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

School: Sombra Del Monte Elementary	**LEA**: Albuquerque Public Schools
School Leader: Amanda Patterson	**LEA Leader**: Dr. Joseph Escobedo
SSRA Team Leader: Dr. Elizabeth von Toll	**Date**: October 16, 2024

School Description

Sombra del Monte Elementary School is a vibrant Title I school serving 206 students from diverse backgrounds, with a student population of 50.4% Hispanic, 26.9% White, 8.1% African American, 6.5% Native American, 4.2% Asian, and 3.8% Multiracial. Nestled within a supportive community, the school thrives on solid partnerships with local churches, middle and high schools, and various community organizations.

The dedicated staff has diligently established a foundation of core values—relationships, perseverance, accountability, and respect—that guide their daily interactions with students. This year, the focus is on enhancing vocabulary skills across all content areas to provide students with better access to learning materials. Additionally, fostering collaboration and vertical articulation between the special education and general education teams ensures that all students, especially those with special needs, benefit from high-quality core instruction.

School Successes and Celebrations

According to the NM Vistas data, Sombra del Monte has demonstrated growth in math and reading proficiency. In math, there was an overall increase of 9%. This improvement stands out compared to state and district averages, which reported no growth. Male students excelled with a 14% increase, while female students showed a more modest gain of 2%. White students experienced a remarkable 15% growth, and Hispanic students also performed well, with a 14% increase.

In reading, there was growth of 4% for the 2022-2023 academic year, aligning with the overall state and district averages. Male students showed slightly higher growth at 5%, compared to female students, who maintained a 4% increase. Notably, Black students excelled with a 6% growth, while Hispanic students experienced a more limited increase of 1%. Economically disadvantaged students faced challenges, with only a 2% growth, while students with disabilities achieved a significant increase. English learners (ELs) demonstrated significant gains, achieving a 17% growth in reading proficiency.

The school's attendance data shows several reasons to celebrate, with a clear positive trend in the 2024-2025 school year. Attendance rates were an impressive 95% in August,

showing consistent improvement and reaching 97% by October. This is a significant increase compared to previous years when attendance fluctuated between 88% and 92%. The sustained high attendance reflects the success of the school's ongoing efforts to engage students and maintain their presence throughout the school year.

Year-End Goals, Action Steps, and Progress Monitoring

To develop the 2024-2025 90-Day Plan, key data was analyzed from the 2023-2024 school year, including interim assessments, NM-MSSA results, attendance trends, and NM Vistas data. Collaboratively, with representatives from all grade levels and content areas, focus areas were identified that would support all students while paying close attention to the special education population. Building off last year's efforts, vocabulary development was expanded as a central strategy for improving student achievement.

3 Year Data Trends
English Language Arts (ELP) – NM-MSSA

	ALL	SWD
2021-2022	29.3%	7.9%
2022-2023	34 %	2.4%
2023-2024	36.9%	3%

Math – NM-MSSA

2021-2022	20.4%	2.6%
2022-2023	29.1%	4.8%
2023-2024	18.7%	0%

Science – NM-ASR

2021-2022	26.5%	0%
2022-2023	34.9%	15.4%
2023-2024	24.1%	0%

Daily Average Attendance

2022-2023	89.6%	85.3%
2023-2024	90.5%	85.7%

Behavior - Number of Suspensions

2023-2024	5	1

English Language Arts (ELA)
- **Summative:** The percentage of students at Sombra Del Monte ES earning a score of proficient or higher in ELA as measured by the New Mexico Measure of Student Achievement (NM-MSSA) will increase between 2.4 and 4.0 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 Sombra Del Monte ES earning a Level 4 or Level 5 on the Istation Reading assessment will

increase by 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 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.

- **Summative - Students with Disabilities (SWD):** The percentage of SWD at Sombra Del Monte ES earning a score of proficient or higher in ELA as measured by NM-MSSA will increase from 3.0% during the 2023-2024 school year to 7.9% during the 2024-2025 school year.
- **Benchmark - SWD:** The percentage of SWD enrolled in grade three at Sombra Del Monte ES 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 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 Sombra Del Monte ES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase between 3.6 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 Sombra Del Monte 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 SWD at Sombra Del Monte 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 - SWD:** The percentage of SWD at Sombra Del Monte 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 Sombra Del Monte ES earning a score of proficient or higher in science as measured by NM-ASR will increase from 24.1% during the 2023-2024 school year to 27.9% 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 fifth-grade students at Sombra Del Monte 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 SWD at Sombra Del Monte ES earning a score of proficient or higher in science as measured by the New Mexico Assessment of Science Readiness (NM-ASR) will increase from 0.0% during the 2023-2024 school year to 5.0% 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 fifth-grade SWD at Sombra Del Monte 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:** In alignment with the long-term goal to reduce the percentage of ELs not meeting their annual WIDA ACCESS growth targets by half over 10 years, the percentage of ELs at Sombra Del Monte ES enrolled in grade one and higher meeting their annual growth targets on ACCESS will increase from 15.0% during the 2022-2023 school year to 19.3% during the 2024-2025 school year.
- **Benchmark:** The percentage of ELs enrolled in grades 1-3 at Sombra Del Monte ES earning a Level 4 or Level 5 in the domain of vocabulary 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 ELs enrolled in grades 4-5 scoring at or above grade level in the Vocabulary domain 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.

Sombra Del Monte's 90-Day Plan addresses core instruction in ELA, math, and science, where it was observed that students struggle with insufficient prior knowledge and vocabulary skills necessary for accessing grade-level content. The root cause is that teachers need support in providing consistent opportunities for students to build, practice, and apply vocabulary strategies across all subjects. The desired outcome is for 100% of teachers to integrate these strategies into their instruction at least one day a week, as measured by teacher observations, writing samples, and iReady assessments.

Critical actions include routine collaborative planning, high-quality curriculum materials to align vocabulary, and professional learning programs with Savvas to enhance teacher capacity. This focus on consistent vocabulary instruction ensures that all students, including ELs and SWDs, have the tools they need to access grade-level content.

Desired Outcome, Action Steps, Monitoring

Layer 1 Instruction/Intervention: ELA
100% of teachers will implement vocabulary strategies through verbal and written applications on 100% of the instructional days each week (5 out of 5) in ELA, as measured by teacher observations and student writing examples.
- All students: Share the 90-Day Plan with staff
- All students: Teachers will build a routine to provide students opportunities to build, practice, and apply vocabulary in verbal and written applications at minimum once a week
- All students: Collaborative planning once a month as scheduled: collaboration meetings on sharing best practices for vocabulary and writing instruction, as well as co-planning lessons when needed
- All students: Teachers will engage in an extended professional learning program through Savvas (ELA curriculum), focusing on both ongoing, embedded professional development (PD) and customized coaching once a month, starting in September
- All students: Teachers will use iReady K-5 to monitor vocabulary growth three times a year and will utilize a common formative assessment to monitor once a month
- SWD: All teachers will use student data to provide targeted and small-group interventions
- All students: Designation funding to Professional Learning Workshops, myView Literacy, and One Book, One School

Monitoring:
100% of teachers will implement vocabulary strategies through verbal and written applications on 100% of the instructional days each week (5 out of 5) in ELA, as measured by teacher observations and student writing examples.

Layer 1 Instruction/Intervention: Math
100% of teachers will implement vocabulary strategies through verbal and written applications on 100% of the instructional days each week (5 out of 5) in Math, as measured by teacher observations and student writing examples.
- All students: Share the 90-Day Plan with staff
- All students: Teachers will build a routine to provide students opportunities to build, practice, and apply vocabulary in verbal and written applications at minimum once a week
- All students: Collaborative planning once a month as scheduled: collaboration meetings on sharing best practices for vocabulary and writing instruction, as well as co-planning lessons when needed
- All students: Teachers will use iReady K-5 to monitor math growth three times a year and teacher observation of students' application of vocabulary when completing math tasks
- SWD: All teachers will use student data to provide targeted and small-group interventions
- All students: Designation funding to Professional Learning Workshops, myView Literacy, and One Book, One School

Monitoring:
100% of teachers will implement vocabulary strategies through verbal and written applications on 100% of the instructional days each week (5 out of 5) in math, as measured by teacher observations and student writing examples.

Layer 1 Instruction/Intervention: Science
100% of teachers will implement vocabulary strategies through verbal and written applications 100% of the instructional days each week (5 out of 5) in science, as measured by teacher observations and student writing examples.
- All students: Share the 90-Day Plan with staff
- All students: Teachers will build a routine to provide students opportunities to build, practice, and apply vocabulary in verbal and written applications at minimum once a week
- All students: Collaborative planning once a month as scheduled: collaboration meetings on sharing best practices for vocabulary and writing instruction, as well as co-planning lessons when needed
- All students: Teacher observation of students' application of vocabulary when engaging in science instruction
- SWD: All teachers will use student data to provide targeted and small-group interventions

Monitoring:
100% of teachers will implement vocabulary strategies through verbal and written applications 100% of the instructional days each week (5 out of 5) in science, as measured by teacher observations and student writing examples.

Layer 1 Instruction/Intervention: English Language Proficiency
100% of teachers will implement vocabulary strategies through verbal and written applications on 60% of the instructional days each week (3 out of 5) across content areas, as measured by teacher observations and student writing examples.
- All students: Share the 90-Day Plan with staff
- All students: Teachers will build a routine to provide students opportunities to build, practice, and apply vocabulary in verbal and written applications at minimum once a week
- All students: Collaborative planning once a month as scheduled: collaboration meetings on sharing best practices for vocabulary and writing instruction, as well as co-planning lessons when needed
- All students: Teacher observation of students' application of vocabulary across content areas

Monitoring:
100% of teachers will implement vocabulary strategies through verbal and written applications on 60% of the instructional days each week (3 out of 5) across content areas, as measured by teacher observations and student writing examples.

DOMAIN 2: LEADERSHIP

Promising Practices:
At Sombra Del Monte, intentional and engaging classroom instruction is ensured through various processes. High-quality instructional materials (HQIM) form the core of rigorous instruction, supported by an ELA interventionist who provides targeted assistance. Additionally, the school offers a gifted program for advanced learners and the Oasis tutoring program, held once a week for "bubble" students—those on the verge of meeting proficiency—based on teacher referrals. The curriculum is structured around a clear K-5 scope and sequence, aligned with LEA and state expectations, and supported by district-adopted or created units of study.

The school's assessment strategy is robust, providing valuable insights into teaching effectiveness. Regular monthly progress monitoring via Istation, interim iReady assessments, and Spire (SWD) data inform instruction. Collaborative monthly vertical articulation meetings and data-driven discussions with structured agendas and note-taking expectations by the principal inform the instructional council (IC). Data collection and analysis are streamlined through Google Forms and Ellevate, and feedback from classroom walkthroughs is provided promptly to refine instructional practices continually.

Opportunities for Growth:
A key area for growth at Sombra Del Monte is developing a deeper understanding of layer one instruction and intervention among general education teachers. Layer one, or first teach, focuses on high-quality, inclusive instruction that meets the needs of all students from the outset. To strengthen this practice, teachers could focus on identifying where students are academically and then setting or elevating expectations to ensure that all students, including those with special education needs, meet grade-level outcomes. Teachers can ensure that all students are engaged in grade-level content by folding special education supports into general lessons and providing necessary scaffolds. This approach will address individual learning needs and promote higher expectations and outcomes for all students.

Potential Next Steps:
To continue advancing student outcomes at Sombra Del Monte, several key next steps can be taken:

1. Add Spire data to DASH for more efficient progress tracking and instructional impact.
2. Further explore the alignment between Spire, interim assessments, and Savvas resources to help ensure coherence in instructional practices.
3. Maximize "first teach" through strategic scheduling to enhance instructional effectiveness for all students.
4. Create more opportunities for collaboration between special education and general education teachers to strengthen the integration of supports for students with

disabilities.

At the next instructional council meeting, reflecting on SSRA/SITM notes and discussing how layer one instruction and interventions can be adapted for students with disabilities will be critical. This conversation could continue in grade-level teams to foster consistent practices schoolwide. To ensure that students with disabilities are prioritized in planning, a column for SWD could be added to the 90-Day Plan at a glance. Finally, in vertical articulation meetings, intentionally focusing on access to grade-level materials for students with disabilities could be a standing agenda item. Monitoring mid-year (MOY) Spire data will guide instructional adjustments to meet diverse student needs.