

School Support and Readiness Assessment Monitoring Visit Summary Report

School: La Mesa Elementary	LEA: Albuquerque Public Schools
School Leader: Aura Acabal	LEA Leader: Scott Elder
SSRA Team Leader: Jody Martinez	Date: May 1, 2024

School Successes and Celebrations

Considering the data from the previous academic year, 2022-2023, the school identified attendance as an area for improvement. The primary focus has been decreasing the chronic absenteeism rate from 44.06% to no more than 34.03%. Additionally, they have aimed to enhance overall daily attendance to ensure consistent student participation in learning activities. Today, they have a 92% overall daily attendance rate, and the chronic absenteeism rate is 20%. Frequent communication with families and positive welcomes for students have supported this growth, along with daily "meet and greets" with the students. The Elks Club also donates bicycles and scooters that are used towards incentives to reward perfect attendance.

The school's Instructional Council recognized the pivotal role of writing skills in driving academic success across disciplines. With this understanding, the school implemented a comprehensive professional development program to empower educators to nurture student growth in writing. The school proudly reports that over 90% of staff members participated in these sessions, demonstrating their commitment to honing their instructional skills. Moving forward, they remain steadfast in their commitment to providing ongoing support to their educators, recognizing their pivotal role in fostering writing excellence among students. Students are given three common prompts for the year and assessed consistently with rubrics. As a result of these measures, student writing has grown. There is noted improvement in student sentence formation and complexity. The school plans to move into calibration of the rubrics and scoring across classes next year.

At La Mesa, they are dedicated to fostering a vibrant community where families actively engage in their children's education. Multiple initiatives are building community and family engagement. Their initiatives, including the Arts Academy and English as a Second Language (ESL) classes, address student needs while promoting parental involvement. The school's La Mesa Diner gatherings and the Coffee with the Principal sessions provide valuable opportunities for dialogue and collaboration. Family game nights have also been a hit, fostering positive interactions and relationships among students, families, and staff.

The school is proud to share that Principal Acabal is coaching a soccer team of 80 2nd through 5th-grade students, further exemplifying the commitment to holistic student development inside and outside the classroom. Students are motivated to attend and behave in school to be able to participate. Four students, in particular, have improved in their behavior, going from multiple

referrals to zero referrals to join the games. Overall, the number of "pink slips" has significantly reduced since the start of the soccer club.

The school has improved the parent response rate in the Albuquerque Public Schools Quality of Education Survey from 6% (school year 22/23) to a 60% response rate, indicating increased engagement and valuable feedback (one of the district's most significant successes). Moreover, a tripled volunteer base of 24 parents and nine Oasis tutors are building a supportive environment where every student can thrive academically, socially, and personally.

Progress Toward Next Steps Identified in SSRA Summary

SSRA Summary Next Step #1: The administrative team members will integrate data conversations into face-to-face feedback sessions and increase the consistency of feedback sessions.

The school's administrative team has completed monthly observations and provided feedback through Observation and Feedback Coaching Cycles in three out of the seven months. The response to feedback was positive, as shown in 22 out of 31 responses to the school's 360 survey. The administrative team feels that some of the responses regarding timeliness in giving feedback are due to the teacher's day-to-day hours and the Albuquerque Public Schools (APS)/Union negotiated agreement. Teachers are not required to stay beyond their duty day to meet with administrators within 48 hours or give up their prep time under the negotiated agreement. To address this, the administrative team has organized a day for teachers to receive a sub to meet with the administration for feedback sessions. However, the subs have occasionally needed to be pulled to provide coverage elsewhere. Due to district requirements and professional development, the administrative staff was frequently out of the building, which made it difficult to get into teachers' classrooms and provide in-person feedback.

SSRA Summary Next Step #2: The Instructional Council will include goal teams that help collect and disseminate data. All Instructional Council meetings will begin with data. A standard form for data-sharing will be created, and the use of data will be built into the 90 Day Plan.

The Instructional Council created a data tracking tool, the La Mesa Student Profile Sheet, to track math growth from monthly progress monitoring assessments beginning in January and student scores on the three writing prompts throughout the year. 19 out of 22 teachers are utilizing the data tracker. The remaining three teachers have begun to input data, but it is incomplete. The Instructional Council has not yet put data on the monthly agenda.

During weekly grade-level collaboration meetings, teachers review the data and use it to guide discussion, as evidenced in 4th-grade meeting notes. The administrative team will continue to look at notes from other grade-level teams to collect data on implementation.

SSRA Summary Next Step #3: Teacher leaders on the Instructional Council will coach other teachers on collecting data, sharing data with students, and modifying their

instruction based on trends.

100% of staff collaborate weekly (Tuesdays for classroom teachers and Thursdays for support staff), which is built into the master schedule. As shown through collaboration notes, grade-level teacher leaders coach other teachers on collecting data and modifying their instruction based on trends. Due to this collaboration on data and using it to adjust instruction, there has been improvement in the writing scores, as evidenced by the tracking sheet; a correlation regarding progress on iReady or iStation has not yet been determined.

A Professional Development session was recently provided to all staff on April 26 centered around small group instruction based on data. A follow-up training is planned for August, focusing on how and where to access the data, analyze it, and use it to develop and flex small groups for targeted instruction.

In approximately 50% of classes, students look at their data using data folders, as observed during walkthroughs in the 1st, 2nd, and 4th grades and the English Learner classrooms. The Reading Interventionist will begin holding meetings for parents to show what reading looks like at their child's grade level.

SSRA Summary Next Step #4: The administrative team will establish a consistent Observation, Feedback, and Coaching Cycle system by observing classrooms together and then debriefing what data was collected relevant to school priorities and what feedback would be shared with the teacher to ensure that all teachers are supported as needed.

The administrative team established a consistent Observation, Feedback, and Coaching Cycles calendar. 100% of classrooms are being observed every month. Unfortunately, some feedback meetings have had to be canceled or postponed due to the unpredicted and required district training. The administrative team continues to observe classrooms and debrief on how to support teachers. The team uses a shared Google form to enhance communication and collaboration when observing.

SSRA Summary Next Step #5: The leadership team will develop the capacity of their teaching staff to employ and respond to more frequent assessments. Teachers will develop rubrics and exemplars.

Rubrics were developed for writing and used schoolwide for writing prompts by 100% of teachers. Students have three common writing prompts for the year, with rubrics being used consistently to score them, and there is growth in student writing, as evidenced through the La Mesa Student Profile Tracking Sheet. There is noted improvement in student scores, with observed improvement in students' sentence formation and complexity.

Progress monitoring assessments are done schoolwide in 100% of classrooms, grades K-5, for reading and math. Progress monitoring assessments were decided upon based on district and state requirements. iStation reading and math is used for progress monitoring for grades K-2, iStation reading and iReady math for 3rd grade, and iReady reading and math for 4th and 5th grades. Approximately 86% of teachers entered scores for math into the La Mesa Student Profile Tracking Sheet.

School Leader's Next Steps

The school leadership team wants to build teacher capacity through observation and feedback. The leadership team plans to continue building frequent and consistent feedback sessions with teachers following observations next year, having conversations with the staff to gain their input and ideas to make this more consistent, and considering flexibility for scheduling feedback sessions. There was an idea presented for the team to consider leaving a sticky note with a wow and wonder at the end of each observation to give teachers small but immediate feedback so that even if something comes up later that interrupts the scheduled feedback session, the teacher has received some sort of feedback already.

The school leadership team would also like to focus on building the school's capacity to implement data-based decision-making and instruction. On May 13, 2024, the Instructional Council will look at root causes and develop the 90 Day Plan for next year, and data-based decision-making and instruction will be incorporated. For the 2024-2025 school year, all teachers will be asked to continue weekly collaboration meetings that incorporate and discuss data. There is also an intention to have every class implement student data folders so that all students can take ownership of their learning and possibly take the lead during conferences with parents. The school will need to provide professional development to support this. The leadership team also plans to maintain their current assessments and processes to continue to build on their growth in using the assessments and collecting, analyzing, and using the data to guide the instruction. The school also plans to move into calibration of the writing rubrics and scoring next year so that teachers can score the writing from other classes.