

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

| | |
|---|--|
| School: Mary Ann Binford Elementary | LEA: Albuquerque Public Schools |
| School Leader: Stephanie Nieto | LEA Leader: Dr. Joseph Escobedo |
| SITM Team Leader: Dr. Elizabeth von Toll | Date: September 26, 2024 |

School Description

Mary Ann Binford (MAB) Elementary is a Title I Community school and one of only 22 Transformational Opportunity Pilot Schools (TOPS) in the Albuquerque Public School district. It is in the South Valley of Albuquerque and provides school services to a diverse population of families. Mary Ann Binford's most prominent student population is of Hispanic descent.

The staff at Mary Ann Binford provides students with a rich educational experience through daily classroom lessons, Genius Hour clubs, and additional related arts blocks for all students, grades kindergarten through five. MAB is focused on sustaining a positive school culture of high expectations and is dedicated to delivering high-quality instruction and intervention in each classroom. The staff meets as grade-level teams twice a week with the leadership team to discuss the content focus for the two weeks and what instructional practices are being used to deliver the grade-level content. In doing so, Mary Ann Binford's goal is to become a school with a Traditional Designation within the next two years.

Last school year, Mary Ann Binford prioritized building systems and expectations. Systems for safety, Positive Behavior and Intervention Support (PBIS), instruction, and curriculum were agreed upon and set into motion during the 2023-2024 school year. This year, 2024-2025, the work continues to expand on last year with the added focus on learning and practicing Professional Learning Communities (PLC), creating/utilizing common formative assessments to drive instruction and small groups, and continuing the use of the district-approved curriculum. Committee work, collaboration time, the budget, and professional development have been aligned to the school's 90-Day Plan with a staff committed to its implementation and action steps.

School Successes and Celebrations

Mary Ann Binford celebrated a decrease in behavior incidents from 328 paper referrals in the combined 2021-2022-2023 school years to 92 in the 2023-2024 school year. The target for 2024-2025 is 40 or fewer. Reducing inappropriate school behaviors is attributed to establishing the PBIS system through which behavioral norms are clearly outlined and communicated to students and staff. Positive behavior is acknowledged and celebrated with a system of Bear Tickets. Positive phone calls home reinforce desired behavior and are tracked on a public bulletin board.

The Health and Wellness Team has been successful by meeting once a week or more to address concerns about students in need. This team responds to various needs, including behavior, academic, social, and emotional. Last year, 180 students were served, and 15 students this year. The counselor organizes and provides leadership for this team. The team also helps connect families with wrap-around services within the Multi-layered Systems of Support (MLSS) framework.

Principal Nieto reports 100% implementation of the district-approved curricular programs (ELA, math, science) at the end of the 2023-2024 school year compared to 38% at the beginning.

NM DASH Development and Implementation

The 90-Day Plan was created through data collection with the administrative team, Instructional Council (IC), and in collaboration with another district elementary school. As a team, data was analyzed to ensure that the focus for the 2024-2025 school year was on accelerated learning with targeted small groups to support grade-level standards and instruction.

The analyzed data revealed a root cause tied to the structures in place at Mary Ann Binford Elementary School. Over the past summer, school leaders at both elementary schools collaborated on implementing change in a simple but effective way to ensure grade-level standards, accelerated learning, and targeted small-group work were being done to support all students. In doing so, weekly PLC meetings were aligned to focus on curriculum, common formative assessments, and discussions to improve the school's designation focus area of low performance across all student groups.

The system was designed for teachers to create a pacing guide collaboratively, build off strategies and instruction discussed in the PLC, and deliver high-quality instructional materials and practices. Once a framework was developed, the school leader presented the 90-Day Plan to the Instructional Council. The mission to align the school's needs with a simple and direct plan using the Supporting Quality Teachers (SQT) times to meet before students arrive and prepare for each week with the staff is in place. The IC gave input, and the plan was delivered and is being implemented.

School Progress

3 Year Data Trends:

NM MSSA: ELA % Proficient

2021-2022 13.9%

2022-2023 21.8%

2023-2024 23.1%

NM MSSA: MATH % Proficient

2021-2022 7.6%

2022-2023 9.2%
2023-2024 5.7%

ASR: Science % Proficient

2021-2022 8.6%
2022-2023 22.3%
2023-2024 25.4%

Attendance: Daily Average

2022-2023 90.5%
2023-2024 89.7%

Behavior Suspensions

2022-2023 n/a
2023-2024 5

Summative and Benchmark Goals:

English Language Arts (ELA)

- **Summative:** the percentage of students at Mary Ann Binford ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase between 3.5 and 4.1 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.
- **Benchmark:** The percentage of students enrolled in grade three at Mary Ann Binford ES earning a Level 4 or Level 5 on the Istation Reading assessment will increase ten percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year. The percentage of students enrolled in grades four and five scoring at or above grade level on the i-Ready Reading assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

Math

- **Summative:** the percentage of students at Mary Ann Binford ES earning a score of Proficient or higher in mathematics as measured by NM-MSSA will increase between 4.6 and 4.9 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.
- **Benchmark:** The percentage of Mary Ann Binford ES students scoring at or above grade level on the i-Ready Math assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

Science

- **Summative:** the percentage of students at Mary Ann Binford ES earning a score of Proficient or higher in science as measured by NM-ASR will increase from 25.4% during the 2023-2024 school year to 29.1% during the 2024-2025 school year.
- **Benchmark:** 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 Mary Ann Binford ES scoring at or above grade level on the i-Ready Math assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

English Language Proficiency

- **Summative:** 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 Mary Ann Binford ES enrolled in first grade and higher meeting their yearly growth targets on ACCESS will increase from 24.1% during the 2022-2023 school year to 27.8% during the 2024-2025 school year.
- **Benchmark:** The percentage of English Learners enrolled in grades 1-3 at Mary Ann Binford ES earning a Level 4 or Level 5 in the domain of Vocabulary on the Istation Reading assessment will increase ten percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year. The percentage of English Learners enrolled in grades 4-5 scoring at or above grade level in the domain of Vocabulary on the i-Ready Reading assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

Desired Outcomes, Action Steps, Monitoring:

Layer 1 Instruction/Intervention: ELA

All teachers will implement a standards-aligned, grade-level-appropriate curriculum 100% of the time, as evidenced by collaboration notes and/or walkthroughs.

- All teachers will create a long-term plan and explore the curriculum.
- All teachers will have one classroom walkthrough to check the implementation of the HQIM.
- All teachers will attend weekly PLCs/Collaborations on Wednesdays and Thursdays and share their notes/agendas with the Leadership Team.
- All teachers will engage in a 3-week curriculum session about common formative assessments.
- All teachers will create a Common Formative Assessment for ELA/SLA.
- CSI/MRI funding is used to consult for PLCs, Accelerated Learning PD, Genius Hour Materials, support for parent involvement, and enrichment opportunities for students

outside of school.

Monitoring:

All teachers will implement a standards-aligned, grade-level-appropriate curriculum 100% of the time, as evidenced by collaboration notes and/or walkthroughs.

Layer 1 Instruction/Intervention: Math

All teachers will implement a standards-aligned, grade-level-appropriate curriculum 100% of the time, as evidenced by collaboration notes and/or walkthroughs.

- All teachers will create a long-term plan and explore the curriculum.
- All teachers will have two classroom walkthroughs to check the implementation of the HQIM.
- All teachers will attend weekly PLCs/Collaborations on Wednesdays and Thursdays and share their notes/agendas with the Leadership Team.
- All teachers will engage in a 3-week curriculum session about common formative assessments.

Monitoring:

All teachers will implement a standards-aligned, grade-level-appropriate curriculum 100% of the time, as evidenced by collaboration notes and/or walkthroughs.

Layer 1 Instruction/Intervention: Science

All teachers will implement a standards-aligned, grade-level-appropriate curriculum 100% of the time, as evidenced by collaboration notes and/or walkthroughs.

- All teachers will create a long-term plan and explore the curriculum.
- All teachers will have two classroom walkthroughs to check the implementation of the HQIM.
- All teachers will attend weekly PLCs/Collaborations on Wednesdays and Thursdays and share their notes/agendas with the Leadership Team.
- All teachers will engage in a 3-week curriculum session about common formative assessments.
- All teachers will create a common formative assessment for science.

Monitoring:

All teachers will implement a standards-aligned, grade-level appropriate curriculum 100% of the time, as evidenced by collaboration notes and/or walkthroughs.

Layer 1 Instruction/Intervention: English Language Proficiency

All teachers will implement a standards-aligned, grade-level-appropriate curriculum 100% of the time, as evidenced by collaboration notes and/or walkthroughs.

- All teachers will create a long-term plan and explore the curriculum.
- All teachers will have two classroom walkthroughs to check the implementation of the

HQIM.

- All teachers will attend weekly PLCs/Collaborations on Wednesdays and Thursdays and share their notes/agendas with the Leadership Team.
- All teachers will engage in a 3-week curriculum session about common formative assessments.
- All teachers will create a Common Formative Assessment for SLA.

Monitoring:

All teachers will implement a standards-aligned, grade-level-appropriate curriculum 100% of the time, as evidenced by collaboration notes and/or walkthroughs.

The laser focus for the 2024-2025 school year is on student learning, with Professional Learning Community (PLC) structured time focusing on ELA and math standards to accelerate rather than remediate student learning. The school is working with a consultant to guide and establish PLC foundations with agendas that include student data on the MLSS template to track layer and intervention impacts.

Plans are developing to address English language proficiency, beginning with building consensus around the 50/50 dual language model. This will be followed by ELD teacher training and using WIDA "can do" descriptors in the classroom with students. Walkthrough notes and achievement on the Lectura assessment will provide evidence of students increasing growth.

Students with Disabilities (SWD) were previously pulled from general education for the full block of ELA and Math instruction, limiting access to grade-level material and instruction. Teachers of SWD are expected to teach both general education standards and lessons to address Individualized Education Plan (IEP) goals. A self-contained classroom was also created to support students who require a small group setting for most of the day.

Istation and iReady achievement data, walkthrough notes, collaboration time agendas and notes, and Canvas-tracked walkthrough data will serve as the monitoring system for the school's priorities. Qualitative data in student, teacher, and parent surveys also provide feedback on school programs and inform future program development.

Mary Ann Binford Elementary School has aligned all support—budget, Structured Literacy Coach, Community School Coordinator, Student Success Coordinator, and MLSS District Coach—with the 90-Day Plan and is working with a multi-pronged approach to student success.