

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

School: Jefferson Middle School	LEA: Albuquerque Public Schools
School Leader: Trini Gallegos	LEA Leader: Gabriella Blakey
SITM Team Leader: Andrea Fletcher	Date: October 21, 2024
School Description	
<p>Jefferson Middle School (JMS) is a sixth through eighth-grade school for approximately 640 students.</p> <p>The vision at JMS is <i>"to work together to create a learning environment of respect where everyone is intellectually challenged, where individuality is valued and celebrated, and where everyone can develop to their full potential in multiple areas."</i></p> <p>The mission is that <i>"Jefferson students will grow and succeed. The school will actively work with families and community members to prepare students to be college and career-ready. The school will create lifelong learners who understand the importance of knowledge and hard work, and who also value caring and contributing positively to their school and community."</i></p> <p>The core values at Jefferson are: <i>1) Be Jet Kind-We empathize with others by valuing individuals, honoring their stories, and working for the greater good. 2) Answer the Call- We realize a vision, collaborate with others, and consistently exhibit integrity. 3) Own It- We are accountable for our actions, failures and successes. We own who we are and who we are becoming. 4) More Grit- We persevere through struggle, bounce back from defeat and demonstrate the courage to take risks. 5) No Limits- We consistently strive to do better today than we did yesterday, to stretch the boundaries of our thinking and to reach beyond understanding.</i></p>	
School Successes and Celebrations	
<p>Jefferson Middle School is celebrating notable improvements and successes this year. The math department, which struggled last year with substitute teachers and staffing, is now fully staffed and functioning as a solid team, something the school is pleased about. There's a strong sense of alignment across various initiatives, which staff members appreciate.</p> <p>The school has been focusing on equity work and implementing initiatives for improvement. They have focus teams addressing areas such as Social-Emotional Learning (SEL), leadership and career readiness, and the Advancement Via Individual Determination (AVID) program. Despite ongoing challenges with math scores, the collaborative efforts between general education and special education department chairs are encouraging. The staff continues to work on improving rigor and purpose through their focus on equity and cultural</p>	

responsiveness.

Additionally, teachers have been conducting classroom observations, with ten teachers providing feedback around culturally and linguistically relevant strategies. Their work with the Southern Regional Education Board (SREB) focuses on student incentives, leadership, and preparing students for college and careers, demonstrating their ongoing commitment to growth and improvement.

NM DASH Development and Implementation

Department chairs and co-chairs developed the 90-Day Plan. The group looked at data around attendance, the NM-MSSA, and NM-ASR assessments and created goals the team believed were realistic. The team then shared the plan with their respective departments to get input. The plan is discussed at staff meetings so that it is a living document.

School Progress

Trend Data

ELA NM-MSSA

- 21-22 45.8% proficient
- 22-23 52.8% proficient
- 23-24 50.1% proficient

Math NM-MSSA

- 21-22 35.1% proficient
- 22-23 38.7% proficient
- 23-24 33.7% proficient

Science NM-ASR

- 21-22 38.3% proficient
- 22-23 45.7% proficient
- 23-24 47.8% proficient

ELA Goals:

Summative: The percentage of students scoring proficient or higher in English language arts as measured by NM-MSSA will increase between 2.4 and 2.6 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year. The percentage of Native American students earning a score of proficient or higher in ELA as measured by the NM-MSSA will increase from 17.8% in 2023-24 to 21.9% during the 2024-25 school year.

Benchmark: The percentage of students at Jefferson MS 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.

ELA Actions:

- All students: The ELA department will align writing expectations by grade level and share these with all departments at JMS via staff meeting.
- All students: The ELA department will meet to ensure writing rubrics are aligned across special education, gifted, and general education.
- Native American, all students: During department collaboration, ELA teachers will review students' (including Yazzie-Martinez and African American students) writing samples against aligned rubrics and document growth, with a close look at Native American students.
- Native American, all students: During department collaboration, ELA teachers will review Native American student writing samples against aligned rubrics and document growth within this at-risk group.
- All students: \$25,000 will be used for Dr. Hollie and his team to conduct an instructional support & development binder study on culturally responsive teaching.
- All students: AVID strategies throughout the semester including inquiry and collaboration among students to promote student growth in writing

ELA Progress:

The school has created a rubric for writing. All teachers collaborated and identified the most important components aligned with NM-MSSA expectations. The social studies department created a CER (claim, evidence, and reasoning) rubric aligned with the ELA rubric. ELA teachers currently use the rubric with a common writing prompt and will analyze student strengths and deficits. The school is reviewing grades and scores to identify students needing additional support in ELA to receive intensive tutoring. A Student Support System team reviews data monthly. A new ELA curricular program is used consistently.

Math Goals:

Summative: The percentage of students at Jefferson MS earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase between 3.0 and 3.7 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.

Benchmark: The percentage of students at Jefferson MS 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. The percentage of Native American students earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase from 4.0% in 2023-24 to 8.8% in 2024-25.

Math Actions:

- All students: The math department will create a rubric for all grade levels for student-constructed responses
- All students: The math department will meet to ensure constructed response rubrics are aligned across special education, gifted, and general education.

- All students: During department collaboration, math teachers will review student (to include Native American and African American students) constructed response samples against aligned rubrics and document growth.
- Native American: During department collaboration, math teachers will review Native American student-constructed response samples against aligned rubrics and document growth within this at-risk group.

Math Progress:

The math department has completed the aligned rubric for student-constructed responses. The department is in the process of collecting data around the rubric. There is a sixth-grade math strategies class for students with the lowest scores to provide additional interventions. Students are moved in or out of the course at the nine weeks based on need. The math department is currently identifying sixth and seventh-grade students who need additional support for tutoring before or after school.

Science Goals:

Summative: the percentage of students at Jefferson Middle School earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 48.3% during the 2023-24 school year to 50.9% during the 2024-25 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 eighth-grade Native American students at Jefferson MS 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 Actions:

- All students: The science department will purchase or create an assessment tool to administer a BOY pre-test.
- All students: The science department will create a question bank of NM-ASR standards
- All students: During the collaboration, the science department will review NM-ASR data and align it with the Integrated Science Map. **ongoing throughout the semester
- Native American, all students: During department collaboration, science teachers will review student work samples (including Native American and African American students) and document growth.

Science Progress:

The science department has identified a science assessment (IXL) and created a purchase order. Teachers are in the process of creating a bank of questions aligned to the NM-ASR standards. The work with the Integrated Science Map has not yet begun. There is not yet a standardized process to document student growth.

English Language Proficiency (ELP) Goals:

Summative: The percentage of ELs at Jefferson MS meeting their annual growth targets on WIDA ACCESS will increase from 7.5% during the 2023-2024 school year to 12.1% during the 2024-2025 school year.

Benchmark: The percentage of ELs at Jefferson MS who earned a score at or above grade level in the domain of Vocabulary on the iReady reading assessment will increase from 19% at MOY during the 2023-2024 school year to 29% at MOY during the 2024-2025 school year.

ELP Actions:

- All students: Using the tracker form in the JMS agenda, students and teachers will collaborate to input last year's ACCESS scores. Then, set goals for the reading, writing, speaking, and listening domains.
- All students: During department collaboration, Spanish language arts teachers will review students' (including Native American and African American students) writing samples against aligned rubrics and document growth.
- All students: Binder studies with Culturally Linguistic and Relevant (CLR) strategies and Dr. Holly

ELP Progress:

Students work with the ELD teacher to record goals into their physical student agenda and set goals that are monitored once a month.

Actions to Monitor in MOY:

- The math department will further analyze iReady and IXL math diagnostic assessments to identify potential deficits other than constructed responses that might need actions to support.
- As evidenced by walkthroughs, 100% of teachers will use the Amplify curriculum for ELA by MOY.
- School leadership aims to visit every classroom at least every two weeks and provide feedback around rigor and using CLR strategies.
- By MOY, the school will create a process for looking at data more frequently for the lowest students. One potential system to monitor student progress was to add a table to a shared Google document (agenda).
- Include ACCESS data on the data collection form in Google Docs.
- ELD teachers meet with their students once a month to discuss their goals and progress toward their goals.
- By MOY, as evidenced through classroom walkthroughs, 100% of teachers will use at least one of five power CLR strategies in each lesson.
- By MOY, the percentage of Native American students at JMS scoring at or above grade level on the iReady reading and math assessments will increase ten points from MOY 2023-24 to MOY 2024-25. Reading will increase from 23% to 33%, and Math will increase from 16% to 26%.