

# School Support and Readiness Assessment Summary Report

<b>School:</b> Barcelona Elementary School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Rae Lynn Dooley	<b>LEA Leader:</b> Scott Elder
<b>SSRA Team Leader:</b> Matt Williams, Ph.D.	<b>Date:</b> 1/17/2024
<b>School Description</b>	
<p>Barcelona Elementary School is a Title 1 school located in the South Valley of Albuquerque, New Mexico. We serve Pre-K through 5th grade with both English and Dual Language instruction. Along with P.E., Art, and Music classes, we also offer social emotional lessons, Reading and Math Intervention, as well as Special Education.</p> <p>Our student enrollment is currently at 228, with a 5.7% female and 48.3% male split. Our student population is: 1.5% American Indian, 94.1% Hispanic, 3.4% White/Caucasian, and 1% of Two or More. As a 100% free and reduced lunch campus, 47.3% of our students are current English Language Learners, and 16.7% are receiving Special Education services. Our Attendance rate currently sits at 90.8%, however, we do have a chronic absenteeism rate of 30%.</p> <p>Because our areas for growth are in the areas of Math, ELL, and Special Education, we are currently working to provide support in each of those areas. Our Instructional Council has created a plan to use a similar model used in Reading, with our Math Intervention program.</p> <p>“We are here to become lifelong learners.”</p>	
<b>School Successes and Celebrations</b>	
<p>Barcelona ES is a tight knit community. Teachers, staff and leadership are deeply invested in their students.</p> <p>The school leadership has brought in AVID to enhance best practices for students.</p> <p>The leadership has implemented a strong focus on data and being data driven in their instruction.</p> <p>Barcelona ES is a safe school and people care.</p> <p>Strong leader who has developed and nurtured a solid team, systems, and structures throughout the school.</p> <p>There is a formalized 90/10 Dual Language program to meet the language needs of all their students.</p>	
<b>DOMAIN 1: CULTURE &amp; EQUITY</b>	
<p><i>To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?</i></p>	

**Promising Practices:**

The leader, teachers, and support staff work together as a team and collaborate with each other to identify ways to improve.

All staff are willing to support the mission of the school.

The counselor is proactive in her support of students rather than being reactive to issues securing a positive environment for students to thrive within.

There is a strong sense of community amongst leadership, staff, students, and parents.

There is an established staff that has a long history of dedication to the students and the community .

The staff is also quite invested and are willing to pitch in to ensure students are nurtured and cared for.

**Opportunities for Growth:**

There seems to be an opportunity to leverage the positive culture of the school to promote a growth mindset amongst teachers, students, and parents..

There seems to be an opportunity to to help the teachers provide a balance of “personal warmth combined with active demandingness” (balancing the love with the rigor)

**Potential Next Steps:**

1. Seek out an intentional book study that would surface the concepts of balancing the concepts of “warmth and demanding”
2. Interview students to bring in the student voice into identifying the “why” of our changes. (what is important to students and how the school could improve based on student learning)
3. Strategize with Instructional Council to provide opportunities to include more student voice and student involvement (student council, participating in instructional council)

**DOMAIN 2: LEADERSHIP**

*To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?*

**Promising Practices:****Opportunities for Growth:****Potential Next Steps:****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:**

The school is structured to support interventions through their Educational Assistants with reading and math.

The leader has structured delegation through distributed leadership. Pushing out initiatives and shared tasks through the Instructional Council, Instructional Coach, and other key staff members.

The leader has structured collaboration through once a month collaborative sessions with teachers in a Working on Work (WOW) day. This allows teachers to work together for a solid day to backwards plan, review student performance data, identify strategies and best practices, and align instruction to the standards.

Teachers and the instructional coach gather and analyze data to inform student needs and areas in need of intervention.

The principal meets with every teacher in a 15 minute coaching session once a month to improve student outcomes. She provides feedback and coaching to increase teacher impact and capacity.

Teachers provide small group instruction based on student needs.

Teachers within their PLC meetings focus on standards and the alignment of instructional materials.

The leader and the instructional coach conduct walkthroughs to help understand needs of teacher support and feedback to increase the impact of instruction and learning.

**Opportunities for Growth:**

There seems to be an opportunity to increase teacher capacity to deliver rigorous instruction aligned to the standards.

There seems to be an opportunity to have a school wide shared vocabulary about rigor.

There seems to be an opportunity for teachers to increase asking deeper level questions.

There seems to be an opportunity to explore and provide an instructional framework to deepen the delivery of instruction.

**Potential Next Steps:**

1. Print out the APS definition of rigor posters for teachers to have in their classrooms.
2. Apply the definition of rigor to determine the teachers' next steps in response to data.
3. Partnering with geographical and statistical peers to strengthen instructional rounds.
4. Continue to use AVID and collaboration time to reinforce expectations around rigor and strong instructional delivery.
5. Continue the practice of sharing data and leading conversations with teachers on how to make the data more actionable.
6. Monitor the development of content and language in both languages for dual language students instead of creating a space for a softer transition to language acquisition.
7. Work with teachers to create a common understanding of the purpose and benefits of a dual language program.

**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:**

**Opportunities for Growth:**

**Potential Next Steps:**

**DOMAIN 5: SUPPORT & ACCOUNTABILITY**

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

**Promising Practices:**

**Opportunities for Growth:**

**Potential Next Steps:**