

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

<b>School:</b> Kennedy Middle School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Seth Shapiro	<b>LEA Leader:</b> Dr. Joseph Escobedo
<b>SITM Team Leader:</b> Max Perez	<b>Date:</b> September 25, 2024
<b>School Description</b>	
<p>Kennedy Middle School is dedicated to fostering a responsible, respectful, and rigorous learning environment for its diverse student body. Serving a predominantly low-income, ethnically diverse community in Albuquerque, nearly 30% of students are English Learners (ELs), and almost 100% qualify for free lunch. The student population is mainly Hispanic, with notable numbers of Native American, Black, White, and Asian students, including an increasing number of new immigrants to the country. Over 30% of students qualify for special education services. The school emphasizes inclusivity, offers the Advancement Via Individual Determination (AVID) program, and is the only middle school in the district with an AVID Excel class.</p>	
<b>School Successes and Celebrations</b>	
<p>Kennedy Middle School is now offering inclusion classes at every grade level in every content area for the first time. Even with the loss of staff Full Time Equivalencies (FTEs), the school has maintained co-teaching in each grade with a special education teacher and general education teacher. This has already led to exiting students from special education services, academic growth, and student confidence.</p> <p>Last year, a newcomer class was created for many new students in the country who are learning English for the first time. This class has been successful and has evolved into including a Newcomer two class to continue to help with the language transition. Academic instruction and support are differentiated for the newcomers as they are at differing levels of English proficiency.</p> <p>The Intensive Global Supports (IGS) program (designed for students with intellectual disabilities) was started. This program provides a middle school experience for students within a smaller group setting. There are seven class periods, one general education elective, and three IGS teachers. The program rotates yearly, exposing students to different electives for experience. IGS now includes higher-level students enrolling in cross-categorical courses.</p>	

Kennedy Middle is now an AVID school. It is the only middle school in the district with the Middle School section of AVID Excel, which is part of the program that supports English Learners (ELs).

The staff and students have started a Native American club to promote cultural events and activities to raise cultural awareness. The Native American Club works with the district’s indigenous culture director.

The school takes pride in having dedicated staff. They ensure learning and teaching occur even in the most intensive situations or settings. The staff willingly takes on additional tasks or duties to help support students wherever they can.

The school leaders have structured a system for collaborating and communicating data to support students more effectively. The school now has a system and structure for the core team, teacher teams, and other groups to meet regularly, focusing on goals and benchmarks for student achievement.

### **NM DASH Development and Implementation**

In May and August 2024, the Kennedy Middle School core team, consisting of the principal, assistant principal, department lead teachers for math, science, and English Language Arts (ELA), teacher facilitator leader, AVID coordinator, Community Schools Coordinator, and special education/gifted representative, met to participate in a comprehensive data analysis to create their 90-Day Plan. Their primary focus was identifying root causes, establishing desired outcomes, and developing actionable steps to address key issues.

To ensure the effectiveness of their strategies, the staff is committed to conducting 30-, 60-, and 90-Day reviews. During these checkpoints, they will evaluate the implementation of their plans and make any necessary adjustments based on updated data to refine their approach continuously.

### **School Progress**

Kennedy Middle School has been designated Comprehensive Support and Improvement (CSI) for Students with Disabilities (SWD).

#### **School Performance Trend Data:**

##### **NM-MSSA**

##### English Language Arts

Year	All Students	SWD	Free/Reduced	English Learners
2021-22	19.9%	5.4%	19.9%	7.4%
2022-23	23.9%	3.8%	23.9%	8.6%
2023-24	23.7%	3.8%	23.7%	12.5%

##### Mathematics

Year	All Students	SWD	Free/Reduced	English Learners
2021-22	12.4%	0.9%	12.4%	0.0%
2022-23	9.3%	0.0%	9.3%	0.0%
2023-24	8.8%	0.0%	6.3%	4.2%

**NM-ASR**

Science

Year	All Students	SWD	Free/Reduced	English Learners
2021-22	29.3%	14.0%	29.3%	3.2%
2022-23	21.3%	5.6%	21.3%	1.2%
2023-24	35.4%	15.4%	35.4%	2.5%

**iReady**

ELA

Year	All Students	SWD
2021-22	25.7%	3.2%
2022-23	29.9%	2.6%
2023-24	23.5%	4.5%

Math

Year	All Students	SWD
2021-22	15.3%	0.9%
2022-23	9.6%	0.0%
2023-24	9.7%	1.1%

**Performance Goals for Students with Disabilities:**

ELA

The percentage of Students with Disabilities at Kennedy MS earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase from 3.8% during the 2023-2024 school year to 8.6% during the 2024-2025 school year.

Math

The percentage of students at Kennedy MS earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase between 4.6 and 4.7 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.

Science

The percentage of Students with Disabilities at Kennedy MS earning a score of Proficient or higher in science as measured by NM-ASR will increase from 15.4% during the 2023-2024 school year to 19.6% during the 2024-2025 school year.

**Baseline Data:**

ELA - Beginning of Year (BOY) iReady Proficiency: All students: 12% SWD: 5.3 %  
Lexia to be used for ELA progress monitoring (system still in development)

Math - Beginning of Year (BOY) iReady Proficiency: All students 2.1%, SWD 0.0%

Math - Beginning of Year (BOY) IXL (a math assessment):

- 6th Grade - 315 (low 3rd-grade level) 75 out of 102 students pinpointed.
- 7th Grade - 373 (mid/high 3rd-grade level) 68 out of 105 students pinpointed.
- 8th Grade - 448 (mid-4th-grade level) 69 out of 105 students pinpointed.

**Root Cause Analysis**

Students struggle with constructed responses and formulating explanations of their thinking across content areas.

**Actions to Reach Proficiency Goals:**

Teachers will utilize the rubrics that are consistent across grade levels when teaching writing to guide and assess understanding. They will then collaboratively review student work. Once teachers are using the rubrics and collecting the student work, they will create a structure for teachers to collaborate, review and score student work, look for trends in skill gaps, calibrate the scores of the student work with the use of the rubrics, and then make instructional decisions to improve outcomes. Teachers will also use the rubrics to monitor and document progress every three (3) weeks. Expected level of progress was not stated.

School leaders will continue to support teachers in AVID strategies and send key staff to AVID training. Last year, the administrators used informal walkthrough data collection tools to check on specific AVID-aligned teaching strategies. This will be fine-tuned and adjusted with continued use to collect data on AVID strategy implementation in the classroom.

School leaders will provide in-house professional learning to support teachers in incorporating methods and strategies to support SWD academically and behaviorally. The principal and assistant principal will monitor and measure the implementation of this learning.