

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

School: Tohatchi Middle School	LEA: Gallup-McKinley County Schools
School Leader: Lucinda Bitsoi	LEA Leader: Wade Bell
SITM Team Leader: Robyn Cook	Date: October 16, 2024
School Description	
<p>At Tohatchi Middle School, the mission is to create a safe and supportive environment where students gain the confidence to shape their futures. The school values creativity, celebrates academic success across all subjects, and honors its students' rich cultural and linguistic diversity. By promoting positive character development, the staff empowers students to embrace their heritage while preparing for future opportunities.</p> <p>Serving around 200 students in grades six through eight, 98% of whom are Native American, the school is deeply connected to its community. The dedicated staff includes members from five local communities, parts of New Mexico, and educators from the Philippines. All students are eligible for free or reduced lunch, and 10% receive support through Individualized Educational Plans (IEPs) or 504 plans. The school also has a significant English learner (EL) population, with 24% of students identified as ELs.</p> <p>Teachers are addressing learning challenges through Professional Learning Communities (PLCs) by discussing strategies such as vocabulary building, student verbalization, and accommodating individual needs. Vertical and horizontal alignment across grade levels and departments helps support these efforts. Teachers work closely with families to communicate student struggles, which may lead to Student Assistance Team (SAT) referrals. However, the school faces a critical challenge—no English language arts (ELA) teachers are on staff.</p>	
School Successes and Celebrations	
<p>Tohatchi Middle School has celebrated several key successes, particularly focusing on student recognition and engagement. Each quarter, the school honors students with A and B honor roll awards, alongside recognition for attendance and achievements across all content areas. Incentives, such as field trips to movies or hiking excursions, are provided for students who maintain strong attendance with three or fewer absences per quarter. These rewards and subject-specific science and social studies trips help motivate students academically, socially, and emotionally.</p> <p>A major highlight of the school is the bike program, where students learn real-life skills related to bike safety, maintenance, and inspection, promoting a healthy lifestyle. Around 30 students</p>	

actively participate, meeting with coaches every Tuesday. Additionally, half of the student body is involved in athletics or clubs, further driving their motivation and overall success.

Instructionally, Tohatchi Middle School has seen progress, particularly in reading and writing. Teachers have implemented Kagan strategies, aggressive monitoring, and the Reading Apprenticeship program elements, focusing on reading, annotating, and student discourse through sentence stems and partner discussions. Small-group instruction has been used to support struggling students. Although there are no funds for the Reading Apprenticeship program this year, veteran staff are helping train new teachers in these strategies.

Family engagement nights, held monthly, are another success. They bring together the five Navajo Nation communities the school serves. These events provide activities across different subjects, involving students and their parents and fostering a supportive home environment. While attendance drops in the winter due to competition with basketball, these nights are a valuable tool for strengthening family involvement.

NM DASH Development and Implementation

The school's 90-Day Plan addresses academics and culture.

The school has identified three contributing factors to low-performance rates: (1) not using data to drive instruction, (2) lack of checking for understanding, and (3) lack of student engagement.

The desired outcomes include:

ELA - By the end of the 90-day period, 100% of Tohatchi Middle School teachers should ensure that all instruction is aligned (standard - content objective - assessment - activities) with effective layer one instruction using cooperative learning strategies.

Math - By the end of the 90-day period, 100% of teachers will address student needs using the aggressive monitoring tool during layer one instruction.

Science - 100% of teachers will create facilitation PowerPoint(s) (lesson plans) using the gradual release model to create differentiated instruction weekly.

ELP - 100% of teachers will incorporate questioning in their facilitation PowerPoint(s) (lesson plans) that align with the gradual release model.

School Progress

Current Three-year Data Trends

NM-MSSA - ELA Percentage Proficient

	School	6th	7th	8th
2022	15.9	8	23	16
2023	26	21	36	20
2024	23	17	23	29
2025 (Goal)	33	27	33	39

2025 ELA Goals – Summative

- By the end of the school year 2024-2025, 37% of sixth-grade students will meet or exceed expectations on the 2025 NM-MSSA ELA assessment.
- By the end of the school year 2024-2025, 37% of seventh-grade students will meet or exceed expectations on the 2025 NM-MSSA ELA assessment.
- By the end of the school year 2024-2025, 43% of eighth-grade students will meet or exceed expectations on the 2025 NM-MSSA ELA assessment.

Benchmark

- All sixth-grade students will consistently demonstrate an increase of 5%+ on each quarterly ELA interim assessment (iMSSA) with at least 36% (Level 3 and Level 4 combined) proficient by the end of the third quarter of SY 2024-2025.
- All seventh-grade students will consistently demonstrate an increase of 5%+ on each quarterly ELA interim assessment (iMSSA) with at least 36% (Level 3 and Level 4 combined) proficient by the end of the third quarter of SY 2024-2025.
- All eighth-grade students will consistently demonstrate an increase of 5%+ on each quarterly ELA interim assessment (iMSSA) with at least 43% (Level 3 and Level 4 combined) proficient by the end of the third quarter of SY 2024-2025.

MSSA - Math Percentage Proficient

	School	6th	7th	8th
2022	9	11	7	10
2023	9	15	7	5
2024	8	10	7	6
2025 (Goal)	18	20	17	16

2025 Math Goals –

Summative

- By the end of the school year 2024-2025, 50% of sixth-grade students will meet or exceed expectations on the 2025 NM-MSSA math assessment.
- By the end of the school year 2024-2025, 50% of seventh-grade students will meet or exceed expectations on the 2025 NM-MSSA math assessment.
- By the end of the school year 2024-2025, 47% of eighth-grade students will meet or exceed expectations on the 2025 NM-MSSA math assessment.

Benchmark

- All sixth-grade students will consistently demonstrate an increase of 5%+ on each quarterly math interim assessment (iMSSA) with at least 50% (Level 3 and Level 4 combined) proficient by the end of the third quarter of SY 2024-2025.
- All seventh-grade students will consistently demonstrate an increase of 5%+ on each quarterly math interim assessment (iMSSA) with at least 50% (Level 3 and Level 4 combined) proficient by the end of the third quarter of SY 2024-2025.
- All eighth-grade students will consistently demonstrate an increase of 5%+ on each quarterly math interim assessment (iMSSA) with at least 47% (Level 3 and Level 4 combined) proficient by the end of the third quarter of SY 2024-2025.

NM-ASR - Science Percentage Proficient

2022	15
2023	11
2024	19
2025 (Goal)	29

2025 Science Goal -

- 29% of eighth-grade students will score proficient on the 24-25 NM-ASR.

Benchmark

- Eighth-grade students will consistently demonstrate an increase of 4% on each interim assessment to reach a 12% increase to 29% proficiency.

iMSSA - Reading Percentage Proficient

	School	6th	7th	8th
2023 EOY	26	17	34	26
2024 EOY	28	19	38	27
2025 BOY	23	23	20	27
2025 MOY (Goal)	31	28	34	32

2025 EOY (Goal)	38	33	48	37
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iMSSA - Language Usage Percentage Proficient

	School	6th	7th	8th
2023 EOY	20	23	24	14
2024 EOY	23	26	26	18
2025 BOY	17	20	23	10
2025 MOY (Goal)	25	28	30	19
2025 EOY (Goal)	33	36	36	28

iMSSA - Math Percentage Proficient

	School	6th	7th	8th
2023 EOY	19	29	10	19
2024 EOY	22	24	16	25
2025 BOY	14	15	16	9
2025 MOY (Goal)	15	20	21	14
2025 EOY (Goal)	24	25	26	19

Course Failure Rates

ELA - Number of Students

- 2021-2022 – 8
- 2022-2023 – 1
- 2023-2024 – 16

Math - Number of Students

- 2021-2022 – 19
- 2022-2023 – 19
- 2023-2024 – 24

Science - Number of Students

- 2021-2022 – 26
- 2022-2023 – 27

- 2023-2024 – 25

Social Studies - Number of Students

- 2021-2022 – 41
- 2022-2023 – 44
- 2023-2024 – 34

Attendance Rate Percentages

	School	6th	7th	8th
2022	78.07	81.63	80.54	72.06
2023	92.50	92.25	93.09	92.19
2024	94.35	94.92	93.42	94.82
2025 (Goal)	95	95	95	95

EL iMSSA Reading Percentages

	Needs Support	Near Target	On Target
6th BOY	53	40	7
MOY Goal	43	50	7
EOY Goal	33	65	12
7th BOY	41	55	5
MOY Goal	31	65	5
EOY Goal	21	70	10
8th BOY	65	15	21
MOY Goal	55	25	21
EOY Goal	45	30	26

EL iMSSA Language Usage Percentages

	Needs Support	Near Target	On Target
6th BOY	40	47	13

MOY Goal	30	57	13
EOY Goal	20	62	18
7th BOY	64	32	5
MOY Goal	54	42	10
EOY Goal	44	47	10
8th BOY	32	59	9
MOY Goal	22	69	9
EOY Goal	12	74	14

EL iMSSA Math Percentages

	Needs Support	Near Target	On Target
6th BOY	53	40	7
MOY Goal	43	50	7
EOY Goal	33	55	12
7th BOY	77	18	5
MOY Goal	67	28	5
EOY Goal	57	33	10
8th BOY	70	21	9
MOY Goal	60	31	9
EOY Goal	50	36	14

2025 ELP Goal -

- 14% of current sixth-grade ELs will be proficient on the NM-MSSA ELA portion for the 2024-2025 SY.
- 18% of ELs will be proficient in seventh grade on the NM-MSSA ELA portion for the 2024-2025 SY.

Benchmark

- Current ELs in sixth grade will show an increase of 4% on iMSSA to meet the proficiency goal of 24% by the end of quarter 3.
- Current ELs in seventh grade will show an increase of 4% on iMSSA to meet the

proficiency goal of 24% by the end of quarter 3.

- Current ELs in eighth grade will show an increase of 4% on iMSSA to meet the proficiency goal of 28% by the end of quarter 3.

Goal-Setting Process:

In August, the administration met with district leadership to review priorities, analyze data, and create the 90-Day Plan. Then, the plan was reviewed with the core leadership team and presented to the staff.

Root Cause Analysis (RCA) Summary

At Tohatchi Middle School, a fundamental root cause is the need for teachers to follow through on data gathered, with reflection on how to address student needs based on that data. There is a need for greater accountability and consistency from both teachers and administration. The administration needs to establish clear guidelines for data analysis or protocols for effectively using the gradual release of responsibility model. Additionally, there are no established protocols for incorporating questioning throughout the gradual release process to check for student understanding, which further impacts instructional effectiveness.

Actions to Reach ELA Goals

- Provide all teachers with professional development on cooperative learning strategies in alignment with district Year at a Glance (YAG).
- Teachers will incorporate cooperative learning strategies to increase student engagement in all classes.
- Teachers will implement cooperative learning strategies three days a week in all classes.
- The administration will complete weekly classroom walkthroughs (CWTs) and feedback sessions to look for cooperative learning strategies.

Actions to Reach Math Goals

- Provide professional development to all teachers on backward planning using the corrective teaching template. Teachers will utilize the template for each unit per content and submit it on TEAMS.
- Provide professional development to all teachers on the aggressive monitoring tool to check for student understanding.
- Teachers will implement the aggressive monitoring tool with a low-performing class once a week and submit it at the end of each week.

Actions to Reach Science Goals

- The administration will create a template for the facilitation PowerPoint (FPP) and provide professional development to staff.
- 100% of teachers will submit weekly FPP on Mondays for review, and the administration will provide feedback by the end of the day.
- The administration will complete weekly CWTs to provide feedback and direct instruction using the FPPs.
- The administration will provide additional PD to teachers who are struggling.

Actions to Reach ELP Goals

- 100% of teachers will receive professional development on how to create questioning in the FPPs.
- The administration will check FPPs for questioning throughout the gradual release model.
- The administration will complete CTWs and feedback sessions on questioning presented throughout the gradual release (GR).

The leadership at Tohatchi Middle School has established clear goals to measure progress by the middle of the year (MOY) across multiple subjects. For English language arts (ELA), math, and English language proficiency (ELP), the focus is on improving iMSSA scores through strategies like aggressive monitoring, partner reading, annotating, and fostering student discourse. The same instructional strategies are being applied in science, with progress being assessed through quarterly teacher-created assessments. These goals emphasize consistent, data-driven instruction to support student growth and engagement across all areas.