

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

School: Chelwood Elementary School	LEA: Albuquerque Public Schools
School Leader: Stephanie Gonzales	LEA Leader: Dr. Blakey
SSRA Team Leader: Jody Martinez	Date: September 23, 2024
School Description	
<p>Chelwood Elementary School is a school that serves 307 students, K-5th grade, in a generational, tight-knit community of families who have lived in the area for a long time. The school demographics include a population of 55% Hispanic, 16% Caucasian, 3.7% African American, 1.8% Asian, and 16% Native American (one of the largest populations of Native Americans in the area). Chelwood is staffed by passionate and dedicated adults who do their best for their students.</p>	
School Successes and Celebrations	
<p>Chelwood's successes come from a dedicated, willing staff who care about their students. The school is working to increase family relationships and engagement and has implemented events such as 'Pastries with the Principal.' The families at Chelwood want to be a part of the school and their child's learning and success. The principal is dedicated to rebuilding the culture at Chelwood into a positive learning environment. The school has teachers who voluntarily lead after-school music and art clubs, and there is a Community for Learning after-school program. Community partners provide tutoring and Friday food bags, and a family liaison supports families and fosters relationships. Many of the staff are receiving training in Kagan strategies to build student engagement and cooperative learning practices.</p> <p>Academically, Chelwood has seen success in promoting the growth and learning of its students. There was an increase in overall proficiency in reading and English Language Arts (ELA) on the school iReady reading scores, increasing from 19.6% of students proficient at the end of the 2021-2022 school year to 31.7% at the end of the 2023-2024 school year. In math, there has been an increase from 19.8% proficient in 2021-2022 to 26.9% in 2023-2024, based on iReady scores. iStation math scores showed an increase of almost 12%, moving from 7.7% proficient in 21-22 to 19.3% proficient in 23-24.</p>	
Year-End Goals, Action Steps, and Progress Monitoring	
Annual and 90-Day Plan Development	
<p>The 90-Day Plan was developed through district, administration, Instructional Council, and</p>	

staff collaboration. The school leadership members worked with their 90-Day specialist from the district and wrote their 90-Day Plan with feedback from staff and with the Instructional Council before school started. The team used testing data from last year, observation and feedback data from the administration, and observations that the staff had on needs within their school culture.

Critical actions in previous years were to be monitored through walkthroughs and data collection, but that data was not being collected. During walkthroughs last spring (2024), it was found that high-quality instructional materials (HQIM) weren't being used consistently in classrooms, which was listed in the plan as a critical action for the 2024-2025 school year. At the point of this visit, HQIMs are being used 100% based on the data collected by the principal using the walkthrough tool; the desired outcome is to ensure that practice is maintained and continued. Additionally, the school is looking to increase teachers' use of student discourse in math discussion and an increase of phonics and phonemic awareness in reading instruction and intervention. For the spring, the school leader hopes they will be ready to move into an intentional focus on implementing differentiated instruction in all classrooms.

Current School Data and Goals specific to the school's CSI (Comprehensive Support and Improvement) Designation for Student Performance (SWD):

Whole School Goals:

- **ELA Goals:**

- **Summative:** The percentage of students at Chelwood ES earning a score of proficient or higher in English Language Arts as measured by NM-MSSA will increase between 4.0 and 4.1 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 three at Chelwood ES earning a level four or five on the Istation reading assessment will increase ten percentage points in each grade level from Middle of Year (MOY) during the 2023-2024 school year to MOY during the 2024-2025 school year. The percentage of students enrolled in grades four and five 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.
- **Historical Data:**
 - Istation data:
 - Proficiency Rates:
 - 2021-2022 25.3%
 - 2022-2023 21.9%
 - 2023-2024 22.1%
 - Kindergarten: (22-23) 31.9% to (23-24) 27%
 - 1st grade: (22-23) 12.5% to (23-24) 28.6%
 - 2nd grade: (22-23) 22.7% to (23-24) 25.9% 3rd: 23-24 21.3%
 - ELL: 12.1% to 5.9% to 10.3% at EOY. Down 8.1% from the 2022-23 SY.
 - SPED: 7.5% to 2.5% to 2.7% at EOY. Up from 0% the 2022-23

SY.

- iReady:
 - Proficiency Rates:
 - 2021-2022 19.6%
 - 2022-2023 18.9%
 - 2023-2024 31.7%
 - 4th BOY 8.3% EOY 11.0%
 - 5th BOY 9.6% EOY 8.6%
 - ELL: 10.6% to 8.6% to 14.3% at EOY. Down 11% from the 2023-24 SY.
 - SPED: 1.3% to 3.8% to 7.9% at EOY. Up 7.9% from the 2022-23 SY.
- NM-MSSA:
 - 3rd: (22-23) 18.3% to (23-24) 17.0%
 - 4th: (22-23) 25% to (23-24) 20.5%
 - 5th: (22-23) 40% to (23-24) 19%
 - ELL: 21.7% most recent year, down 3% from the previous.
 - SPED: 19.1% most recent year, down 7% from the 2022-23 SY.

- **Math Goals:**

- **Summative:** The percentage of students at Chelwood ES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase between 4.1 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 Chelwood ES scoring at or above grade level on the iReady math assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- **Historical Data:**
 - NM-MSSA:
 - 3rd: (22-23) 11% to (23-24) 10.6%
 - 4th: (22-23) 8.9% to (23-24) 6.8%
 - 5th: (22-23) 23.3% to (23-24) 19%
 - ELL: 18.7% at most recent, down 5% from the 2022-23 SY.
 - SPED: 1.8% most recent year, down 2% from the 2022-23 SY.
 - Istation Math
 - Proficiency Rates:
 - 2021-2022 7%
 - 2022-2023 4.5%
 - 2023-2024 19.3%
 - 23-24 Schoolwide increase from 17.5% BOY to 24.7% EOY.
 - ELL: 11.1% to 5.9% to .7.7% at EOY, up from 0% in the 2022-23 SY.
 - SPED: 3.6% to 1.5% to 2.8% at EOY, up from 0% in the 2022-23 SY.

- iReady: SWD: 1.3% to 3.8% to 7.9% at EOY. Up 7.9% from the 2022-23 SY.
- NM-MSSA: SWD: 19.1% most recent year, down 7% from the 2022-23 SY

● **Math Goals:**

- **Summative:** The percentage of Students with Disabilities at Chelwood ES earning a score of Proficient or higher in mathematics as measured by NM-MSSA will increase between 4.1 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 with Disabilities at Chelwood ES scoring at or above grade level on the iReady math assessment will increase by ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- **Historical Data:**
 - NM-MSSA: SWD: 1.8% most recent year, down 2% from the 2022-23 SY.
 - iStation Math: SWD: 3.6% (BOY) to 1.5% (MOY) to 2.8% at EOY, up from 0% in the 2022-23 SY.
 - iReady Math: SWD: 0% (BOY) to 0% (MOY) to 6.6% at EOY, up 5% from the 2022-23 SY.

● **Science Goals:**

- **Summative:** In alignment with the long-term goal to reduce the rate of non-proficiency by half over ten years, the percentage of Students with Disabilities at Chelwood ES earning a score of proficient or higher in science as measured by NM-ASR will increase from 0.0% during the 2023-2024 school year to 5.0% 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 with Disabilities at Chelwood ES scoring at or above grade level on the iReady math assessment will increase ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- **Historical Data:**
 - SWD: 5th grade SWD have been at 0% for the last two years.
 - iReady Math: SWD: 0% (BOY) to 0% (MOY) to 6.6% at EOY, up 5% from the 2022-23 SY.

Progress Monitoring:

Progress monitoring for all goals will be done through monthly iReady and IStation progress monitoring assessments for students with individualized support plans or Individualized Education Plans (IEPs). At the beginning of the year (BOY), baseline data is not yet available, as the BOY testing window is still open, and data will not be finalized until after the window closes on September 26.

DOMAIN 1: CULTURE & EQUITY

Promising Practices:

The staff at Chelwood Elementary are knowledgeable and caring, respect other staff members and all the students, and truly look out for the students' best interests and care for them. There is a trend among many staff members that reflects a belief in providing the necessary and differentiated support that a child needs to be successful rather than expecting all students to learn the same thing at the same time in the same way. There have been many changes in recent years, and staff are looking forward to a change for the better with their new principal through consistent expectations, participation and collaboration of staff, and accountability with support. There is a desire for, and initial steps toward, rebuilding relationships with parents and the community to improve home/school collaboration and family engagement. School leadership is very intentionally working to shift school culture.

Opportunities for Growth:

The opportunities for growth in this domain are to continue to build on the improvements that have already started. There is an opportunity to continue to provide equitable educational opportunities for students with disabilities (SWD) within the general education classrooms, but at a higher daily frequency than they currently have. There is also an opportunity to continue improving the school's culture, fostering the shift to inclusivity for all students, staff, and their families. The intent is to meet students where they are and provide what they need to grow academically within grade-level expectations.

This opportunity lies not just in caring about students and helping them but also in pushing them to reach their potential, challenging all of them with grade-level instruction, providing supports, integrating all students within the general education classroom, and monitoring the progress of all students' learning frequently, at least monthly.

Potential Next Steps:

The school leader plans to hold conversations with staff to discuss behavior honestly, the need for all staff to contribute toward solutions to improve behavior proactively, the expectation for teachers to accommodate and modify accordingly, and brainstorm how monthly collaboration time for special education and general education teachers can occur. The school leader is working with the special education behavior support specialist to collaborate with general education teachers to provide training and support on preventing and managing behavior within the classroom.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

Promising Practices:

The principal is setting expectations and communicating them to staff, including necessary non-negotiables, creating collaboration opportunities and expectations for participation, and pushing an expectation of growth for students, including SWD, with the overall goal being to reduce services and possibly exit students from the program. The school is also establishing expectations of what teachers and staff are responsible for versus what administration is responsible for regarding discipline, behavior, parent/family communication, and student health needs.

Opportunities for Growth:

There is an opportunity for school leaders to increase the impact of the walkthroughs by adding meaningful feedback to staff—intentional and specific support, praise, and coaching will improve teacher practice. There is also an opportunity to hold staff accountable for the expectations set for the school by creating leadership systems to support follow-up. Creating data systems to track academics, attendance, and behavior will improve leadership plans to provide training and support to staff. Data can outline a clear path to enhance teachers' capacity to address school culture issues such as behavior management, accommodations, and modifications within all classrooms.

Finally, there is an opportunity for district leaders to support the new principal and the transformational work needed at Chelwood Elementary.

Potential Next Steps:

Based on the reporting of this visit, the district leaders will look to provide support for the next steps. The school leader will continue working with the special education behavior support specialist to collaborate with general education teachers to provide training and support on preventing and managing behavior within the classroom. She plans to ensure that special education teachers share individualized student plans, including needed accommodations, modifications, and behavior supports, with the general education and specials teachers by copying that communication be copied to the principal.

The school leader plans to continue building opportunities for collaboration and carrying out the expectations for all to participate by working to get the specials teachers to attend collaborations as a next step. It is noted by the site visit team and district representation that the implementation of staff collaboration has been a large shift from previous school practices and is a significant gain.