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

School: Catherine A Miller Elementary School	**LEA**: Gallup-Mckinley County Schools
School Leader: Tyler Ochs	**LEA Leader**: Mike Hyatt
SITM Team Leader: Jody Martinez	**Date**: October 14, 2024

School Description

Catherine A. Miller consists of a student population of 270 students who are primarily Native American coming from the Navajo tribe. Out of 270 students, 124 students identified as ELLs.

Mission Statement: Catherine A. Miller exists to ensure relevant learning for all to be successful in a multicultural society.

The purpose of Catherine A. Miller Elementary School includes the following:
• Foster academic excellence: We strive to equip our students with the knowledge, skills, and critical thinking abilities necessary for success in school and beyond.
• Cultivate character and citizenship: We promote positive values, respect for others, and a sense of community.
• Nurture individual potential: We provide a supportive and inclusive environment where all students can reach their full potential.
• Prepare students for the future: We prepare our students for college, careers, and active citizenship by focusing on essential skills and competencies.

School Successes and Celebrations

District provided support, such as Empower training, ample funds for instruction, district wide data systems, and adequate staffing, has allowed Catherine A. Miller to be successful in raising student achievement in Math and ELA, as shown through MSSA Scores over the last three years.

Catherine A. Miller has been focusing on procedures and making sure they are in place and being followed well. Our systems are solid and core instruction is improving, as observed through data tracking systems, classroom walkthroughs, and grade level and Professional Learning Community (PLC) collaborative meetings.. Weekly formative assessments are implemented, along with three week common formative assessments, and instruction is built around the data from the assessments. There are meetings twice a week to review the data, one being grade level meetings every week, no matter what, with the teachers, principal, and dean, and a follow up meeting at the end of every week through PLC collaborative meetings to analyze the effectiveness of the CTAPs (Corrective Teaching Action Plans).

Interventions are strong, and our Empower coaches have affirmed that.

There were 4 open positions at the beginning of the year, and all of them were filled. We have a veteran teacher at every grade level, which supports the mentorship of newer teachers.

The school has a new principal who has jumped right in, taking the reins of the school's initiatives and the district's expectations, processes, systems, and data. The new principal's focus is around increasing rigor through classroom instruction and interventions and using data to guide that instruction.

NM DASH Development and Implementation

The Gallup-Mckinley County School District designated the school to focus on Core Instruction/Leadership. The school leader, who is new to the school, met with the leadership team to discuss the school's goals and how they could design action plans based on data to drive change and inform instruction, ensuring that instruction is covering the learning objectives, not only for the week, but also for the three week common formative assessments. Rigor of instruction is also a focus, as well as analysis of data to inform instruction.

School Progress

Three-year Data Trends and Goals Around CSI (Comprehensive Support and Improvement) Student Performance Designation

State Summative Assessments: (% Proficient)

All Students:

NM MSSA - ELA	**NM MSSA - Math**	**NM ASR - Science**
2021-2022 – 8%	2021-2022 – 5%	2021-2022 – 21%
2022-2023 – 19%	2022-2023 – 11%	2022-2023 – 14%
2023-2024 – 22%	2023-2024 – 12%	2023-2024 – 13%
2024-2025 Goals –	2024-2025 Goals –	2024-2025 Goal – 31%
3rd Grade – 34%	3rd Grade – 23%	
4th Grade – 34%	4th Grade – 23%	
5th Grade – 42%	5th Grade – 33%	

School Summative Goals

ELA
- 34% of 3rd grade students will score proficient or advanced on the 2025 ELA NMSSA.
- 34% of 4th grade students will score proficient or advanced on the 2025 ELA NMSSA.
- 42% of 5th grade students will score proficient or advanced on the 2025 ELA NMSSA.

Math
- 23% of 3rd grade students will score proficient or advanced on the 2025 Math NMSSA.
- 23% of 4th grade students will score proficient or advanced on the 2025 Math NMSSA.
- 33% of 5th grade students will score proficient or advanced on the 2025 Math NMSSA.

Science
- 31% of 5th grade students will meet or exceed expectations on the 2025 NM-ASR Assessment, a 23% increase.

English Language Proficiency
- 21% of 3rd grade students will meet or exceed expectations on the 2024/2025 Access ELL/WIDA Assessment, a 15% increase.
- 21% of 4th grade students will meet or exceed expectations on the 2024/2025 Access ELL/WIDA Assessment, a 15% increase.
- 51% of 5th grade students will meet or exceed expectations on the 2024/2025 Access ELL/WIDA Assessment, a 10% increase.

Desired Outcomes (changes in adult behavior to impact student achievement):
- **Math/ELA**
  - 100% of teachers will implement effective Layer I core instruction by making data-driven decisions based on collaborative analysis during PLCs.
  - 100% of administrators will create strong collaborative systems and hold teachers accountable to have reliable and effective interventions.
- **Science**
  - 100% of 5th grade teachers will provide effective Science instruction utilizing Project Lead the Way (PLTW) resources effectively.
- **ELP**
  - 100% of teachers will implement effective Layer I core instruction by providing research-based ELL strategies in every classroom.

Actions to reach ELA, Math, Science, and English Language Proficiency (ELP) Goals:
- **Math/ELA**
  - Campus administration will ensure teachers are using research-based instructional strategies to ensure comprehension of content by conducting CWTs and by teacher collaboration during PLCs.
  - Teachers will participate in professional learning communities that focus on data-driven instruction with high-yielding strategies for ELA and Math which aligns with backward planning with Essential Content.
  - Weekly Formative assessments will be reviewed by admin and teachers to make sure they are properly aligned with the Unit formative assessments and to ensure teachers are providing the appropriate layer one instruction for each student.
  - School administration will ensure all teachers follow the proper protocol for weekly analysis of academic data with grade level teams.
  - Administrators will ensure all teachers review data from the weekly formative assessment and Unit formative assessments to identify students who are in need of Layer I interventions.
  - CWTs will demonstrate teachers are implementing Layer I interventions in every classroom with students identified during previous week's data analysis.

- **Science**
  - Teachers will receive training on use and implementation of PLTW resources

and supplies.
- ○ During grade-level meetings, admin and teachers will review Science formative assessment data on a bi-monthly basis to align PLTW instructional resources to needs of students.
- ○ CWTs will be conducted during Science blocks to ensure teachers are effectively utilizing PLTW resources during classroom instruction.
- ○ Admin will review CWT data to determine additional support and PD to address deficiencies in providing PLTW instruction in classrooms.

- **ELP**
  - ○ Teachers will be provided refresher PD on Sheltered Instruction Observation Protocol (SIOP) strategies to be implemented in each classroom.
  - ○ CWTs will be conducted to ensure teachers are using research-based ELL instructional strategies (SIOP) during classroom instruction.
  - ○ Admin will review CWT data to determine additional support and PD to address deficiencies in providing SIOP strategies in classrooms.

School Benchmark Goals and Monitoring:

ELA Benchmark/Monitoring:
- Benchmark Goals:
  - o 3rd grade students will increase 5% proficiency on each interim resulting in 28% proficiency on the iMSSA End of Year (EOY).
  - o 4th grade students will increase 5% proficiency on each interim resulting in 28% proficiency on the iMSSA EOY.
  - o 5th grade students will increase 5% proficiency on each interim resulting in 37% proficiency on the iMSSA EOY. English Language Proficiency

- Progress Monitoring:
  - o % of teachers completing Weekly Formative Assessment (WFA) analysis sheet at grade-level meetings
  - o % of teachers who submit Powerpoints according to the criteria in the school's instructional plan.
  - o % of teachers will complete data analysis of common formative assessment by Monday after the administration of the test, as documented in the regular assessment tracker.
  - o % Proficient on weekly formative assessment outcomes when compared to Common Unit Formative assessments (rigor alignment) with an average % proficiency on both assessments.
  - o % of students receiving interventions demonstrating proficiency on weekly formative assessments

- Baseline Data:
  - o iMSSA Reading Beginning of Year (BOY) 2024-2025: 27% Proficient
  - o iStation Reading BOY 2024-2025: 28% Proficient
  - o Teacher data - all but 1 of core instruction teachers (94%) are consistently completing the WFA analysis sheet, submitting PowerPoints in line with the

school's instructional plan, and completing their data analysis of the common formative assessment within the expected timeline.
- o Student formative assessment data - Reading, Unit 2 data from BOY 2024-2025
  - K: 61%
  - 1st: 73%
  - 2nd: 54%
  - 3rd: 55%
  - 4th: 41%
  - 5th: 44%

Math Benchmark/Monitoring:

- **Benchmark Goals:**

  - o 3rd grade students will increase 5% proficiency on each interim resulting in 18% proficiency on the iMSSA EOY.
  - o 4th grade students will increase 5% proficiency on each interim resulting in 18% proficiency on the iMSSA EOY.
  - o 5th grade students will increase 5% proficiency on each interim resulting in 28% proficiency on the iMSSA EOY. English Language Arts 3-8

- Progress Monitoring:
  - o % of teachers completing WFA analysis sheet at grade-level meetings
  - o % of teachers who submit Powerpoints according to the criteria in the school's instructional plan.
  - o 100% of teachers will complete data analysis of formative assessment by Monday after the administration of the test, as documented in the regular assessment tracker.
  - o % Proficient on weekly formative assessment outcomes when compared to Unit Formative assessments (rigor alignment) with an average % proficiency on both assessments.
  - o % of students receiving interventions demonstrating proficiency on weekly formative assessments

- Baseline Data
  - o iMSSA Math BOY 2024-2025: 8% Proficient
  - o iStation Math BOY 2024-2025: 13% Proficient
  - o Teacher data - all but 1 of core instruction teachers (94%) are consistently completing the WFA analysis sheet, submitting PowerPoints in line with the school's instructional plan, and completing their data analysis of the common formative assessment within the expected timeline.
  - o Student formative assessment data - Math, Unit 2 data from BOY 2024-2025
    - K: 74%
    - 1st: 74%
    - 2nd: 47%
    - 3rd: 60%
    - 4th: 68%
    - 5th: 80%

Science Benchmark/Monitoring:

- **Benchmark Goals:**
  - 5th grade students will consistently demonstrate an increase of 7% on each interim assessment (Science) with a 15% total increase by the end of the third quarter.
    - BOY will increase from 12% to 19%.
    - Middle of Year (MOY) will increase from 19% to 24%.
    - EOY will increase from 24% to 31%.

- Progress Monitoring
  - % of 5th grade teachers are utilizing PLTW with fidelity as measured by Classroom Walk Throughs (CWTs).
  - % growth on Science Formative Assessment data.

- Science Baseline Data from BOY 2024-2025:
  - Teachers are in the process of being trained in PLTW, so it is not being used with fidelity at this point.
  - The school, in collaboration with the district, is in the process of developing a formative assessment for Science, so there is no current BOY data available.

English Language Proficiency Benchmark/Monitoring:

- **Benchmark Goals:**
  - 3rd grade students will consistently demonstrate an increase of 5% on each quarterly iMSSA ELA assessment with a 15% total increase by the end of the third quarter. BOY will increase from 0% to 5%. MOY will increase from 5% to 10%. EOY will increase from 10% to 15%.
  - 4th grade students will consistently demonstrate an increase of 5% on each quarterly iMSSA ELA assessment with a 15% total increase by the end of the third quarter. BOY will increase from 0% to 5%. MOY will increase from 5% to 10%. EOY will increase from 10% to 15%.
  - 5th grade students will consistently demonstrate an increase of 3% on each quarterly iMSSA ELA assessment with a 10% total increase by the end of the third quarter. BOY will increase from 41% to 44%. MOY will increase from 44% to 47%. EOY will increase from 47% to 51%.

- Progress Monitoring:
  - % of teachers implementing SIOP strategies in classrooms, as measured by CWT data.
  - Average % proficiency on interim assessments for ELL students.

- Baseline Data from BOY 2024-2025:
  - The school has had recent training on SIOP strategies and the expectation is that these strategies should be implemented within the instructional priorities with ALL students. Data around implementation of SIOP strategies will be collected in the future, now that training has been carried out.
  - iMSSA BOY Reading for ELL students:

- 3rd: 7%
- 4th: 5%
- 5th: 14%
  - o iMSSA BOY Language Usage for EL students:
    - 3rd: 7%
    - 4th: 5%
    - 5th: 13%
  - o iMSSA BOY Math for EL students:
    - 3rd: 0%
    - 4th: 0%
    - 5th: 7%

School Leader's Next Steps:

- The school leader wants to support teachers in being more explicit on the reteach intervention following CTAP analysis.
- School leader will be more explicit in the tracking of specific instructional strategies looked for in walkthroughs.