

School Support and Readiness Assessment & School Monitoring Visit Summary

Beginning of Year

(SSRA/SITM-BOY)

School: Apache Elementary	LEA: Albuquerque Public Schools
School Leader: Michelle Waldrop	LEA Leader: Gabriella Blakey
SSRA Team Leader: Max Perez	Date: September 18, 2024

School Description

Apache Elementary serves 341 Pre-K through 5th grade students and is a Community School focused on active family and community engagement. It is an Advancement Via Individual Determination (AVID) Elementary campus that emphasizes college and career readiness.

As a school-wide Title I school, all students receive free breakfast and lunch. Apache’s diverse student population offers exposure to multicultural experiences. The school prioritizes Social and Emotional Learning with daily Morning Meetings to support that effort. Literacy, aligned with the district's goal, is the primary focus for the 2024-25 school year, particularly Reading and Writing strategies.

School Successes and Celebrations

One recent success is becoming a Community School and working with Community Partners to foster family engagement while working on school-wide instructional goals. Apache Elementary started a new Expanded and Enrichment Learning Opportunities project by starting a Girl Scout Troop at the campus. The school expanded its Community Partner network and now has a Foster Grandparent on campus weekly to help support scholars. The school has begun a school-wide Advancement Via Individual Determination (AVID) emphasis for the 24-25 school year to work on aligning rigorous instructional strategies, student engagement, and high-quality instruction in all classrooms.

Year-End Goals, Action Steps, and Progress Monitoring

Apache Elementary School has been designated a Comprehensive Support and Improvement for Hispanics, Free and Reduced Lunch recipients, and English Learners.

School Performance Trend Data

NM-MSSA

English Language Arts

Year	All Students	Hispanic	Free/Reduced	English Learners
2021-22	24.4%	24.4%	24.4%	10.5%
2022-23	17.5%	18.3%	17.5%	5.3%
2023-24	18.9%	20.4%	18.9%	20.0%

Mathematics

Year	All Students	Hispanic	Free/Reduced	English Learners
2021-22	8.1%	7.7%	8.1%	0.0%
2022-23	8.8%	8.5%	8.8%	0.0%
2023-24	7.1%	8.4%	7.1%	4.2%

NM-ASR

Science

Year	All Students	Hispanic	Free/Reduced	English Learners
2021-22	17.9%	22.2%	17.9%	0.0%
2022-23	32.5%	39.1%	32.5%	0.0%
2023-24	23.6%	23.5%	23.6%	22.2%

Performance Goals

Economically Disadvantaged Students

The percentage of Economically Disadvantaged students at Apache ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase from 18.9% during the 2023-2024 school year to 23.0% during the 2024-2025 school year.

The percentage of Economically Disadvantaged students at Apache ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase from 7.1% during the 2023-2024 school year to 11.8% during the 2024-2025 school year.

The percentage of Economically Disadvantaged students at Apache ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 23.6% during the 2023-2024 school year to 27.5% during the 2024-2025 school year.

Hispanic Students

The percentage of Hispanic students at Apache ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase from 8.4% during the 2023-2024 school year to 13.0% during the 2024-2025.

The percentage of Hispanic students at Apache ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase from 20.4% during the 2023-2024 school year to 24.4% during the 2024-2025 school year.

The percentage of Hispanic students at Apache ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 23.5% during the 2023-2024 school year to 27.4% during the 2024-2025 school year.

EOY Attendance Rate

2022-23 86.9%
2023-24 85.6%

The school will build a system of metrics to further collect incremental and trend data. Data is collected daily through the school's Student Information System; however, there are not yet data sets in which to set formal attendance goals.

Actions?

Should I pull action steps from the 90 Day Plan for each of the above areas OR are the actions under the domains meant to cover this part?? **Actions for Economically Disadvantaged and Hispanic definitely. However, if the actions could impact one or both, feel free to include all of them. It will not hurt having too many actions.**

DOMAIN 2: LEADERSHIP

Promising Practices:

Based on interview responses and information gathered, the staff at Apache ES is supportive of the school leadership. The lowest rated statements in the survey suggest a need for resources to support struggling teachers and that the school leaders monitor progress toward goal-attainment. The SSRA survey results show that –

1. Apache ES has systems and resources for supporting, developing, or removing struggling teachers.
2. Apache ES aggressively monitors student and teacher progress toward goal attainment.

During interviews with the staff, the team heard the opposite on both survey statements. We are noting this for the leadership as they plan future support and actions.

Opportunities for Growth:

Interviewees shared that there was an opportunity to formalize staff and leadership meetings, which would lead to more effective actions toward the school's mission and goals. Leadership meetings are held monthly while other staff groups are held periodically throughout the school year. Through the interview discussions the school leaders support further focus of the meetings to drive academic goals and benchmarks by having more regular and formal meetings with agenda guided collaboration. This will further prioritize the focus with school-wide efforts toward increased performance outcomes.

There is an opportunity to quantify all the efforts and actions toward improving attendance. There are several activities and events occurring at the school that promote attendance and discourage students from being absent from school. The school will benefit from analyzing the effectiveness of these efforts by creating data systems where progress can be easily viewed and disseminated. This will help in determining any adjustments that need to be made for further effectiveness and to have data points to base celebrations of success.

Potential Next Steps:

School leadership will work to improve staff, teacher, and leadership meetings to directly align with increasing student performance. Ensuring professional collaboration with a clear purpose and expectations to increase performance outcomes is a priority.

The staff is committed to engaging in more ambitious, specific, and urgent work toward increased outcomes in Math, ELA, and Science. The staff and leadership will create a shared template to collect data points in addition to the 90-day reflection and collection of student work. This will be used to determine and adjust as needed to provide more differentiated instruction.

Alongside the many activities and actions already in place to increase student attendance, the leadership will build a system of metrics to better measure and share the successes of these activities.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

There is a school-wide expectation for writing across the curriculum, and the AVID curriculum provides structure for more effective instructional delivery of this effort. Writing is now emphasized in all math, English Language Arts (ELA), and Science instruction. The staff has also identified that students struggle with writing constructed responses. Specific instruction to improve constructed responses is included while students are writing across the curriculum.

There are a variety of instructional strategies currently being used that engage students. The staff continues to participate in Professional Development to improve teaching and learning. The AVID system is helping teachers engage students through self evaluation and determination. The SAVAAS (an online and blended learning platform) is used to keep students' attention through adaptive and engaging learning solutions. Project Based Inquiry (PBI) is utilized at the end of units to check for understanding. Kagan Cooperative Learning strategies are encouraged at the school. To further support students, Professional Learning Communities (PLCs) are set up so that teachers can collaborate and discuss learning targets, individual students, and share strategies with the intent of improving learning outcomes.

Opportunities for Growth:

There is an opportunity to provide additional support to teachers by offering guidance and resources focused on high-impact instructional strategies. By doing so, educators can be better equipped to implement techniques that drive student success. Moreover, it would be highly beneficial for staff to regularly assess the effectiveness of various instructional strategies. Through careful analysis, the most effective approaches can be identified and prioritized, ensuring that these strategies are applied consistently to maximize their positive impact on student performance. This cycle of support, evaluation, and implementation would create a stronger foundation for improved learning outcomes.

There is an opportunity to more ambitiously monitor both student and teacher progress toward achieving established goals. By conducting close and consistent assessments of learning progress, both teachers and students can benefit from timely interventions and adjustments that enhance student learning. At present, the staff already utilizes some common formative assessments and other short-term learning checks to gauge immediate understanding, while formal interim assessments are employed for more comprehensive, long-term analysis.

It would be advantageous for all data checks—whether formative or interim—to be more closely aligned with the 90-Day Plan and any other key learning targets. This alignment would ensure that every evaluation, regardless of its scope, directly supports the overarching goals of the school or district. By creating stronger connections between assessments and strategic objectives, educators can better track progress, make informed instructional decisions, and ultimately enhance student achievement in a more structured and targeted manner.

Potential Next Steps:

The leadership will conduct regular reviews of current practices, goals, outcomes, and progress with data points to measure the effectiveness of instructional strategies.

School-wide academic efforts such as “Writing across the Content Areas” will continue. The staff will collect and analyze data to evaluate their effectiveness. Practices and measures such as collecting student work will be used to determine progress.

The school will provide models of various instructional strategies such as small group, flipped classroom, and other modes of instruction.

The team will further develop the PLC structure, time, and expectations. Shorter increments of progress checks will be incorporated to provide more immediate feedback for continual improvement of classroom strategies, such as exit tickets, weekly formative assessments, etc.