

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

<b>School:</b> Gallup Central High School	<b>LEA:</b> Gallup-McKinley County Schools
<b>School Leader:</b> Kristi Del Curto	<b>LEA Leader:</b> Wade Bell
<b>SITM Team Leader:</b> Dr. Eileen Reed	<b>Date:</b> October 15, 2024

**School Description**

Gallup Central High School (GCH) is an alternative school serving career pathway students from across the district and those who excel in a smaller, more personalized learning environment with lower student-to-teacher ratios. The career pathway program is branded as the Opportunity Career Center (OCC) at GCH. The school's collaborative learning model integrates pathway and core classes, providing a seamless educational experience. GCH operates on a unique schedule, offering instruction to county schools in the morning and local high schools in the afternoon, accommodating 82 students shared with other district high schools.

The OCC program aims to empower students to explore and pursue their vocational passions. The pathway program provides comprehensive skills training, hands-on learning opportunities, and personalized mentorship, equipping students with the tools to succeed in their chosen careers. By offering innovative learning experiences and fostering partnerships with industry leaders, the program instills confidence and ambition. It nurtures a community of lifelong learners ready to thrive in the workforce and their communities.

With support from a Community School Grant, Gallup Central has enhanced its facilities to create a more nurturing and inclusive environment that promotes academic excellence, social responsibility, and personal growth. The school offers two career pathways—culinary arts and construction—integrated into the core course offerings to provide students with practical, real-world learning opportunities.

**School Successes and Celebrations**

School leadership takes great pride in the pathways program, especially with the recent addition of a new culinary building purchased by the district. The school's Innovation Zone and Community Grant connect students' work with the community, allowing culinary arts students to create a restaurant-like experience for groups such as senior citizens in the Gallup community. Culinary arts students develop business plans, learn how to establish and run a restaurant and work with the district on special events by providing quotes and event food service. They also earn food handlers' Serve-Safe licenses and certifications from Indian Health Services (IHS).

In the Construction pathway, students earn their Occupational Safety and Health Administration (OSHA 10) certificates and can take precision exams in carpentry levels one and two. Students have the opportunity to participate in Skills USA, a competition for technical skills that is typically for college-level students. Through the Communities School Innovation Grant Program, students give back to the community—last year, they built dog houses for local law enforcement, and this year, they are constructing outhouses for families without access to plumbing.

School leadership noted a rise in career pathway completers, and the addition of the capstone program provides students with paid internship opportunities. GCH will offer dual-credit opportunities in partnership with Navajo Technical University this spring. One notable success story involves a student from juvenile probation who, before turning 18, interned with the district, and his excellent work ethic led to full-time employment. After graduation, the district helped him access housing and helped him gain guardianship of his sibling when his mother passed away.

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

In alignment with the school's Vista designation, the principal and core team developed their 90-Day and annual plan to improve the school's graduation rate. The team analyzed various data sources, including SAT scores, credit recovery completion rates, NM-ASR results, and district interim assessments. The data-driven approach allowed the core team to identify critical areas for growth and implement targeted interventions to support student success.

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

- The counselor will track student progress using the school's credit recovery tracker.
- ELA, math, and science - 100% of teachers will implement academic vocabulary, increase student talk, and gradual release.
- English language proficiency (ELP) - 100% of teachers will utilize academic vocabulary, the Early Warning System (EWS), and student-to-student collaboration.

### **School Progress**

#### **Current Three-year Data Trends**

##### **Graduation Rates**

###### **4-Year**

- Cohort of 2020 – 32.4%
- Cohort of 2021 – 24.8%
- Cohort of 2022 – 23%
- *Goal – Cohort of 2025 – 33%*

###### **5-Year**

- Cohort of 2019 – 36.1%
- Cohort of 2020 – 44.5%

- Cohort of 2021 – 38%

**6-Year**

- Cohort of 2019 – 39.2%
- Cohort of 2020 – 45%

**SAT - ELA Percent Proficient**

	<b>School</b>
<b>2022</b>	8%
<b>2023</b>	0%
<b>2024</b>	14.3%
<b>2025 (Goal)</b>	24 %

**SAT - Math Percent Proficient**

	<b>School</b>
<b>2022</b>	4%
<b>2023</b>	0
<b>2024</b>	0
<b>2025 (Goal)</b>	10%

**NM-ASR - Science Percent Proficient**

<b>2022</b>	21%
<b>2023</b>	12%
<b>2024</b>	25.4%
<b>2025 (Goal)</b>	35.4%

**Attendance Rate Daily Average Rate**

<b>2023</b>	94.3%
<b>2024</b>	99.75%
<b>2025 (Goal)</b>	96%

**Goals:**

- Graduation:
  - Summative: By the end of the school year 2024-25, Gallup Central High (GCH) will increase its graduation rate from 23% to 33%.
  - Benchmark: By the end of semester one, 24-25, 50% of GCH seniors will be on track with their credits and graduation based on a quarterly audit report.
- ELA:
  - Summative: By the end of the school year 2024-25, GCH will raise ELA SAT scores by 10%, increasing from 14.3% to 24%.
  - Benchmark: ELA unit formative assessments will indicate an average proficiency of 24% by the end of the 24-25 school year.
- Mathematics:
  - Summative: By the end of the school year 2024-25, GCH will raise Math SAT scores by 10%, increasing from 0% to 10%.
  - Benchmark: Math unit formative assessments will indicate an average proficiency of 10% by the end of the 24-25 school year.
- Science:
  - Summative: By the end of the school year 2024-25, GCH will raise NM-ASR scores by 10%, increasing from 28.6% to 38.6%.
  - Benchmark: Teacher-created unit formative assessments will indicate an average proficiency of 38.6% by the end of the 24-25 school year.
- English Language Proficiency:
  - Summative: By the end of the school year 2024-25, GCH will raise the average ELP scores from an overall score of 3.0 to a summative score of 3.5 for all English learners (ELs).
  - Benchmark: ELA unit formative assessments will indicate an average proficiency of 24% by the end of the 24-25 school year.

**Actions to Achieve Goals:**

The school will continue to monitor credits and which students are on track for graduation.

- Graduation:
  - Administration will plan a credit recovery tracker and implementation.
  - Administration will train staff on the credit recovery tracker.
  - Implementation of the credit recovery tracker.
  - Progress monitoring of the credit recovery tracker.
  - Regrouping and adjusting as needed for the credit recovery tracker.
- ELA:
  - Administration will plan professional development (PD) for gradual release strategies.

- Administration will train staff on gradual release strategies.
- Implementation of the gradual release strategies.
- Progress monitoring of the gradual release strategies.
- Regrouping and adjusting as needed for gradual release strategies.
- Mathematics:
  - Administration will plan PD for gradual release strategies.
  - Administration will train staff on gradual release strategies.
  - Implementation of the gradual release strategies.
  - Progress monitoring of the gradual release strategies.
  - Regrouping and adjusting as needed for gradual release strategies.
- Science:
  - Administration will plan PD for gradual release strategies.
  - Administration will train staff on the Early Warning System (EWS).
  - Implementation of the gradual release strategies.
  - Progress monitoring of the gradual release strategies.
  - Regrouping and adjusting as needed for gradual release strategies.
- English Language Proficiency:
  - The administration will plan an Early Warning System (EWS) for engagement strategies for student speaking opportunities.
  - Administration will train staff on engagement strategies for student speaking opportunities.
  - Implementation of the engagement strategies for student speaking opportunities.
  - Progress monitoring of gradual release strategies for students to have the opportunity to speak using academic language.
  - Regrouping and adjusting as needed for gradual release strategies for students to have the opportunity to speak using academic language.

**Root Cause Analysis Summary:**

At GCH, the root cause analysis identified several key issues impacting performance. Regarding graduation rates, the credit recovery tracking system was either not utilized or ineffective. For ELA, math, and science, gradual release strategies are not effectively implemented, limiting student learning. Additionally, in ELP, teachers are not consistently planning opportunities for students to use academic language in their speaking activities.

**MOY Monitoring:**

The leadership team will monitor several vital areas to ensure students are on track to meet graduation goals by the middle of the year at GCH. The school leadership will track seniors' progress, ensuring at least 50% are on track with their course credits. Formative assessments in ELA, math, and science, along with progress monitoring of gradual release strategies in these

subjects, will be regularly reviewed. Additionally, for ELs, school leadership will track the implementation of gradual release strategies that provide opportunities for students to use academic language in their speaking activities.

A new credit recovery tracker will help highlight students needing additional support, with four credit recovery teachers and a counselor meeting with students biweekly. The online credit recovery system, Edgenuity, will assist 13 out of 22 seniors who need credit recovery. The school emphasizes fostering a sense of belonging, focusing on the whole student, and recognizing their potential, with staff dedicated to building strong relationships and supporting students' success.

The leadership will continue utilizing the Early Warning System (EWS) and credit tracking system while maintaining flexible schedules to accommodate students who work. Staff will also identify students who can be pushed to the next level, empowering teachers with data to guide their efforts. For students in grades 9-11, PSAT Horizon data will be used to monitor growth in ELA and math.