

School Support and Readiness Assessment Monitoring Visit Summary Report

School: The International School at Mesa Del Sol	LEA: Albuquerque Public Schools
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School Successes and Celebrations	
<p>The International School at Mesa Del Sol has demonstrated remarkable resilience in the face of adversity, including changes in leadership and the tragic loss of students and a staff member. The Co-Heads-of-School emphasized the overall resilience of the school, highlighting how the community has come together in the face of adversity. The administrative team noted the perseverance and support that the school has provided during difficult circumstances. Despite these challenges, the school community has remained united and has grown closer.</p> <p>The community's efforts have been reflected in improved reading scores and the school's recognition as a model literacy school.</p> <p>Overall, the school leadership team at The International School of Mesa Del Sol is implementing various strategies to improve classroom observations, support systems, and professional development. By targeting specific areas for improvement, introducing new roles, establishing a leadership team, and strategically planning professional development (PD) sessions, the school aims to create a structured and supportive environment that enhances the educational experience for teachers and students.</p>	
Progress Toward Next Steps Identified in SSRA Summary	
<p>SSRA Summary Next Step #1: The leadership team will set clear goals, outline strategic priorities, and identify critical aspects of the 90 Day Plan. School leaders will enhance the effectiveness of classroom observations by scheduling designated times for walkthroughs with specific action items. Following the walkthroughs, feedback will be provided, and a structured follow-up process will be implemented to address any identified areas of improvement.</p> <p>A significant structural change has been establishing a leadership team for the first time. This team has been working to gain a comprehensive understanding of the school's daily activities and overall environment. The leadership team at The International School at Mesa Del Sol has been actively engaging in several initiatives to enhance the educational experience and support</p>	

for both teachers and students.

Despite conducting numerous classroom walkthroughs, school leaders have not consistently prioritized time for follow-up feedback. However, there was intentionality in the selection of classrooms and teachers for these walkthroughs, focusing on first-year faculty, those on improvement plans, and those with previously discussed incidents. The insights gained from these observations are utilized to create targeted improvement plans for faculty requiring additional support.

The school has made strategic hires to further optimize the effectiveness of classroom observations. Introducing a Dean of Students and an additional social worker in the upcoming academic year aims to maximize the time available for consistent and intentional walkthroughs and formal observations. These new roles are expected to provide better support and consistency in the school's daily operations.

Regarding professional development, the school has devised plans to provide grade-level and subject-specific teams of teachers with half-day sessions dedicated to planning and collaboration with the IB Coordinator. These sessions are ideally scheduled once a month, with administrative staff providing classroom coverage to enable teachers to participate fully. Several components of the NMElevate Domain 2, Creating an Environment for Learning, will be articulated during these PD sessions. Expectations and standards for classroom management and environmental elements will be communicated to faculty at the start of the academic year.

To ensure consistent implementation of these standards across all programs, staff members will align one of their Professional Development Plan Goals with a specific element of the assigned domain. This alignment aims to reinforce and calibrate expectations uniformly across the school, fostering a cohesive and supportive educational environment.

SSRA Summary Next Step #2: The school leaders intend to leverage early release Wednesdays for middle and high school subject overviews. This strategic use of time will allow educators to align teaching practices with the incorporation of subject-specific elements, such as those emphasized by the IB program, while at the same time supporting the development of staff.

The International School at Mesa Del Sol has been dedicated to advancing its International Baccalaureate (IB) program, strongly emphasizing interdisciplinary learning. Significant strides have been made in developing subject overviews and aligning curricula by creating interdisciplinary units. Despite these efforts, the school faced challenges in fully implementing these units within and across classrooms. The primary hindrance to implementing interdisciplinary units was the occupation of multiple testing cycles during the Wednesday flex-day course.

The role of the IB Coordinator has been crucial in this transition. The coordinator conducted classroom observations to evaluate the incorporation of subject-specific and IB elements in instruction, providing individual feedback to teachers. However, a significant challenge was the

lack of adequate disaggregation and analysis of collective feedback from these observations. This has made it challenging to identify and target specific areas for improvement across the diverse teaching staff, including general education teachers and those with varying levels of IB experience.

School Leader's Next Steps

As school leaders plan for the upcoming school year, building a positive school culture remains a priority. Leaders will focus on strategic professional development, enhancing math education, and fostering a data-driven culture. Recognizing the necessity of being reflective and responsive to teachers' needs, leaders will engage in data digs and talks to effectively tailor PD initiatives. A key initiative is hiring a math specialist to address gaps in foundational math skills, aiming to elevate teacher knowledge and student achievement in this critical area.

Despite the challenge posed by eliminating early release days for PD, the leadership team has collaboratively developed a calendar that includes dedicated time for data discussions, professional development, and team collaboration. This revised schedule ensures that staff can engage in meaningful professional growth activities without compromising instructional time.

The 90 Day Plan will be a living document, guiding practices rather than serving as a mere compliance checklist. By examining root causes and leveraging individual strengths, leaders aim to make the plan purposeful and actionable. The upcoming focus will shift from literacy to math after being named a model literacy school. This transition aims to replicate the increased teacher confidence and student success seen in literacy.

Teacher professional development plans will be set at the beginning of the year, and goals will be aligned across primary, middle, and high school levels using the NM Elevate framework. Consistent observation and feedback cycles will be formalized to support teachers' growth and accountability, strategically using data to inform instructional practices and improve outcomes.

As a significant structural adjustment, the school will no longer enroll first- or second-year students, focusing solely on juniors and seniors to realign with the International Baccalaureate (IB) program, emphasizing student voice and choice. The leadership team aims to foster a cohesive and accountable educational environment through strategic goal-setting and consistent practices, ensuring sustained progress and engagement for students and staff.