SUMMARY OF FINDINGS - MOY

School Improvement and Transformation Monitoring Visit Summary Report

School: Apache Elementary School	**LEA:** Albuquerque Public Schools
School Leader: Michelle Waldrop	**Supt/PEC Director:** Gabriella Blakey
SIT-M Team Leader: Max Perez	**Date:** January 21, 2025
School NM Vistas Designation: CSI Hispanic, Direct Certified Free and Reduced Lunch	

School Successes and Celebrations

Apache Elementary is excited to build on the Writing Process initiatives launched earlier this school year. Staff members have begun engaging in vertical articulation and collaborative meetings to enhance writing instruction across all content areas, including English, Science, and Social Studies. As part of this focus, the school has recently introduced School-Wide Writing Wednesdays.

Students have embraced their role as active participants in their learning, approaching writing with curiosity and enthusiasm across all subjects. Their efforts reflect a strong commitment to growth, supported by the guidance and encouragement of dedicated staff. A highlight of this work includes the creation of a Writing Mantra by the Head Special Education Teacher during a fourth-grade inclusion lesson. This mantra, now shared with all English Language Arts teachers, is a powerful source of motivation for students.

Teachers have completed professional development on the writing process, gaining valuable insights that equip students with the tools and strategies to navigate each writing stage and confidently share their work with an audience.

The school leadership team deeply appreciates the hard work and dedication of the teaching staff. Instructional priorities now emphasize student-centered writing development, collaborative practices, and coaching and feedback sessions anchored in pre- and post-observation cycles. This collective approach ensures that all stakeholders are actively involved in advancing student success.

The school leader takes immense pride in these ongoing efforts and eagerly anticipates the creative work students will produce in the coming 90 days.

School Progress

<u>Three-year Trend Data</u>

NM-MSSA

English Language Arts

Year	All Students	Hispanic	DirCert/FRL
2021-22	24.4%	24.4%	18.9%
2022-23	17.5%	18.3%	11.8%
2023-24	18.9%	20.4%	11.4%

Mathematics

Year	All Students	Hispanic	DirCert/FRL
2021-22	8.1%	7.7%	6.6%
2022-23	8.8%	8.5%	3.9%
2023-24	7.1%	8.4%	3.5%

iReady Percent Proficient Hispanic

ELA	MOY	BOY	EOY
2021-22	09.0%	22.7%	33.8%
2022-23	10.3%	18.1%	16.7%
2023-24	12.5%	14.9%	19.3%
2024-25	11.8%	13.3%	

Math	MOY	BOY	EOY
2021-22	02.5%	07.6%	13.2%
2022-23	02.9%	04.2%	11.7%
2023-24	01.2%	06.9%	15.3%
2024-25	04.3%	07.1%	

iReady Percent Proficient Direct Certified/Free and Reduced Lunch

ELA	MOY	BOY	EOY
2021-22	07.7%	15.7%	25.6%
2022-23	06.7%	10.9%	14.1%
2023-24	07.0%	09.4%	11.7%
2024-25	07.1%	07.5%	

Math	MOY	BOY	EOY
2021-22	02.2%	06.5%	11.1%
2022-23	01.1%	01.1%	09.3%
2023-24	01.6%	03.9%	07.1%
2024-25	02.6%	03.8%	

EOY Attendance Rate
2022-23   86.9%
2023-24   85.6%
2024-25   88.8 (80 Day Count)

Specific actions completed and data demonstrating progress since SIT-M BOY

The school will develop a system of metrics to track incremental and trend data.
Student performance data is systematically collected through regular cycles using iReady, iStation, NM-MSSA, and IMSSA assessments. Moderate progress has been achieved in enhancing data collection efforts, with school leaders beginning to gather student writing samples and weekly common formative assessments. A rubric has also been developed to measure progress and maintain consistency in monitoring; however, it has not yet been implemented for data collection purposes.

Daily attendance data is tracked using the school's Student Information System, but there is a recognized need for more structured datasets to establish formal attendance goals. The Panorama data tool is actively utilized to monitor and track attendance goals, with evidence of its consistent daily use.

An action step to develop a shared template for collecting data points and reviewing progress every 90 days has been identified. However, progress on this initiative has not yet been made.

Teachers will collaborate to review student writing samples, including work from Hispanic and Economically Disadvantaged students, to track and improve writing progress.
Rubrics have been developed to measure and track progress. One review cycle has been completed so far; however, the tracking system has not yet begun.

Students will solve word problems weekly with progress measured by student work, walkthroughs, lesson plans, or graphic organizers.
Individual classrooms utilize Common Formative Assessments. Student work is collected, and grade-level progress is monitored in PLCs, while school-level progress is monitored by the Instructional Council. The principal has conducted classroom walkthroughs that include both a pre- and post-collaboration session and are tied to lesson plans. Graphic organizers are expected and checked during walk-throughs.

Teachers will receive stipends for planning and fostering a culture of learning and achievement, implementing AVID strategies, and building family and community connections.
Professional Development has focused on academic programs, language, culture, and equity after school and during the day. The staff also participates in district-led professional development focusing on early literacy and math.

The PLC (Professional Learning Community) structure will be further refined to include shorter cycle progress checks, such as exit tickets and weekly formative assessments.
Grade-level PLCs occur every other week, leading to interventions in individual classrooms. There is not yet a grade-level or school-wide intervention process.

Exit tickets are commonly used in classrooms, and weekly formative assessments are utilized with individual teachers; however, there is not yet a system to collect, monitor, or compare data at grade levels or schoolwide.

A variety of instructional strategies, including small groups and flipped classrooms, will be modeled and shared with staff.
The principal has modeled instructional strategies 3-4 times this school year and intends to include her assistant in this practice to expand the number.

Practices such as "Writing across the Content Areas" will continue, with data collection to assess their effectiveness.
Writing Wednesdays has focused on writing across all content areas. Writing samples are collected and discussed at PLCs. Data to corroborate effectiveness was stated; however, no clear evidence was provided to support these statements.

Immediate feedback and differentiated instruction will be emphasized for continual improvement in teaching strategies.
Classroom walk-throughs provide immediate feedback. Data to corroborate effectiveness was stated; however, no clear evidence was provided to support these statements.

Leadership will prioritize aligning staff and teacher meetings with student performance goals.
Instructional Council meetings, school-site professional development meetings, and district professional development days begin with the mission and vision and intentionally include relevant data. PLC sessions are now organized to be more explicitly focused on student needs. Though there seems to be some progress made in this area, no evidence was shared with the team demonstrating the alignment of staff and teacher meetings with student performance goals.

Regular reviews of goals, practices, and outcomes will be conducted to evaluate and improve instructional strategies.
PLCs are narrowing the focus toward more specific student outcomes. Goals, practices, and outcomes are evaluated informally and formally through the state's formal evaluation process.

Summary of Progress
Apache has provided numerous professional development opportunities focusing on the writing process and improving instructional strategies and delivery. At MOY, the school states that progress has been made in implementation. Additionally, the school is beginning to develop a system to monitor and support their Hispanic and Direct Certified Free and Reduced Lunch students.

The SIT-M team was pleased to hear the school has made progress toward implementing their identified action steps. However, student performance trends of Hispanic and Direct Certified Free and Reduced Lunch Students on the NM-MSSA and iReady ELA and Math assessments indicate both student groups are performing slightly lower this year than in previous years in ELA and have made minimal to no improvements in math. Even though overall school-level proficiency rates on iReady have not increased, there has been positive growth for both student groups on the fourth-grade iReady BOY and MOY ELA and math assessments.

Next Steps

Based on the available data, an intentional focus on the specific student groups impacting the school's designation will support improving student academic outcomes. These high-impact actions will include:

Targeted Interventions

Apache will support targeted interventions for Hispanic and Direct Certified Free and Reduced Lunch students. Non-proficient students will be identified and placed in the appropriate group setting for tailored intervention.

Academic interventions will be expanded beyond the classroom and into grade-level and school-wide systems. The staff and leaders will build a system of intervention that is monitored by grade-level and aggregate school data. Data-driven decisions can then be made more accurately and effectively for the students.

Data System with Measurable Metrics and Analysis

The school leader and key staff will develop a system of metrics to track incremental and trend data. All assessment data and any data that supports student performance, such as attendance data, will have a metric to quantify and measure any growth or decline.

Data collected through the newly developed rubrics will be organized, analyzed, and used to improve the support of the whole school and student groups.

The most current and relevant assessment data will be analyzed and disseminated monthly to drive instruction and intervention.