

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

School: Pojoaque Middle School	LEA: Pojoaque Valley School District
School Leader: Mario Vigil	LEA Leader: Amy Suman
SITM Team Leader: Dr. Matt Williams	Date: October 16, 2024
School Description	
<p>Four Pueblos are in the Pojoaque Valley School District boundaries: Nambe Pueblo, Pojoaque Pueblo, San Ildefonso Pueblo, and Tesuque Pueblo. The student population at Pojoaque Valley Middle School is approximately 80% Hispanic and 20% Native American. About 60% of the students qualify for free or reduced school meals. About 15% of the students receive special education services. The school serves seventh and eighth-grade students with a sixth-grade academy housed on campus. The school has seen turnover, but Principal Vigil and his team provide students and staff with a safe, secure, and academically strong campus.</p>	
School Successes and Celebrations	
<p>The school culture is one of collaboration, where all employees help one another and rarely refuse any request to assist others. Every teacher at Pojoaque Valley Middle School (PVMS) returned this year. The school only added one special education teacher. All staff members know the focus of the 90-Day Plan, and they have established some traction in measuring progress toward the goal. Two strong teacher leaders/coaches guide their math and English language arts (ELA) departments on standards-based teaching and learning. The school has strategized with its personnel to empower specific teachers to coach others within the instructional staff.</p> <p>Other highlights and supports include the following:</p> <ul style="list-style-type: none"> ● A Multilayered Systems of Supports (MLSS) coach conducted two site visits and one day of professional development on MLSS and standards-based instruction. ● From 2018-2022, the school participated in the Regional Partnership School program, receiving mathematics and teacher coaching support. ● All math teachers participated in the two-year Focus on Algebra Initiative. ● 20% of students showed growth in math, moving out of the Novice level to Nearing Proficiency. 	
NM DASH Development and Implementation	

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

- 100% of teachers will create and implement daily learning tasks (assignments) aligned to grade-level standards and include depth of knowledge (DOK) level three and four questions in three out of five tasks/assignments.
- At the end of the 90 days, 100% of classroom teachers will provide rich mathematical tasks to their students and implement the Focus on Algebra training received last year, including posing purposeful questions. Teachers will use student engagement and discourse structures so that students can increase peer-to-peer discourse. Teachers will understand how to use the NM Instructional Scope, the district curriculum map, and high-quality instructional materials (HQIM).
- 100% of teachers will align the learning task (assignment) to the grade-level standard, and 95% of students will correlate the learning task and the grade-level standard.
- The proficiency of English learners (ELs) in the four language domains will increase as teachers become familiar with the WIDA standards. 100% of teachers will align learning tasks to the grade-level standard.

School Progress

Data Trend:

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

- English Language Arts (ELA)
 - 22-23 – 27%
 - 23-24 – 32%
- Math
 - 22-23 – 9%
 - 23-24 – 7%

New Mexico Assessment of Science Readiness (NM-ASR)

- 21-22 – <20%
- 22-23 – 19%
- 23-24 – 24%

Interim-Measures of Students Success and Achievement (iMSSA) 8th grade BOY:

- Reading: 21%
- ELA: 8%
- Math: 6%

iMSSA 7th grade BOY:

- Reading: 30%
- ELA: 35%
- Math: 14%

Current Attendance Rate:

- 87%

Goal-Setting Process:

- The school started this work last year after the initial visit and after several visits with the Multi-layered Systems of Support (MLSS) coach. The data indicated that

instruction and learning was not always at grade level. Teachers struggle with knowing exactly what the grade level standard is asking students to know and do.

Summative and Benchmark Goals

Summative ELA

- By Spring 2025, students in grades seven and eight will increase proficiency by 14%, from 26% to 40% proficiency on the NM-MSSA summative exam.

Benchmark

- By December 2024, 35% of all seventh and eighth-grade ELA students will increase by a proficiency band as measured by the Northwest Education Assessment (NWEA) Measures of Academic Performance (MAP).

Summative Math

- By Spring 2024, seventh and eighth-grade students will increase proficiency by 10% as measured by the NM-MSSA.

Benchmark

- By December 2024, 12% of all seventh and eighth-grade students will be proficient in math as measured by iMSSA.

Summative Science

- By Spring of 2025, students in grade eight will increase proficiency by 10%, from 23% proficiency to 33% proficiency as measured by NM-ASR.

Benchmark

- By December of 2024, students in grades seven and eight will increase proficiency by 5%, from 19% proficiency to 24% proficiency as measured by NWEA MAP.

Summative English Language Proficiency (ELP)

- By spring of 2025, 10% of all ELs will meet their target growth measured by WIDA ACCESS.

Benchmark

- By December 2024, 40% of ELs will be proficient on iMSSA.

Root Cause Analysis (RCA) Summary

- Teachers are unfamiliar with the NM Instructional Scope and need guidance using the document and the district-provided curriculum map. From there, planning at grade level and assessment (measuring progress towards proficiency) will be the focus in professional learning community (PLC) meetings.
- Teachers are not using research-based strategies that allow students to interact with each other for meaning-making and student engagement.
- School leaders have not worked with teachers to analyze data and plan instruction using the data for differentiation.

- Specific strategies for student-to-student dialogue have not been identified schoolwide.
- English Language Development (ELD) teachers have not been adequately provided with training or resources for addressing the four language domains.

Actions to Reach ELA Goals

- All ELA teachers will have participated in three PLC meetings, focusing on using the NM Instructional Scope and curriculum map to plan grade-level lessons.
- Classroom walkthroughs will take place looking for posted objectives, evidence of instruction based on the grade-level objectives and assessment tools.

Actions to Reach Math Goals

- During the first 30 days, school and math leaders will guide grade-level planning, followed by classroom walkthroughs and immediate feedback on lesson structure.

Actions to Reach Science Goals

- All science teachers will participate in PLC meetings, where school leaders will assist with familiarity with the NM Instructional Scope and peer-to-peer engagement strategies, followed by classroom walkthroughs and immediate feedback.

Actions to Reach ELP Goals

- After the first two months, all teachers will become familiar with and comfortable using the WIDA standards as they plan for instruction for their ELs, coupled with utilizing peer-to-peer academic discourse strategies. WIDA standards PD will occur with all teachers on September 19, 2024.

Monitoring:

- At the end of 30 days, all seventh and eighth-grade ELA teachers will have participated in three PLC meetings. The focus will be on using the NM Instructional Scope and identifying the pacing and lessons in the adopted HQIM.
 - By MOY, 35% of all seventh and eighth-grade ELA students will increase by a proficiency band as measured by NWEA.
- Math teachers and school leaders will meet with the math department during PLC meetings to guide teachers on using the NM Instructional Scope and HQIM to plan instruction and review practices posing purposeful questions.
 - By MOY, 12 % of all seventh and eighth-grade students will be proficient in math as measured by iMSSA.
- At the end of 30 days, all science teachers will have participated in four PLC meetings where they are trained on becoming familiar with the NM Instructional Scope, aligning learning to the HQIM, and using Mystery Science as an additional resource.
 - By mid-semester, students in grades seven and eight will increase proficiency by 3% as measured by NWEA MAP.
- After the first two months, all teachers will become familiar with and comfortable using the WIDA standards as they plan for instruction for their ELs, coupled with

utilizing peer-to-peer academic discourse strategies.

- By mid-semester, 20% of ELs will be proficient as measured through NWEA MAP.

Leader's Next Steps:

- The principal will refine the 90-Day Plan so that the root causes are in adult change language.
- The principal will refine the 90-Day Plan so that the desired outcomes are measurable and in adult change language.
- The principal will work with the leadership team to identify measures for initiatives to identify impact.