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

School: Van Buren Middle School	**LEA:** Albuquerque Public Schools
School Leader: Moises Padilla	**LEA Leader:** Gabriella Blakey
SITM Team Leader: Max Perez	**Date:** 9/12/2024

School Description

Van Buren Middle School is dedicated to helping all students reach high levels of academic success in a safe and engaging environment that meets their overall needs. The school fosters a sense of shared responsibility and pride among students, families, staff, and community partners, with everyone having an equal voice as part of the Falcon Family.

Van Buren equips students for their academic futures by maintaining high expectations, providing challenging courses, and offering the necessary support to meet grade-level standards.

The school has a total enrollment of 347 students, consisting of 169 females and 178 males. The ethnic breakdown includes 267 Hispanic students, 24 White students, 16 Native American students, 4 Asian students, 1 Pacific Islander student, and 17 African American students.

School Successes and Celebrations

To improve student performance outcomes, recent professional development for teachers have focused on instructional strategies, data-driven decision-making, and culturally responsive teaching to enhance student achievement. Transitional coaches and content specialists are now working directly with teachers to offer in-class support and improve instruction in literacy and math. Extended learning programs including after-school tutoring aim to close achievement gaps for students performing below grade level. With support from the district, the school is promoting family and community engagement through parent workshops, family nights, and partnerships to address students' social, emotional, and academic needs.

The school is working to include all voices in its decision-making this year. It is intended to create more buy-in from staff, students, and the community. It is eagerly awaiting middle-of-year attendance and academic data to provide evidence of this.

NM DASH Development and Implementation

The school's 90-day plan addresses academics and attendance.

The school has identified three contributing factors to low-performance rates. (1) Poor attendance, (2) student buy-in, and (3) a lack of sense of belonging due to the trauma in the area.

The desired outcomes include:
- 100% of ELA teachers will offer opportunities for students to practice opinion, narrative, and informative text writing at least 1X per week of the time as measured by non-evaluative walkthroughs or lesson plans or student work samples or school-wide writing prompts.
- 100% of all math teachers will provide opportunities for students to practice constructed responses at least 1x per week, as measured by non-evaluative walkthroughs or lesson plans or student work samples or school-wide writing prompts..
- 100% of all science teachers will provide opportunities for students to practice expository writing at least 1x per week of the time as measured by non-evaluative walkthroughs or lesson plans or student work samples or school-wide writing prompts..
- 100% of teachers will implement a culturally relevant Pedagogy curriculum at least 1x per week, as measured by non-evaluative walkthroughs or lesson plans or student work samples.

Van Buren staff and leaders analyzed the data from the school and the district to determine that they needed to focus on their students' writing skills. One critical strategy will be to consistently get the students in the classroom, both physically and mentally. The staff believe they must deal with the students' trauma and understand and work with the family dynamic before the students can learn.

School Progress

Current 3-year Data Trends

MMSA - ELA

	6th	7th	8th
2022	15%	14%	18%
2023	10%	19%	13%
2024	9.3%	14%	17%

2025 Goal: In alignment with the long-term goal to reduce the rate of non-proficiency by half over 10 years, the percentage of students at Van Buren MS earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase between 4.1 and 4.5 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025

school year.

MMSA - Math

	6th	7th	8th
2022	15%	9%	18%
2023	5%	7%	13%
2024	8%	1.8%	17%

2025 Goal: In alignment with the long-term goal to reduce the rate of non-proficiency by half over 10 years, the percentage of students at Van Buren MS 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.

ASR - Science

	8th
2022	11%
2023	11%
2024	13%

2025 Goal: In alignment with the long-term goal to reduce the rate of non-proficiency by half over 10 years, the percentage of students at Van Buren MS earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 13.0% during the 2023-2024 school year to 17.3% during the 2024-2025 school year.

iReady - Reading

	6th	7th	8th
2022	16.9%	14.6%	16.1%
2023	10%	8.2%	15.3%
2024	7.9%	11.3%	11.9%

2025 Goal: The percentage of students at Van Buren MS scoring at or above grade level on the i-Ready Reading assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

iReady - Math

	6th	7th	8th
2022	7.1%	7.8%	5.1%
2023	7.0%	8.9%	16.9%

| 2024 | 7.0% | 6.6% | 4.7% |

2025 Goal: The percentage of students at Van Buren MS 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.

Attendance - Percentage

	6th	**7th**	**8th**
2022	**	**	**
2023	**	**	**
2024	**	**	**

2025 Goal

Goal Setting Process:
Van Buren Middle School established a Collaborative Leadership Team, including the principal, assistant principals, department heads, grade-level leaders, instructional coaches, and key staff members. The core team leads goal-setting to create alignment across the school, focusing on broad priorities such as improving reading proficiency, increasing student engagement, reducing absenteeism, and enhancing school culture. Departments analyze data to identify trends and gaps in student performance. The school also uses a Multi-Layered System of Supports (MLSS) process, meeting monthly to review student data on academics, attendance, and behavior, and adjusting interventions to meet individual students' needs.

Root Cause Analysis (RCA)
RCA has not been completely in the school's locus of control and may need to be refined to focus on causes they have uncovered. Through the process, the district has made changes in their summative and benchmark goals from what they originally decided.

Actions to reach ELA:
- A rubric will be chosen for teachers to use when scoring students' writing prompts
- Two prompts this semester will be given in all ELA classes 6th-8th (department will determine prompts to be used).
- When scoring student writing, teachers will take a close look at the progress of the Yazzie- Martinez+African American group. **ongoing throughout the school year
- High Dosage Tutoring

Actions to reach Math & Science:
- A rubric will be chosen for teachers to use when scoring student constructed responses
- Two constructed response prompts this semester will be given in all math classes 6th-8th (department will determine prompts to be used).
- When scoring student writing, teachers will take a close look at the progress of the

Yazzie- Martinez+African American group.

Actions to reach English Language Proficiency:
- Opportunities for staff to participate in Newcomer Family Night and future culturally responsive events
- Once the Skills, Habits, & Mindsets fall survey is complete, Van Buren Middle School (VBMS) staff will analyze the results, with a close look at English Learner responses in relation to sense of belonging
- Schoolwide cultural project, during advisory.
- Early Warning Systems (EWS) coordinator will monitor student success Title 1 funded

The school leadership is working on gathering meaningful data to monitor progress toward their goals, including analyzing the implementation of professional development through walkthroughs. This will also involve tracking student movement across different levels on iReady (Beginning Of Year, Middle Of Year, & End Of Year). Monthly growth will be monitored based on writing rubrics for each grade level and subject area. The school will assess attendance weekly and make adjustments accordingly.