

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

School: Montezuma Elementary School	LEA: Albuquerque Public Schools
School Leader: Amanda St John	LEA Leader: Dr. Joseph Escobedo
SSRA Team Leader: Dr. Elizabeth von Toll	Date: October 3, 2024

School Description

Montezuma Elementary School (MES) is a traditional K–5 school with a current enrollment of 333 students. It is a Title I school providing 50/50 dual language services in all grades. The school serves the Social Emotional Support Services (SESS) I and II programs. Community support and involvement are strong, as measured by attendance at events like the Balloons Aloft and Fall Festival.

Inclusivity is a priority at MES; every opportunity is taken to foster connections between general education students and their SESS peers. Neurodiversity is recognized and celebrated with school programs like Buddy Classes, which integrate special education students into general education homerooms. The staff at Montezuma provides students with a rich educational experience with before and after-school club offerings, including yoga, Girl Scouts, chess, journalism, and e-sports, to name a few. MES is focused on sustaining a positive school culture of high expectations and is dedicated to delivering high-quality instruction and intervention for all students.

School Successes and Celebrations

Montezuma celebrates an increase in students scoring proficient on the New Mexico Measures of Student Success (NM-MSSA) in English language arts (ELA) and a 5.9% increase in proficiency on the Assessment of Science Readiness (NM-ASR).

Attendance initiatives have decreased chronic absenteeism. The attendance team meets with a district support member every two weeks. Attendance has been incentivized with celebrations and positive reinforcements with school charm bracelets. As a result, the 20-day count celebrated a drop from 25 students absent to eight.

Every month, Montezuma conducts targeted professional development off campus based on the needs of the grade-level teams. Language and Cultural Equity (LCE) professionals recently facilitated a discussion between general and special educators focusing on student needs. Nine professional days have been scheduled throughout the 2024-2025 school year.

NM Dash Development and Implementation

The 90-Day Plan was created with a core team of staff. Each grade level was represented, along with the special education faculty, educational assistants, and parent representation. After the plan was created, district support was invited to review and provide feedback on the plan to strengthen it. The 90-Day Plan focuses on math and reading. It highlights lesson planning and instruction to identify and target student groupings, spotlighting English Learners (ELs) and Native American (N) students per the NM Vistas designation. Strengthening layer one instruction, Multilayers of Systems of Support (MLSS) interventions, assessment, and additional accommodations and supports are central to improvement during the 2024-2025 school year. Structured professional development days are available monthly to focus on data, interventions, and layer one alignment to the state standards.

School Progress

3 Year Data Trends

NM MSSA: ELA % Proficient

	All Students	ELs	Native American Students
2021-2022	17.5%	13.2%	26.7%
2022-2023	20.5%	4.4%	12.5%
2023-2024	23.3%	5.6%	20%

NM MSSA: MATH % Proficient

2021-2022	13.9%	11.3%	26.7%
2022-2023	12.6%	11.4%	12.5%
2023-2024	8.6%	0%	10%

NM-ASR: Science % Proficient

2021-2022	15.2%	21.1%	25%
2022-2023	20%	11.1%	16.7%
2023-2024	25.9%	10%	33.3%

Attendance: Daily Average

2022-2023	89.6%	90.3%	86.3%
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2023-2024	89.4%	90.8%	86.1%
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Behavior: # Suspensions

2022-2023	38	5	2
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2023-2024	40	5	1
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Annual and Benchmark Goals:

English Language Arts (ELA)

- Summative: the percentage of students at Montezuma ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase between 3.6 and 4.2 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 Montezuma 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 (Middle of Year) 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 by ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

- Summative (EL): the percentage of English Learners at Montezuma ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase from 5.6% during the 2023-2024 school year to 10.3% during the 2024-2025 school year.
- Benchmark (EL): the percentage of English Learners enrolled in grade 3 at Montezuma 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 by ten percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

- Summative (N): the percentage of Native American students at Montezuma ES earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase from 20.0% during the 2023-2024 school year to 24.0% during the 2024-2025 school year.
- Benchmark (N): the percentage of Native American students enrolled in grade 3 at Montezuma 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 by ten 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 Montezuma ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase between 4.4 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 Montezuma ES students 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.

- Summative (EL): the percentage of English Learners at Montezuma ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase from 0.0% during the 2023-2024 school year to 5.0% during the 2024-2025 school year.
- Benchmark (EL): the percentage of English Learners at Montezuma 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.

- Summative (N): the percentage of Native American students at Montezuma ES earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase from 10.0% during the 2023-2024 school year to 14.5% during the 2024-2025 school year.
- Benchmark (N): the percentage of Native American students at Montezuma 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.

Science

- Summative: the percentage of students at Montezuma ES earning a Proficient or higher in Science as measured by NM-ASR will increase from 25.9% during the 2023-2024 school year to 29.6% 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 Montezuma 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.

- Summative (EL): the percentage of English Learners at Montezuma ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 10.0% during the 2023-2024 school year to 14.5% during the 2024-2025 school year.
- Benchmark (EL): 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 Montezuma 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.

- Summative (N): the percentage of Native American students at Montezuma ES earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 33.3% during the 2023-2024 school year to 36.7% during the 2024-2025 school year.
- Benchmark (N): 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 Native American students at Montezuma 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.

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 ten years, the percentage of English Learners at Montezuma ES enrolled in grade 1 and higher meeting their yearly growth targets on ACCESS will increase from 16.7% during the 2022-2023 school year to 20.8% during the 2024-2025 school year.
- Benchmark: The percentage of English Learners enrolled in grades 1-3 at Montezuma ES earning a Level 4 or Level 5 in the domain of Vocabulary 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 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 by ten 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

100% of teachers will implement high-quality instructional materials (HQIM) to support phonics acquisition for English language development at least 90% of the time, as measured by grade-level meeting minutes or non-evaluative walkthroughs.

- All students: Teachers and administrators meet monthly for full-day data conversations.
- All students: Teachers will individually conference with student groups to set goals and review performance and growth monthly.
- All students: Using high-quality instructional materials, teachers will plan instruction and intervention (as needed) for students under Yazzie-Martinez and African American groups, ELs, and all students within the NM Vistas designation (CSI.N.EL).
- English learners, Native American: Identified student groups will include an explicit grouping plan for their first teach, MLSS, assessment, and support concerning academic need and growth.
- All students: Administrators will secure substitute teachers for professional learning days: one day per month for each grade level K-5. These will be full-day data

conversations.

Monitoring:

- 100% of all teachers will attend grade-level meetings and review monthly progress monitoring 90% of the time to support phonics acquisition, as measured by meeting minutes submitted to the administration.

Baseline:

- Data binders check in ELA, math, attendance, and ACCESS scores.

Layer 1 Instruction/Intervention: Math

100% of all teachers will attend grade-level meetings and review monthly progress monitoring 90% of the time to support numbers and operations acquisition as measured by meeting minutes submitted to administration.

- All students: Teachers and administration meet monthly for full-day data conversations.
- All students: Teachers will individually conference with student groups to set goals and review performance and growth monthly.
- English learners, Native American: high-quality instructional materials, teachers will plan instruction and intervention (as needed) to students under Yazzie-Martinez and African American groups, ELs, and all students within the NM Vistas designation (CSI.N.EL).
- English learners, Native American: Identified student groups will include an explicit grouping plan for their first teach, MLSS, assessment, and support concerning academic need and growth.

Monitoring:

- 100% of all teachers will attend grade-level meetings and review monthly progress monitoring 90% of the time to support numbers and operations acquisition as measured by meeting minutes submitted to administration.

Layer 1 Instruction/Intervention: Science

100% of all teachers use the Mystery Science Curriculum and kits, and 90% of the time, they include supplemental materials to support Earth and Space Sciences, as measured by grade-level meeting minutes or non-evaluative walkthroughs.

- All students: Using high-quality instructional materials, teachers will plan instruction and intervention (as needed) for students under Yazzie-Martinez and African American groups, ELs, and all students within the NM Vistas designation (CSI.N.EL).
- All students: Use a variety of assessments, including Mystery Science quizzes, projects, and end-of-unit assessments, to monitor student mastery of Science standards and expose students to various assessment responses.
- English learners, Native American: Teachers will individually conference with student groupings (CSI.N.EL) to set goals and conduct monthly reviews of performance and growth.
- All students: All teachers will explicitly implement Earth and Space science standards into lesson/unit plans.

Monitoring:

- 100% of all teachers use the Mystery Science Curriculum and kits, and 90% of the time, they include supplemental materials to support Earth and Space Sciences, as measured by grade level meeting minutes or non-evaluative walkthroughs.

Layer 1 Instruction/Intervention: English Language Proficiency

100% of all teachers will attend grade-level meetings and review monthly progress monitoring for ELs to support phonics acquisition 90% of the time, as measured by meeting minutes submitted to the administration.

- English learners: Teachers and administration meet monthly for full-day data conversations.
- English learners: Teachers will individually conference with student groups to set goals and review performance and growth monthly.
- English learners: Using high-quality instructional materials, teachers will plan instruction and intervention (as needed) for students under Yazzie-Martinez and African American groups, ELs, and all students within the NM Vistas designation (CSI.N.EL).

Monitoring:

- 100% of all teachers will attend grade-level meetings and review monthly progress monitoring for EL students to support phonics acquisition 90% of the time, as measured by meeting minutes submitted to the administration.

DOMAIN 2: LEADERSHIP

Promising Practices:

- Leadership Team: engages in strategic, structured, and shared decision-making
- Education Partner Engagement: there are opportunities for all education partners to interact and provide feedback on schoolwide initiatives and priorities
- Attendance: systems are in place to monitor and reduce chronic absenteeism: clubs and charms

Opportunities for Growth:

- Vision and Schoolwide Goals: MES lacks a clear, compelling vision and mission with aligned strategic goals available and communicated to all education partners
- Instructional Leadership: MES is developing a system aligned to the 90-Day Plan so school leaders can prioritize and actively guide (model) the central processes for improving teaching and learning
- Communication: MES is expanding its systematic communication strategy that ensures staff members, students, and parents are fully informed to include awareness of school priorities and initiatives

Potential Next Steps:

1. School leadership communicates the rationale and explanation for the attendance initiatives
2. School leadership provides parents and family members with an overview of school data that guides the school's improvement agenda

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

- Data Analysis & Action: there is a system for collecting and analyzing data

Opportunities for Growth:

- Instruction: processes are in place to ensure classroom instruction is intentional, engaging, and challenging for all students. MES could include intervention and extension classes related to English Learner (EL) and Native American (N) student populations.
- Curriculum: the school has a stated scope and sequence of K-12 learning objectives aligned with LEA, state, and national expectations. The school could explore this curriculum's impact on the EL and N populations.
- Assessment: an assessment strategy could be developed that effectively measures teaching effectiveness and provides the data required to make informed decisions. Data sets to include: walkthrough look-fors aligned with the 90-Day Plan
- Collaboration: the school could provide time, space, and processes for teachers to analyze data, reflect on practice, develop and share expertise, plan rigorous instruction, and create action plans to address student needs
- Student Groups: a system to examine the needs of specific student groups identified and attended to during the assessment/planning/teaching process could be expanded by clarifying the roles of the interventionist and the Native American liaison.

Potential Next Steps:

1. MES develops a collaborative structure to allow teachers to discuss, strategize, and implement school improvement actions. School leadership provides targeted guidance for this time.
2. School leadership incorporates a color-coded data sheet to strategize around Native American and English Learner needs.