

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

School: Navajo Elementary School	LEA: Gallup-McKinley County Schools
School Leader: Aretha Mariano	LEA Leader: Mike Hyatt
SITM Team Leader: Dr. Matt Williams	Date: October 30, 2024

School Description

Navajo Elementary School (NES) is in Navajo, New Mexico, on the rural border between New Mexico and Arizona. The drive to the school from the district’s central office takes almost an hour and requires slipping into Arizona before returning to New Mexico. NES serves 251 students in grades pre-kindergarten through five. 10.7% of the students at NES are classified as English learners (ELs), and <20% of students qualify for special education services. The school is designated as a Title I school and offers a heritage bilingual program.

Vision: The community of Navajo Elementary has a unified vision based on kè, respect, responsibility, and safety. Its goal is to nurture a love of learning through high expectations, academic excellence, and a collaborative environment geared toward quality education.

Mission: All students will receive standards-based instruction from highly trained, continuously learning staff focused on providing quality instruction.

School Successes and Celebrations

Attendance is increasing at Navajo Elementary. The school’s first-quarter attendance rate is 92%, and the school district's overall goal is 95%.

The new leadership and structures, such as a consistent duty schedule, have improved staff morale. Students love to come to school. Parental engagement is increasing through open houses and teacher conferences. Math Family Nights are currently in the making. Furniture in classrooms has been updated.

A new messenger for parents can be used via email or text message, which is helping to facilitate communication with families. The school now has a translator who is a community member to support Dine speaking community members.

The school aims for 100% participation by November 20, with the current involvement at 109 out of 251 students, representing 43%.

Students' writing skills show notable improvement, supported by the implementation of the language objective, which has been a critical factor in this progress. Continuous improvement is evident, as demonstrated by a 15% increase in the latest quarterly writing assessment.

The principal will soon attend professional development in Virginia to enhance leadership skills.

NM DASH Development and Implementation

Based on summative assessments, 60-80% of students are not being reached academically in math. In English language arts (ELA), the school does not reach at least 30 to 50% of students.

The annual plan focuses on layer one (core) instruction, intervention, and data-driven instruction to address performance challenges and root causes.

Desired Outcome: By December 2024, 100% of teachers will develop Sway lessons aligned to the Year at a Glance (YAG) and based on the gradual release of responsibility (GRR) framework. These lessons will follow established instructional priorities to support layer one instruction and interventions.

Leadership has coordinated and provided appropriate training. Instructional practices, priorities, and expectations have also been monitored. Still, continued support is required to support newly acquired staff.

School Progress

Data Trends:

New Mexico-Measures of Student Success and Achievement (NM-MSSA)

- English Language Arts (ELA)
 - 21/22 – 9%
 - 22/23 – 20%
 - 23/24 – 18%
- Math
 - 21/22 – 6%
 - 22/23 – 21%
 - 23/24 – 12%

Interim New Mexico-Measures of Student Success and Achievement (NM-iMSSA)

- English Language Arts (ELA)
 - Reading
 - 22/23 – 19%
 - 23/24 – 27%
 - Language

- 22/23 – 26%
- 23/24 – 33%
- Math
 - 22/23 – 23%
 - 23/24 – 24%

New Mexico Assessment for Science Readiness (NM-ASR)

- 21/22 – 7%
- 22/23 – 16%

Istation K-2

- Reading End of Year (EOY)
 - 21/22 – 31%
 - 22/23 – 29%
 - 23/24 – 31%
- Math
 - 21/22 – 38%
 - 22/23 – 51%
 - 23/24 – 56%
- Current Attendance Rate:
 - 92%

Goals:

ELA

- **Proficiency Growth Summative Goal Statement**
 - 28% of 3rd-grade students will meet or exceed expectations on the 2025 NM-MSSA ELA Assessment, a 15% increase.
 - 38% of 4th-grade students will meet or exceed expectations on the 2025 NM-MSSA ELA Assessment, a 15% increase.
 - 33% of 5th-grade students will meet or exceed expectations on the 2025 NM-MSSA ELA Assessment, a 15% increase.
- **Proficiency Growth Benchmark Goal Statement**
 - 3rd-grade students will consistently demonstrate an increase of 5% on each quarterly Interim Measures of Student Success (iMSSA) ELA assessment with a 15% total increase by the end of the third quarter.
 - BOY will increase from 13% to 18%.
 - MOY will increase from 18% to 23%.
 - EOY will increase from 23% to 28%.
 - 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 23% to 28%.
 - MOY will increase from 28% to 33%.
 - EOY will increase from 33% to 38%.
- 5th-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 18% to 23%.
 - MOY will increase from 23% to 28%.
 - EOY will increase from 28% to 33%.

Math

● Proficiency Growth Summative Goal Statement

- 22% of 3rd-grade students will meet or exceed expectations on the 2025 NM-MSSA math assessment, a 15% increase.
- 30% of 4th-grade students will meet or exceed expectations on the 2025 NM-MSSA math assessment, a 15% increase.
- 28% of 5th-grade students will meet or exceed expectations on the 2025 NM-MSSA math assessment, a 15% increase.

● Proficiency Growth Benchmark Goal Statement

- 3rd-grade students will consistently demonstrate an increase of 5% on each quarterly iMSSA math assessment, with a 15% total increase by the end of the third quarter.
 - BOY will increase from 7% to 12%.
 - MOY will increase from 12% to 17%.
 - EOY will increase from 17% to 22%.
- 4th-grade students will consistently demonstrate an increase of 5% on each quarterly iMSSA math assessment, with a 15% total increase by the end of the third quarter.
 - BOY will increase from 15% to 20%.
 - MOY will increase from 20% to 25%.
 - EOY will increase from 25% to 30%.
- 5th-grade students will consistently demonstrate an increase of 5% on each quarterly iMSSA math assessment, with a 15% total increase by the end of the third quarter.
 - BOY will increase from 13% to 18%.
 - MOY will increase from 18% to 23%.
 - EOY will increase from 23% to 28%.

Science

- **Summative Schoolwide Goal Statement**
 - 32% of 5th-grade students will meet or exceed expectations on the 2025 NM-ASR assessment, a 15% increase.
- **Benchmark Schoolwide Goal Statement**
 - 5th-grade students will consistently demonstrate an increase of 5% on each quarterly interim assessment with a 15% total increase by the end of the third quarter.
 - BOY will increase from 17% to 22%.
 - MOY will increase from 22% to 27%.
 - EOY will increase from 27% to 32%.

English Language Proficiency (ELP)

- **Summative Schoolwide Goal Statement:**
 - 15% of 3rd-grade students will meet or exceed expectations on the 2025 ACCESS assessment, a 15% increase.
 - 15% of 4th-grade students will meet or exceed expectations on the 2025 ACCESS assessment, a 15% increase.
 - 23% of 5th-grade students will meet or exceed expectations on the 2025 ACCESS assessment, a 15% increase.
- **Benchmark Schoolwide Goal Statement**
 - 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 5% on each quarterly iMSSA ELA assessment, with a 15% total increase by the end of the third quarter.
 - BOY will increase from 8% to 13%.
 - MOY will increase from 13% to 18%.
 - EOY will increase from 18% to 23%.

Root Cause Analysis (RCA) Summary:

- Leadership has coordinated and provided appropriate training. Instructional practices, priorities, and expectations have also been monitored. Still, continued support is required to support newly acquired staff.

- Leadership has not established and communicated effective data-driven instruction (DDI) protocols and expectations to support student success using tangible checks for understanding, bell ringers, and exit tickets.

Actions to Reach ELA and Science Goals:

- An instructional priorities template will be developed, emphasizing the YAG alignment of standards, content, and language objectives with identified expectations for various stages of instruction (Instructional Priorities Document).
- The administration team will utilize a SharePoint site and Teams, where Sways and informational documents will be uploaded.
- The administration team will train on aligning Sway to the district YAG. They will also train with the GRR framework concerning instructional priorities, expectations to model effective teaching practices, and collaboration through professional development.
- Lesson plans will be uploaded to Teams every Monday. The administration will review. An accountability scoreboard will be developed, and expectations will be monitored.
- The administration will review instructional plans to ensure alignment, provide feedback, and maintain an accountability scoreboard to support and hold all staff accountable.
- Based on the quality of instructional plans, classroom walkthrough data, and the accountability scoreboard, additional professional development will be provided.

Actions to Reach Math Goals:

- The administration will develop and evaluate Professional Development (PD) and Professional Learning Community (PLC) protocols for all instructional staff on Thursday and Friday PLC days.
- The administration will develop a data tracking tool by grade level and use it to inform collaboration structures such as backward planning, Corrective Teacher Action Plans (CTAPs), and more.
- The administration will establish PLC calendars to help support instructional staff planning and pacing guidelines.
- The bell ringers and exit tickets will be uploaded to Teams in instructional plans every Monday. The administration will review these. Grade-level teams will meet as needed to review instructional plans.
- All instructional staff will collaborate on Thursday to discuss using weekly and unit formative assessments. The data analysis tool will be completed and uploaded on Monday.
- All instructional staff will be monitored using walkthrough feedback forms.
- Additional professional development based on bell ringer and exit ticket data, walkthroughs, and the accountability scoreboard will be provided.

Actions to Reach ELP Goals:

- The administration will develop and evaluate ELP and English learner (EL) strategies, PD, and PLC protocols to be utilized by all instructional staff on Thursday and Friday PLC days and grade-level meetings.
- The administration will develop a data tracking tool by grade level and use it to inform collaboration structures such as backward planning, Corrective Teacher Action Plans (CTAPs), and more.
- The administration will establish PLC calendars to help support instructional staff planning and pacing guidelines.
- ELP and EL instructional strategies and standards will be included in Monday's instructional plans. The administration will review these. Grade-level teams will meet as needed to review instructional plans.
- All instructional staff will be monitored using walkthrough feedback forms.
- Additional professional development based on bell ringer and exit ticket data, walkthroughs, and the accountability scoreboard will be provided.

Monitoring:

- **ELA**
 - 30-Day, 60-Day, 90-Day Review: As measured by PD sign-in sheets, 100% of teachers will utilize and participate in professional development designed for creating and aligning Sway and unit plans to inform and support core instruction and instructional practices.
 - 30-Day Review: 90% of teachers will upload Sways to Teams. These lessons will be aligned to YAG using the GRR model concerning instructional priorities as measured by the accountability scoreboard.
 - 80% of teachers will have a consistent 5% proficiency increase as measured by unit 1-3 formatives and BOY iMSSA interim assessments.
 - The administration team will utilize a SharePoint site and Teams, where Sways and informational documents will be uploaded.
 - 60-Day Review: 95% of teachers will upload Sways to Teams. These lessons will be aligned to YAG using the GRR model concerning instructional priorities as measured by the accountability score.
 - 90% of teachers will have a consistent 5% proficiency increase as measured by unit 4-6 formatives and BOY/MOY iMSSA interim assessments.
- **Math**
 - 30-Day, 60-Day, 90-Day Review: As measured by the accountability scoreboard, 100% of teachers will utilize and participate in professional development designed to create and align the PLC protocols and the data tracking tool.
 - 65% of staff will implement bell ringers, exit tickets, and other tangible checks for understanding to support DDI, including reteaching and assessments to help support and increase students' achievement. Staff will use layer one instruction and interventions as measured through weekly PLC and classroom walkthrough data.

- 80% of teachers will have a consistent 5% proficiency increase as measured by unit 1-3 formatives and/or BOY iMSSA interim assessments.
- 90% of teachers will have a consistent 5% proficiency increase as measured by unit 4-6 formatives and BOY/MOY iMSSA interim assessments.
- 30-Day, 60-Day, 90-Day Review: The principal and dean will conduct five classroom walkthroughs, four feedback sessions, and four follow-up sessions to help inform and support core instruction and instructional practices as measured by the classroom walkthrough (CWT) Google tool.

- **Science**

- 30-Day, 60-Day, 90-Day Review: As measured by PD sign-in sheets, 100% of teachers will participate in professional development designed to create and align Sways and unit plans that inform and support core instruction and instructional practices.
- 30-Day Review: 90% of teachers will upload Sways to Teams. These lessons will be aligned to YAG using the GRR model concerning instructional priorities as measured by the accountability scoreboard.
- 60-Day Review: 95% of teachers will upload Sways to Teams. These lessons will be aligned to YAG using the GRR model concerning instructional priorities as measured by the accountability scoreboard.

- **ELP**

- 30-Day, 60-Day, 90-Day Review: As measured by the accountability scoreboard, 100% of teachers will utilize and participate in professional development designed to create and align the PLC protocols and the data tracking tool.
- As measured through weekly PLCs, 65% of teachers will utilize and implement the EL standards and strategies to support DDI.
- As measured through weekly PLCs, 75% of teachers will utilize and implement the EL standards and strategies to support DDI.
- As measured through weekly PLCs, 85% of teachers will utilize and implement the EL standards and strategies to support DDI.
- 90-Day Review: The principal and dean will conduct five classroom walkthroughs, four feedback sessions, and four follow-up sessions to help inform and support core instruction and instructional practices as measured by the CWT Google tool.

Leader's Next Steps:

- The principal will gather grading proficiency data versus assessment proficiency data and discuss any discrepancies with staff.
- The principal will identify a system to monitor the success of the in-school and after-school intervention programs being used schoolwide and will track data with Mastery Connect.