

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

<b>School:</b> Lowell Elementary School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Kacy Cash	<b>LEA Leader:</b> Dr. Joseph Escobedo
<b>SITM Team Leader:</b> Michelle Starnes	<b>Date:</b> October 30, 2024
<b>School Description</b>	
<p>Lowell Elementary School is nestled in the Southeast area of Albuquerque in the shadow of the University of New Mexico and Central New Mexico Community College. The majority of the students who attend Lowell Elementary School live nearby. A few students attend the school for the level of support offered for special education services. The total enrollment is 220, ranging from kindergarten to fifth grade.</p> <p>School's mission: <i>to provide an education that engages students in academics, social-emotional, and life skills to become active contributors to the world around them.</i></p> <p>The school vision states, <i>"Daily social-emotional learning is incorporated in the schedule to support students in learning respect, responsibility, kindness, empathy, and self-regulation. Staff works closely with families to communicate any behaviors and work with families to find possible solutions. The goal is for students to have a safe and happy learning environment."</i></p>	
<b>School Successes and Celebrations</b>	
<p>The leadership team has aligned the agendas of all meetings toward the expected outcome of improved student performance. Teachers have shifted toward more formal meeting protocols and data analysis to drive instruction.</p> <p>Professional support with the newly implemented curriculum has enhanced teachers' knowledge, skills, and attitudes to improve student achievement. The professional development provided is purposeful, intentional, ongoing, and systematic through professional learning communities (PLCs).</p> <p>Attendance continues to improve as the school provides targeted incentives to encourage students to attend on days they know they experience lower attendance. At Lowell Elementary, relationship-building is essential, and these relationships depend on a school culture of belonging in which everyone feels validated, accepted, and affirmed.</p>	
<b>NM DASH Development and Implementation</b>	

The Lowell Elementary core team met in the spring for a full-day look at their whole journey. The team reviewed old DASH Plans and identified actions completed and actions to be planned for the year. The team reviewed and analyzed attendance, discipline, Istation, and iReady data from the previous year to develop their 90-Day Plan. The core team consists of: an ELA/math focus team lead, a community coordinator, a transformational coach, and a counselor.

The root cause of school designation was determined as:

English Language Arts (ELA): *Teachers need to provide differentiated layer one support to target phonics and decoding skills.*

Math: *Teachers need to provide differentiated layer one support to target foundational numbers and operations skills.*

### **Goals and Benchmarks indicated on the 90-Day Plan:**

#### **ELA:**

The percentage of Lowell ES students earning a proficient or higher score in English language arts as measured by NM-MSSA will increase between 3.9 and 5.0 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.

#### Benchmark:

The percentage of students at Lowell ES earning a Level 4 or Level 5 on the Istation Reading assessment will increase 10 percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

#### **Math:**

The percentage of Lowell ES students earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase between 4.7 and 5.0 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.

#### Benchmark:

The percentage of students at Lowell ES 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:**

The percentage of Lowell ES students earning a score of proficient or higher in science as measured by NM-ASR will increase from 3.3% during the 2023-2024 school year to 8.2% during the 2024-2025 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 5th-grade students at Lowell ES 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.

**English Language Proficiency (ELP):**

The percentage of English Learners at Lowell ES enrolled in grade 1 and higher meeting their annual growth targets on ACCESS will increase from 18.1% during the 2022-2023 school year to 22.2% during the 2024-2025 school year.

Benchmark:

The percentage of English Learners enrolled in grades 1-5 at Lowell ES earning a Level 4 or Level 5 in the domain of Vocabulary on the Istation Reading assessment will increase 10 percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**School Progress**

**ELA NM-MSSA Growth Assessment Results: (Percentage of Students who demonstrated growth 2023/2024)**

3rd grade Level 1 - 55.8%, Level 2 - 44.2%, Level 3 - 0.0%, Level 4 - 0.0%  
4th grade Level 1 - 37.1%, Level 2 - 40.0%, Level 3 - 17.1%, Level 4 - 5.7%  
5th grade Level 1 - 54.8%, Level 2 - 41.9%, Level 3 - 3.2%, Level 4 - 0.0%

**NM-MSSA Percent Proficient**

2021/2022 - 9.4%  
2022/2023 - 9.1%  
2023/2024 - 8.3%

**Math NM-MSSA Growth Assessment Results: (Percentage of students who demonstrated growth 2023/2024)**

3rd grade Level 1 - 86.4%, Level 2 - 13.6%, Level 3 - 0.0%, Level 4 - 0.0%  
4th grade Level 1 - 88.6%, Level 2 - 8.6%, Level 3 - 2.9%, Level 4 - 0.0%  
5th grade Level 1 - 83.9%, Level 2 - 9.7%, Level 3 - 6.5%, Level 4 - 0.0%

**NM-MSSA (Percent Proficient)**

2021/2022 - 4.7%  
2022/2023 - 1.7%  
2023/2024 - 2.7%

**Istation ELA: (Percent Proficient)**

2021-2022: 6%  
2022-2023: 4.0%  
2023 -2024 - 9.3%

**iReady ELA: (Percent Proficient)**

2021-2022: 17.3%  
2022-2023: 14.6%

2023-2024: 0.0%

**Istation Math: (Percent Proficient)**

2021-2022: 8.8%

2022-2023: 14.3%

2023-2024: 19.4%

**iReady Math: (Percent Proficient)**

2021-2022: 13.5%

2022-2023: 9.7%

2023-2024: 10.8%

**Actions to Improve Performance:**

The leadership team has identified focus areas to be used to measure growth in ELA and math. As teachers begin to use the newly adopted district-wide curriculum, leadership provides continuous professional development to ensure the understanding and implementation of strategies. Teachers will administer weekly quizzes as formative assessments to gauge student growth. Classroom walkthroughs will be conducted weekly to check for data-driven layer one instruction. Look-fors will include student tasks, student talk, and focus walls.

PLCs will plan grade-level objectives, pre-tests, lessons, and data collection. Student group settings, such as conflict resolution and teacher-perspective data, will be collected two times a month, including special education teachers, to demonstrate growth in weekly formative classroom assessments. Evidence binders will be checked during classroom walkthroughs to ensure the continuous monitoring of every student's progress.

The LETRs phonics screener and the Advantage Math Screener will be used monthly to develop small groups with teachers pulling lessons from Istation for immediate intervention.