School Support and Readiness Assessment
Site Visit Summary Report

School: Alamosa Elementary School	LEA: Albuquerque Public Schools
School Leader: Alvaro Ramazzini	LEA Leader: Scott Elder
SSRA Team Leader: Celeste Murray	Date: September 5, 2023

School Description

Alamosa Elementary School has 376 students enrolled in grades PK-5. Their mission statement reflects their renewed focus on data-driven instruction and is as follows:
Through collaboration and continuous learning, Alamosa Elementary commits to creating a challenging learning environment that fosters high expectations for success by implementing research-based instructional strategies to increase student engagement and learning. Our school promotes a safe, caring, and supportive environment that is based on building strong relationships to embrace our students holistically.

School Successes and Celebrations

Alamosa Elementary has made positive changes to leadership and embraced the support from becoming a TOPS school (Transformational Opportunity Pilot School). The school has implemented data collection and analysis cycles, improved teacher leadership opportunities, and created systems to ensure student belonging and success. Parents and teachers attribute improved student attendance and culture to the Genius Hour implemented last year. Efforts to include and honor the experiences of students with disabilities and English language learners have also been successful. The school has expanded inclusion courses and has had more English learners exit language services than in prior years. The school aims to become a Blue Ribbon School in three years.

DOMAIN 1: CULTURE & EQUITY
To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

Faculty disposition towards reflection is a strong indicator of school culture at Alamosa Elementary. With the support of a transformational coach, teachers at Alamosa are accustomed to collecting, analyzing, and responding to monthly student assessment data. The coach disaggregates the data, and members of the Instructional Council meet with teachers to help them use results to improve student performance. This results-oriented collaboration also extends to the students, who do their best on assessments with the consistent scheduling,

location, and adult supervision prioritized at Alamosa. Data cycles that include assessment, analysis, and action planning are critical for teachers and staff to support all learners. Without continuous data cycles, ensuring every student receives the support and resources they need is difficult.

Staff report increased feelings of belonging and safety at school for students, families, and teachers. Last year, the school implemented Genius Hour, a cross-curricular, mixed grade-level student support time. Teachers attributed increased collaboration across grade levels and content areas to the initiative. Students and parents report an increased sense of community; they like the variety of options and exposure to various interests and careers.

Opportunities for Growth:

Teachers are highly attuned to challenges outside of school that inhibit students' performance. Many teachers expressed concerns about students' exposure to trauma. With the increased focus on academics, they also want to ensure that instruction and behavior management practices are trauma-informed. Teachers expressed concern about students' challenges, such as having very young parents and living with extended family.

Potential Next Steps:

The school could offer ongoing, embedded professional development with tangible, trauma-informed tools teachers can integrate into classroom practices. Teachers can appropriately create safe learning environments with this training while scaffolding high academic expectations. Teachers could enhance existing academic relationships with students by supporting their social-emotional learning.

DOMAIN 2: LEADERSHIP
To what degree does school leadership establish, communicate, support, and monitor school-wide priorities?

Promising Practices:

Parents and teachers praise Principal Ramazzini for his focus on community and engagement in and out of classrooms. Both groups feel that their input matters and that they have a voice. Teachers describe an atmosphere of motivation and positivity.

Along with visual indicators of progress towards school goals, such as data walls in classrooms, observers reported that students seemed comfortable talking to the principal and that his frequent classroom visits were appreciated. An essential aspect of leadership is to be visible and accessible; Principal Ramazzini is creating time to do so. By being in classrooms, the principal can better understand the terrain of teaching demands, resulting in informed and targeted improvement efforts.

Opportunities for Growth:

Because attendance continues to be a focus for the school, the leadership of Alamosa

Elementary may need to create more robust systems and monitoring for interventions and incentives around attendance. Within the sphere of influence teachers have, there is a chance to build on the success of Genius Hour's improved attendance by creating a similar desire to be present for engaging academic lessons.

Potential Next Steps:

The school can continue to promote its Genius Hour offerings to bolster attendance while increasing the focus on academics. This could look like class competitions for attendance or improved attendance. Perhaps Genius Hour teachers could create goals with their groups for attendance. Phone calls home or home visits can often significantly impact students and their families to know they are seen and missed.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Instructional infrastructure captures practices in a school related to curriculum, assessment, planning, and instruction, preferably in collaborative settings. Teachers at Alamosa Elementary use data-driven instructional practices, administering monthly iStation assessments to track students' mastery of state foundational reading standards. Teachers are responsive to results, monitoring student progress and adjusting individual goals to keep pace with students' achievement. Discussions of student data are central to family-teacher conferences.

In walkthroughs of the school, the culture of data-driven instruction is apparent. Most teachers post objectives, and some display a data wall in their classrooms; some keep binders with individual student growth data to share with students.

Opportunities for Growth:

Teachers expressed interest in more actionable, personal feedback. While they liked the positivity of grade-level feedback shared in a group setting, they wanted more one-on-one time before and after informal walkthoughs and formal observations to allow improvement opportunities. This eagerness for feedback bodes well for future instructional leadership and speaks to the strength of the school community.

Observations during the site visit showed missed opportunities for teachers to probe student misunderstanding. Teachers posted objectives but did not always refer to them during the lesson.

Potential Next Steps:

Principal Ramazzini has signed up for the PSB RISE program, which will continue to build the principal's capacity as an instructional leader capable of having difficult conversations. Embracing his teacher's desire for face-to-face feedback after walkthroughs and observations, Principal Ramazzini can use a protocol for feedback sessions and include follow-up observations for teachers to demonstrate that they have implemented instructional suggestions.

As observation and feedback cycles progress, it may be advantageous to focus on connecting daily objectives to measurable outcomes related to the school's adoption of monthly data cycles.

DOMAIN 4: TALENT MANAGEMENT

To what degree does the school ensure effective teachers are hired, retained, developed, and leveraged to improve student outcomes?

Promising Practices:

Multiple teachers commented on the positivity of school leadership. He uses sticky notes and personal conversations to provide positive feedback. This practice builds teacher self-efficacy and strengthens the relationship between teachers and the principal, paving the way for more critical conversations related to improved instruction and increased student outcomes.

As a result of Principal Ramazzini's openness and positive feedback, more teachers are interested in leadership roles than before. Creating opportunities for teachers to be part of school decision-making, establishing and maintaining school systems related to the Instructional Infrastructure, and seeing the school from a wider lens are valuable modes of professional development. For example, teachers on the school's Instructional Council influence school-wide decisions, and teachers feel their expertise is valued.

Opportunities for Growth:

This school has built robust and comprehensive methods for collecting, analyzing, and responding to student data. Teachers seem eager for constructive criticism and professional development to help them further address students' needs through standards-driven instruction. Rather than add another initiative to the improvement efforts, the school leadership can foster teachers' data analysis and action planning more intentionally. This can potentially improve Layer 1 instruction to diminish the demand on Layer 2.

Potential Next Steps:

Professional development should honor the work already done at Alamosa Elementary by focusing on acceleration and remediation planning determined by the teachers' data cycles. Establishing a cadence of observation and feedback coaching cycles provides teachers with differentiated learning and support, improving their current levels of effectiveness directly

related to the needs of their students. Coaching cycles could enhance each teacher's instructional focus by targeting the specific needs identified in student data.