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

School: W.D. Gattis Middle School	**LEA**: Clovis Municipal Schools
School Leader: Lori Gammill	**LEA Leader**: Renee Russ
SITM Team Leader: Jody Martinez	**Date**: October 21, 2024

School Description

Gattis Middle School (GMS) is a large campus serving approximately 531 students. It has an English learner (EL) population of 72 students (13.5%) and 81 students who qualify for special education services (15.25%). Gattis also serves military students, who comprise approximately 19% of the student population. The school's principal is now in her third year. Gattis has a highly qualified and motivated staff dedicated to a shared vision and committed to excellence with integrity and presence.

The mission of Gattis Middle School is *to build a strong educational foundation for life-long learning through character building and critical thinking in a technologically rich environment in partnership with family and community.*

School Successes and Celebrations

The staff at Gattis is clear about the instructional priorities. They have bought into collective goals due to a weekly focus on the priorities, weekly data collection through walkthroughs, and understanding the why behind the priorities and focus areas. Improving staff turnover and consistency in staffing have helped with this buy-in.

There has been growth in the student achievement data, especially with ELs. Chronic absenteeism dropped by 9% last year, and the goal is to continue decreasing it. As a campus, data is collected through weekly focused, aligned walkthroughs, which are used to align upcoming professional development (PD).

The school partners with Eastern New Mexico University (ENMU) through the TRIO and NWAY STEM after-school programs. The Federal TRIO programs are outreach-focused student service programs designed to provide academic success services to qualified individuals. TRIO includes eight programs targeted to serve and assist first-generation students from low-income families and individuals with disabilities as they progress from middle school to post-baccalaureate programs.

New Worlds Await You (NWAY) is a NASA-commissioned program for middle school students. Student teams brainstorm, research, and design solutions for food, water, energy technologies, and other critical systems for astronauts researching the Moon. Using the Engineering Design Process, teams will design and construct 3D models of lunar habitats.

The district supports the school through thought partners and district Student Assistance Team (SAT) coaches. The district-assigned thought partner regularly meets with the principal to review staffing and scheduling decisions to ensure students receive support. The district SAT coach supports teachers in the Multi-Layered Systems of Support (MLSS) process. A district executive director offers support in the identification and service of English learners, as well as the development of a Title I budget to best meet the needs of students.

The district also supports the school through accountability and systems. Accountability is managed regularly with the district coaching thought partner reviewing data, 90-Day plans, classroom observation, and feedback coaching cycles (OFCC), as well as through the Elevate teacher evaluation system from the New Mexico Public Education Department (NM PED). The Clovis Municipal Schools (CMS) Systems Rubric details the systems for which administrators are held responsible (e.g., data-driven instruction (DDI), OFCCs, campus indicators, culture, instructional practices, etc.). The CMS Tight/Loose document details the areas for which all teachers are held accountable to non-negotiable expectations (e.g., curriculum, assessment, layer three interventions, etc.) versus those for which teachers can make their own decisions.

NM DASH Development and Implementation

The leadership team is selected by adults who go above and beyond for students. Before all teachers resumed in August, the leadership team met to do a deep data dive on data from the 2023-2024 year. They looked at this data to see how their designated student groups performed (Students with Disabilities (SWD) and English learners (EL)). As a team, they then created the 90-Day Plan.

When they examined the data, they found that all students, including ELs and SWD, struggled with informational text. Therefore, actions were developed to increase the use of informational text and instruction to analyze informational text in all content areas.

School Progress

Three-year Data Trends and Goals Around Comprehensive Support and Improvement (CSI) Student Performance Designation: SWD and EL

State Summative Assessments: (% Proficient)

All Students:

NM-MSSA - ELA	NM-MSSA - Math	NM-ASR - Science
2021-2022 – 35%	2021-2022 – 28%	2021-2022 – 38%
2022-2023 – 40%	2022-2023 – 30%	2022-2023 – 34%
2023-2024 – 42%	2023-2024 – 25%	2023-2024 – 37%

Students with Disabilities (SWD):

NM-MSSA	ELA	Math	Science
2021-2022	8%	≤5%	≤10%
2022-2023	5%	7%	≤10%
2023-2024	5%	≤5%	≤10%

ELs:

NM-MSSA	ELA	Math	Science
2021-2022	9%	8%	≤20%
2022-2023	No data	No data	No data
2023-2024 (7th-grade)	19.3%	13%	17%
2023-2024 (8th-grade)	13.8%	No data	≤5%

WIDA Access Scores (% ELs Proficient)
- 2021-2022 - 1.54%
- 2022-2023 - 4.23%
- 2023-2024 - 3.03%

School Summative Goals

ELA
- New Mexico Measures of Student Success and Achievement (NM-MSSA) data shows that 45% of 7th-graders and 40% of 8th-graders are proficient in reading overall.
- GMS's goal is to have 55% of 7th and 50% of 8th-graders proficient on the NM-MSSA summative assessment in the Spring 2025 school year.
- 10% growth of SWD and EL students who score proficient on the NM-MSSA summative assessment in the Spring 2025 school year.

Math
- NM-MSSA data shows that 23% of 7th-grade students and 27% of 8th-graders are proficient in math.
- 33% of 7th-grade and 37% of 8th-grade students will score proficient on the NM-MSSA summative assessment in the Spring 2025 school year.
- 10% growth of SWD and EL students who score proficient on the NM-MSSA summative assessment in the Spring 2025 school year.

Science
- GMS's goal is to have a 10% growth of 8th-graders proficient on the New Mexico Assessment of Science Readiness (NM-ASR) summative assessment in the Spring 2025 school year with a 10% growth of SWD and ELs.

English Language Proficiency
- Summative assessment in the Spring 2025 school year will have a 10% growth in ELs meeting their growth target on their WIDA ACCESS test.

Root Cause Analysis:
W.D. Gattis Middle School determine the following root causes of their overall performance challenges:

- Layer 1 Instruction/interventions:
  - Inconsistency in classroom instruction in providing strategies and interventions for reading comprehension across all content areas.
  - Mathematical inability to analyze a real-world math in context.
  - Inconsistency in classroom instruction in providing strategies and interventions for reading comprehension across all content areas.
- Data Driven Instruction (DDI):
  - A lack of variety in provided informational texts and the inconsistent modeling of text analysis.

Desired Outcomes:
- All teachers will implement learning strategies to help students analyze various informational texts every week, as evidenced by walkthrough data.
- All teachers will model and guide students in understanding real-world math concepts using at least three instructional strategies, as evidenced by weekly lesson plans and administrative walkthroughs.
- All teachers will implement learning strategies to help students analyze scientific informational texts weekly, as evidenced by walkthrough data.
- All teachers will utilize Contextualized Learning for Access, Validation, Equity, and Success (CLAVES®) strategies in all classes during daily lessons, as evidenced by walkthrough data.

Actions to Reach ELA Goals:
- All students:
  - The leadership team meets to do a deep data dive to analyze where students are and set instructional priorities to focus on subgroups in designations. Students will be identified based on who needs intervention time.
  - Teachers will be trained in effective text analysis of informational text (completed in October 2024).
  - GMS administration conducts weekly walkthroughs to observe, monitor, and collect data on effective use and text analysis strategies. The walkthrough template form is built around the 90-Day Plan's actions and expectations. After the walkthrough, the form is immediately sent to staff, and data is analyzed by the admin team, composed of the principal, assistant principal, and Safe & Healthy Schools Coordinator. Staff walkthroughs are tiered in frequency based on teacher performance and need levels.
- ELs and SWD:
  - Analyze student benchmark data to identify the students to pull for intervention time for additional support in reading comprehension by analyzing informational texts.

  - Intervention is provided using Varsity Tutors, 1:1 high-dose live tutoring during the school day. Identified students are pulled from one elective period once a week. The school looks at benchmark testing for progress monitoring and exits/adds students based on data.
  - Data is reviewed with parents during student-led conferences and with students during the daily 5th-period extended time, where they do SEL and review

student data, progress, grades, etc.

Actions to Reach Math Goals:
- All students:
  - Create real-world math problems based on current events and students' interests to increase engagement.
  - Identify and implement strategies to increase engagement and decrease loss of instructional time.
  - Walkthroughs are conducted weekly by the GMS administrators to observe and monitor student engagement.
- ELs and SWD:
  - Analyze student benchmark data to identify the students to pull for intervention time and/or enrichment for additional support in math (done through the same methodology as ELA intervention)

Actions to reach Science Goals:
- All students:
  - Organize professional development workshops focused on effective text analysis techniques and strategies.
  - DDI meetings are used to identify informational text along with text analysis techniques and strategies.
  - Administrative walkthroughs are conducted to assess the effectiveness of text variety and modeling strategies.
- ELs:
  - During DDI meetings, teachers will analyze student work by focusing on English learners.

- SWD:
  - During DDI meetings, teachers will analyze student work by focusing on students with disabilities.

Actions to reach ELP Goals:
- English learners:
  - Teachers will be trained on expectations regarding using CLAVES strategies to analyze informational texts.
  - GMS admin conducts weekly walkthroughs to observe, monitor, and collect data on CLAVES strategies with four language domains.
  - Analyze student benchmark data to identify the students to pull for intervention time for additional support in reading comprehension by analyzing informational texts.

School Benchmark Goals and Monitoring:

Attendance:
- Goal: Decrease chronic absenteeism by 6%.

- Baseline Data:
    - 2023-2024 chronic absenteeism: 37.66%
    - 2024-2025 BOY (for 1st quarter) attendance rate: 92%
        - Chronic absenteeism rate for 1st quarter not yet available.

ELA Benchmark/Monitoring:
- All teachers will incorporate various informational texts into their classroom instruction across all content areas at least twice weekly and model effective text analysis strategies during lessons, as evidenced by walkthroughs.
- 50% of 7th-grade and 35% of 8th-grade students will score on target on iMSSA reading MOY in December 2024.
- 10% of ELs will score on target on the MOY iMSSA reading in December 2024.
- 20% of SWD will score on target on the MOY iMSSA reading in December 2024.

- Baseline Data from BOY 2024-2025:
    - Teacher walkthrough data:
        - September: 75% of teachers incorporated informational text, either observed during walkthroughs and/or documented in the lesson plan.
        - October: 55% observed and/or documented text analysis by teachers (this focus was started two weeks ago, and the school is working to improve the consistency of documentation within lesson plans)
    - iMSSA reading BOY data:
        - All students: 7th grade - 32%; 8th grade - 28%
        - EL students: 7th grade - 0%; 8th grade - 13%
        - SWD: 7th grade - 10%; 8th grade - 4%
    - iMSSA language data:
        - All students: 7th grade - 42%; 8th grade - 17%
        - EL students: 7th grade - 6%; 8th grade - 7%
        - SWD: 7th grade - 15%; 8th grade - 8%

Math Benchmark/Monitoring:
- All teachers will effectively model and guide students in analyzing and comprehending real-world math concepts by incorporating at least three diverse instructional strategies and providing weekly opportunities for practical application.
- 30% of 7th-grade and 38% of 8th-grade students will score on target on the iMSSA MOY in December 2024.
- 10% growth of ELs on iMSSA MOY in December 2024.
- 10% growth of SWD on iMSSA MOY in December 2024.

- Baseline Data from BOY 2024-2025:
    - Teacher walkthrough data:
        - September: 75% of teachers incorporated informational text and/or real-world applications, either observed during walkthroughs and/or documented in the lesson plan.
        - October: 55% observed and/or documented text analysis by

teachers.
- o iMSSA math BOY data:
  - All students: 7th grade - 17%; 8th grade - 19%
  - ELs: 7th grade - 6%; 8th grade - 4%
  - SWD: 7th grade - 7%; 8th grade - 8%

Science Benchmark/Monitoring:
- All teachers will provide informational texts in science, model analytical skills, and teach weekly strategies to effectively understand and interpret scientific concepts, data, and arguments.
- 65% of students will score proficient on district nine-week common formative assessments (CFAs) in December 2024.
- 10% of ELs will score proficient on district nine-week CFAs in December 2024.
- 20% of SWD will score proficient on district nine-week CFAs in December 2024.

- Baseline Data from BOY 2024-2025:
  - o Teacher walkthrough data:
    - September: 75% of teachers incorporated informational text, either observed during walkthrough and/or documented in the lesson plan.
  - o 1st quarter science CFA data:
    - All students:
      - 40% proficient at midterm of 1st quarter
      - 52% proficient currently at end 1st quarter
    - ELs: data not yet available
    - SWD: data not yet available

English Language Proficiency Benchmark/Monitoring:
- All teachers will incorporate various informational texts into their classrooms across all content areas at least twice weekly and model effective text analysis using CLAVES strategies during lessons, as evidenced by walk-throughs.
- 10% of ELs will score on target on the MOY iMSSA reading in December 2024.

- Baseline Data from BOY 2024-2025:
  - o Teacher walkthrough data:
    - September: 75% of teachers incorporated informational text, either observed during walkthroughs and/or documented in the lesson plan.
    - October: 44% observed and/or documented text analysis by teachers.
  - o iMSSA reading BOY data:
    - All students: 7th grade - 32%; 8th grade - 28%
    - ELs: 7th grade - 0%; 8th grade - 13%
    - SWD: 7th grade - 10%; 8th grade - 4%
  - o iMSSA language data:
    - All students: 7th grade - 42%; 8th grade - 17%
    - ELs: 7th grade - 6%; 8th grade - 7%
    - SWD: 7th grade - 15%; 8th grade - 8%

School Leader's Next Steps:
- Track the impact of strategies implemented with SWD and ELs.
- Continue tracking students out of class (through E-Hall Pass) to provide data to teachers to ensure academic support and engagement and increased in-class instructional time.
  - Currently, SWD and ELs have the highest percentage of students out of class.
  - Loss of instructional time has decreased over the nine weeks, based on E-Hall Pass data.
- Track attendance data specifically for EL and SWD to identify root causes and implement strategies for improved attendance.
- Implement SWD and EL performance data tracking in weekly DDI grade-level meetings rather than just discussing it.