

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

<b>School:</b> Zia Elementary School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Erika Montano	<b>LEA Leader:</b> Gabriella Blakey
<b>SITM Team Leader:</b> Jody Martinez	<b>Date:</b> September 25, 2024
<b>School Description</b>	
<p>Zia Elementary School serves 232 students in kindergarten through fifth grade. The school serves many specialized groups, including visually impaired students, students who qualify for special education and gifted education, students for whom English is an additional language, and dual language students (based on space and family choice). Zia Elementary prides itself on offering multiple field trips during the school year and a STEM Lab and Makerspace.</p> <p>Zia's school mission statement is as follows: <i>Zia Elementary is committed to fostering the development of the whole child. Our teachers focus on an educational style that is sensitive to individual learning needs and is adaptive to each child's unique learning style. We value diversity and inclusion, teamwork and collaboration, and seek out multiple opportunities for each child to learn and succeed.</i></p>	
<b>School Successes and Celebrations</b>	
<p>Current successes at Zia Elementary include the following:</p> <ul style="list-style-type: none"> <li>● There has been an increase in teachers (now 85%) aligning their lessons to the standards (standards posted, in lesson plans, and being referred to in their teaching), as observed during walkthroughs.</li> <li>● There has also been an increase in small group instruction and differentiation, as observed in approximately 70% of teacher walkthroughs.</li> <li>● There is more push-in support and instruction for students with disabilities (SWD) for core subject instruction and an increase in monitoring the progress toward Individual Education Plan (IEP) goals, with some students making enough progress to be exited from special education.</li> <li>● There has been an increase in community and parent involvement, with specific examples in the number of consistent parents who come for recess and lunch duty and Oasis tutoring, who had typically come for an hour but chose to volunteer more time at Zia because they were impressed with the school.</li> <li>● Observation and feedback coaching cycles (OFCCs) are consistently happening because the principal is dedicated to supporting and coaching teachers.</li> <li>● The school culture has dramatically improved over the last few years, and there are positive relationships among the school leaders, staff, students, and families.</li> </ul>	
<b>NM DASH Development and Implementation</b>	

The Instructional Council (IC) leads Zia Elementary's 90-Day Plan development, so the plan is created by staff, allowing them to take ownership of it and its success. The Instructional Council includes representatives from each grade level, special education, specials, and parents. The school created its plan to state that the first teaching for all students would be implemented in the regular education classroom. A schoolwide writing rubric was designed to ensure that all students are utilizing writing across grades and subjects due to the identification by staff that writing was an area that students struggled with, especially in explaining their reasoning and expressing their thoughts. The writing actions, including RACE (restate, answer, cite, explain) strategies, will be used across core subjects. The plan helps ensure that all students are given opportunities to utilize grade-level curriculum in math. There is a specific action to increase inclusionary practices through protected instructional time.

The school leader will be refining the 90-Day Plan to add actions to develop a safe environment for learning, create and implement structures for differentiation, increase the inclusivity of all students through scheduling monthly collaboration data dives between the special education and general education teachers, and add in professional development to include Kagan and Stetson trainings to support staff in reaching all students.

## School Progress

### Three-year Data Trends

#### State Summative Assessments: (% Proficient)

##### All Students

NM MSSA - ELA	NM MSSA - Math	NM ASR - Science
2021-2022 – 50.8%	2021-2022 – 35.9%	2021-2022 – 28.6%
2022-2023 – 58.6%	2022-2023 – 31.0%	2022-2023 – 61.3%
2023-2024 – 45.9%	2023-2024 – 21.1%	2023-2024 – 35.9%
2024-2025 Goal - 48.4 - 48.8%	2024-2025 Goal - 24.7-25.2%	2024-2025 Goal - 39.1%

##### Students with Disabilities

NM MSSA - ELA	NM MSSA - Math	NM ASR - Science
2021-2022 – 14.3%	2021-2022 – 14.3%	2021-2022 – 0%
2022-2023 – 12.5%	2022-2023 – 6.3%	2022-2023 – 28.6%
2023-2024 – 22.7%	2023-2024 – 4.5%	2023-2024 – 20%
2024-2025 Goal - 32%	2024-2025 Goal - 7.7%	2024-2025 Goal - 24%

### School Summative Goals

#### ELA

- All students: The percentage of students at Zia ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase between 2.5 and 2.9 percentage points, depending on grade level, from the 45.9% during the 2023-2024 school year to 48.4-48.8% for the 2024-2025 school year.
- SWD: The percentage of Students with Disabilities at Zia ES earning a score of proficient or higher in English Language Arts as measured by NM-MSSA will increase

from 22.7% during the 2023-2024 school year to 32% during the 2024-2025 school year.

### **Math**

- All students: The percentage of students at Zia ES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase between 3.6 and 4.1 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.
- SWD: The percentage of Students with Disabilities at Zia ES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase from 2.9% during the 2023-2024 school year to 7.7% during the 2024-2025 school year.

### **Science**

- All students: The percentage of students at Zia ES earning a score of proficient or higher in science as measured by NM-ASR will increase from 35.9% during the 2023-2024 school year to 39.1% during the 2024-2025 school year.
- SWD: The percentage of Students with Disabilities at Zia ES earning a score of proficient or higher in science as measured by NM-ASR will increase from 20.0% during the 2023-2024 school year to 24.0% during the 2024-2025 school year.

### **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 Zia ES enrolled in grade one and higher meeting their annual growth targets on ACCESS will increase from 50.0% during the 2022-2023 school year to 52.5% during the 2024-2025 school year.

### **Actions to reach ELA Goals:**

- The IC will create a schoolwide writing rubric.
- Create a list/explore the new ELA program for potential monthly writing prompts for grades K-5, aligned to the report cards.
- During the monthly half-day collaboration, primary and intermediate grades will unpack the new ELA/SLA curricular program and explore student data.
- Subs for grade-level collaboration.
- SWD: During introductory lessons of each monthly writing prompt, SWD will join their general education peers, and will then complete the prompt in their special education classroom. If needed, general education teachers will inform special educators of their Layer 1 writing content lesson to ensure all students receive the same initial first teach.

### **Actions to reach Math Goals:**

- Curriculum & Associates and/or Curriculum & Instruction will provide professional development (PD) around the iReady program (with a close look at numbers and operations) \*\*ongoing throughout the semester.
- Peer observations during the math block (observing Ready math in action).  
\*\*Optional.

- Teachers will provide opportunities for students to practice grade-level appropriate constructed responses during the math block.
- SWD: During introductory lessons for constructed responses, SWD will join their general education peers and will then complete the prompt in their special education classroom. If needed, general education teachers will inform special educators of their Layer 1 writing content lesson to ensure all students receive the same initial first teach.

**Actions to reach Science Goals:**

- The IC will create a schoolwide writing rubric.
- Peer observations during a science lesson. **\*\*Optional**
- During monthly half-day collaboration, primary and intermediate grades will discuss/analyze alignment across SAVVAS, Mystery Science, and Next Gen standards and explore student data.
- SWD: During introductory lessons for science responses, SWD will join their general education peers and will then complete the prompt in their special education classroom. If needed, general education teachers will inform special educators of their Layer 1 writing content lesson to ensure all students receive the same initial first teach.

**Actions to reach English Language Proficiency Goals**

- English learners: LETRS: K-3 will continue to implement, 4-5 is implementing and continuing to learn.
- English learners: During at least one professional learning community (PLC) meeting this semester, teachers will bring EL student work samples and discuss growth in phonological awareness and academic vocabulary.
- English learners: Look into strategies designed for second language acquisition/share GLAD strategies to use with EL students.

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

**ELA Benchmark/Monitoring:**

- All students and SWD: The percentage of students enrolled in grade 3 at Zia 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 4 and 5 scoring at or above grade level on the iReady Reading assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- Reading MOY 2023-2024 Baseline Data:
  - % of 3rd-grade students at level 4 or 5 on IStation Reading: 25%
  - % of 4th/5th-grade students at or above grade level on iReady Reading: 39.2%
  - % of 3rd grade SWD at level 4 or 5 on IStation Reading: 0%
  - % of 4th/5th grade SWD at or above grade level on iReady Reading: 0%
- Reading BOY 2024-2025 Data:

- o % of 3rd-grade students at level 4 or 5 on IStation Reading: 34.2%
- o % of 4th/5th-grade students at or above grade level on iReady Reading: 33.3%
- o % of 3rd grade SWD at level 4 or 5 on IStation Reading: 12.5%
- o % of 4th/5th grade SWD at or above grade level on iReady Reading: 0%

**Math Benchmark/Monitoring:**

- All students and SWD: The percentage of students at Zia ES scoring at or above grade level on the iReady Math assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- Math Baseline Data from MOY 2023-2024:
  - o % of students at or above grade level on iReady Math: 30.5%
  - o % of SWD at or above grade level on iReady Math: 3.6%
- Math Progress Monitoring Data from BOY 2024-2025:
  - o % of students at or above grade level on iReady Math: 20%
  - o % of SWD at or above grade level on iReady Math: 2.7%

**Science Benchmark/Monitoring:**

- All students and SWD: 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 Zia ES scoring at or above grade level on the iReady Math assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- Science Baseline Data from MOY 2023-2024:
  - o % of students at or above grade level on iReady Math: 30.5%
  - o % of SWD at or above grade level on iReady Math: 3.6%
- Science Progress Monitoring Data from BOY 2024-2025:
  - o % of students at or above grade level on iReady Math: 20%
  - o % of SWD at or above grade level on iReady Math: 2.7%

**English Language Proficiency Benchmark/Monitoring:**

- The percentage of English Learners enrolled in grades 1-3 at Zia ES earning a Level 4 or Level 5 in the domain of Vocabulary on the Istation Reading assessment will increase by 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 iReady Reading assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- Reading Vocabulary MOY 2023-2024 Baseline Data:

- o % of 1st-3rd grade EL students at Level 4 or 5 on IStation Vocabulary: 14.7%
- o % of 4th-5th grade EL students at Level 4 or 5 on iReady Vocabulary: 22.86%

The district would like to support the school leader in diving further into the root causes of the performance challenges for SWD and further develop action steps to address those and support the growth of the SWD at Zia ES.