

**School Support and Readiness Assessment & School Monitoring Visit Summary  
Beginning of Year  
(SSRA/SITM-BOY)**

<b>School:</b> Valle Vista Elementary School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Jasmin Maestas	<b>LEA Leader:</b> Gabriella Blakey
<b>SSRA Team Leader:</b> Dr. Elizabeth von Toll	<b>Date:</b> September 19, 2024

**School Description**

Valle Vista Elementary School provides a 50/50 Two-Way Immersion Dual Language Program model to almost two-thirds of the student population Kindergarten through 5 th Grade and a multilingual NM Pre-K class. The school is in its 21st year of program implementation and is located in Albuquerque’s South Valley. Valle Vista is in the 4th year of a school-wide implementation of Guided Language Acquisition Design as a framework for ELD (English Language Development) and SLD (Spanish Language Development) curriculum and instruction.

An Understanding by Design approach to standards-based planning is used to integrate instruction for both language and content. Second language acquisition data trends at Valle Vista are that as students progress in grade levels, their language proficiency increases overall in both English and Spanish.

The mission of the school is, “to teach, to learn, to succeed, with respect and creativity; enseñar, aprender, tener éxito, con respeto y creatividad.” This is most exemplified in the collaborative nature of teaching and learning that occurs between students, teachers and families.

**School Successes and Celebrations**

The school, as part of a Community School Initiative, has over 40 community partners who provide resources for families and out-of-school time opportunities for students, which include: Guitar Lessons, Ballet Folklorico, Sevillanas dance, Art and Science Technology Engineering and Math (STEM) clubs, as well as academic tutoring, fitness club and soccer.

Valle Vista ES saw an increase in attendance from 88.7% in the school year (SY) 2022-2023 to 91.5% SY 2023-2024 and Students with Disabilities (SWD) from 88.2% to 90.2%. Student achievement as measured by New Mexico Assessment of Science Readiness (NM ASR) increased from 10% SY 2022-2023 to 17.4% 2023-2024 and SWD increased from 0% to 9.5%.

**Year-End Goals, Action Steps, and Progress Monitoring**

**3 Year Data Trends**

English Language Arts - NM MSSA

	ALL	SWD
2021-2022	13.1%	2.0%
2022-2023	23.6%	4.9%
2023-2024	16.1%	4.3%

Math - NM MSSA

2021-2022	4.2%	0%
2022-2023	10.6%	0%
2023-2024	8.0%	2.2%

## Science - NM ASR

2021-2022	8.9%	4.5%
2022-2023	10%	0%
2023-2024	17.4%	9.5%

## Daily Average Attendance

2021-2022	86%	83.7%
2022-2023	88.7%	88.2%
2023-2024	92.7%	90.2 %

## English Language Arts (ELA)

- Summative: the percentage of students at Valle Vista ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase between 4.1 and 4.4 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.
- Benchmark: The percentage of students enrolled in grade 3 at Valle Vista ES earning a Level 4 or Level 5 on the Istation Reading assessment will increase 10 percentage points in each grade level from MOY during the 2023-2024 school year to middle of the year (MOY) during the 2024-2025 school year. The percentage of students enrolled in grades 4 and 5 scoring at or above grade level on the i-Ready Reading assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- Summative (SWD): the percentage of Students with Disabilities at Valle Vista ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase from 4.3% during the 2023-2024 school year to 9.1% during the 2024-2025 school year.
- Benchmark (SWD): the percentage of Students with Disabilities enrolled in grade 3 at Valle Vista ES earning a Level 4 or Level 5 on the Istation Reading assessment will increase 10 percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year. The percentage of students enrolled in grades 4 and 5 scoring at or above grade level on the i-Ready Reading assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

## Math

- Summative: the percentage of students at Valle Vista ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase between 4.5 and 4.7 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.
- Benchmark: the percentage of students at Valle Vista ES scoring at or above grade level on the i-Ready Math assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- Summative (SWD): the percentage of Students with Disabilities at Valle Vista ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase from 2.2% during the 2023-2024 school year to 7.1% during the 2024-2025 school year.
- Benchmark (SWD): The percentage of Students with Disabilities at Valle Vista ES scoring at or above grade level on the i-Ready Math assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

## Science

- Summative: the percentage of students at Valle Vista ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 17.4% during the 2023-2024 school year to 21.5% during the 2024-2025 school year.
- Benchmark: In alignment with the Science and Engineering Practice of Using Math and Computational Thinking from the NM STEM Ready! Science Standards, the percentage of 5th grade students at Valle Vista ES scoring at or above grade level on the i-Ready Math assessment will increase 10 percentage

points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

- Summative (SWD): the percentage of Students with Disabilities at Valle Vista ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 9.5% during the 2023-2024 school year to 14.0% during the 2024-2025 school year.
- Benchmark (SWD): In alignment with the Science and Engineering Practice of Using Math and Computational Thinking from the NM STEM Ready! Science Standards, the percentage of 5th grade Students with Disabilities at Valle Vista ES scoring at or above grade level on the i-Ready Math assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

### **English Language Proficiency**

- Summative: In alignment with the long-term goal to reduce the percentage of English Learners not meeting their annual ACCESS growth targets by half over 10 years, the percentage of English Learners at Valle Vista ES enrolled in grade 1 and higher meeting their annual growth targets on ACCESS will increase from 18.8% during the 2022-2023 school year to 22.8% during the 2024-2025 school year.
- Benchmark: The percentage of English Learners enrolled in grades 1-5 at Valle Vista ES earning a Level 4 or Level 5 in the domain of Vocabulary on the Istation Reading assessment will increase 10 percentage points in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

### **Desired Outcome, Action Steps, Monitoring**

#### **Layer 1 Instruction/Invention: ELA**

100% of all teachers will implement standards-aligned phonics/phonemic awareness and comprehension instruction daily during ELA or Spanish Language Arts (SLA) block as measured by lesson plans and/or walkthroughs.

1. All students: Comprehensive School Improvement (CSI) Designation funds are being used to provide professional development (PD) for Achieving Independence and Mastery in School (AIMS), Guided Language Acquisition Design (GLAD) Math, and fund substitutes for PD and Collaboration.
2. All students: All teachers implement standards-aligned phonics/phonemic awareness and comprehension instruction into ELA or SLA Blocks on an increasing basis guided by 90-Day Progress Indicators.
3. All students: All teachers will collect and collaboratively analyze student data once a month during scheduled collaboration time to reflect and adjust instruction.
4. All students: All teachers will implement Advancement Via Individual Determination (AVID) strategies focused on setting the purpose for reading and previewing/predicting text.
5. SWD: All teachers engage SWD in Grade Level standards-aligned instruction in a variety of content areas.

**Monitoring:** 100% of all teachers will implement standards-aligned phonics/phonemic awareness and comprehension instruction daily during ELA or SLA block as measured by lesson plans and/or walkthroughs.

#### **Layer 1 Instruction/Invention: Math**

100% of all teachers will implement standards-aligned number sense and math comprehension instruction daily during Math block as measured by lesson plans and/or walkthroughs.

1. All students: CSI Designation funds are being used to provide PD for AIMS, GLAD Math, and fund substitutes for PD and Collaboration.
2. All students: All teachers implement standards-aligned number sense (AddVantage Math) and comprehension instruction into Math Blocks on an increasing basis guided by 90-Day Progress Indicators.
3. All students: All teachers will collect and collaboratively analyze student data once a month during scheduled collaboration time to reflect and adjust instruction.

4. All students: All teachers will implement AVID strategies focused on setting the purpose for reading and previewing/predicting text.
5. **SWD:** All teachers engage SWD in Grade Level standards-aligned instruction in a variety of content areas.

**Monitoring:** 100% of all teachers will implement standards-aligned number sense (AddVantage Math) and comprehension instruction into Math Blocks as measured by lesson plans and/or walkthroughs.

### **Layer 1 Instruction/Invention: Science**

100% of teachers will implement all components of Layer 1 Science Instruction aligned with Curriculum Pacing 100% of Science Block as measured by walkthroughs and/or student work samples.

1. All students: All teachers will implement Unit Assessments or Project to collect data and track student progress for academic goal setting.
2. All students: All teachers will participate in Collaborative reflection of Science data during collaboration time at least once a month.
3. All students: All teachers will implement Layer 1 Instruction aligned to Science curriculum with appropriate differentiation, including GLAD Framework and AVID strategies.
4. **SWD:** All teachers engage SWD in Grade Level standards-aligned instruction in a variety of content areas.

**Monitoring:** 100% of all teachers will implement all components of Layer 1 Science Instruction aligned with Curriculum Pacing 100% of Science Block as measured by walkthroughs and student work samples.

### **Layer 1 Instruction/Invention: English Language Proficiency**

100% of all teachers will implement 4 Language Domains into classroom instruction 100% of the time as measured by walkthroughs and/or student work samples.

1. English learners: All Teachers will analyze student Access Scores to identify specific areas of need
2. English learners: Bilingual Teachers will collaborate to create Bilingual Class Profiles to identify specific areas of need
3. English learners: All teachers will collaboratively discuss and reflect upon their integration of 4 Language Domain Goals to improve classroom instruction.

**Monitoring:** 100% of all teachers will implement 4 Language Domains into classroom instruction 100% of the time as measured by walkthroughs and/or student work samples.

## **DOMAIN 2: LEADERSHIP**

Promising Practices:

- **Attendance:** there are systems in place to monitor and reduce chronic absenteeism: reward system, positive reinforcement.
- Administration is available for discipline issues in all classrooms.
- There are opportunities for all education partners to interact and provide feedback on school-wide initiatives and priorities. The Instructional Council (IC) contributes to decision making.

Opportunities for Growth:

- School leaders could prioritize and actively guide the central processes for improving teaching and learning with SWD.
- There could be a systematic communication strategy that ensures staff members, students, and parents are fully informed and aware of school priorities and initiatives.

Potential Next Steps:

1. During collaboration days teachers align instruction for all students to receive grade level instruction.
2. Spire to be used during intervention.
3. Align schedule to allow exposure to grade level content for SWD population.

**DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**

Promising Practices:

- The school provides time, space, and processes for teachers to analyze data, reflect on practice, develop and share expertise, plan rigorous instruction, during collaborative meetings with administration.
- There is a system for collecting and analyzing data.

Opportunities for Growth:

- There are not processes in place to ensure classroom instruction is intentional, engaging, and challenging for all students, including intervention and extension with SWD
- There is not an assessment strategy that effectively measures teaching effectiveness and provides the data required to make informed decisions. An observation feedback coaching cycle (OFCC) is in the works to align with a strategic plan for short cycle assessments.
- Action plans need to be created to address student needs

Potential Next Steps:

1. Structured collaboration time between grade level and administration educators will ensure that SWD receive standards based instruction with core ELA curriculum and Spire used for intervention
2. Grade levels create common formative assessments (CFA) to monitor all students' academic progress and enter results into data software to be utilized during grade level discussions and check-ins with administration.
3. Use data to create data banks to inform interventions and evaluate their effectiveness.