

School Support and Readiness Assessment & School Monitoring Visit Summary

Beginning of Year (SSRA/SITM-BOY)

School: Bel-Air Elementary	LEA: Albuquerque Public Schools
School Leader: Hannah Mainolfa	LEA Leader: Dr. Gabriella Blakey
SSRA Team Leader: Max Perez	Date: September 24, 2024

School Description

Bel-Air Elementary School has developed its values, mission, and vision over the past few years, focusing on Community, Growth, Joy, Integrity, Equity, and Safety. The mission emphasizes that every student will make at least one year's growth annually, while the vision is to meet the needs of every child, family, and community member.

The school currently enrolls 254 students, including 25 in Pre-Kindergarten. The demographics are primarily Hispanic (73%), followed by American Indian (11%), White/Caucasian (8%), Two or More Races (4%), Asian (2%), and Black/African American (1%).

Bel-Air is a Title I school where all students receive free meals. Since 2021, it has been part of the "Transformational Opportunity Pilot" (TOP) program, extending the school day and year. The program includes daily staff development and student enrichment activities. Additionally, the school will have a "Transformational Coach" for the 2024-25 and 2025-26 school years.

School Successes and Celebrations

There have been steady increases in student scores in the school's New Mexico Measures of Student Success and Achievement (NM-MSSA) scores. The school has experienced increased stability and a notable decrease in discipline referrals, signaling a positive shift in behavior management. Community involvement has also improved, with established procedures and systems now firmly in place. Entering its third year as a Community School, the school has seen slight improvements in attendance. The school's garden is flourishing, symbolizing the health of broader programs. The "Genius Hour," part of the extended day for enrichment, continues to thrive. Students are surveyed about their interests, and the school provides services based on their feedback—examples include classes like photography and offering students personalized learning opportunities.

The culture is warm and welcoming, and most students enjoy being present and positively interacting with adults. There's a strong focus on building relationships, with all adults knowing and using students' first names. The principal sets an example by advocating for students, and the daily "Genius Hour" is highly valued. This is when students can directly connect with their teacher or other staff to meet individual needs and receive social and emotional support.

Year-End Goals, Action Steps, and Progress Monitoring

Annual and 90-Day Plan Development

All staff had an opportunity to input on the 90-Day Plan and to participate in setting goals. The staff reviewed last year's assessment results and trend data and agreed on benchmarks and goals. A needs assessment was devised and used to solicit feedback from all staff. The Instructional Council (IC) met with

individual staff members for additional feedback. With this data and feedback, the leaders could then determine instructional programs that will be used for the 2024-2025 school year. Data days were built into the calendar to review the data and keep aligned with the 90-Day Plan.

CSI Designation:

Bel-Air Elementary School has been designated as Comprehensive Support and Improvement for Hispanic Students, Free and Reduced Lunch recipients, and English Learners.

School Performance Trend Data:

NM-MSSA

English Language Arts

Year	All Students	Hispanic	Free/Reduced	English Learners
2021-22	11.6%	9.2%	11.7%	7.4%
2022-23	13.2%	12.3%	13.2%	15.4%
2023-24	25.0%	25.3%	25.0%	26.4%
2024-25 Goal	30.0%			

Mathematics

Year	All Students	Hispanic	Free/Reduced	English Learners
2021-22	9.1%	5.3%	9.2%	8.5%
2022-23	6.6%	2.5%	6.6%	0.0%
2023-24	11.8%	12.8%	11.8%	13.5%
2024-25 Goal	17.0%			

NM-ASR

Science

Year	All Students	Hispanic	Free/Reduced	English Learners
2021-22	7.7%	8.3%	7.7%	11.1%
2022-23	4.4%	6.1%	4.4%	0.0%
2023-24	22.9%	22.7%	22.9%	14.3%
2024-25 Goal	28.0%			

iReady

ELA

Year	All Students	Hispanic	Free/Reduced
2021-22	15.8%	19.3%	16.0%
2022-23	19.6%	22.8%	19.8%
2023-24	26%	27.3%	26%
2024-25 BOY	7.55%	7.4%	6.3%

iReady

Math

Year	All Students	Hispanic	Free/Reduced
2021-23	13.2%	13.6%	13.2%
2022-23	13.8%	14.4%	13.9%
2023-24	21.9%	20.8%	22.1%
2024-25 BOY	4.8%	6.6%	4.8%

Attendance EOY

Year	All Students	Hispanic	Free/Reduced	English Learners
2022-23	88.6%	88.5%	88.5%	89.7%
2023-24	90.5%	90.2%	90.6%	91.4%

Performance Goals:**Economically Disadvantaged Students:****ELA Goal**

The percentage of Economically Disadvantaged students at Bel-Air ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase from 25.0% during the 2023-2024 school year to 28.8% during the 2024-2025 school year.

ELA Benchmark

The percentage of Economically Disadvantaged students at Bel-Air 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.

Math Goal

The percentage of Economically Disadvantaged students at Bel-Air ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase from 11.8% during the 2023-2024 school year to 16.2% during the 2024-2025 school year.

Math Benchmark

The percentage of Economically Disadvantaged students at Bel-Air 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 Goal

The percentage of Economically Disadvantaged students at Bel-Air ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 22.9% during the 2023-2024 school year to 26.7% during the 2024-2025 school year.

Science 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 Economically Disadvantaged students at Bel-Air 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.

Hispanic Students:**ELA Goal**

The percentage of Hispanic students at Bel-Air ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase from 25.3% during the 2023-2024 school year to 29.1% during the 2024-2025 school year.

ELA Benchmark

The percentage of Hispanic students at Bel-Air 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.

Math Goal

The percentage of Hispanic students at Bel-Air ES scoring at or above grade level on the iReady Math assessment will increase 10 percentage points from 20.8% during the 2023 -2024 school year to 26.5% during the 2024-2025 school year.

Math Benchmark

The percentage of Hispanic students at Bel-Air 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 Goal

The percentage of Hispanic students at Bel-Air ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 22.7% during the 2023-2024 school year to 26.6% during the 2024-2025 school year.

Science Benchmark

MOY during the 2023-2024 school year to MOY during the 2024-2025 school year. Hispanic students 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 Hispanic students at Bel-Air 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 Learners:**ELA Goal**

The percentage of English Learners at Bel-Air ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase from 19.0% during the 2023-2024 school year to 23.1% during the 2024-2025 school year.

ELA Benchmark

The percentage of English Learners at Bel-Air 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.

Math Goal

The percentage of 5th-grade English Learners at Bel-Air 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.

Math Benchmark

The percentage of English Learners at Bel-Air 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 Goal

The percentage of English Learners at Bel-Air ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 14.3% during the 2023-2024 school year to 18.6% during the 2024-2025 school year.

Science 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 English Learners at Bel-Air 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.

Actions to Achieve Goals

Teachers will participate in weekly collaboration sessions between grade levels to promote accountability and address student and teacher needs. During this time, students will be individually monitored to ensure all students are making growth. These sessions will also be used to identify supports and resources for students who are not showing growth or who are not on track to meet the performance goals.

Small group instruction will be emphasized schoolwide. This has been discussed as a high-leverage strategy that will be utilized and measured for levels of implementation. The principal will monitor implementation by conducting classroom walkthroughs with an intentional check on small-group instruction.

Teachers will complete weekly/bi-weekly "check-ins" in this process to show the number of days each week that foundational skills are taught. A form and process are devised and designed to track that each classroom is ensuring that standards and skills are taught to develop a solid grade-appropriate foundation.

DOMAIN 2: LEADERSHIP

Promising Practices:

Bel-Air Elementary has recently become a participant in the Community Schools initiative. This has improved the way the school interacts with its students and families. One of the most significant impacts has been the increase in parent engagement. The initiative has created a more collaborative and supportive environment by fostering closer relationships between the school and the families it serves. Parents now feel more connected to their children's education and are taking a more active role in the school community.

Central to this shift is the principal's leadership, which is well-respected by the staff and the wider school community. Principal Mainolfa's guiding philosophy is clear: student needs always come first. This focus has earned the principal respect for prioritizing student success and well-being.

The school's Community Schools Council holds regular meetings. These gatherings serve as a platform for discussing new ideas, addressing challenges, and organizing events that strengthen the bond between the school and the school community. The council's efforts have led to various initiatives, from family nights to community service projects, all aimed at enriching the school culture and creating a more inclusive atmosphere.

Recognizing the constant need for social and emotional support for students, Principal Mainolfa has proactively addressed these concerns. In collaboration with the district, the principal is securing additional staff, including counselors and social workers, to provide students with the necessary emotional and mental health resources.

The school has introduced a new teacher mentoring program to support educators as they grow. The Peer Assistance Review (PAR) program has been an essential component for teachers who may be struggling. Experienced teachers provide targeted support and mentorship to their colleagues through PAR, helping them develop new strategies and improve their classroom practices.

These initiatives reflect a school invested in its students' success, its staff's professional development, and the community's well-being.

Opportunities for Growth:

There is an opportunity for the school leader to communicate the priority goals of the school and align plans, programs, and practices to those goals.

There is an opportunity to develop systems that align with the school's expectations, clarify processes, and use data to track the effectiveness of programs and initiatives. This would enable the school to implement proactive measures and monitor progress toward its goals.

There is an opportunity to formalize teacher and staff teams to clarify purpose, roles, progress, timelines, and expectations.

Potential Next Steps:

Teachers know the specifics of instructional skills and procedures but sometimes can't verbalize the overarching goal. A "scoreboard" will be posted so that all staff and students can be reminded of the overarching goals and celebrate the school's progress.

There is a plan to set up progress measures in the programs and practices so that rather than collecting data and numbers on what's happened, data goals can be set for targets to reach, i.e., behavior and attendance.

A book study is being conducted to implement high-functioning PLC meetings. In January, full PLC meetings will take place.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**Promising Practices:**

The 90-Day Plan is regularly revisited and checked for progress. Staff reported that they know the importance of the 90-Day Plan and that it is the map for school improvement.

Basing instructional decisions on student data and assessment results is central to student learning at Bel-Air Elementary. The staff and leaders believe that students should also understand and be able to monitor data. Student data binders are sent home for parents to review student progress in a data/chart format. It is expected that students explain their growth to their families.

Foundational skills are being taught in all classrooms and monitored by Principal Mainolfa. Teachers have reported that the principal has clear expectations about teaching foundational skills.

Opportunities for Growth:

There is an opportunity to hold teachers accountable for consistently following the expectations around instruction (use of high-quality instructional materials and the school-adopted curricular program; teaching grade-level standards).

There is an opportunity to create systems that allow school leadership to consistently conduct classroom walkthroughs and observations, followed by consistent feedback and coaching to support teachers in the growth of their instructional practice and to ensure the expectations of the 90-Day Plan are being carried out in all classrooms.

There is an opportunity to use data to align not only instruction but also to inform interventions that identify particular skill gaps, address those gaps, and provide data to progress monitor the effectiveness of the intervention (with the goal being to increase students' skill levels so they are exited from intervention).

Potential Next Steps:

Principal Mainolfa will provide differentiated Professional Development (PD) opportunities to support teachers toward fully utilizing their High-Quality Instructional Materials (HQIM) while teaching grade-level standards. Filling skill gaps while maintaining grade-level content will be addressed as well.

The principal is also pursuing PD in accelerated learning to help teachers learn how to support all of their students at grade level within Layer 1 instruction.

The principal and administrative intern will conduct walkthroughs to monitor the implementation of the 90-Day Plan critical actions. Observation Feedback and Coaching Cycles (OFCCs) will be used for accountability and support of the 90-Day Plan progress.

Principal Mainolfa will leverage key staff, such as the administrative intern, to take on administrative tasks and managerial duties to free up some of the principal's time for instructional leadership so she can more effectively review student progress and evaluate the effectiveness of instruction and interventions.