

**School Support and Readiness Assessment & School Monitoring Visit
Summary
Beginning of Year
(SSRA/SITM-BOY)**

School: Crownpoint Elementary School	LEA: Gallup-McKinley County Schools
School Leader: Lisa Tolino	LEA Leader: Mike Hyatt
SSRA Team Leader: Jody Martinez	Date: October 15, 2024

School Description

Crownpoint Elementary School serves approximately 220 students in grades pre-kindergarten through fifth grade. The student population is diverse, with 19% English learners (ELs).

Current Mission statement:
Crownpoint Elementary School (CPE) provides a quality education and multiple layers of support. All students matter! (Note: The school is working on revising its mission/vision statement.)

- Beliefs of Crownpoint Elementary School:
- Student learning is the chief priority of the school.
 - Students learn in different ways and should be provided a variety of learning activities to accommodate differences in learning styles.
 - Teachers, administrators, parents, and the community are responsible for advancing the school's mission.
 - Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
 - A safe and physically comfortable environment promotes student learning.
 - The commitment to continuous improvement is imperative if our school will enable students to become confident, self-directed lifelong learners.

School Successes and Celebrations

Crownpoint Elementary is very proud of its growth in reading and math last year on the New Mexico Measures of Student Success and Achievement (NM-MSSA). The school improved proficiency for all students and ELs by 10% in English language arts (ELA), improving from 23% to 33%. In math, all students improved proficiency by 7%, improving from 16% to 23%, with a growth of 21% for ELs, improving from 13% proficient to 34%.

Last year, several ELs exited language services. Structures and routines were put back into place to allow for consistency for staff that they needed and wanted, and the schedule was restructured to prioritize instruction and students' time in classrooms.

Under new leadership, there has been growth. Principal Tolino is now in her second year as the

principal at Crownpoint. She has used her former experiences as an elementary teacher to support teachers and focus on rebuilding the school culture into a team mentality, where everyone works together and supports one another in reaching academic goals.

Year-End Goals, Action Steps, and Progress Monitoring

Annual and 90-Day Plan Development

Crownpoint Elementary gets support from the district to develop a plan by looking at 2023-2024 data and the beginning of year (BOY) data to identify gaps in learning and standards not mastered. A root cause analysis around adult behavior that impacts student achievement was done. The team chose areas focusing on ELA, math, and writing in goals and actions to address and support the ELs' academic growth. Goals were set in these focus areas by looking at grade level scores and then choosing realistic and ambitious goals that are achievable.

The school is designated Comprehensive Support and Improvement (CSI) for student performance of English Learners.

The School's Historical Data:

ALL Students % Proficient	2021-2022	2022-2023	2023-2024
NM-MSSA ELA	20%	23%	33%
NM-MSSA Math	17%	16%	23%
NM-ASR	25%	12%	16%

ELs % Proficient	2021-2022	2022-2023	2023-2024
NM-MSSA ELA	15%	18%	28%
NM-MSSA Math	15%	13%	34%
NM-ASR	23%	13%	≤20%

ELA Goals:

Summative:

- 33% of all 3rd-grade students will meet or exceed expectations (proficient or advanced) on the 2025 NM-MSSA ELA Assessment.
- 33% of all 4th-grade students will meet or exceed expectations (proficient or advanced) on the 2025 NM-MSSA ELA Assessment.
- 42% of all 5th-grade students will meet or exceed expectations (proficient or advanced) on

the 2025 NM-MSSA ELA Assessment.

Benchmark: All students will consistently demonstrate an increase of 10% on each quarterly ELA interim assessment, with at least 36% proficiency by the end of the first quarter.

- 3rd-grade students will consistently demonstrate an increase of 3.3% on each quarterly Interim Measures of Student Success and Achievement (iMSSA) assessment, with a 10% total increase by the end of the 3rd quarter. This equals 33% by the EOY iMSSA.
- 4th-grade students will consistently demonstrate an increase of 3.3% on each quarterly iMSSA assessment, with a 10% total increase by the end of the 3rd quarter. This equals 33% by the EOY iMSSA.
- 5th-grade students will consistently demonstrate an increase of 3.3% on each quarterly iMSSA assessment, with a 10% total increase by the end of the 3rd quarter. This equals 42% by the EOY iMSSA.
- 100% of all ELs will demonstrate a 10% increase on each ELA interim assessment with at least 10% proficient by the end of the school year.

Desired Outcome: 100% of teachers will meet weekly in PLC meetings to analyze student data, collaborate to develop weekly standards-aligned assessments, and follow the backward planning model to design the next week's lesson. Teachers will follow up with data reviews at weekly grade-level meetings to discuss progress and implement SAT referrals. Weekly grade-level meetings will track the process of providing support for those students who need it.

Progress Monitoring:

- % of teachers will meet weekly to discuss student data and plan instruction, as evidenced by the uploaded sign-in sheets and data analysis sheets.
- % of teachers will continuously monitor each of their students and provide weekly updates at grade-level meetings, as evidenced by uploaded student data sheets and teacher progress monitoring sheets.
- All students consistently demonstrate an increase of 3.3% on the iMSSA ELA interim assessment.

Baseline data:

- Teacher data: 100% of teachers are meeting expectations of the desired outcome at BOY
- All Students – iMSSA Reading BOY: 18.3%
- All Students – iMSSA Language BOY: 26.1%
- EL Students – iMSSA Reading BOY: 0% in 3rd, 9% in 4th, 0% in 5th
- EL Students – iMSSA Language BOY: 0% in 3rd, 18% in 4th, 0% in 5th
- All students - Istation Reading BOY:
 - K: 22%
 - 1st: 71%
 - 2nd: 36%
 - 3rd: 29%
 - 4th: 31%
 - 5th: 40%

Math Goals:

Summative:

- 37% of all 3rd-grade students will meet or exceed expectations (proficient or advanced) on the 2025 NM-MSSA Math Assessment.
- 37% of all 4th-grade students will meet or exceed expectations (proficient or advanced) on the 2025 NM-MSSA Math Assessment.
- 25% of all 5th-grade students will meet or exceed expectations (proficient or advanced) on the 2025 NM-MSSA Math Assessment.

Benchmark: All students will consistently demonstrate an increase of 10% on each quarterly math interim assessment with at least 33% proficient by the end of the first quarter.

- 3rd-grade students will consistently demonstrate an increase of 3.3% on each quarterly iMSSA assessment, with a 10% total increase by the end of the 3rd quarter. This equals 37% by the EOY SSA.
- 4th-grade students will consistently demonstrate an increase of 3.3% on each quarterly iMSSA assessment, with a 10% total increase by the end of the 3rd quarter. This equals 37% by the EOY SSA.
- 5th-grade students will consistently demonstrate an increase of 3.3% on each quarterly iMSSA assessment, with a 10% total increase by the end of the 3rd quarter. This equals 25% by the EOY iMSSA.
- 100% of all English learners will demonstrate a 10% increase on each math iMSSA interim assessment, with at least 33% proficient by the end of the school year.

Desired Outcome: 100% of teachers will use the backward planning model to pre-plan lessons that fully implement aligned activities, purposeful math instructional strategies, and aligned assessments.

Progress Monitoring:

- % of teachers that received training on backward planning to include how to plan for layer one and two interventions.
- % of teachers will submit facilitation PowerPoint slides aligned to the district YAG, as measured by weekly quality checks by the principal.
- % of teachers continuously analyze student data with each student, have a data file for each student, and have students create SMART goals.
- % of teachers using the backward planning model, with fidelity, to pre-plan lessons to fully implement aligned activities, aligned and purposeful math instructional strategies, and aligned assessments. Teachers will be doing this with fidelity.
- % of student growth on iMSSA math.

Baseline data:

- Teacher data: 100% of teachers are meeting expectations of the desired outcome at BOY
- All Students – iMSSA Math BOY: 3.6%
- ELs – iMSSA Math BOY: 0% in 3rd, 0% in 4th, 0% in 5th
- All students - Istation math BOY:
 - K: 26%
 - 1st: 73%
 - 2nd: 22%

- 3rd: 17%
- 4th: 50%
- 5th: 38%

Science Goals:

Summative:

- 25% of 5th-grade students will meet or exceed (proficient or advanced) the 2025 NM-ASR assessment expectations.
- 100% of English learners in 5th grade will make a 13% increase on the NM-ASR.

Benchmark: 5th-grade students will consistently demonstrate an increase of 4.3% on each quarterly interim assessment (science) with a 13% total increase by the end of the 3rd quarter.

Desired Outcome: 100% of teachers will use the backward planning model to pre-plan lessons that fully implement aligned activities, aligned and purposeful math instructional strategies, and aligned assessments to support science instruction.

Progress Monitoring:

- % of teachers were trained on Project Lead the Way (PLTW).
- % of teachers submitting weekly lesson plans for PLTW/science instruction that admin reviews to align standards/content.
- % of teachers that create assessments or use PLTW assessments to determine student growth and proficiency.
- % of weekly classroom walkthrough observations during science instruction, followed by feedback with teachers during grade-level meetings to discuss the progress of science instruction/implementation.
- % of student growth on interim science assessment.

Baseline data:

- Teacher data: 100% of 5th-grade teachers have been trained and are implementing within lesson plans and implementation.
- Observation of science instruction has not yet occurred.
- The school leaders and 5th-grade teachers, in collaboration with the district, are developing a formative assessment for science based on the Savvas Science curriculum, so no current BOY data is available.

English Language Proficiency Goals:

Summative:

- 10% of 3rd-grade students will meet or exceed expectations (proficient or higher and/or meets individual growth expectations) on the 2025 WIDA assessment.
- 10% of 4th-grade students will meet or exceed expectations (proficient or higher and/or meets individual growth expectations) on the 2025 WIDA assessment.
- 10% of 5th-grade students will meet or exceed expectations (proficient or higher and/or meets individual growth expectations) on the 2025 WIDA assessment.

Benchmark:

- 3rd-grade students will demonstrate an increase of 3.3% on each quarterly iMSSA ELA assessment, with a 10% total increase by the end of the 3rd quarter.
- 4th-grade students will demonstrate an increase of 3.3% on each quarterly iMSSA ELA assessment, with a 10% total increase by the end of the 3rd quarter.
- 5th-grade students will demonstrate an increase of 3.3% on each quarterly iMSSA ELA assessment with a 10% total increase by the end of the 3rd quarter.

Desired Outcome: 100% of teachers will meet weekly in PLC meetings to analyze EL data, collaborate to develop weekly standards-aligned assessments, and follow the backward planning model to design next week's lesson. Teachers will follow up with data reviews at weekly grade-level meetings to discuss progress and implement SAT referrals. Weekly grade-level meetings will track the process of providing support for those students who need it.

Progress Monitoring:

- % of teachers will meet weekly to discuss student data and plan instruction, as evidenced by the uploaded sign-in sheets and data analysis sheets.
- % of teachers will continuously monitor each of their students and provide weekly updates at grade-level meetings, as evidenced by uploaded student data sheets and teacher progress monitoring sheets.
- All students consistently demonstrate an increase of 3.3% on the iMSSA ELA interim.

Baseline data:

- Teacher data: 100% of teachers are meeting expectations of the desired outcome at BOY
- All Students – iMSSA Reading BOY: (20/109) 18.3%
- All Students – iMSSA Language BOY: (29/111) 26.1%
- EL Students – iMSSA Reading BOY: (0% in 3rd (0/5), 9% in 4th (1/11), 0% in 5th (0/4))
- EL Students – iMSSA Language BOY: (0% in 3rd (0/5), 18% in 4th (2/11), 0% in 5th (0/4))

DOMAIN 1: CULTURE & EQUITY**Promising Practices:**

Crownpoint Elementary School takes a team approach with an "all hands on deck" mentality. When a goal is set, everyone works together to achieve it. Many staff members are personally invested in the students because this is home and their community; there is a connection between staff, students, and families. The school is culturally sensitive to and supportive of all the children in the school. Teachers feel supported by both the school principal and their colleagues.

Opportunities for Growth:

There is an opportunity to be culturally sensitive and supportive of all students and to know their needs by having easy access to schoolwide data by subgroup and sharing subgroup data with teachers so they can see areas of strength/needs to guide instructional support for those students.

There is an opportunity to provide professional development (PD) on schoolwide expectations for

best practices/strategies to support language development. Following up with accountability for implementing professional learning in the classroom is critical.

There is an opportunity to create and communicate more engagement opportunities for the families and the community.

Potential Next Steps:

- Support teachers in using the WIDA standards/domains in reading, writing, speaking, and listening by providing PD to teachers on how to use them within the classroom by the end of the Fall 24 Semester.
- Four Family Academic Nights (FAN) nights this year will be centered on math fluency, but the school also plans to incorporate language development.
- A schoolwide data wall, including subgroup data, will be posted so everyone can see it.

DOMAIN 2: LEADERSHIP

Promising Practices:

Principal Tolino is in her second year as principal. She has worked to build a school environment where everyone works together as a cohesive team to accomplish the school's goals. She is supportive of staff and teachers.

The principal conducts walkthroughs weekly, visits every classroom every other week, and provides feedback through Canvas walkthrough forms, face-to-face sessions, or within PLC/grade-level meetings. The feedback is beneficial in improving instructional practice and/or trying new strategies.

There is an expectation that weekly PLC meetings occur two times per week, one for data and one for PD. Grade-level meetings are also expected to be held weekly for data analysis, instructional planning, next steps for intervention, and resource/strategy support through collaboration.

Opportunities for Growth:

There is an opportunity to communicate the instructional priorities so that everyone understands them, can share them, and implements them.

There is an opportunity to create formalized systems to ensure that the things that have been started (data analysis, data-based instruction and intervention, PLCs, grade-level meetings, and consistent face-to-face feedback sessions for all teachers) are being carried out with fidelity and intentionality (agendas, templates, etc.).

There is an opportunity to simplify the district and school requirements/processes and to align programs to the priorities so there is more focused action and intention. There is also an opportunity to support teachers by providing orientation for new staff, providing mentors, and gathering teacher input on what professional development they need.

Potential Next Steps:

- The principal wants to focus PD on best practices for EL students.
- The principal will ensure that the topic of the PLC is listed on the PLC agenda and be consistent in the calendaring and communicating so that the plan/expectation is clear (ex: "It's PLC Friday!")

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**Promising Practices:**

Data-driven instruction is a clear district and school expectation, and consistent structures and expectations are in place to implement and carry this out. These include the expected use of the corrective teaching action plans (CTAPs) every three weeks to backward plan around a unit, assess mastery of content, and plan for interventions/reteaching of standards not mastered. Weekly common grade level assessments also build toward the three-week district common formative assessment. Data from these assessments will also be analyzed to examine the next steps and interventions, which should be embedded in lesson plans and instruction.

Opportunities for Growth:

Based on the data, there is an opportunity to focus on layer one instruction and intervention and intentionally plan and implement layer two differentiated individual and/or small group interventions based on individual students' and subgroup needs.

Potential Next Steps:

- The principal will look at the schedule and brainstorm with staff to get ideas on how specific small-group differentiated instruction could be built into the school day/week.