

# School Support and Readiness Assessment Monitoring Visit Summary Report

<b>School:</b> Emerson Elementary School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Renee Gallegos	<b>LEA Leader:</b> Scott Elder
<b>SSRA Team Leader:</b> Eileen Reed	<b>Date:</b> May 28, 2024
<b>School Successes and Celebrations</b>	
<p>Emerson ES is particularly proud of its gains in reading and math performance. Some students experienced gains of 10% or more in reading and math. Principal Gallegos shared that every grade level increased math proficiency by at least 6% and reading proficiency by 2% or more. The principal believes this is due to targeting phonemic awareness and consistently using Heggerty materials and the LETRS framework.</p> <p>Of particular note are the gains in the Spanish Language Arts Program. Emerson decreased the percentage of students scoring in the red band on iReady and Istation by 20% while also increasing the yellow and green levels. The Spanish Language Arts gain exceeded the district's average percent improvement. Principal Gallegos pointed to using TESOL strategies and High-Quality Instructional Materials (HQIM) as contributing factors to this success.</p> <p>Emerson ES is also proud of its efforts to improve attendance. They offer recognition and incentives for positive attendance habits, which is working. This has taken work from the entire school as a team. They thank parents for getting their students to school. For example, last week, they offered donuts to parents during student drop-off.</p> <p>Student incentives for attendance have become more frequent, from a monthly to a weekly recognition cycle. Most notable is the increased engagement of teachers in supporting and promoting student attendance. Teachers regularly reach out to parents and communicate the importance of daily attendance to scaffold learning. Evidence of relationship building between faculty and parents is the increase in family conferences from 68% in the fall of 2022 to 96% in the spring of 2024.</p> <p>The school made some changes in practice due to recent social and emotional learning (SEL) professional development (PD), which staff believe has influenced student attendance, behavior, and the school culture. For example, past practice of asking students why they were absent has shifted to a message: "I missed you; I'm so happy that you're here today."</p>	
<b>Progress Toward Next Steps Identified in SSRA Summary</b>	
<p><b>SSRA Summary Next Step #1: Observation and Feedback Coaching Cycles (OFCCs) have supported progress in implementing schoolwide expectations and improved the school's teaching practices and data conversations. As this work continues, school leadership is</b></p>	

**identifying additional opportunities to recognize growth and improvement in teaching.**

Principal Gallegos uses informal walk-throughs and NMPED Elevate to provide teachers with feedback, especially for the staff needing additional support in implementing the skills and strategies the school focuses on. The principal has these conversations one-on-one to protect the confidentiality of the process. The entire staff engages in quarterly staff meetings to specifically discuss data and to collaborate within their teams to develop and implement strategies based on the needs presented by the data. The principal uses a tiered system, differentiating walkthroughs and observations based on the level of need.

The faculty progress monitors their students and uses bite-sized, high-yield strategies based on student data. The staff has been using Benchmark materials, Heggerty materials, and LETRS to create curriculum maps to guide their planning. They have begun implementing iReady Math this year and received district-provided PD to support implementation. Faculty participating in the monitoring visit stated that the instructional programs and schoolwide implementation have made a significant difference, and they expect further gains. A special education team member noted that the entire school uses the same program, which allows her to align with her general education teammates. The team appreciates the time and support they have received for collaboration.

**SSRA Summary Next Step #2: Continue efforts to recruit and hire a behavior specialist.**

Principal Gallegos successfully filled the position of Behavior Redirector at the beginning of the school year. The new hire brought his experience and training as an education assistant in a pre-K program to address the need to help students learn to regulate their behavior. Principal Gallegos noted that his calm and reassuring manner with students is an asset that helps him build excellent relationships. Principal Gallegos shared that the Redirector supports 23% of the Emerson student population. One example of success reported was an improvement in students missing class. Students frequently eloped from class at the beginning of the 2023-24 school year. At the close of the school year, there are no student elopements.

Staff have benefited from PD and support from this new hire. As Emerson ES looks towards the 2024-25 school year, they plan to improve their strategies further to address student regulation and social-emotional learning (SEL). They want to implement their Crisis Prevention Institute (CPI) training to improve school culture. They intend to implement their CPI training uniformly across the school.

**SSRA Summary Next Step #3: TOPs (Transformational Opportunity Pilot School) schools cannot access the five professional development days other non-TOP schools receive. Principal Gallegos is petitioning the district for this support but has experienced many obstacles.**

Because Emerson ES is a TOPs school with an alternative schedule, they could not access the five days of district-sponsored PD related to culturally responsive teaching. As an alternative, Principal Gallegos and the faculty used their "strengthening quality teaching time" at 7:05 each morning before students arrived to explore differentiation and culturally responsive teaching strategies through book studies and other forms of job-embedded PD. They also used this time

to focus on the school's 90 Day Plan goals.

**SSRA Summary Next Step #4: There is a need to provide additional professional development and support for small group instruction, a school-level priority in the school's 90 Day Plan. There may also be a need for training and support in the use of trauma-informed practices.**

Principal Gallegos shared that differentiation with attention to small group instruction was a focus area for her instructional staff. Many teachers used the Daily 5 as their classroom management systems' framework and structural support. Staff struggled to implement small groups at the start of the year as students' self-regulating ability was being addressed. As student behavior improved, teachers were more successful in implementing small-group instruction. By the end of the school year 2023-24, all teachers implemented small groups in their classrooms to address students' leveled needs.

Trauma-informed practices have been introduced through a combination of relationship-building and training. A book study was conducted using the book *Hacking School Discipline*, with the attending teachers implementing the strategies they learned. Emerson teachers have incorporated the Accept, Identify, and Move (AIM) approach into their classroom practice.

Improving the school's strategy for strengthening SEL support for students is a 2024-25 school-year goal.

### **School Leader's Next Steps**

Principal Gallegos will emphasize the significance of delving into specific student group data, particularly in English language arts and math, as it will enable the staff to customize their differentiation strategies. The focus should be on the instructional discourse during math instruction, and additional PD should be provided to the staff in this area.

There is also a plan to increase the consistency and alignment of systems providing SEL support to students. Leadership has stated a need to "iron out" the plan for this, especially in their 90 Day Plan. They want to conduct a root cause analysis to make decisions around this, using panorama data (skills, habits, and mindsets data), which involves asking the students how they feel about the school to improve and increase their level of support for students at Emerson.