

SUMMARY OF FINDINGS – MOY

School Improvement and Transformation Monitoring Visit Summary Report

School: Gallup Central High School	LEA: Gallup-McKinley County Schools
School Leader: Kristi Del Curto	Supt/PEC Director: Mike Hyatt
SITM Team Leader: Dr. Eileen Reed	Date: January 28, 2025
School NM Vistas Designation: MRI Graduation	
School Successes and Celebrations	
<p>Gallup Central High School (GCH) continues to celebrate the growth of the career pathways and student projects. The Construction Pathway has added seven new interns and four new students, while the Culinary Pathway has welcomed three new interns and twelve new students. The construction students have successfully sold their handcrafted outhouses, sheds, and doghouses. The funds raised will directly support their future careers by covering essential graduation expenses and providing them with the tools needed to succeed in the construction industry.</p> <p>GCH has organized two college visits in February and March. These experiences will offer students valuable opportunities to refine their skills, expand their networks, and prepare for successful careers in the construction industry.</p> <p>The school has adopted the new Early Warning System provided by the district. This data tracker allows them to monitor student progress toward graduation more effectively. Every three weeks, the administration and teachers meet to review the data. During these meetings, they identify students who need support and recognize those who are excelling.</p>	
School Progress	
<u>Three-year Data Trends</u>	
Graduation Rates	
4-Year	
<ul style="list-style-type: none">• Cohort of 2019 – 32.6%• Cohort of 2020 – 32.4%• Cohort of 2021 – 24.8%• Cohort of 2022 – 23.0%• Cohort of 2023 – 35.8% • Cohort of 2024 – TBD• <i>Goal – Cohort of 2025 – 33%</i>	

5-Year

- Cohort of 2019 – 36.1%
- Cohort of 2020 – 44.5%
- Cohort of 2021 – 38.0%
- Cohort of 2022 – 35.1%

6-Year

- Cohort of 2019 – 39.2%
- Cohort of 2020 – 45.0%
- Cohort of 2021 – 41.6%

Specific actions completed and data demonstrating progress since SIT-M BOY

- **School leadership will track seniors' progress, ensuring at least 50% are on track with their course credits. Staff will also identify students who can be pushed to the next level, empowering teachers with data to guide their efforts.**

Student trackers are reviewed in the weekly PLC meetings. 77% of the 22 seniors in the senior class are on track to graduate. The leadership team reviews the tracker weekly and with the entire staff every three weeks.

- **Plan, implement, and progress monitor credit recovery tracker. The new credit recovery tracker will help highlight students needing additional support, with four credit recovery teachers and a counselor meeting with students biweekly. The online credit recovery system, Edgenuity, will assist 13 out of 22 seniors who need credit recovery.**

Six seniors are participating in the Credit Recovery (CR) program: three from the previous quarter and three new students who enrolled in the second semester. Ten students completed the program in Semester One, reflecting its effectiveness in helping students meet their graduation requirements. The team will continue to provide the necessary resources and monitor the success of all students.

- **Provide professional development and implement gradual release strategies in ELA Math and Science.**

The school has provided monthly professional development (PD) sessions focused on gradual release strategies, emphasizing the "we do" portion. These sessions have explored strategies to encourage students to actively engage with one another using academic language as they discuss and process lesson content.

The school collaborates with consultants to conduct monthly professional development sessions on the Gradual Release model. Currently, teachers primarily utilize the "I Do" phase, and the goal is to enhance both the frequency and quality of the "We Do" phase in their lessons.

Administration has recognized the need to improve the depth of knowledge (DOK) questions that teachers incorporate into their lessons. Additionally, teachers have expressed difficulty in designing engaging lessons, particularly when classes consist of four or fewer students.

- **Formative assessments in ELA, math, and science, along with progress monitoring of gradual release strategies in these subjects, will be regularly reviewed. For students in grades 9-11, PSAT Horizon data will be used to monitor growth in ELA and math.**

The school shared the following data for its 11th-grade students on PSAT Horizon:

- Math – Three (3) out of nine (9) students made growth.
- ELA – Two (2) out of nine (9) students made growth.
- Composite – Four (4) out of nine (9) students made growth.
- ELA – Q1 420 - Q2 382
- Math – Q1 445 - Q 338

- **Implement and respond to an Early Warning System (EWS) for Science**

The school team continues to utilize the Early Warning System (EWS) to monitor grades, attendance, and behavior for all students across all subjects, not just science. The EWS is reviewed every three weeks to identify students needing additional support and to guide targeted interventions. This consistent monitoring ensures that academic and behavioral concerns are addressed promptly, allowing for the provision of necessary resources to help students stay on track for success.

- **English Language Proficiency: School leadership will track the implementation of gradual release strategies that provide opportunities for students to use academic language in their speaking activities. Students will be provided with more opportunities to use academic language in the classroom.**

The school reports that the instructional focus is on enhancing academic language during the "we do" phase of the gradual release strategies. In this phase, students must actively use academic vocabulary in their discussions with peers while engaging with the lesson content.

Summary of Progress

The principal is dedicated to enhancing the quality of instruction at GCHS, particularly by integrating engagement strategies with the unique project-based learning opportunities available in the construction and culinary career pathways. She is committed to ensuring all students succeed academically and are prepared for graduation.

The school reports that seventeen out of twenty-two students are on track for graduation, which results in a projected graduation rate of 77% at the time of the Middle of the Year (MOY) visit. In semester two, the school enrolled four new students who were behind in credits, causing the graduation rate to drop from an initial 91% to the current 77%. Additionally, four students graduated at the end of semester one.

Based on the data presented during the SIT-M visit and a review of student graduation rates and course completion information, Gallup Central High School is on track to increase graduation rates this year. However, the data presented only accounts for students currently enrolled at GCHS at the time of the SIT-M visit. It does not include the percentage

calculations for students who entered the school after 9th grade or those who withdrew or transferred after enrolling.

Next Steps

- School leadership will continue collaborating with Empower Learning to request the inclusion of engagement strategies that leverage the two career pathways and are effective for small student groups.
- Principal Del Curto plans to revise her 90-day plan to increase emphasis on adult behaviors, which will be monitored through lesson plan reviews and classroom walkthroughs.
- Lesson plans will be assessed with a focus on the Gradual Release model, Depth of Knowledge (DOK) questions at level two or higher, and increased academic language use by students.
- Classroom walkthroughs will concentrate on the priorities outlined in the 90-day plan. Specifically, the goal is to increase student participation to 70% of the lesson time, along with evidence of the Gradual Release model and the use of academic vocabulary embedded in the lessons.