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

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| **School**: Susie Rayos Marmon Elementary School | **LEA**: Albuquerque Public Schools |
| **School Leader**: Aimee Sewell | **LEA Leader**: Dr. Joseph Escobedo |
| **SSRA Team Leader**: Dr. Elizabeth von Toll | **Date**: October 15, 2024 |

### School Description

Susie Rayos Marmon Elementary School (SRMES) serves pre-kindergarten through fifth-grade students, offering a Title I program with 100% free breakfast and lunch. As a school with a Comprehensive Support and Improvement (CSI) designation for students with disabilities (SWDs), the focus is to provide targeted support for that student group. The school offers a dual language (DL) program to support bilingual education, with one DL class in each grade except third. Additionally, it is an Advancement Via Individual Determination (AVID) school, promoting college readiness, and follows the Positive Behavioral Interventions and Supports (PBIS) framework to manage schoolwide discipline. The social-emotional support (SES) program also prioritizes students' academic and emotional needs. The student body is diverse, with representation from Native American, Hispanic, Arabic, and Black communities, and has a total enrollment of 528 students. The school's attendance rate is 89%.

### School Successes and Celebrations

Susie Rayos Marmon Elementary School stands out for its strong sense of community and impressive progress. Many teachers have been at the school for over 10 years, providing stability and a long-term commitment to student success. The DL and special education teams have improved their collaboration, creating a more unified approach to supporting students' diverse needs. The school has also made strides in reducing chronic absenteeism, dropping from 54% in 2022 to 49.2% in 2024. Thanks to integrating social-emotional learning (SEL) time and the PBIS framework, suspensions have significantly decreased—from 89 in the 2022-23 school year to just two in 2023-24. Academic achievements are also on the rise; at the end of the year, NM-MSSA showed an increase from 22.7% to 25.4% in proficient students in ELA and an increase in SWDs from 4.4% to 6.8%. Istation proficiency increased in reading from 12.9% to 19.5% and math from 13.7% to 23.6%. Similarly, iReady proficiency has grown, with reading scores improving from 28.6% to 34.6% and math scores from 22.4% to 24.7%. These accomplishments reflect the school's dedication

to continuous improvement and fostering a supportive learning environment.

## NM DASH Development and Implementation

At the end of the summer of 2024, the Instructional Council (IC) met to develop the 90-Day Plan, receiving district support from the Data School Support Office of Accountability and Research (OAR). The team was divided into two groups—ELA/English language proficiency (ELP) and math/science—and created most of the plan before the school year began. The principal later met individually with Data School Support OAR to discuss the plan and then shared it with the Susie Rayos Marmon staff.

## School Progress

### 3 Year Data Trends

| NM MSSA: ELA<br>% Proficient | All Students | SWD |
|---|---|---|
| 2021-2022 | 21.5% | 1.3% |
| 2022-2023 | 22.7% | 4.4% |
| 2023-2024 | 25.4% | 6.8% |

| NM MSSA: MATH<br>% Proficient | All Students | SWD |
|---|---|---|
| 2021-2022 | 8.4% | 0% |
| 2022-2023 | 9.8% | 1.1% |
| 2023-2024 | 10% | 0% |

| NM-ASR: Science<br>% Proficient | All Students | SWD |
|---|---|---|
| 2021-2022 | 13.2% | 0% |
| 2022-2023 | 11.1% | 0% |

| 2023-2024 | 10.8% | 3.1% |
|---|---|---|
| Attendance: Daily Average | All Students | SWD |
| 2022-2023 | 87.3% | 87.2% |
| 2023-2024 | 88.5% | 86.6% |
| Behavior # Suspensions | All Students | SWD |
| 2022-2023 | 89 | 58 |
| 2023-2024 | 21 | 16 |

**Summative and Benchmark Goals**
**Summative English Language Arts (ELA)**
- The percentage of students at SRMES earning a score of proficient or higher in English language arts as measured by the New Mexico Measure of Student Achievement (NM-MSSA) will increase between 3.4 and 4.0 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.

**Benchmark ELA**
- The percentage of students enrolled in grade three at SRMES earning a Level 4 or Level 5 on the Istation reading assessment will increase ten percentage points in each grade level from the middle of the 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 by 10% from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**Summative ELA SWD**
- The percentage of SWD at SRMES earning a score of proficient or higher in English language arts as measured by NM-MSSA will increase from 6.8% during the 2023-2024 school year to 11.5% during the 2024-2025 school year.

**Benchmark ELA SWD**
- The percentage of SWDs enrolled in grade three at SRMES earning a Level 4 or Level 5 on the Istation reading assessment will increase 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 four and five scoring at or above grade level on the iReady reading assessment will increase by 10% from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**Summative Math**
- The percentage of students at SRMES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase between 4.4 and 4.7 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.

**Benchmark Math**
- The percentage of students at SRMES scoring at or above grade level on the iReady math assessment will increase by 10% from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**Summative Math SWD**
- The percentage of SWD at SRMES 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 Math SWD**
- The percentage of SWD at SRMES scoring at or above grade level on the iReady math assessment will increase by 10% from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**Summative Science**
- The percentage of students at SRMES earning a score of proficient or higher in science as measured by NM-ASR will increase from 10.8% during the 2023-2024 school year to 15.2% during the 2024-2025 school year.

**Benchmark Science**
- In alignment with the Science and Engineering Practice of Using Math and Computational Thinking from the NM STEM Ready! Science Standards, the percentage of fifth-grade students at SRMES scoring at or above grade level on the iReady math assessment will increase 10% from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**Summative Science SWD**
- The percentage of SWD at SRMES earning a score of proficient or higher in science as measured by NM-ASR will increase from 3.1% during the 2023-2024 school year to 8.0% during the 2024-2025 school year.

**Benchmark Science 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 fifth-grade SWD at SRMES scoring at or above grade level on the iReady math assessment will increase 10% from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

**Summative English Language Proficiency (ELP)**
- In alignment with the long-term goal to reduce the percentage of ELs not meeting their annual ACCESS growth targets by half over 10 years, the percentage of ELs at SRMES enrolled in grade one and higher meeting their yearly growth targets on ACCESS will increase from 18.4% during the 2022-2023 school year to 22.5% during the 2024-2025 school year.

**Benchmark ELP**
- The percentage of ELs enrolled in grades one through three at SRMES earning a Level 4 or Level 5 in the domain of vocabulary on the Istation reading assessment will increase by 10% in each grade level from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.
- The percentage of ELs enrolled in grades four and five scoring at or above grade level in the vocabulary domain on the iReady reading assessment will increase by 10% 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 educators will use research-based instruction four times weekly, as evidenced by walkthroughs and department meeting notes.
- All students: All teachers will implement phonics and spelling inventory for all students – two times per 90-Day cycle.
- All students: Department chairs will collaboratively discuss survey data and instruction during Instructional Council (IC) two times per 90-Day cycle.
- All students: All teachers will explicitly teach common academic language related to phonics (such as digraphs, syllables, and vowel teams) using interactive vocabulary notebooks.
- SWD: All teachers will support SWD in setting and tracking academic goals in phonics via their interactive notebooks.
- All students: CSI funding for Stetson Associates Professional Development (PD), observation, modeling, debriefing, etc.
- All students: Designation funding for Stetson & Associates support and AVID initiatives will be used.

**Monitoring:**
As evidenced by walkthroughs and department meeting notes, 100% of educators will use research-based instruction four times a week.

**Layer 1 Instruction/Invention: Math**
100% of educators will use research-based math instruction four times weekly, as evidenced by walkthroughs and department meeting notes.
- All students: All teachers will implement math performance tasks two times per 90-Day

cycle as measured by grade levels, submitting evidence to a school Google folder.
- All students: All teachers will align expectations on implementing math performance tasks during 2 for 20 PD as measured by the PD agenda by the 30-day review.
- All students: Department chairs will discuss department data and reflect upon instruction during IC to identify areas where teachers need support—two times per 90-Day cycle—as determined by the IC agenda and minutes.
- SWD: All teachers will explicitly teach common academic language related to math and support SWD in tracking academic progress using interactive vocabulary notebooks determined by digital/physical notebooks.
- SWD: All teachers will explicitly teach common academic language related to math using interactive vocabulary notebooks as determined by digital/tangible notebooks.
- All students: Designation funding for Stetson & Associates support and AVID initiatives will be used.

**Monitoring:**
As evidenced by walkthroughs and department meeting notes, 100% of educators will use research-based math-based instruction four times a week.

**Layer 1 Instruction/Invention: Science**
100% of educators will use research-based instruction four times weekly, as evidenced by walkthroughs and department meeting notes.
- All students: All educators will explicitly teach the scientific method while incorporating measurement and data in the first 30 days of instruction.
- All students: Department chairs will collaboratively discuss survey data and instruction during IC two times per 90-Day cycle.
- All students: All teachers will explicitly teach common academic language related to science using interactive vocabulary notebooks as determined by digital/tangible notebooks.
- SWD: All teachers will explicitly teach common academic language related to science using interactive vocabulary notebooks as determined by digital/tangible notebooks.

**Monitoring**:
As evidenced by walkthroughs and department meeting notes, 100% of educators will use research-based instruction four times a week.

**Layer 1 Instruction/Invention: English Language Proficiency**
100% of educators will use research-based EL differentiation strategies using Universal Design for Learning (UDL) tools three times a week, as evidenced by walkthroughs and department meeting notes.
- ELs: All teachers will collaborate to create consistent writing rubrics by 30-day review as measured by grade levels submitting rubrics to a school Google folder.
- ELs: All teachers will align expectations on how to effectively utilize UDL tools and create a site walkthrough checklist during 2 for 20 PD as measured by the PD agenda by the 30-Day

Review
- Economically disadvantaged: All teachers will explicitly teach and observe student use of UDL tools to help support students in all settings as measured by classroom walkthrough data.

**Monitoring:**

As evidenced by walkthroughs and department meeting notes, 100% of educators will use research-based EL differentiation strategies using UDL tools three times a week.

## DOMAIN 1: Culture and Equity

**Promising Practices:**

SRMES has built a solid relational foundation between parents and teachers. Through a designated block, it focuses on Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning (SEL). Additionally, highly functioning teams operate successfully within specific grade levels.

**Opportunities for Growth:**

SRMES would benefit from creating a safe and secure teaching and learning environment for all staff and students. There is a notable lack of a system for collaboration and staff voice, possibly contributing to high staff turnover. Multiple stakeholders report low morale, a lack of joy, and weak two-way communication. The staff reports feeling disconnected from one another and the school's efforts toward improvement. Additionally, extreme student behaviors, such as bullying and running from the classroom, are challenges, pointing to inconsistent classroom behavior management and administrative disciplinary actions despite a developing PBIS program.

**Potential Next Steps:**
1. The administration seeks input from the Instructional Council (IC) on scheduling to create a consistent system of collaboration time so that all teachers can participate in data analysis to advance school improvement initiatives.
2. Create an anonymous form to record staff input on the school's improvement efforts.

## DOMAIN 2: Leadership

**Promising Practices**:

Positive leadership practices at SRMES include the implementation of two interventionists who support student needs, as well as efforts to develop an inclusive education model aimed at fostering a more equitable learning environment. Adding a Transformational Coach position reflects a

commitment to driving instructional improvement and supporting teacher development. In terms of student engagement, the school has established a system to monitor and reduce chronic absenteeism, with a dedicated attendance team in place to address this issue. These initiatives demonstrate the school's focus on targeted support for students, inclusive education, and a structured approach to improving attendance.

**Opportunities for Growth:**
The leadership team could focus on a more strategic, structured, and collaborative approach to decision-making by developing protocols that guide distributive leadership. Ensuring school priorities are clearly defined and aligned with goals that promote positive changes in adult behaviors will improve student outcomes. Collecting data from instructional walkthroughs, particularly around the IC priorities, such as teaching standards and high-quality instructional materials, can help inform these decisions.

The school lacks a clear and compelling vision with aligned strategic goals that are effectively communicated to all education partners, leaving staff overwhelmed with too much information and a lack of clarity. Communication strategies are also insufficient, with no consistent two-way feedback loop between staff and administration, grade levels, and instructional coaches. Additionally, there is limited opportunity for education partners to engage and provide feedback on schoolwide initiatives. School leaders could prioritize active instructional leadership, modeling best practices, and guiding efforts to improve teaching and learning across the school.

**Potential Next Steps:**
1. The administration updates the 30-day reflection, emphasizing the IC priorities rather than prematurely advancing the 90-Day plan.
2. Focus on collaborative planning with the IC co-chairs to establish clear meeting agendas. Develop a system for setting future agendas.
3. Share notes from the SSRA/SITM meeting to ensure transparency and alignment.
4. Identify the next steps for completing protocols that support a more structured approach to distributive leadership.
5. Share IC meeting notes and create clear look-fors in instructional walkthroughs.