

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

School: Mark Armijo Academy	LEA: Albuquerque Public Schools
School Leader: Shawn Morris	LEA Leader: Gabriella Blakey
SITM Team Leader: Andrea Fletcher	Date: 9/12/24
School Description	
<p>Mark Armijo Academy is a high school serving 231 students in grades nine through twelve. The school’s mission is to provide a quality and relevant education in a community that promotes caring and belonging for all students, especially those who seek a more personal and innovative educational setting.</p>	
School Successes and Celebrations	
<p>Mark Armijo has ensured every teacher has access to a comprehensive curriculum aligned to state standards. Every teacher has a binder with the standards, and they work to ensure lesson plans align with them. They have identified non-negotiable instructional practices to improve the quality of instruction and engagement.</p> <p>The school has increased internship opportunities through Near Peer Tutoring, Latinos in Action, and Youth Conservation Corps, allowing students to access work opportunities through the school. A new dual credit class will enable students to get Chicano/Chicana Studies credits. This allows students who may need to work to be paid while receiving credits toward graduation.</p> <p>The school counselor is proactively working with students. She tracks every child who is off track for credits, monitors attendance, and calls families daily in order to ensure kids come to school and are on track for graduation.</p> <p>The school has several events planned to bring community colleges to campus to help parents and students become aware of available college opportunities and the importance of graduation.</p>	
NM DASH Development and Implementation	
<p>The school created a core team representing all subcategories. Working together this summer, the team looked at data, identified root causes, and developed critical actions. The team presented the plan to the entire staff, and each content group rotated through the actions and answered prompts to understand the action and their role.</p> <p>The graduation goal is to increase graduation from 53% to 68% by EOY 2024-25. By the Middle of the Year (MOY), the goal is to have 75% of students on track to graduate. The school has identified three potential root causes. (1) Inadequate monitoring of course</p>	

completion data. (2) A lack of student engagement leading to poor attendance. (3) Students are frequently unaware of graduation requirements and their progress toward meeting them.

They have created a system for monitoring student engagement and implementing five instructional best practices with a specific walkthrough form to provide feedback to teachers.

School Progress

Graduation Rates

4-Year

Cohort of 2019 – 47.9%

Cohort of 2020 – 58.1%

Cohort of 2021 – 33.6%

Cohort of 2022 – 53%

Goal – Cohort of 2023 – 68%

5-Year

Cohort of 2019 – 59.6%

Cohort of 2020 – 65.3%

Cohort of 2021 – 42%

6-Year

Cohort of 2019 – 77%

Cohort of 2020 – 72%

Actions to achieve goals

The school will continue to monitor credits and which students are on track for graduation.

The school has created a system for students to know and understand their data. It is utilized weekly to set goals and track progress. Students complete a reflection progress form to assess their movement toward their goals. Counselors are providing interventions in night school through Edgenuity.

With attendance as a possible root cause, the school reviews attendance data regularly. The counselor calls families daily, and educational assistants call families on Mondays and Fridays. They have a chronic absentee tracker to record interventions. Interventions such as clothing banks and mental health services are provided as needed.

The school is rolling out a comprehensive curriculum in all content areas. They have hired a reading interventionist and have established time within the block schedule for math interventions.

Monitoring

To provide timely feedback to teachers on student engagement to increase attendance, leadership will observe and give feedback to 15 classrooms per week with a goal of 75% of teachers scoring a 3 (Engaged) or 4 (Highly Engaged) by January 2025.

The non-negotiables will be regularly monitored through classroom walkthroughs (15 per week) with a goal of 85% of teachers implementing all five strategies by January 2025.

Currently, 24% of students have chronic absenteeism at 10%. The goal is to decrease it by 10%. By 2025, Mark Armijo will not exceed 14% of students at chronic absentee levels.

The NWEA goal is to increase the level of students by one proficiency level by February 2025 by 10%.

The school has collected multiple data points housed in varying places. It would be helpful for them to have Early Warning System data in one easily accessible format. This would allow them to see who is on track for graduation easily. This might include credits, attendance, and behavior referrals. This would enable the school to set realistic, data-based goals.