferences with teachers and Ed Fellows to review the outcomes of strategies' implementations.
- Improvement in student scores on bi-weekly or monthly formative assessments, indicating reading comprehension and fluency progress. Documentation from classroom walkthroughs reflecting increased implementation of targeted small-group instruction and differentiated reading strategies.
- Regular attendance of K, 1st, 2nd, 3rd, and 4th-grade teachers at bi-weekly PLC meetings with positive feedback on the applicability and effectiveness of the strategies learned.
- Evidence of increased collaboration among K, 1st, 2nd, 3rd, and 4th-grade teachers, with meeting notes or shared instructional plans focusing on data-driven interventions and EL strategies.
- Educational assistants will support struggling learners daily and provide learning strategies to improve student skills toward skill mastery.

To ensure that Animas Elementary reaches its Middle of Year (MOY) goals, the leadership team will systematically measure progress in ELA, math, science, and English language proficiency (ELP). For ELA, the team will use iMSSA and iStation assessments, conducting walkthroughs every other week with five teachers. During these walkthroughs, they will focus on aggressive monitoring, increased student talk, and learning application.

Similarly, math progress will be tracked with iMSSA and iStation assessments, alongside bi-weekly walkthroughs focusing on aggressive monitoring, increased student engagement in discussions, and learning application.

In science, progress will be measured through unit assessments and the exact bi-weekly walkthroughs emphasizing monitoring practices, fostering student talk, and reinforcing the application of learning.

For ELP, walkthroughs will center on enhanced vocabulary instruction with visual support, using centers for small group work, and integrating technological tools to support language development. This consistent approach across subjects aims to ensure that all instructional practices are aligned with MOY goals, fostering a focused and supportive learning

environment for students.

Desired Outcomes, Summative, and Benchmark goals were rewritten with the principal to meet SMARTIE criteria.