

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

School: Jimmy Carter Middle School	LEA: Albuquerque Public Schools
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School Description

Jimmy Carter Middle School (JCMS) in Albuquerque, New Mexico, is a vibrant community school dedicated to empowering students and staff with its vision: *"Armed with Education, Aimed at Success, Forging the Future at JCMS!"* Its mission emphasizes *building positive, enthusiastic relationships that drive education, collaboration, and mutual support to shape students' futures.* The school serves a diverse population of 504 students, primarily Hispanic and white, with a staff of 45 certified teachers and currently 11 long-term substitutes, nine of whom are in special education classrooms.

Leadership at JCMS has recently evolved, now comprising a principal, assistant principal, and a dean focused primarily on behavior—a shift from the previous structure. The administration's main priority is increasing academic rigor, with a secondary emphasis on building strong student relationships to support this goal. The school employs one counselor and one social worker, and administrators are actively implementing restorative practices to create a safe, supportive environment that allows students to excel academically. They closely monitor discipline data, achieving a reduction in fights compared to last year. The principal's involvement in the district's restorative practice team demonstrates JCMS's commitment to refining teacher mindsets and fostering a community where academic focus and student support work hand in hand.

School Successes and Celebrations

Jimmy Carter Middle School has celebrated several notable successes this year, marked by a positive cultural shift under transparent, relationship-centered leadership. The principal and assistant principal focus on openness with students and staff, regularly explaining the rationale behind their initiatives. Culturally and linguistically responsive (CLR) practices are now school-funded, enriching the supportive and inclusive atmosphere at JCMS.

Academically, the school has invested in high-quality instructional resources: science teachers use Stemscores, the math department works with Illustrative Math, and English language arts (ELA) and English language development (ELD) classes leverage Amplify. While awaiting a new social studies curriculum, veteran teachers remain innovative with available resources, and Advancement Via Individual Determination (AVID) strategies are integrated to boost student engagement further.

Community involvement is central to JCMS's culture shift. This year's open house transformed into a community-friendly meet-and-greet featuring food trucks, a book fair, and resources like the National Guard, Medicaid, and food banks. Monthly food bank events ensure ongoing support and outside counseling services are funded by APS and available weekly for students.

The school's referral and suspension rates have decreased as staff focus on restorative practices and follow the district discipline handbook. JCMS's supportive approach and community-oriented initiatives underscore its commitment to student success and well-being.

NM DASH Development and Implementation

Process Used to Develop 90-Day Plan

Jimmy Carter Middle School developed its 90-Day Plan with a new, inclusive approach this year, targeting areas like science, ELP, and specific student groups, including white and Native American students. Guided by the Student Accountability Support department, they conducted a root cause analysis to ensure all goals were data-driven and representative. Rather than just the principal, the instructional council took the lead in presenting the plan to staff, fostering greater ownership.

JCMS receives monthly coaching from district administrators as a priority school, working within the new APS Performance and Principal Expectation Frameworks and the 90-Day Plan. While the principal monitors progress through department meeting notes, sustaining this level of oversight is challenging. The 90-Day Plan was crafted collaboratively over a four-day retreat with the instructional council, laying a strong foundation for targeted, data-informed improvement.

Performance Challenges include:

- Students struggle with demonstrating progress from grade level to grade level.
- Students struggle with tracking their progress throughout the year to set academic goals.

Root Cause Analysis (RCA) Summary:

- Teachers need to provide consistent intervention and monitor student data to target learning gaps.
- Teachers need to provide students with an interim assessment to track progress data throughout the semester/year to set academic goals.
- Teachers need to provide students with a system for tracking progress data throughout the semester/year to set academic goals.

Desired Outcomes include:

- 100% of all teachers will implement focused note-taking twice weekly as measured by walkthroughs/observations and department meeting minutes.

- All teachers will implement AVID focused note-taking strategies in classroom instruction on an increasing basis, guided by 90-Day Plan progress indicators.
- 100% of science teachers will follow science curriculum pacing 100% of the time, as evidenced by department data sheets.
- 100% of all teachers will use WIDA Can-Do statements to drive instructional practices using writing, inquiry, collaboration, organization, and reading (WICOR) strategies 100% of the time as measured by Can-Do statements posted in the classroom.

School Progress

Trend Data

ELA

- 2021-2022: 12.7%
- 2022-2023: 20.4%
- 2023-2024: 21.2%

Math

- 2021-2022: 8.2%
- 2022-2023: 7.9%
- 2023-2024: 8.1%

Science

- 2021-2022: 11.3%
- 2022-2023: 11.2%
- 2023-2024: 17.3%

ELP (Students meeting ACCESS growth targets and also meeting ELA and math proficiency on iReady)

- 2021-2022: 0.6
- 2022-2023: 0.5
- 2023-2024: 2.5

Goals

ELA Benchmark Goal:

- The percentage of students at Jimmy Carter MS scoring at or above grade level on the iReady reading assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

ELA Summative 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 Jimmy Carter MS earning a score of proficient or higher in English language arts as measured by NM-MSSA will increase between 3.9 and 4.0 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.

Critical Actions to reach ELA goals include:

- Jimmy Carter MS will be using CSI Designation Grant funds to provide paid AVID training, CLR training, lunch/after-school clubs focused on ELA or math, and all teachers will implement AVID
- Focused note-taking strategies into classroom instruction on an increasing basis guided by 90-Day Plan progress indicators.
- All teachers will report their AVID focused note-taking usage at scheduled department meetings and collaboratively reflect on their implementation.
- All teachers will collect student progress data via iReady and IXL to collaboratively reflect on student progress through scheduled collaboration, focusing on Yazzie-Martinez and African American students/CSI designation subgroups.
- White students: all teachers will review student progress data with parents/guardians and students during parent-teacher conferences for CSI white students.

Math Benchmark Goal:

- The percentage of students at Jimmy Carter MS scoring at or above grade level on the iReady Math assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

Math Summative 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 Jimmy Carter MS earning a score of proficient or higher in Mathematics as measured by NM-MSSA will increase between 4.4 and 4.7 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.

Critical Actions to reach math goals include:

- All teachers will report their AVID focused note-taking usage at scheduled department meetings and collaboratively reflect on their implementation.
- All teachers will collect student progress data via iReady and IXL to collaboratively reflect on student progress through scheduled collaboration, focusing on Yazzie-Martinez and African American students/CSI designation subgroups.
- White students: all teachers will review student progress data with parents/guardians and students during parent-teacher conferences for CSI white students.

Science Benchmark Goal:

- In alignment with the Science and Engineering Practice of Using Math and Computational Thinking from the NM STEM Ready! Science Standards, the percentage of 8th-grade students at Jimmy Carter MS scoring at or above grade level on the iReady math assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

Science Summative 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 Jimmy Carter MS earning a score of proficient

or higher in science as measured by NM-ASR will increase from 17.3% during the 2023-2024 school year to 21.5% during the 2024-2025 school year.

Critical Actions to reach science goal include:

- All science teachers will work with students to track progress and set academic goals at least once per quarter.
- All teachers will implement science mastery assessments at the end of each unit, and students will track their progress in the student data tracker.
- All science teachers will collaboratively reflect on science pacing and curriculum implementation during department meetings.
- Black students, economically disadvantaged, English learners (ELs), Hispanic students, Native American students, students with disabilities (SWD), and white students: during department collaboration, science teachers will review student (to include Yazzie-Martinez and African American students) work samples and document growth.
- White students: all teachers will review student progress data with parents/guardians and students during parent-teacher conferences for CSI white students.

ELP Benchmark Goal:

- The percentage of ELs at Jimmy Carter MS who earned a score at or above grade level in the domain of Vocabulary on the iReady reading assessment will increase from 6% at MOY during the 2023-2024 school year to 16% at MOY during the 2024-2025 school year.

ELP Summative Goal:

- In alignment with the long-term goal to reduce the percentage of ELs not meeting their annual ACCESS growth targets by half over 10 years, the percentage of ELs at Jimmy Carter MS meeting their annual growth targets on ACCESS will increase from 1.1% during the 2022-2023 school year to 6.0% during the 2024-2025 school year.

Critical Actions to reach the ELP goal include:

- Identify ELs and proficiency levels during collaboration time. The teacher will use WIDA “Can Do” descriptors based on the standard taught for ELA, science, and math lessons. Teachers will use standards to create "I can..." statements for each standard in the unit of study and post them in the classroom in kid-friendly language.
- All teachers will support students using the student success tracker tool in advisory to track progress and set academic goals.

Actions to monitor MOY:

- Write a 90-Day Plan one-pager. Help teachers understand what they are already doing but need to be intentional about.
- Create walkthrough “look-fors” that align with actions on the 90-Day Plan and provide professional development (PD) in areas where teachers need support. Provide actionable feedback through Wow and Wonders on sticky notes and keep a Google form for administrators to gather data from walkthroughs.
- Create a schedule to get into a minimum of two classrooms per day. Provide feedback every time a walkthrough is done.

- When completing full evaluations, provide actionable feedback to the teachers on the same day and follow up with a post-evaluation coaching session no later than two days later.

MOY Progress Indicators:

- By 01/10/2025, 100% of all teachers will implement focused note-taking two times a week as measured by walkthroughs/observations and department meeting minutes.
- By 01/10/2025, 100% of all teachers will implement focused note-taking two times a week as measured by walkthroughs/observations and department meeting minutes.
- By 01/10/2025, 100% of science teachers will follow science curriculum pacing guides for Stemscores 100% of the time, as evidenced by department data sheets.
- By 01/10/2025, 100% of all teachers will use WIDA Can Do statements to drive instructional practices using WICOR strategies 100% of the time as measured by Can Do statements posted in the classroom.
- By MOY, a one-pager of the 90-Day Plan will have been presented to staff
- By MOY, a Google form (non-evaluative coaching tool) with looks-fors aligned to the 90-Day Plan will be developed, shared with staff, and utilized for feedback.
- By MOY, the administration will have visited and provided feedback to 15 teachers per week, as evidenced by their Google form data
- To accomplish this, they will create a rough draft of the look-through walkthrough form and present it to the instructional council for revisions and feedback.

Method for measuring middle-of-year progress:

MOY- A Google form will be created to monitor progress in all of the above areas of the 90-Day Plan