

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

School: Tse Bit Ai Middle School	LEA: Central Consolidated Schools
School Leader: Dr. Pandora Mike	LEA Leader: Steve Carlson
SITM Team Leader: Phil Valdez	Date: October 21, 2024
School Description	
<p>Tse Bit Ai Middle School is located in the far northeastern part of the Navajo Nation and the Four Corners region of New Mexico. The school was built in 1969. The school currently serves 392 students and has a staff of 53 (31 are teachers). Seven communities and identified government chapters feed students into the school (Beclabito, Cudei, Shiprock, Hogback, Cove, Red Valley, and Sanostee). One hundred four students ride the bus. The school’s subgroups are 121 students in grade six, 127 in seven, and 144 in eight. The student population comprises 40.3% (158) English learners (ELs), 6.6% (26) students with disabilities (SWD), 98.8% Native American, .7% Caucasian, .5% Asian, and 8.2% (32) students experiencing homelessness. The community has a low economic status.</p> <p>Tse’ Bit’ Ai’s vision is: <i>to empower our school community to be learners and creators with the belief that all can achieve.</i></p> <p>Their mission is <i>to promote and cultivate excellence by creating a family of learning that challenges, motivates, and supports each member.</i></p>	
School Successes and Celebrations	
<p>After the pandemic, students were recaptured, and for school year 23-24, the school maintained an attendance rate of 88.4%. Currently, after quarter one, the attendance rate is 92.6%. There is a morning and after-school tutoring/enrichment program, a sports program, and a band that has won excellence awards at various competitions for multiple years.</p> <p>Robotics, Science Fair, and Science Olympiad have all headed to state finals in each event. The school also maintains the BIKE program for students’ social and emotional needs.</p>	
NM DASH Development and Implementation	

The desired outcomes include:

Data-driven Instruction (DDI): ELA/Math/Science

- By December 20, 2024, all teachers will implement weekly PLCs (Professional Learning Communities) as measured by PLC meeting reports.
- By December 20, 2024, the school will purchase supplies and CLRI (culturally and linguistically responsive instruction) activities that support CLRI and SEL (social-emotional learning) activities, as measured by purchase requisitions, agendas/sign-in sheets, and certificates of completion for events and services for workshops, meetings, and academic celebrations.

Layer One Instruction ELA/Math/Science

- By the end of quarter one, all teachers will complete district-approved training, as measured by sign-in sheets, PLC meeting reports, or certificates.
- By October 31, 2024, all teachers will implement an intervention process for targeted students with reading and math needs as measured by quarterly assessment and data reports.
- By December 20, 2024, all teachers will fully implement all MLSS (Multi-Layered System of Supports) layer two expectations using district-approved curriculum and activities, as measured by lesson plans and classroom walkthroughs.
- By December 20, 2024, the school will purchase supplies and activities that support CLRI and SEL, as measured by purchase requisitions, agendas, sign-in sheets, and certificates of completion for events.

English Language Proficiency (ELP)

- By the end of quarter one, all teachers will complete district-approved training, as measured by sign-in sheets, PLC meeting reports, or certificates.
- By October 31, 2024, all teachers will implement an intervention process for targeted students with reading and math needs as measured by quarterly assessment and data reports.
- By December 20, 2024, all teachers will fully implement MLSS layer two expectations using district-approved curriculum and activities, as measured by lesson plans and classroom walkthroughs.
- By December 20, 2024, the school will purchase supplies and activities that support CLRI and SEL, as measured by purchase requisitions, agendas, sign-in sheets, and certificates of completion for events.

School Leadership and Systems - Science

- By December 20, 2024, all teachers will implement weekly PLCs as measured by PLC meeting reports;
- By December 20, 2024, the school will purchase supplies and CLRI activities that support CLRI and SEL activities, as measured by purchase requisitions, agendas/sign-in sheets, and certificates of completion for events or services for workshops, meetings, and academic celebrations.

School Progress

Three-Year Data Trends

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

ELA

All Students	SWD	EL
2021/2022 – 24%	0%	10%
2022/2023 – 24%	14%	12.6%
2023/2024 – 24%	3%	15.6%

Math

All Students	SWD	EL
2021/2022 – 9%	0%	3.6%
2022/2023 – 8%	1.3 %	4.6%
2023/2024 – 5%	1.3%	3.3 %

Interim Measure of Student Success and Achievement (iMSSA- EOY)

Reading:

All Students	SWD	EL
2021/2022 - 35%	10.6%	26%
2022/2023 - 25%	7%	17.6%
2023/2024 - 15%	2.6 %	8.6 %

Language

All Students	SWD	EL
2021/2022 - 31%	6%	21.6%
2022/2023 - 21%	7.6%	15.6%
2023/2024 - 17%	1.3%	12.6%%

Math

All Students	SWD	EL
2021/2022 - 4%	0%	.6%
2022/2023 - 21%	5.6%	13%
2023/2024 - 12%	4.6 %	9% %

Dynamic Learning Maps - DLM

ELA

2021/2022 - 0%
2022/2023 - 1.2%
2023/2024 - .5%

Math

2021/2022 - 0%
2022/2023 - .5%

2023/2024 - 0%

Science

2021/2022 - 0%

2022/2023 - 0%

2023/2024 - .24%

NM-ASR (Assessment of Science Readiness)

All Students	SWD	EL
2021/2022 - **%	0%	7%
2022/2023 - 13%	0%	8%
2023/2024 - 12%		

WIDA ACCESS – Achieving Overall Composite Score

2021/2022 - 0%

2022/2023 - 9%

2023/2024 - 12%

Number of Students Earning a D/F

ELA

2021/2022 - 30%

2022/2023 - 13.5%

2023/2024 - 18.5%

Math

2021/2022 - 29%

2022/2023 - 36%

2023/2024 - 8%

Science

2021/2022 - 23%

2022/2023 - 11%

2023/2024 - 12.8%

Attendance Rate:

2021/2022 – 87%

2022/2023 – 88%

2023/2024 – 87%

Goal-Setting Process

Teachers review data from the benchmark assessments (BOY, MOY, EOY) and monthly diagnostics. In PLC meetings, teachers discuss high-need areas and identify goals. The testing coordinator provides all data to the leadership team in an Excel format to allow for data analysis, including the ability to filter data by subgroups and look at graph data. In the shared drive, they have created folders for PLC and data. A dashboard also provides data and information that they want all staff to have access to. The leadership team meets

weekly. PLCs meet weekly during a designated time. All staff meet every first Friday of the month as a communication tool.

School Goals

ELA

- Goal: sixth-grade student results must show a 20% overall growth from 21% to 41% by May 2025 as measured by NM-MSSA.
- Goal: seventh-grade student results must show a 20% overall growth from 23% to 43% by May 2025 as measured by NM-MSSA.
- Goal: eighth-grade student results must show a 20% overall growth from 29% to 49% by May 2025 as measured by NM-MSSA.

Math

- Goal: sixth-grade student results must show a 20% overall growth from 6% to 26% by May 2025 as measured by NM-MSSA.
- Goal: seventh-grade student results must show a 20% overall growth from 4% to 24% by May 2025 as measured by NM-MSSA.
- Goal: eighth-grade student results must show a 20% overall growth from 6% to 26% by May 2025 as measured by NM-MSSA.

ELP

- Goal: As measured by ACCESS, all students must show a 5% overall growth in level 3 (52.3% to 57.2%), level 4 (12.3% to 12.7%), and level 5 (0% to 5%) by May 2025.

Science

- Goal: eighth-grade students must show a 20% overall growth from 13% to 33% by May 2025 as measured by NM-ASR.

Root Cause Analysis (RCA)

- Teachers lack understanding and consistency in using data to monitor formative assessments closely. Teachers chose not to prioritize planning for and implementing consistent daily strategies, programs aligned to MLSS, and layered supports for literacy interventions.
- Principals did not prioritize a system for monitoring layer two interventions nor provide training to teachers on key strategies to address targeted need areas for improvement.
- Teachers lack understanding of practices promoting a positive culture, like restorative practices and building relationships with students and families.

While BOY data is incomplete, ELA BOY data was gathered last week, and the team is completing assessments in math and science to identify the baseline for all students.

Based on the previous year's data, the leadership team has identified a need for targeted interventions.

- The sixth-grade BOY results show that 55% of students need support, 34% are near target, and only 10% are on target or proficient in reading comprehension.
- The sixth-grade BOY results show that 48% of students need support, 59% are near target, and 8% are on target in Language Usage Skills.
- Seventh-grade BOY iMSSA Reading data shows that 12% of the students are proficient, 54% are nearing proficiency, and 58% require additional intensified support.
- For language usage, BOY iMSSA data showed that 10% of the students are proficient, 45 % are nearing proficiency, and 66% require additional support.
- The NM-MSSA data showed that 29% of eighth-grade students are proficient in language arts.
- iMSSA eighth-grade reading data showed a 5% decrease in proficiency from 20% BOY to 15% EOY

Tse Bit Ai Middle School has numerous opportunities for students to engage in tutoring specific to their academic needs. Students with a D or an F must attend tutoring before, during lunch, or after school. The tutoring also provides support for enrichment. In addition, the Student Intervention Team analyzes student data bi-weekly, and the reading interventionist and safety coordinator conduct home visits for students with three or more Fs. The counselor and assistant principal meet with students with 2 Fs.

NEXT STEPS

- Establish baseline data and a monitoring system for all desired outcomes above.
- Establish BOY baseline data in math and science
- The leadership team will monitor common formative assessment (CFA) data in ELA, math, and science and monitor trends (as upward or downward trends, or flatlined) as the CFA data correlates with MOY and EOY MSSA, iMSSA, and NM-ASR end-of-year goals.
- Incorporate attendance and discipline data into the Early Warning System as a way to identify students in need of interventions by the Student Intervention Team (SIT)