Albuquerque Public Schools (APS) is a culturally and linguistically responsive, diverse community committed to educational equity for all students. APS provides various levels of support and assistance to students, families, and schools that are appropriate to specific needs. APS students deserve respectful learning environments in which diversity is valued and contributes to successful academic outcomes through equitable decisions by the district.

**District Strategic Plan**

APS is developing a comprehensive, guided, and structured strategic plan for SY21-22 centered on five pillars:

1. **Equity and Access for All Students and Staff**
2. **Supporting High Quality Equity Driven Instruction for Every Student**
3. **Social and Emotional Learning**
4. **Effective and Efficient Operations**
5. **Staff and Community Engagement**

APS intends to begin the 2021-2022 school year in full in-person learning. The District Unfinished Learning Academic Plan will emphasize academic proficiency but also academic growth for all students and increased training and professional development for educators and staff. We ask for patience and grace for our educators, staff, and administrators especially in the light of changing circumstances. APS created district-wide initiatives to address proficiency, growth, and potential unfinished learning (see page 2).

Further guidance on social distancing and mask requirements will come from the New Mexico Public Education Department (NMPED), the New Mexico Department of Health (NMDOH), and the Centers for Disease Control (CDC).
### APS Initiative Examples

- **Summer Brain Gain** in which students from all grade levels and from specific role groups (ELs, Native Americans, Refugee/Newcomers, McKinney-Vento students, students with IEPs, and students in danger of failing) were targeted to receive enrichment, supplemental learning opportunities, and expanded credit recovery with in-person assistance.

- **Extended Learning Time Program (ELTP)** to add days to the school year to enhance innovation and enrichment.

- **Transformational Model** adding hours to days to provide additional academic enrichment.

- **Essential Standards Focus** to define grade-level pre-requisites that may need to be re-taught and focused essential grade-level standards to target for mastery.

- **Program Evaluation and Programmatic Data Collection** includes a focus on how district-wide programs make a direct impact in the classroom.

- **Equity Lens and Equity Professional Development District-wide** in the equity framework, policy and procedural directive and PD in anti-racism, culturally and linguistically responsive (CLR) practices. Developing all district-wide initiatives through an equity lens. SY20-21 year one of a 3-year PD plan for leaders, educators, and departmental staff.

- **CLR district-wide training, instructional materials, and focus.** Expanding opportunities with diverse trainers and working with the trainers to align support and practical classroom applications. APS schools have access to PK-12 resources in both paper and online formats. Many of these resources offer strong support for SEL.

- **MLSS framework** to differentiate instruction and address social emotional needs through 4 tiers.

- **SEL district-wide AIM curriculum, training, and support.**

- **Grading for Equity** working with secondary schools to address concerns over scoring/rating and academic growth.

- **Alignment of Regular and Special Education** for cross-departmental collaboration to align academic and SEL curriculum. Including more opportunities for all student to show growth PK-12.

- **High Quality Instructional Materials (HQIM)** to target essential standards, CLR, and Academic growth and Proficiency with social emotional learning to address the whole child.

- **eCademy K-12 and on-line curriculum resources** creating and continuing to have virtual option for students. Ongoing maintenance of on-line curriculum and instruction resources for students working virtually. Special Education placement is based on IEP review and/or IEP Team determination.

- **90-Day Plans** to customize specific academic needs, resources, and supports to each school.

- **Community Schools** using the four pillars to focus on integration of academics, health and social services, and youth, family and community engagement to improve student learning.

- **Performance Framework with Tiers of Support** to provide district-wide and departmental resources to schools collectively and individually.

### Academic Proficiency and Academic Growth with SEL and Support Resources

APS is creating a **Performance Framework with Tiers of Support** to target core resources and supports needed by each school, at each level. The District will take into account indicators using guidelines from the State, U.S. Department of Education, and the Council of Great City Schools Academic Key Performance Indicators (KPIs). APS is also developing an **Assessment and Screening Plan** for reentry in the fall. Throughout the APS Continuous Learning Plan, Reentry Comprehensive Plan and Supplemental Remote Learning the Plan, the district has focused on core values and guiding goals. The district has made a deep commitment to providing the social-emotional and physical health, well-being, and safety of students, teachers, staff, leaders, families and the community.

The District has also committed to providing one-to-one devices for students and guaranteeing connectivity for all families. In addition, APS has developed an Equity Policy, Procedural Directive, Framework, and Professional Development Plan. APS students deserve safe and respectful learning environments in which diversity is valued and contributes to successful academic outcomes. We encourage our students to be critical thinkers, respect each other, and respect various points of view. APS provides teachers with district-
supported textbooks, culturally and linguistically responsive instructional materials, and supplementary resources to offer a variety of perspectives. The Teacher Leader Network, a group of Level III master teachers with content expertise, created Essential Standards for classrooms across the district. The Curriculum Board verified the standards and Instructional Councils along with the Teacher Leader Facilitators at each school-trained educators.

APS is working in collaboration with the Western Educational Equity Assistance Center (WEEAC). WEEAC will conduct Equity Compass Reviews at 13 APS comprehensive high schools. The process is about 50 percent complete. In order to complete the entire district, WEEAC developed an Equity Snapshot based on the more extensive Equity Compass Review. The Equity Snapshot embeds equity into institutional norms, practices, and policies. The snapshot requires department heads and school site leaders use a research process with data-driven information and ongoing public transparency. The Equity Snapshot provides accountability to our community about the progress toward equity in our schools and our community. It also allows community, school stakeholders, and district leaders to work from the same set of data progress indicators to inform decisions and envision long-term achievement of equity goals. In addition to APS Leadership and departmental staff, the APS Yazzie-Martinez Committee, the Indian Education Department, Language and Cultural Equity, and the African American School Success and Data Committee have reviewed the Equity Snapshot. Equity and Engagement, Curriculum & Instruction, and Strategic Analysis & Program Research (SAPR) are working in collaboration to possibly expand and align the snapshot to the School Scorecards for monitoring purposes and continuous improvement.

Unfinished Learning Next Steps
“Learning Loss” is usually identified with summer learning or the knowledge or education a student may lose from May to August. In our case and that of school districts around the country, it is possible COVID-loss contributed to learning loss. Did students lose knowledge between March of 2020 and March of 2021 when students were not in school meeting in-person? To minimize and combat learning loss APS, implemented a Continuous Learning Plan (CLP) to complete the 2020-2021 school year providing one-to-one devices and connectivity to all students. The CLP offered on-line curriculum, tools, and resources.

In the fall of 2020, a Reentry Plan was created with an academic plan for a Red or virtual option; Yellow, hybrid option; or Green, an in-person option. The District stayed in Red for nearly the entire 2020-2021 school year, with a limited Sped in the Red and Small Group Plan before moving to Green + Red model, an in-person model with a red strand starting on April 5, 2021. The District created a virtual school eCademy for students, kindergarten through eighth grade to build capacity for virtual learning from K-12th grade. eCademy will continue in the fall to provide a virtual learning space for all students. With the CLP and Reentry Plans offering limited in-person opportunities schools and families may be worried about the overall “learning loss” of students. National research explains learning loss is best understood not as a reduction in existing knowledge or skills, but as a difference between a current reality and the state of national and local standards of proficiency. With the COVID-19 school closures, that normal condition is spring 2020 without COVID-19, and the loss is the difference in the learning that occurred during disruption and the learning that would have occurred in a COVID-free spring 2020.

The District is planning to begin SY2021-2022 in Green or fully in-person. For those students who choose a virtual learning experience we do offer eCademy K-12th grade. Although APS will continue to monitor proficiency, the District would also like to monitor growth. Steps to counter unfinished learning include Summer Brain Gain 2021 and Accelerated Academic Growth for all Students SY2021-2022:

Summer Brain Gain 2021 Emphasis on Enrichment and Acceleration
Below is the Summer Brain Gain learning and enrichment opportunities table. Departments will evaluate offerings, data, attendance, and other indicators to determine next steps for Summer Brain Gain 2022.
### Enrichment

<table>
<thead>
<tr>
<th>Program</th>
<th>Dates</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended School Year (ESY)</td>
<td>June 7 – June 30</td>
<td>Special Education Extended School Year</td>
</tr>
<tr>
<td>All Grade Levels</td>
<td>June 1 – June 24</td>
<td>Indian Education Cultural Enrichment, Indigenous Languages, and Robotics for Native American students</td>
</tr>
<tr>
<td>Elementary School</td>
<td>June 1 – June 30</td>
<td>PK enrichment</td>
</tr>
<tr>
<td></td>
<td>June 1 – June 30</td>
<td>Summer Learning Adventures</td>
</tr>
<tr>
<td></td>
<td>4 days/week,</td>
<td>• Meals Provided</td>
</tr>
<tr>
<td></td>
<td>Half days 8 – 11:30</td>
<td>• No Transportation</td>
</tr>
<tr>
<td>Middle School</td>
<td>June – July</td>
<td>Continual online resources available for enrichment and recovery (links to learning)</td>
</tr>
<tr>
<td></td>
<td>June – July</td>
<td>See NM Kids Magazine (nm-kids.com)</td>
</tr>
<tr>
<td></td>
<td>June - July</td>
<td>Book Club</td>
</tr>
<tr>
<td>High School</td>
<td>May 18 – July</td>
<td>CNM Dual Credit</td>
</tr>
<tr>
<td></td>
<td>Term 1: June 7 – 25</td>
<td>eCademy online summer courses</td>
</tr>
<tr>
<td></td>
<td>Term 2: June 28 – July 19</td>
<td>SLA I, SLA II, and World History for Bilingual Seals (Virtual).5 Credit per term</td>
</tr>
<tr>
<td></td>
<td>Term 1: June 7 - 25</td>
<td>Physical Education Credit (Virtual)</td>
</tr>
<tr>
<td></td>
<td>Term 2: June 28- July 19</td>
<td>(Current 8th graders allowed)</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>June 1- June 24 (Flexible)</td>
<td>Community Run Summer Enrichment Programs</td>
</tr>
</tbody>
</table>

### Supplemental

<table>
<thead>
<tr>
<th>Program</th>
<th>Dates</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>McKinney Vento Homeless Project</td>
<td>June 7 – June 18</td>
<td>McKinney-Vento qualified students. (half day, K-12) (4 sites)</td>
</tr>
<tr>
<td>EdTech and Curriculum &amp; Instruction</td>
<td>June - July</td>
<td>Targeted on-line resources PK-12</td>
</tr>
<tr>
<td>Book Distribution</td>
<td>June 8 – July 17</td>
<td>Story Time in the Park 28 Sites (Grab &amp; Go/City Summer Sites)</td>
</tr>
</tbody>
</table>

### Recovery

<table>
<thead>
<tr>
<th>Program</th>
<th>Dates</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>eCademy Credit Recovery with Learning Labs</td>
<td>Term 1: June 7 – 25</td>
<td>Credit Recovery for High School students - summer courses through eCademy (Virtual) Learning Labs for in-person help at every High School</td>
</tr>
<tr>
<td></td>
<td>Term 2: June 28 – July 19</td>
<td>ELD I &amp; II and ELD III &amp; IV (Virtual)</td>
</tr>
<tr>
<td>Language &amp; Cultural Equity</td>
<td>Term 1: June 7 – 25</td>
<td>Credit Recovery for Native American students</td>
</tr>
<tr>
<td></td>
<td>Term 2: June 28 – July 19</td>
<td></td>
</tr>
<tr>
<td>GradPoint</td>
<td>June 1 – July 9</td>
<td></td>
</tr>
</tbody>
</table>

### Resources

<table>
<thead>
<tr>
<th>Program</th>
<th>Dates</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS</td>
<td>June – July</td>
<td>Out of School Time all-day or before or after care (Site based)</td>
</tr>
<tr>
<td>City of Albuquerque</td>
<td>June - July</td>
<td>Summer Programs (City Playgrounds)</td>
</tr>
<tr>
<td>Community Partners/Providers</td>
<td>June - July</td>
<td>Summer Programs (Full-day summer camps)</td>
</tr>
</tbody>
</table>

For further information and details go to APS.edu
Accelerated Academic Growth for All Students SY2021-2022

General Education and Special Education have aligned to provide instructional opportunities for students at APS. The table below shows goals for accelerated academic growth for all students. Goals include 1) Frequent monitoring of learning and adjustment of instruction; 2) Challenging culturally and linguistically responsive teaching; 3) Support for the needs of the whole child; and 4) Differentiated job-embedded learning for teachers.
KEYS TO COMING BACK STRONG

We know that our students will come back to us in the fall having experienced trauma of various sorts and face gaps in their learning. Our most vulnerable students are likely to have the most unfinished learning. We need to be intentional, targeted and patient in order to ensure that our students are able to perform well at grade level. We need to work smarter not harder. In order to accelerate learning for our students, the Curriculum and Instruction department is making a few recommendations:

1. **TEACH ON GRADE LEVEL**
   While we may be tempted to “meet kids where they are”, research on disrupted education from hurricane Katrina showed us we need to teach at grade level and provide supports for students to work at that level. Working below grade level results in a cycle where students cannot catch up and feel discouraged. This downward spiral is especially damaging to students who have already seen the most negative impacts.

2. **TEACH FEWER STANDARDS DEEPER**
   Stick to the Essential Standards and eliminate some things that you may have taught in past years in order to really focus on those key standards in a way that allows students to master and apply them. A strong “first teach” is more effective than any intervention or anything a publisher will try to sell you.

3. **STUDENTS LEARN WHEN THEY FEEL SAFE, SEEN AND VALUED**
   Take the time to develop rapport and trust. Select culturally and linguistically rich instructional materials so that students can see themselves in what they learn and understand the relevance. Continue to support strong dual-language instruction. You cannot control the outside world, but a classroom can be the kinder, better place that we want the world to be.

4. **MONITOR LEARNING FREQUENTLY AND ADJUST INSTRUCTION AS NEEDED**
   Keep your finger on the pulse of how kids are doing and coach them toward improvement. The word “test” is intentionally omitted because there are so many small ways to integrate checking for learning through things like questioning strategies, exit tickets, opportunities for feedback, revision, and short performance tasks that can integrate learning, assessment and reflection.

5. **REMEMBER THAT WHEN WE TELL STUDENTS “JUST DO THE BEST YOU CAN,” THAT APPLIES TO ALL OF US TOO.**

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**Additional Support to Schools**
All schools will receive departmental support through the Performance Framework. Title I schools at every level will receive an additional Interventionist to support unfinished learning. Departments will continue training and professional developments and provide individualized support to help educators address unfinished learning.
C&I suggests the following positions and programmatic resources for schools to consider.

- **High-Dosage Tutoring**: High dosage tutoring has shown some of the most promising benefits in addressing unfinished learning at all grade levels. It refers to 30-minute tutoring sessions three times per week or intense weeklong sessions.

- **Engaging the Family in Supporting Early Literacy**: Send home books for students to read with support from their family. Hold workshops with parents on ways to make reading fun at home.

- **Hire a MLSS/Early Warning Specialist**: Have a staff member who monitors student achievement and attendance to ensure that students who are struggling or dis-engaged receive timely support. This person can work in close conjunction with math and reading interventionists as well as school attendance teams and progress monitor students.

- **Purchase Math Manipulatives, Fundations Consumables, or other district-supported instructional materials**.

- **Provide After-School Enrichment Clubs to Integrate Math and Reading**: This can be especially effective at the middle school level and is a good way to provide fluency and reinforcement of below grade-level standards.

- **Host Family Math Nights**: These fun events engage the family and community in math-based activities and games. C&I will help you set up an event.

### Special Education

Schools will be able to determine if any recovery service is necessary when the student is back in-person and a full review of the IEP can take place. Educators will need to assess and monitor progress in order to determine unfinished learning caused by the interruption of the service delivery model and make adjustments to the student's IEP, if necessary. APS will continue to follow NMPED technical guidance regrading Recovery Services for students with IEPs.

#### What are Recovery Services?

Recovery Services are services that are provided in addition to services and supports identified in an eligible individual’s Individualized Education Program (IEP). They are designed to address educational gaps caused by unexpected service delivery interruptions during the period of school closure and remote instruction. Recovery Services should also be directed at teaching content and skills that were not taught during the period of school closure or remote instruction, as well as the compounding effects of missed instruction and services.

#### How does a District/Charter decide if Recovery Services are necessary?

- Did the student make progress on their IEP goals and objectives prior to and during the period of school closures and remote instruction?
- What were the student’s baseline measures on his or her IEP goals and objectives prior to the period of school closures and remote instruction?
- What accommodations and services were offered to the student during the period of remote instruction?
- Was the student available during the period of remote instruction for the District/Charter to provide services?
- Did the parent or guardian refuse special education services during the period of school closures and remote instruction? If so, did the District/Charter document the refusal in a prior written notice?
Were special education services and supports offered during the period of school closures and remote instruction?

Recovery Services may be provided at any time. IEP teams need the flexibility to identify and provide Recovery Services according to the unique needs of the eligible individual. Some students, for example, may respond quickly to initial efforts to accelerate learning, but may plateau within a couple of months and need Recovery Services. Recovery Services may be provided before or after school, on days the student is not typically in school, or in the summer, as needed by the individual student. It is anticipated that meaningful discussion and identification of Recovery Services will not occur until students have been in school for some time in order to determine whether current IEP services are sufficient for the student to recoup lost skills or regain progress.

Educational Technology

APS Educational Technology (EdTech) developed a content rich website to support students, families, staff, and administration in the use of essential edtech tools needed for student success. The edtech.aps.edu website contains student and professional learning resources such as self-paced courses (digital badging), videos, recorded webinars, and documentation for district supported tools that provide differentiated learning options for all schools and departments.

The EdTech Professional Learning User Support (PLUS) team provides individual, small group, and whole team professional learning experiences for educators and families. The PLUS team offers frequent training opportunities by request based on school, department or learning zone needs. PLUS is creating a coaching and training model for all educators to individually develop teaching strategies through the introduction of computer science programs and authentic and blended learning concepts.

EdTech has created support models and digital resources to help schools with integrating the one to one (1:1) device implementation in the classrooms for authentic learning that engages all students in a safe and secure environment. EdTech has partnered with Technology to develop and support a sustainable 1:1 device deployment and support model that provides devices and student engagement tools in an equitable and timely manner. In addition, EdTech provides standards based guidance, lessons, and best practices for students as part of a healthy digital citizenship approach to using technology.

The EdTech Classroom and Application Support (CASA) team implemented and manages two primary learning management systems. This includes Seesaw for Schools, Google Classroom, and other associated Google applications, add-ons, and extensions for a robust digital learning environment. CASA oversees the Application Review Committee (ARC), which ensures interoperability and data security standards for all adopted and supported applications. This includes reviewing and approving interoperable enterprise systems and classroom applications.

MLSS

APS developed a district-wide MLSS guidance document aligning general and special education resources and tiers of support. From that document, a Multi-Layered System of Support Department was created with a senior director. The senior director has brought MLSS coordination and created systems to differentiate instruction and address social emotional needs through four tiers. The senior director also oversees the Student Assistance Team (SAT) department and general education compliance. The department created the APS Early Literacy Group, which has a standing meeting to work on structured literacy goals district-wide.
The Structured Literacy Plan was submitted the plan to PED during the spring of 2021 semester. The group has recently started collaborating with the ECLIPSE group in order to avoid the duplication of district efforts in service of early literacy needs. MLSS is aligning their resources with the Attendance Department, Special Education, and the school 90-day plans.

A pilot group of 24 elementary schools from all four learning zones was created to complete the NMPED MLSS requirements and have gone through State and District training, completion of the MLSS Implementation Rubric, State evaluation, and working with the senior director on next steps. The District will begin work on schools district-wide completing the NMPED MLSS Implementation Rubric in the fall.

**Tutors, Volunteers, Key Partners, and Out-of-School Time**
Until the state Departments of Health and Public Education provide new health orders/guidance APS will continue to utilize the Key Partners reentry plan that was in place during the 2020-2021 school year. Once new orders/guidance are in place, the Key Partners plan will be revised.