

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

School: Mission Avenue Elementary School	LEA: Albuquerque Public Schools
School Leader: Jennifer Tooley	LEA Leader: Gabriella Blakey
SITM Team Leader: Jody Martinez	Date: September 16, 2024
School Description	
<p>Mission Avenue Elementary is a Pre-K through 5th grade magnet STEM (Science, Technology, Engineering, Math) school with a population of 336 students. Mission Avenue has a culturally diverse student population that serves their local neighborhood and students and families that choose Mission Avenue Elementary for their child(ren). The school values high academic achievement and, in August of 2022, completed the certification to be named a Magnet School of America Demonstration School. The mission of the magnet school is to attract students from diverse populations and cultivate community partnerships while integrating a science, technology, engineering, and math-focused curriculum.</p> <p>MISSION: We are engineering the future at Mission Avenue Elementary School. We are a STEM Magnet school focused on computer science and engineering. We develop 21st-century skills by learning with the design process and engineering habits of mind. We thrive in diversity and strive for academic excellence. We use the Advancement via Individual Determination (AVID) program to close the achievement gap by preparing all students for college readiness and success in a global society.</p> <p>VISION: At Mission Avenue Elementary, we Engineer the Future by offering STEM education to all students, developing intelligent, resilient, and resourceful students today who will be leaders in the future.</p>	
School Successes and Celebrations	
<p>Mission Avenue has seen a 10% growth in student performance over the last three years on the state summative English Language Arts (ELA) assessment (MSSA) and a 14% growth on the state summative Science assessment (NM-ASR).</p> <p>Mission Avenue has taken intentional steps toward academic improvement. They have created a master schedule that prioritizes grade-level instruction and structured weekly professional learning communities (PLCs), including data analysis. There has been a significant increase in weekly classroom walkthroughs, with a current average of 10-15 per week, up from 0-2 per week last year, allowing school leadership to support teaching staff and promote learning and high expectations for grade-level instruction.</p>	

A culture of inclusivity is being built, including programs to celebrate student cultures, increasing the inclusion of all students in the classroom, ADA (Americans with Disabilities Act) access improvements, safety systems for parking and student drop off/pick up that incorporate welcoming of families and students by staff, and honoring staff and students as individuals. This has contributed to a perceived decrease in discipline referrals from last year to this year.

The school leadership works well as a team, with aligned values and goals, making focused and intentional decisions to promote the advancement of the school, staff, and students.

NM DASH Development and Implementation

The school's 90-day plan was developed through district support and collaboration, as well as the involvement of the School Instructional Council (SIC). Albuquerque Public Schools held a principals' meeting where the Lead School Accountability Account Coordinator presented on NM Vistas designations and explained how scores were calculated. He also explained the additional requirements in 90-day Plans for schools with CSI/MRI designations. After this initial meeting, the school-specific SAAC (district support personnel) met with the administration to review the plan requirements and help pull relevant data sources. The support staff helped create the shell of a draft, which was then reviewed by the school's 90-day Core team (SIC), who provided input and helped school leadership to refine and complete the draft.

Mission Avenue Elementary's 90-day plan focuses on growth in ELA, Math, Science, and English Language Proficiency, with a narrower focus on growth for two subgroups: students with disabilities and Native American students.

The identified factors that the school feels have inhibited growth include (1) inconsistent on-grade level standard instruction and inconsistent differentiated instruction to address skill gaps for both ELA and Math, (2) lack of a vertically aligned, standards-based science assessment that can be used to identify student and instructional needs and monitor progress, and lack of a system for ELD data literacy to increase awareness of ACCESS annual growth targets, pull data, and monitor student progress towards WIDA can-do standards.

The desired outcomes of the 90 Day Plan include:

- 1) 100% of all teachers will implement on-grade level standards-based Layer 1 instruction and differentiated instruction in ELA that addresses student skill gaps 75% of the time as measured by walkthroughs, small groupings identified in PLC notes, and usage of AVID (Advancement via Individual Determination) engagement strategies (walkthroughs and student work samples).
- 2) 100% of all teachers will implement on-grade level standards-based Layer 1 instruction and differentiated instruction in Math that addresses student skill gaps 75% of the time as measured by walkthroughs, small groupings identified in PLC notes, and usage of AVID engagement strategies.
- 3) 100% of teachers implement and assess Mystery Science units at least 50% of each unit per month in addition to implementation of Mission Avenue ES

Project Lead The Way (PLTW) computer science and engineering learning modules at least once per trimester as evidenced by two student showcases, and student work samples demonstrating achievement

- 4) 100% of all teachers who teach EL (English Learners) students review and monitor EL student progress towards WIDA Can Do Standards 100% of the time as measured by student data tracking, WIDA Can-Dos in lessons/MLSS (Multi-Layer Systems of Support) plans, and non-evaluative walkthroughs.

There is an opportunity for focused, intentional critical actions and progress monitoring indicators for individualization around the school’s designation subgroups within the 90-day plan.

School Progress

Three-year Data Trends

State Summative Assessments: (% Proficient)

All Students

NM MSSA - ELA	NM MSSA - Math	NM ASR - Science
2021-2022 – 18.4%	2021-2022 – 12%	2021-2022 – 18.4%
2022-2023 – 19.3%	2022-2023 – 12%	2022-2023 – 36.4%
2023-2024 – 28.8%	2023-2024 – 11.9%	2023-2024 – 32.8%

Native American Students

NM MSSA - ELA	NM MSSA - Math	NM ASR - Science
2021-2022 – **%	2021-2022 – 0.0%	2021-2022 – 0.0%
2022-2023 – 4.2%	2022-2023 – 0.0%	2022-2023 – 0.0%
2023-2024 – 22.7%	2023-2024 – 4.5%	2023-2024 – 10.0%

Students with Disabilities

NM MSSA - ELA	NM MSSA - Math	NM ASR - Science
2021-2022 – 0.0%	2021-2022 – 0.0%	2021-2022 – 5.9%
2022-2023 – 2.0%	2022-2023 – 2.0%	2022-2023 – 0.0%
2023-2024 – 3.8%	2023-2024 – 0.0%	2023-2024 – 0.0%

School Summative Goals

ELA (Schoolwide and subgroup-specific)

- Increase our State Summative ELA Assessment scores by 5% for all students, including all student groups. This will be measured by our 2024-2025 NM-MSSA ELA results compared to the 2023-2024 NM-MSSA ELA results.

Math (Schoolwide and subgroup-specific)

- Increase our State Summative ELA Assessment scores by 5% for all students, including all student groups. This will be measured by our 2024-2025 NM-MSSA Math results compared to the 2023-2024 NM-MSSA Math results.

Science

- Increase our State Summative Science Assessment scores by 5% points for all students, including all student groups. This will be measured by our 2024-2025 NM-ASR Science results compared to the 2023-2024 NM-ASR Science results.

English Language Proficiency

- In alignment with the long-term goal to reduce the percentage of English Learners not meeting their annual ACCESS growth targets by half over ten years, the percentage of English Learners at Mission Elementary School meeting their annual growth targets on ACCESS will increase from 17.9% during the 2022-2023 school year to 22.1% during the 2024-2025 school year.

Actions to reach ELA, Math, and Science Goals

- SWD (Students with Disabilities): Comprehensive professional development for systems change emphasizing inclusive practices and technical assistance.
- All students: All teachers implement the Structured Literacy Framework during literacy block daily.
- All students: All teachers implement on-grade level standards-based ELA/Math/Science Layer 1 instruction daily.
- All students: Weekly PLC data analysis of ELA/Math/Science student data to identify skill gaps for differentiated instructional groups.
- All students: All teachers implement ELA/Math/Science scaffolded/differentiated instruction daily during Layer 1 Core Instruction and during dedicated intervention time daily.
- Native American: Indigenous Education special class scheduled for all students.
- All students: All teachers implement a grade level identified AVID strategy (WICOR -- such as student binders, collaboration in PBL lessons)

Actions to reach English Language Proficiency Goals

- All teachers implement scaffolded/differentiated instruction daily during Layer 1 Core Instruction and during dedicated intervention time daily to support students in meeting WIDA standards.
- Weekly PLC data analysis of ELA/WIDA student data to identify skill gaps for differentiated instructional groups.
- Identify all EL students.
- Comprehensive professional development for systems change emphasizing inclusive practices and technical assistance.
- Adjust differentiated instructions to address EL student skill gaps.

School Benchmark Goals and Monitoring: (All are schoolwide and subgroup-specific)

ELA

- Benchmark/Monitoring: From BOY to MOY, among all students K-5, including Native American students and students with disabilities), there will be a 10% point reduction of students two or more grade levels below in Istation reading
 - iStation Reading BOY Baseline Data:
 - % of students at level 4 or 5 (at or above grade level): 11.15%
 - % of students at Level 1 (2 or more grade levels below): 46.3%
 - Special Education students 2 or more grade levels below: 46.33%
 - Native American students performing 2 or more grade levels below: 55%

Math

- Benchmark/Monitoring: From BOY to MOY, among all students K-5, including Native American students and students with disabilities), there will be a 10% point reduction of students two or more grade levels below in i-Ready Math.
 - iStation Math BOY Baseline Data:
 - % of students at level 4 or 5 (at or above grade level): 11%
 - % of students at Level 1 (2 or more grade levels below): 21.25%
 - Special Education students 2 or more grade levels below: 71.66%
 - Native American students performing 2 or more grade levels below: 35.2%

Science

- Benchmark/Monitoring: There will be at least a 10% point increase in 5th-grade passing scores on the practice NM-ASR from BOY to MOY for all 5th grade students, including Native American students and students with disabilities.
 - No BOY baseline data provided by the school - State is working on releasing the practice Science test for students to take.

English Language Proficiency

- Benchmark/Monitoring: From BOY to MOY among ELL students grades 3-5, including those students with disabilities and Native American students, there will be a 10% reduction in Level 1, specifically in Phonics.
 - iStation Reading BOY Baseline Data:
 - % of ELL students at Level 1 (2 or more grade levels below): 48%

School leadership, in line with their intentionality and focus for decisions, plans, and actions toward student growth, is reflecting upon the need for individualization of goals, critical actions, and progress monitoring of specific subgroups' data throughout the year.