

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Algodones Elementary	LEA: Bernalillo Public Schools
School Leader: Rosangela Montoya	LEA Leader: Matt Montano
SSRA Team Leader: Phil Valdez	Date: May 6, 2024

School Successes and Celebrations

Algodones Elementary School has much to celebrate since the initial SSRA Site Visit. Under Principal Montoya’s leadership, her team has focused on implementing systems to support and enhance student outcomes. The implementation of the following has accomplished this: utilizing data to drive instruction, focusing on supporting teachers in understanding and delivering quality Layer I instruction, and developing an attendance team.

Istation assessments are completed monthly to help teachers monitor students' development and adjust instruction during weekly PLC meetings. By utilizing data to drive decisions and focusing on teachers' understanding and delivering quality Layer I instruction of grade level standards, students have shown an increase in Istation scores by as much as 10% each month. In review of Istation data during the monitoring visit, all grade levels, kindergarten through third grade, showed progressive growth during the current 90 Day planning period.

Training provided in December has allowed teachers to plan Layer I instruction utilizing success criteria at grade level standards and exit tickets to monitor the effectiveness of their instruction. All nine grade-level teachers (except Pre-K) utilize exit tickets to monitor and adjust instruction through lesson planning. All teachers include lesson objectives, daily goals, daily exit tickets, and lesson alignment in their lesson plans. Discussion around the lesson alignment occurs during the weekly PLC meetings. The principal and counselor meet weekly with grade-level PLCs to support teachers in this process. In addition, the school now offers after-school tutoring, enrichment, and programs such as chess for students to participate.

Convening a weekly attendance team has been instrumental in supporting and encouraging students to attend regularly. During the weekly meeting, students identified as needing support are provided interventions for attendance. Some interventions have included school attendance competitions, parents attending meetings, and incentives. Attendance reminders are included in weekly newsletters to parents. Algodones Elementary has seen a 25% increase in attendance since they’ve developed an attendance team and have started the attendance incentives and systems to promote higher attendance.

Progress Toward Next Steps Identified in SSRA Summary

SSRA Summary Next Step #1: Ongoing professional development will be delivered to integrate resources and strategies to support all student groups in the classroom.

All grade-level teachers (K-3) received professional development from Branching Minds. The first professional development helped teachers establish what Multi-Layered Systems of Supports (MLSS) are and what everyone's roles are in MLSS. While support staff have not received the training, the plan is to provide it to all support staff in the fall. With funding set aside, they will reschedule the second training around MLSS, as the second training date had to be canceled. Training with Branching Minds will continue next school year.

The principal, counselor, and social worker met with all staff in a mini PD to discuss Layer I social-emotional learning (SEL) and how their roles support SEL with students. They looked at what's working now and identified that using the Character Strong SEL curriculum has been beneficial in helping students. In addition, they recognized the importance of students' small group sessions with counselors. Small groups are formed based on referrals from staff.

Principal Montoya delivers a daily message to students and a weekly SEL theme. The SEL team provides individual counseling from a counselor and an on-site therapist to support students who need Layer III support. The team also works with an outside organization using equine therapy. During the first week of February, all teachers except Pre-K received Orton Gillingham training, which they will use to monitor student progress and develop interventions.

SSRA Summary Next Step #2: The 90 Day Plan for the Spring will be developed by all staff and include key representative groups such as parents and the community. The completed plan will then be communicated and reviewed by all relevant groups that may be impacted by its goals, proposed actions, and effectiveness

While no progress has been made, Principal Montoya and the CORE team are committed to expanding the CORE team to include all grade levels, support staff, parents, and the community in developing the 90 Day Plan.

SSRA Summary Next Step #3: Professional Development will be provided to clarify the adopted scope and sequence of the standards.

Algodones Elementary has enlisted Branching Minds to provide professional development to staff to clarify the adopted scope and sequence of grade-level standards. Through professional learning communities and support in developing a common language and understanding of foundational instruction, all grade-level teachers have shifted their instructional focus to grade-level content rather than filling knowledge gaps. Ms. Montoya has set a clear expectation that lesson plans must include grade-level standards, vocabulary for the week, exit tickets, and the success criteria for the lesson. All teachers use Savvas Learning Solutions to ensure they use high-quality instructional materials. However, professional development using the Branching Minds framework has revealed that teachers still need support with accelerated learning strategies.

Principal Montoya has allocated funding for next school year to continue providing PD for teachers to enhance instruction. Staff have begun discussing curriculum mapping and are committing to work on designated Saturdays to create a map and to preview what they will teach each quarter/semester.

SSRA Summary Next Step #4: Clear expectations for the Student Assistance Team (SAT), MLSS, and Gifted referral process, and services will be provided with accountability measures.

Principal Montoya and her team have revamped the SAT process this year, and the reading interventionist has been instrumental in improving it. SAT meetings are conducted based on the needs and progress of the student. Defining the SAT process has helped the school hold seven initial SAT meetings this year, a vast improvement from zero meetings last year. Leadership continues to demonstrate to staff what interventions look like. The SAT team (interventionists, classroom teachers, and special education teachers) collaborate on goals and interventions to support the student and work together to ensure interventions are provided and documented. Teachers and the SAT chair use a checklist to ensure all documentation is collected for a student file.

When Ms. Montoya became principal in April of 2023, much of the staff did not understand the MLSS process. Through professional development and PLCs, staff have been working to increase their understanding of the layers and their roles as teachers in the MLSS process. As a school, they have prioritized Layer I instruction. Teachers meet weekly to align lessons and create success criteria, daily exit tickets, and daily learning goals. Teachers also use high-quality instructional materials (Savvas) to plan instruction.

In supporting students with SEL, staff use the Character Strong curriculum. The curriculum identifies a character trait for the month that becomes the month's focus. A prompting question is shared daily to support the trait. The school counselor and social worker also support the trait by having a weekly SEL lesson as a special class. While most teachers feel more comfortable with MLSS, there is still a need to provide additional support and PD on MLSS.

School Leader's Next Steps

Principal Montoya will ensure that all staff and critical representative groups, such as parents and the community, are involved in developing the 90 Day Plan for the fall. The completed plan will then be communicated and reviewed by all relevant groups who may be impacted by its goals, proposed actions, and its effectiveness. Principal Montoya has begun by sending out a budget survey to parents. The survey may need to be modified, and more information should be provided to parents, as it seemed that the parents lacked understanding of the questions. Principal Montoya is trying to be more informative and transparent to parents regarding the school budget and the 90 Day Plan and will continue utilizing newsletters to share information.

Principal Montoya and her CORE team will work to solidify the systems that have been

established, notably the WIN (What We Need) block, progress monitoring, interventions, and attendance systems. The systems development will rely heavily on their commitment to data-driven decision-making. When analyzing the data, they realized they needed to be more specific. They will teach for four weeks using Orton Gillingham and two weeks of “practice.” They will monitor progress and continue adjusting intervention groups.

As the focus on Layer I instruction has significantly impacted student learning, the next step for the school will be to strengthen Layer II and III interventions for SEL. They will look at SEL screeners so that groups are more targeted, hoping to provide behavior support and use restorative practices. The principal, counselor, and social worker primarily use the Character Strong curriculum for SEL. However, they are discussing how to roll it out to teachers to incorporate more in their Layer I SEL instruction.