

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

School: Abiquiu Elementary School	LEA: Española Public Schools
School Leader: Victoria Garcia	LEA Leader: Eric Spencer
SSRA Team Leader: Dr. Matt Williams	Date: October 8, 2024
School Description	
<p>Abiquiu Elementary School is a kindergarten through sixth grade school located 25 miles northwest of Espanola, New Mexico, with a population of 70 students. Students come from the communities of Abiquiu and Medanales, and some come from outside of the district. Abiquiu has students from Jemez Mountain Schools and Chama Valley Schools because Ghost Ranch is closer to Abiquiu than Tierra Amarilla, and Canones and Youngsville are closer to Abiquiu than Gallina, NM.</p> <p>Abiquiu’s mission: <i>Abiquiu Elementary School is dedicated to inspiring, supporting, and educating students in a safe and nurturing environment. We will model and value the love of learning for students, their families and the community. Student achievement and success are the center of all we strive for daily at Abiquiu Elementary School while encouraging respect for self and others.</i></p> <p>Abiquiu’s vision statement: <i>We and the surrounding communities recognize the importance of promoting literacy, mathematics, technology and character to achieve student success as responsible and productive citizens of their community and their world as a whole.</i></p>	
School Successes and Celebrations	
<p>The school culture has improved in the following ways. Small class sizes provide individualized focus on students. Close relationships among teachers and staff support the ability to collaborate. Abiquiu ES is the center of the community. The school is a family.</p>	
Year-End Goals, Action Steps, and Progress Monitoring	
<p>3-Year Trend Data: New Mexico-Measures of Student Success and Achievement (NM-MSSA) English Language Arts (ELA)</p> <ul style="list-style-type: none"> ○ 21-22: 30% ○ 22-23: 15% ○ 23-24: 24% 	

Math

- 21-22: 15%
- 22-23: 8%
- 23-24: 24%

New Mexico-Assessment for Science Readiness (NM-ASR)

- 21-22: 50%
- 22-23: <20%
- 23-24: NA%

Goals:

ELA:

- Proficiency Growth Summative Goal Statement
 - All students will demonstrate 10% growth in ELA as measured by 2024-2025 MSSA.
- Proficiency Growth Benchmark Goal Statement
 - All students will demonstrate 10% proficiency in ELA as measured by Middle of Year (MOY) 2024-2025 Istation interim data.

Math:

- Proficiency Growth Summative Goal Statement
 - All students will demonstrate growth in math by 10% in proficiency as measured by 2024-2025 MSSA.
- Proficiency Growth Benchmark Goal Statement
 - All students will demonstrate 10% proficiency in math as measured by MOY 2024-25 Istation interim data.

Science:

- Summative Schoolwide Goal Statement
 - All students will demonstrate growth in science by 15% as measured by 2024-2025 NM-ASR, from 0% proficiency to 15% proficiency.
- Benchmark Schoolwide Goal Statement
 - All MOY 2024-25 overall school performance will meet or exceed 15% proficiency as measured by the ISEC Fall end-of-unit assessment, demonstrating proficiency at 80% or higher.

English Language Proficiency (ELP):

- Summative Schoolwide Goal Statement
 - By Spring 2025, 100% of English learners (ELs) will meet their target growth in English Language Proficiency as measured by NM Growth Calculation based on WIDA ACCESS results.
- Benchmark Schoolwide Goal Statement
 - By MOY 2024, 100% of ELs will move to the next proficiency level or higher in each Language Domain as measured by WIDA Can Do Descriptors.

Root Cause Analysis Statements:

- A high rate of absenteeism results in students missing daily instruction and interventions that would increase proficiency levels as measured by the WIDA assessment.

- Student test scores demonstrate a lack of foundational skills. The absenteeism rate is high, which contributes to students not learning foundational skills.
- Classroom space is limited, and investigative kits require multi-day lessons that require projects to be left out. The lack of space makes it cumbersome to complete investigative kits for science instruction.
- Walkthrough data indicates that teachers are not focusing on the intervention piece of the academic core schedule.

Desired Outcomes:

- All students to make a 10% gain in ELA as measured by MSSA
- Increase student proficiency by 10% in Math as measured by MSSA
- Provide ELA, Math, and ELP formative, targeted, and differentiated supports for all teachers

Action Steps:

Actions to Reach ELA, Math, and ELP Goals:

- BOY Istation data will be analyzed for areas of need
- Monitor absenteeism and reach out to parents
- MOY Istation data will be reviewed and analyzed to determine areas of need. The expectation is a 10% increase in Istation scores
- Walkthroughs to ensure Multi-Layered Systems of Supports (MLSS) occur in the classroom
- Professional development for teachers: HD Word and Heggerty
- Review and analyze math beginning of year (BOY) Istation data
- Review and analyze MOY Istation data areas of need—the expected growth will reflect a 10% increase
- Professional development for math strategies
- Implement math intervention aligned with Savvas mathematics curriculum
- Classroom walkthroughs: feedback for teachers
- Review WIDA standards with English language development (ELD) teachers
- Collaboration and processes for providing MLSS for classroom teachers
- All teachers will utilize PAX behavior strategies with fidelity in grades K-6
- Administrator-supported teacher Professional Learning Communities (PLC) meetings focused on developing and strengthening layer one universal supports for all students
- Review Istation scores of ELs. The expected growth is a 10% gain in ELA & math

Progress Monitoring:

- Istation: all students will grow by 3-4% each month in math and ELA
- Walkthroughs will monitor instruction using strategies such as manipulatives and students turning and talking in 50% of grades kindergarten through sixth grade by the middle of the year

DOMAIN 2: LEADERSHIP

Promising Practices:

Principal Garcia has established a culture of trust and teamwork among the staff, a change from prior years. Staff are coming together to work with each other and support each other when there are needs throughout the school. Principal Garcia has an open door to help teachers and students.

Opportunities for Growth:

Principal Garcia can establish collaboration and data analysis systems. Principal Garcia can also work with the leadership team to develop a communication system to enhance the flow of information from the principal to the staff and from the staff to the principal. School leadership and staff can work together to identify factors within their control that impact student learning most.

Potential Next Steps:

- Data analysis with Istation to solidify baseline data
- Plan logistics around spring student-led conferences based on data
- Principal Garcia will converse with the staff about current systems and the need for possible changes, refinements, etc.

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

Teachers are discussing progress monitoring data within PLC meetings and identifying level one students. Teachers have access to schoolwide instructional materials. There is a current pacing guide that corresponds to the adopted instructional materials. Teachers are providing activities based on grade-level standards. Most teachers know Principal Garcia's expectations for small group instruction, student engagement, and student collaboration.

Opportunities for Growth:

Teachers can further refine their practices in small group instruction to be targeted and based on data. Principal Garcia can structure designated times for teachers to collaborate on best instructional practices, specifically around engagement, collaboration, and intervention.

Potential Next Steps:

Principal Garcia will establish expectations for weekly collaboration time for vertical teams to work on data analysis, small groups, engagement, and student collaboration.