

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Armijo Elementary School	LEA: Albuquerque Public Schools
School Leader: Angelica Portillo	LEA Leader: Scott Elder
SSRA Team Leader: Eileen Reed	Date: May 22, 2024
School Successes and Celebrations	
<p>Armijo Elementary School's (AES) celebrations centered around the work they have done this year to leverage the support and expertise of the literacy specialist assigned to their campus due to the school's participation in the New Mexico Structured Literacy Grant.</p> <p>Teachers could point to specific skills they have gained to better analyze and act upon students' underlying skill gaps and target these skills through small group instruction and other interventions. Teachers report an enhanced understanding of how to interpret the i-Ready and Istation data and act on the data in a more targeted fashion.</p> <p>Principal Portillo stated, "As a structured literacy school, students and teachers are more data-centered." The staff is more data-aware and focused on goal-setting. They can see data progression as well. The school now has schoolwide scoreboards, with versions for the teacher Professional Learning Community (PLC) room and student-friendly versions in the hallways based on i-Ready and Istation data. Teachers are also more aware of and diligent about tracking student progress. The student-friendly scoreboards have encouraged parents to ask more questions about their student's reading levels and what needs to take place for their students to improve. Students keep data binders, track their literacy assessment results, and celebrate when they advance. While some of these practices were in place before the literacy grant, the approach varied from teacher to teacher. Now, there is a common shared language and standard schoolwide practices. This has generated new enthusiasm and energy around improving literacy outcomes for students.</p>	
Progress Toward Next Steps Identified in SSRA Summary	
<p>SSRA Summary Next Step #1: Shift the instructional focus from remediation to integrate acceleration practices to utilize grade-level content. Extend opportunities for families to become more involved with their child's academics at school and home.</p> <p>High-quality instructional materials at grade level are used for acceleration (e.g., Ready Mathematics), and the Savvas literacy program will be implemented during the 2024-25 school year to strengthen student writing.</p> <p>Small group instruction is supported by "specials" teachers. Additionally, all students practice</p>	

the Drop Everything and Read (DEAR) program at the end of each day. This particular practice highlights the importance of reading. Sandia Labs provided math and science nights this year, demonstrating the importance of including community partners in the learning and application process.

Principal Portillo and her leadership team were pleased with a 50% participation rate in the One School, One Book initiative. Students read and brought the book home with comprehension questions sent to parents via the school's Sunday Messenger. To celebrate the initiative, the school held an assembly for all students. Principal Portillo stated she had many positive comments from parents. Next year, she plans to engage students in the book selection process. The school librarian reported that the 2023-24 school year had the highest level of library activity during her tenure at AES.

SSRA Summary Next Step #2: Engage the school and community to provide resources that address the root causes of attendance issues. Collect data on interventions and celebrate successes.

According to the district's attendance database, Armijo ES was 91.3% on the 80th day of the current school year compared to the same time last year (88.7%). Improving attendance was prioritized, as evidenced by an increase in the attendance team membership from four to eight. This team meets every two weeks to review attendance data and respond to needs. The team has also implemented several new strategies to improve attendance. For example, after identifying the small group of chronically absent students, the team assigned each of these students to a member of the attendance team who called the student's home after two consecutive absences. These calls are called "Well Checks," the purpose is to determine if there are any issues and see what support the school can provide to ensure the student returns to school. Through a partnership with the Women's Alliance, the school has a \$5,000 grant to offer various incentives, such as t-shirts, water bottles, etc., to encourage and reward attendance.

SSRA Summary Next Step #3: Engage teachers in collecting, analyzing, and responding to assessment data. Using short- and long-term data cycles can provide critical feedback to teachers about the extent to which students master core standards.

Teachers monitor progress once a month. The data sources are Istation, i-Ready, or Teacher-Based Assessments (TBAs). Students know their data (via data folders/notebooks) and are accountable for their progress. The Multi-Layered Systems of Support (MLSS) framework is also used in this school.

SSRA Summary Next Step #4: Teachers and administrators may benefit from professional development in conducting difficult conversations and holding staff accountable for student performance.

This was no longer identified as a need once teachers began using and discussing data in the PLC meetings with the skilled facilitation of the literacy specialist. Conversations grounded in data are less personal, and the principal and members of the core team stated that teachers have

open and candid discussions and share their practices.

School Leader's Next Steps

As the faculty has become more data-informed, they are noticing schoolwide trends in skill gaps beyond a single grade level or two. In response, the school will identify a "Skill of the Week" to focus on a schoolwide intervention.

School leadership plans to develop an "interpretation letter" for parents to use when reading their student's assessment reports. The goal is to make the information more accessible and more easily understood. This will be part of continued efforts to engage parents in their students' academic success.

Finally, the school leader plans to collaborate closely with the structured literacy coach to prepare and support the successful launch of the new Savvas program. This joint effort will also include a comprehensive strategy to address writing.