

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

<b>School:</b> Armijo Elementary	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Angelica Portillo	<b>LEA Leader:</b> Dr. Joseph Escobedo
<b>SITM Team Leader:</b> Denise Woody	<b>Date:</b> September 25, 2024
<b>School Description</b>	
<p>Armijo Elementary is a school for pre-kindergarten to fifth-grade students in Albuquerque's south valley area. It is a Title I school with a population of 246, primarily Hispanic students. All students qualify for free or reduced-price lunch, and most participate in the dual language program. Thirty percent of students have been identified as students with disabilities (SWDs). The staff retention rate is stable, and the average class size ranges from 18 to 25 students per class, depending on the program. The daily schedule reflects the implementation of an inclusion model designed to meet the diverse learning needs of students. The current enrollment reflects that Armijo has served generations of families in the community. The staff works to build strong relationships with students, parents, family, and community members through communication, offering volunteer opportunities, and an open-door policy.</p> <p>Armijo Elementary's Mission: <i>The Armijo Community will work as a team to ensure our continual academic, social, physical, and emotional development. We will establish and achieve clear and measurable goals, motivate students to become life-long learners and celebrate our successes.</i></p>	
<b>School Successes and Celebrations</b>	
<ul style="list-style-type: none"> <li>● Study Data (4DX) became the focus, schoolwide, with "scoreboards" in each classroom, noting when students "Level Up" in reading. Students are engaged, focused, and excited about increasing reading proficiency.</li> <li>● The school's daily schedule changed this year. The 9:00 start time had a potentially negative impact on families, so after working with stakeholders, programs were shifted from after school to before school, including but not limited to Girls on the Run, Girl Scouts, American Youth Soccer Organization (AYSO), Kids Cook, and a new literacy/tutoring program.</li> <li>● Programs that require parent attendance are planned for the evening, with childcare provided. (i.e. Bilingual Committee)</li> <li>● A new program, "Star Students," focused on improving attendance and behavior, has been implemented.</li> <li>● Oasis Tutoring has grown from two tutors to seven tutors this year.</li> <li>● When new students enroll, the principal and/or counselor welcomes them to the school with a personal call to explain academic programs, policies, and expectations.</li> </ul>	

- Principal Portillo sends a "Sunday Messenger" to parents weekly to inform them of focus skills for the week with tools describing how they can help at home.
- Student data folders and classroom data charts are maintained in every classroom.
- ClassDojo is used to incentivize positive behavioral choices.

## NM DASH Development and Implementation

The school Instructional Council (IC) participated in a retreat facilitated by school leaders and a district data support representative. Data reports were presented, data of student groups were analyzed, learning gaps were identified, focus areas were determined, and goals were established in ELA, math, science, and English language proficiency (ELP).

### Desired Outcomes:

- **ELA**  
100% of all teachers will implement small group skill-based phonics and phonemic awareness instruction supported by student data 100% of the time during ELA small group time as measured by walkthroughs and/or monthly progress monitoring.
- **Math**  
100% of all teachers will implement small group skill-based number sense instruction supported by student data 100% of the time during math small group time as measured by walkthroughs and/or monthly progress monitoring.
- **Science**  
100% of teachers will implement all components of Layer 1 Science Instruction aligned with Curriculum Pacing 100% of Science Block as measured by walkthroughs and/or collaboration.
- **ELP**  
100% of teachers will implement intentional vocabulary practice once a week as measured by walkthroughs and/or collaboration notes.

## School Progress

### MMSA Proficiency:

#### ELA:

- 2021-2022 9.2%
- 2022-2023 12.7%
- 2023-2024 12.2%

#### Math:

- 2021-2022 4.3%

- 2022-2023 2.5%
- 2023-2024 7.1%

**iStation Proficiency:**

**Reading:**

- 2021-2022 4.4%
- 2022-2023 12.5%
- 2023-2024 12.1%

**Spanish:**

- 2021-2022 11.8%
- 2022-2023 15.9%
- 2023-2024 24.2%

**Math:**

- 2021-2022 12%
- 2022-2023 NT%
- 2023-2024 38.8%

**Science NM-ASR**

- 2021-2022 3.2%
- 2022-2023 5.6%
- 2023-2024 13.5%

**2024-2025 GOALS aligned to CSI Designation:**

During the retreat, the IC developed the following 90-Day Plan Goals:

**PROFICIENCY GROWTH SUMMATIVE GOAL STATEMENT-ELA**

In alignment with the long-term goal to reduce the rate of non-proficiency by half over 10 years, the percentage of students at Armijo ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase between 4.1 and 4.6 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.

**PROFICIENCY GROWTH BENCHMARK GOAL STATEMENT- ELA**

The percentage of students at Armijo ES earning a Level 4 or Level 5 on the Istation Reading assessment will increase 10 percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**PROFICIENCY GROWTH SUMMATIVE GOAL STATEMENT-Math**

In alignment with the long-term goal to reduce the rate of non-proficiency by half over 10 years, the percentage of students at Armijo ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase between 4.5 and 4.7 percentage points, depending on grade level, from the 2023-2024 school year to the

2024-2025 school year.

**PROFICIENCY GROWTH BENCHMARK GOAL STATEMENT -Math**

The percentage of students at Armijo ES scoring at or above grade level on the i-Ready Math assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**SUMMATIVE SCHOOLWIDE GOAL STATEMENT-Science**

In alignment with the long-term goal to reduce the rate of non-proficiency by half over 10 years, the percentage of students at Armijo ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 13.5% during the 2023-2024 school year to 17.8% during the 2024-2025 school year.

**BENCHMARK SCHOOLWIDE GOAL STATEMENT-Science**

In alignment with the Science and Engineering Practice of Using Math and Computational Thinking from the NM STEM Ready! Science Standards, the percentage of 5th-grade students at Armijo ES scoring at or above grade level on the i-Ready Math assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**SUMMATIVE SCHOOLWIDE GOAL STATEMENT -ELP**

In alignment with the long-term goal to reduce the percentage of English Learners not meeting their annual ACCESS growth targets by half over 10 years, the percentage of English Learners at Armijo ES enrolled in grade one and higher meeting their annual growth targets on ACCESS will increase from 15.1% during the 2022-2023 school year to 19.3% during the 2024-2025 school year.

**BENCHMARK SCHOOLWIDE GOAL STATEMENT**

The percentage of English Learners enrolled in grades 1-5 at Armijo ES earning a Level 4 or Level 5 in the domain of Vocabulary on the Istation Reading assessment will increase 10 percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**Root Cause** analysis identified phonics and phonemic awareness (ELA), number sense (math), and differentiated supports (ELD, science, ELA, math) as focus areas for instruction.

**Actions to Reach Goals:**

**ELA:**

- All teachers will administer Advancement Via Individual Determination (AVID) one-pager assessments at scheduled intervals to monitor progress toward goals.
- All teachers will implement SAVVAS high-quality instructional materials (HQIM) to support phonics and phonemic awareness.

- Grant funds will be used for professional development (PD) (Accelerated Learning, Leaders in Me)

**MATH: (All teachers)**

- Administer IStation or i-Ready to collect data for small-group instruction
- Administer Task-based Math Assessment to monitor student progress and set academic goals
- Implement Ready Math HQIM to support number sense

**SCIENCE:**

- All teachers will implement Mystery Science Unit Assessments to collect data and track progress
- All teachers will participate in collaborative reflection of science data
- All teachers will implement Layer 1 instruction with differentiation, including AVID strategies

**ELP:**

- All teachers will collect student vocabulary data and provide targeted interventions
- All teachers will collaboratively reflect on vocabulary instruction monthly
- All teachers will implement formative bi-weekly vocabulary assessments

Discussion, not noted in the DASH, centered around identifying metrics for monitoring progress using specific data to inform progress toward goals. MOY assessments include IStation, i-Ready, formative vocabulary assessments (ELD), attendance, and classroom walkthroughs. The school leadership team is committed to robust and consistent communication with grade-level teams, and the school administration is committed to building and maintaining measures of accountability that will contribute to student learning success.

In addition to district support, Armijo works with Southwest Regional Education Cooperative and Oasis Tutoring. These partners provide training and support to students and staff.