

School Support and Readiness Assessment Summary Report

School: Adobe Acres Elementary School	LEA: Albuquerque Public Schools
School Leader: María Cordero Luján	LEA Leader: Scott Elder
SSRA Team Leader: Bernadette Ellis	Date: November 2, 2023
School Description	
<p>Adobe Elementary School serves 306 students in grades pre-kindergarten through five. Ninety-five percent of the students at Adobe Acres identify as Latino/a, and the school offers a 90/10 Dual Language Program to support and deepen students' bilingualism. Forty-one percent of the students are designated as English learners, and seventeen percent qualify for special education services. The school hosts many family events, including a prominent Science Fair.</p> <p>The school's principal, María Cordero Luján, assumed her role mid-year in November 2023. A native of the South Valley, she is invested in the academic success of students at the school. Before this position, she was an assistant principal and principal for over ten years in elementary and middle school settings. Staff reception to Principal Cordero Luján has been warm, with teachers indicating that they can tell she is a strong leader. Principal Cordero Luján shares the positive feelings, noting that teachers at Adobe Acres work extremely hard.</p> <p>The mission statement of Adobe Acres is as follows:</p> <p style="text-align: center;"><i>El encargo de la escuela Adobe Acres, en colaboración con la comunidad, es de proveer un ambiente seguro y desafiado que animará el aprendizaje de por vida y les dará el poder a los estudiantes ser ciudadanos independientes y responsables.</i></p> <p style="text-align: center;"><i>The mission of Adobe Acres Elementary School, in collaboration with the community, is to provide a safe and challenging environment that will encourage lifelong learning and empower students to become independent, responsible citizens.</i></p> <p>The vision statement of Adobe Acres is as follows:</p> <p style="text-align: center;"><i>El conocimiento, el éxito, y la excelencia para todos.</i></p> <p style="text-align: center;"><i>Knowledge, success, and excellence for all.</i></p>	

School Successes and Celebrations

Adobe Acres has a robust school-home connection bolstered by a nationally recognized Parent-Teacher Association (PTA). This group organizes a steady stream of parent volunteers daily, enabling the school to host frequent events. Examples of such events have included a Fall Festival, an English language curriculum night, and a Winter Stroll. These events are most well-attended when students perform. In addition to the dedication of the PTA, Principal Cordero Luján credits teachers for their commitment to students as an evident strength for the school community.

The school has benefitted from a clear and consistent focus, driven by its 90-Day Plans, for the last three years. The efficacy of this approach is demonstrated most clearly in student learning outcomes. Staff are proud to report that they received recognition during an administrative meeting at the start of this school year for the student growth results on their iReady reading assessments during the 2022-23 school year. Students' reading proficiency grew from 8% at the beginning of the year to 39% at the end – one of the most substantial results district-wide. Scores for students with disabilities at Adobe Acres improved from 0% proficient to 11% proficient.

The gains exemplified by the school's i-Ready data for 2022-23 are reflected in students' overall outcomes on the New Mexico State Summative Assessment Results, with proficiency in English Language Arts increasing from 21.0% in 2021-2022 to 30.7% in 2022-2023. The school's students also demonstrated overall growth in science on the New Mexico State Summative Assessment Results, with proficiency increasing from 12.7% in 2021-2022 to 28.6% in 2022-2023.

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:

Adobe Acres Elementary School has strong and stable family and community involvement. The school is situated within the South Valley community, which has long-standing traditions and takes pride in its strong sense of community. The community's presence within the school is palpable and vocal. The PTA actively encourages families to join them, explaining that their membership will support them in connecting, speaking up, building relationships, being role models, enjoying substantial benefits, and helping positively change their children's education, safety, and wellness. The group is transparent with its budget and publicly displays how money is allocated, with funds earmarked to support school events such as Kinder Night, Career Day, the Honor Roll Program, Young Authors, and Spelling Bees in English and Spanish.

Furthermore, Adobe Acres has a welcoming environment. The message, "Adobe Acres does our very best, every day," is conveyed daily in the school's morning announcements and used in communication with students throughout the day. School staff smile when they greet visitors

and communicate authentic positivity.

Opportunities for Growth:

Principal Cordero Luján is transitioning into her role as principal intentionally, choosing to observe and hear teachers' concerns before making changes. Teachers recognize this approach and appreciate her soliciting their ideas at Instructional Council meetings before suggesting her own. She is viewed as a strong leader, and teachers have expressed hope that she will continue communicating openly. She has an opportunity to build trust and capacity by building on the success of existing programs and enlisting the expertise of her teaching staff as she makes adjustments.

There is an opportunity to open and extend conversations about equity at Adobe Acres. Some teachers at the school conceptualize equity as equality. As teachers work on continued school improvement, envisioning students through an affirming lens, with the idea that all students can learn, given the appropriate support, will aid in maintaining a positive focus.

There is a need to integrate and support the bilingual program at Adobe Acres fully. There is a perceived lack of support from the school, district, and state; similarly, the bilingual team has not been involved in 90-Day planning. There are concerns that English Learner (EL) goals have not been considered, although many students at Adobe Acres are ELs. To address the concerns of those involved with the bilingual program, the school can offer cross-training and support for dual-identified students who need services for special education and language acquisition. Communications can be sent home to invite more families to participate in the program and to educate parents about their rights. Teachers can be trained to interpret results from the WIDA assessment and use them to drive planning and lesson differentiation.

Potential Next Steps:

Principal Cordero Luján plans to use meeting time strategically to ensure everyone gets the same message simultaneously. She also sees staff meetings as an opportunity for the faculty to provide feedback. She plans for a fresh start in January when she can share her expectations and solicit faculty input about their needs.

As for the equity versus equality and bilingual program needs, Principal Cordero Luján plans to enlist the support of the school's Instructional Coach. This person can share strategies and ideas that will help teachers differentiate instruction. She sees professional development as a venue to help teachers understand the nuances of equity as they apply to classroom practices. She plans to support teachers in using collaborative time to work together productively.

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:

Adobe Acres has a robust implementation of their 90-Day Plan, resulting in improved student performance. The school's implementation is both broad and specific. The expectations in the 90-Day Plan are clear, transparent, and broadly applied to all teachers in all content instruction. Teachers are using data to understand what they need to target with their students at their grade level to support the vertical alignment and overall positive growth of all students in reading and math.

The school's goals are to increase reading and math by 20% by the end of the school year, and the goal is broken down to an expectation of 10% growth per semester. Teachers have learned to focus on what they can control: they can teach number sense and vocabulary. They can provide access and support. Teachers have implemented data walls and folders; students can understand and explain this data.

In addition to the success garnered from their clear focus on student learning outcomes and high-leverage instructional practices, teachers at Adobe Acres also credit Advancement Via Individual Determination (AVID) as supporting student learning. They became an AVID school in 2020 and have increased the number of teachers attending AVID professional development sessions yearly. They now have about a third of the staff trained. There was intentionality in ensuring that a cross-section of teachers were involved: Special Education, Dual Language, and General Education. During the 2022-2023 school year, the entire staff was provided monthly PD related to AVID, emphasizing writing, inquiry, collaboration, organization, and reading (WICOR). The schoolwide expectation is that students take notes using two- and three-column notes, a research-supported strategy to drive more profound understanding and retention. Teachers at Adobe Acres also provide social and emotional learning using AVID strategies and techniques related to close reading and annotating the text.

Adobe Acres supports students' social-emotional needs so that they can learn better. The school's counselor meets with every class once per month and has created a monthly SEL focus based on the "A Little Spot: My First Emotions" books. The school's SEL foci are:

- October: Frustration and flexible thinking
- November: Thankful and giving
- December: Diversity and inclusion
- January: Anxiety
- February: Kindness, friendship, and belonging
- March: Confidence
- April/May: Dealing with anger

Opportunities for Growth:

There is an opportunity to engage in a deep data dive with the data to examine the performance and progress of student subgroups, such as continuously enrolled students, special education, EL, and dual-identified students as special education and EL. Principal Cordero Luján and her

leadership team can support the understanding that *all* students are general education students, and some may require individual services for one or more needs. Teachers need to understand the purpose of special education services and the role of the special education teacher in support of layer one instruction. School leadership can help facilitate greater cohesion in students' experiences related to the curriculum. There is also a need for enhanced communication with parents. To remedy this, the school may communicate about processes that follow student evaluation and ensure they follow through with appropriate next steps.

Teachers at Adobe Acres will benefit from ongoing support in developing a scope and sequence and understanding vertical alignment within the New Mexico Core Standards. While it is an expectation that Adobe Acres' teachers create year-long academic plans in English Language Arts (with Science and Social Studies integration) and Math, there could be greater alignment and cohesion among *all* teachers, especially between general education, special education, and dual language education. There is an ongoing need to focus on lesson planning and layer one instruction. There is an opportunity to develop teachers' capacity to differentiate through enrichment and scaffolding.

Potential Next Steps:

Principal Cordero Luján is still in the information-gathering portion of her new appointment as school leader. She knows the potential for more granular data dives and the need to support teachers' ongoing professional development in creating differentiated instruction. She observed that if well-connected families ask for more communication, she wonders what families who are not well-connected feel. Perhaps there are additional ways to communicate more effectively.

Principal Cordero Luján is also thinking about resource allocation: how to be strategic concerning lesson planning and collaboration. She wants to ensure that students needing enrichment are also being served effectively. By maintaining a multi-pronged approach to developing teachers' instructional practices and leveraging teacher expertise through collaboration protocols, Principal Cordero Luján can help the school build on the success they have experienced during the last few years. Strong student growth boosts teachers', students', and families' feelings of collective efficacy, leading to continued success.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

Adobe Acres has a robust system of data-driven instruction and high-leverage instructional practices that all learn and practice. The school has several systems, including its 90-Day Plan, Common Formative Assessments, an Instructional Council and Parent Teacher Association that work collaboratively, and teacher goal teams in reading, math, and science. Furthermore, the

school has recognized the value of having an Instructional Coach.

There is a common time for teachers to collaborate by grade level, once per week, with the Instructional Coach, once per month, and the master schedule is built to support alignment. The school's bilingual team is aligning with middle and high school bilingual programs by starting their fifth graders on the pathway to graduate with the bilingual seal on their diplomas.

Opportunities for Growth:

There is an opportunity for the school's leadership to problem-solve and innovate to provide teachers with more opportunities to collaborate. The school's bell-to-bell instructional schedule makes collaboration challenging to schedule. The district's professional development schedule supports district-level priorities. To more fully implement school-level priorities, it would be beneficial to have the option to offer PD at the site level. Dual language and English strand teachers would benefit from having the opportunity to collaborate; current scheduling does not permit this.

Teachers will benefit from leadership clarifying core expectations and implementing accountability systems to ensure follow-through. There is an opportunity to support teachers through enhanced accountability measures, including more regular and robust Observation and Feedback Coaching Cycles (OFCCs). Teachers are also interested in getting more support on implementing Common Formative Assessments (CFAs), as they are a relatively new initiative.

There is an opportunity to streamline and align the mathematics curricula— currently, teachers can choose between several that are research-backed and high-quality; several teachers opt out of the district math curriculum. This lack of alignment can create disjointed student experiences from one grade level to the next. It also creates an additional challenge for teachers developing and administering CFAs. Principal Cordero Luján and the school's Instructional Coach may need to facilitate difficult conversations with faculty so that all can agree to implement a common curriculum in the best interest of student learning.

Potential Next Steps:

Principal Cordero Luján needs time to reflect on everything she sees and to implement plans. Her past experiences as an administrator indicate how she will proceed at Adobe Acres. She plans to use walkthroughs to get a sense of which teachers need more support so that she can focus on them, potentially enlisting the assistance of the district.

Principal Cordero Luján makes her observation process transparent and predictable, using a Google doc to share feedback instantaneously and keep a running record. She tries to visit every classroom formally at least once every two weeks. In her new role, she would like to increase this frequency.

When conducting observations, Principal Cordero Luján likes to talk with students, ask them

what they are doing, and discuss real-world applications. In doing so, she models for teachers how to make students' learning concrete. For teachers who are doing well, Principal Cordero Luján is thinking about how to grow them as leaders. When she has concerns, she prioritizes them as the first evaluation and then meets quickly after the initial assessment to be responsive. She pursues further district support if PAR (Peer Assistance and Review) is needed. She conducts follow-up observations and pop-ins and then offers support through modeling by the Instructional Coach or opportunities to observe peers. She also plans her professional development based on the needs she assesses during these observations and follow-up visits.

Principal Cordero Luján sees the observation cycle as an opportunity for dialogue – rather than a "gotcha," she wants to hear teachers describe what they need so that she can plan and support accordingly. This approach, combined with the robust systems already in place, suggests that the team at Adobe Acres Elementary will continue to grow and adapt to meet the needs of their students.