

School Improvement and Transformation Monitoring Visit Summary Beginning of Year (SITM-BOY)

School: Alamosa Elementary School

LEA: Albuquerque Public Schools

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LEA Leader: Dr. Joseph Escobero

SITM Team Leader: Dr. Elizabeth von Toll

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School Description

Alamosa Elementary is a Title I Community School and one of only 22 Transformational Opportunity Pilot Schools (TOP) in the Albuquerque Public School district. Alamosa is located in the South Valley of Albuquerque, providing school services to a diverse population of families. Alamosa's most prominent student population is of Hispanic descent. About 90% of students are picked up and or walk home. Many families are in a lower economic status and are dedicated to their children's education.

At Alamosa, the staff provides students with a rich educational experience through daily classroom lessons, Genius Hour clubs, Science, Technology, Engineering, and Math (STEM) classes, and a newly created Advancement Via Individual Determination (AVID) pull out class for all students K-5. Alamosa is focused on sustaining a culture of Accelerated Learning through dedicated professional learning communities (PLCs) to deliver high-quality instruction and intervention in each classroom. The staff of Alamosa meets as a grade level twice a week and bi-weekly with the leadership team to discuss the content focus for the two weeks and what instructional practices are being used to deliver the grade-level content. In doing so, Alamosa's goal is to become a school of excellence and to be awarded Blue Ribbon status.

School Successes and Celebrations

During the first year as a TOPs school (2022-2023), the Transformational Coach created a monthly testing schedule to monitor progress in all grades K-5 in Istation. The data collected has driven instruction to tackle the needed areas of growth. The root cause of student deficiencies has been pinpointed and addressed in the classroom with targeted small-group instruction. The data collection system continues to be invaluable for our staff and students. Students who reach their goals are celebrated and recognized during the morning announcements. A drawing at the end of each month rewards the students' success with lunch.

At the beginning of the 2023-2024 SY, the Alamosa administration, alongside the 5th-grade team, created and implemented a 5th-grade inclusion classroom to service the large group of special education students. Throughout the year, data indicated that the students with disabilities in the 5th-grade inclusion classroom showed significant gains toward grade-level proficiency compared to those who were not in the class and were pulled throughout the day. This 2024-2025 school year, all 5th-grade students with disabilities were placed in the

inclusion classroom to gather more data on growth.

Another success has been implementing the Genius Hour clubs, followed by the showcases every six weeks with the families in attendance. This school year, the school is working with Professional Learning Communities (PLCs) to focus on instruction and accelerated learning.

NM DASH Development and Implementation

The 90-Day Plan was created through data collection and analysis with the administrative team, Instructional Council (IC), and in collaboration with the school leader at another elementary school. The data was analyzed as a team to ensure that the 2024-2025 school year focused on accelerated learning with targeted small groups to support grade-level standards and instruction for all students.

The analyzed data revealed a root cause tied to the structures in place at Alamosa Elementary School. Over the past summer, school leaders at both elementary schools collaborated on implementing change in a simple but effective way to ensure grade-level standards, accelerated learning, and targeted small-group work were being done to support all students. In doing so, weekly PLCs were aligned to focus on curriculum, common formative assessments, and discussions on supporting the schools' designation focus area, Students with Disabilities (SWDs), and all student groups. The system was designed for teachers to work collaboratively to create a pacing guide, build off strategies and instruction discussed in the PLC, and use high-quality instructional materials and practices. Once a framework was developed, both leaders presented the 90-Day Plans to respective Instructional Councils. The mission is to align both schools' needs with a simple and direct plan using the Supporting Quality Teachers (SQT) times to meet before students arrive and prepare for each week with the staff. The ICs gave input, plans were delivered and are being implemented.

School Progress

3 Year Data Trends

English Language Arts - NM MSSA

	ALL	SWD
2021-2022	13%	0%
2022-2023	18.9%	0%
2023-2024	17.9%	2%

Math - NM MSSA

2021-2022	3.8%	0%
2022-2023	8.7%	0%
2023-2024	15.2%	3.8%

Science - NM ASR

2021-2022	20.7%	0%
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2022-2023	14.8%	4.5%
2023-2024	19.7%	8.3%

Daily Average Attendance

2022-2023	88%	87.7%
2023-2024	88.8%	87.3%

Behavior- # Suspensions

2022-2023	1	6
2023-2024	1	0

Summative and Benchmark Goals:

English Language Arts (ELA)

- Summative: the percentage of students at Alamosa ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase between 3.6 and 4.8 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 Alamosa ES earning a Level 4 or Level 5 on the Istation Reading assessment will increase by ten 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 iReady Reading assessment will increase ten 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 Alamosa ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase from 2.0% during the 2023-2024 school year to 6.9% during the 2024-2025 school year.
- Benchmark (SWD): the percentage of Students with Disabilities enrolled in grade 3 at Alamosa 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 iReady 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 Alamosa ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase between 3.3 and 4.9 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.
- Benchmark: the percentage of students at Alamosa ES scoring at or above grade level

on the iReady 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 Alamosa ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase from 3.8% during the 2023-2024 school year to 8.7% during the 2024-2025 school year.
- Benchmark (SWD): the percentage of Students with Disabilities at Alamosa ES scoring at or above grade level on the iReady 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 Alamosa ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 19.7% during the 2023-2024 school year to 23.7% 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 Alamosa ES scoring at or above grade level on the iReady 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 Alamosa ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 8.3% during the 2023-2024 school year to 12.9% 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 Alamosa ES scoring at or above grade level on the iReady 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: the percentage of English Learners at Alamosa ES enrolled in first grade and higher meeting their annual growth targets on ACCESS will increase from 24.6% during the 2022-2023 school year to 28.4% during the 2024-2025 school year.
- Benchmark: the percentage of English Learners enrolled in grades 1-3 at Alamosa ES earning a Level 4 or Level 5 in the domain of Vocabulary on the Istation Reading assessment will increase by 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 English Learners enrolled in grades 4-5 scoring at or above grade level in the domain of Vocabulary on the iReady Reading assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

Desired Outcome, Action Steps, Monitoring:

Layer 1 Instruction/Intervention: ELA and Math

100% of teachers will implement standards-aligned grade level appropriate instruction with HQIM 100% of the time, as evidenced by walkthroughs and collaboration notes.

- CSI funds will be used for HOUSE, Pacing guides, and Accelerated learning curriculum
- All teachers collaborate during PLC time to discuss instructional practices with peers and identify areas to adjust or improve
- All teachers will attend grade-level meetings with the support of the administration to discuss classroom implementation and identify areas where support is needed
- All teachers will use High-Quality Instructional Materials (HQIMs) (iReady, Heggerty, Foundations, etc.) in whole class and small group instruction aligning to Accelerated Learning grade level instruction
- **SWD:** All teachers will implement data-driven supports and interventions to differentiate instruction for the needs of Students with Disabilities

Monitoring:

MOY: 100% of teachers will implement standards-aligned grade level appropriate instruction with HQIM 100% of the time, as evidenced by walkthroughs and collaboration notes.

Layer 1 Instruction/Intervention: Science

100% of teachers will implement all components of Layer 1 science instruction aligned with curriculum pacing 100% of the science block as measured by walkthroughs and/or collaboration notes.

- All teachers will implement Mystery Science Unit Assessments to collect data and track student progress for academic goal-setting
- All teachers will participate in collaborative reflection of science data during collaboration time at least once a month
- All teachers will implement Layer 1 instruction aligned to the Mystery Science curricular program with appropriate differentiation, including Advancement Via Individual Determination (AVID) strategies, to meet the needs of all students
- **SWD:** All teachers will implement data-driven supports and interventions to differentiate instruction for the needs of Students with Disabilities

Monitoring:

100% of all teachers will implement all components of Layer 1 science instruction aligned with curriculum pacing and curriculum resources 100% of the time, as measured by walkthroughs and student work samples.

Layer 1 Instruction/Intervention: English Language Proficiency

100% of teachers will implement targeted interventions for ELs 100% of the time, as evidenced by walkthroughs and collaboration notes.

- All teachers will analyze student ACCESS data to identify specific needs and provide targeted interventions to support language acquisition
- All dual language teachers will provide classroom instruction that is 50% English and 50% Spanish to ensure equal access to both languages
- All teachers will collaborate to reflect on interventions and implementation of EL

supports to adjust instruction at least once a month

Monitoring:

100% of all teachers will have created a common formative assessment 100% of the time as measured by grade-level meetings and walkthroughs.

Alamosa Elementary School established an observation and feedback system that tracks school priorities around teaching data-driven small groups using progress monitoring, Istation data, and common formative assessments (exit tickets). This system monitors posting standards, learning objectives, and a data display. These observations also assist in building alignment between special education classrooms and general education classrooms with grade-level standards and classroom AVID strategies.

Improved attendance is being addressed through student engagement in Genius Hour and by developing a culture of belonging. Morning announcements are upbeat and recognize student academic achievement and goal attainment through progress monitoring.

The school's leadership approach for improving achievement among SWD includes emphasis on early detection and response in the primary grades, strong Layer 1 instruction, targeted interventions, and providing an inclusion environment at the 5th-grade level.

At the beginning of the year (BOY), baseline data for teachers implementing data-driven supports and interventions for all standards-aligned students will be collected using a Google form checklist and then analyzed along with interim assessment data during the MOY visit.