

## School Improvement and Transformation Monitoring Visit Summary Beginning of Year (SITM-BOY)

<b>School:</b> Barcelona Elementary School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Rae Dooley	<b>LEA Leader:</b> Dr. Joseph Escobedo
<b>SITM Team Leader:</b> Dr. Elizabeth von Toll	<b>Date:</b> October 29, 2024

### School Description

Barcelona Elementary School is a Title I institution located in the South Valley of Albuquerque, New Mexico, serving students from pre-kindergarten through fifth grade with both English and dual language instructional options. In addition to core academics, the school offers a range of enrichment classes, including physical education (PE), art and music, social-emotional learning, reading and math intervention programs, and special education services.

The school currently enrolls 206 students, with a demographic breakdown of 51.7% female and 48.3% male. The student population includes 1.5% American Indian, 94.1% Hispanic, 3.4% White/Caucasian, and 1% identifying as two or more races. Barcelona Elementary is a 100% free and reduced lunch campus, where 47.3% of students are English learners (ELs), and 16.7% receive special education services. The attendance rate is currently 90.8%, though the school faces a chronic absenteeism rate of 30%.

To address areas for growth in math, EL support, and special education, Barcelona’s instructional council (IC) has developed a targeted improvement plan, incorporating successful strategies from its reading intervention model into a new math intervention initiative.

### School Successes and Celebrations

Barcelona Elementary School celebrates the rollout of several impactful initiatives to elevate student learning and advance professional development for educators. A key highlight was launching a staff book study, fostering collaboration and shared insights among teachers to refine instructional approaches. Additionally, educators discussed restructuring intervention strategies to support students' diverse needs to promote academic success.

To nurture creativity and independent exploration, the school introduced the concept of Genius Hour. This initiative, guided by the instructional council, empowers students to pursue their interests, adding depth and meaning to their learning experiences while exploring the state standards.

A notable achievement emerged from one kindergarten teacher’s “teaching up” approach. This

strategy has already resulted in significant gains by targeting grade-level standards and providing enrichment opportunities for high-achieving students alongside appropriate scaffolding for all learners. This success reinforces the school's commitment to developing a schoolwide program aligned with these effective practices.

In a step forward, Barcelona Elementary also established its first student council in decades, along with an inaugural principal advisory council. Both groups are focused on amplifying student voices and addressing essential areas such as attendance, instructional support, and family engagement. Their dedication will ensure that the needs of students and families are heard and prioritized.

Together, these initiatives underscore Barcelona Elementary's commitment to continuous improvement and dedication to delivering an outstanding educational experience for every student.

### **NM DASH Development and Implementation**

Guided by input the School Support Readiness Assessment site visit yielded, Barcelona Elementary School established monitoring systems to enhance instructional support, strengthening both teaching and learning. Walkthrough observations allow the team to gather valuable insights into classroom practices and identify areas for growth. These observations are complemented by individualized coaching sessions from the instructional coach and district support team, focusing on tailored strategies for each teacher.

This dual approach provides educators with targeted feedback and ongoing professional development specific to their needs. By closely monitoring instructional practices and delivering continuous support, the school aims to foster an environment of growth and improvement for teachers and students.

Barcelona Elementary School is scheduled to work on its current 90-Day Plan with support from the district representative. This person provides feedback on refining language and implementing effective data collection strategies to ensure the school meets its goals.

### **School Progress**

The latest NM-MSSA data for English language arts (ELA) reflects positive progress at Barcelona Elementary School, with a 2.2% increase in scores among Hispanic students and a 3.8% increase among economically disadvantaged students from the 2022-2023 to the 2023-2024 school year. However, the data also reveals a decrease in math scores across all student populations during the same period. In contrast, the New Mexico Assessment of Science Readiness (NM-ASR) scores demonstrated a 3.8% increase for all students.

Additionally, average daily attendance rates have improved significantly, from 88.4%

to 91.4%.

**3 Year Data Trends**

**NM-MSSA ELA % Proficient**

	<b>All Students</b>	<b>EL</b>	<b>Hispanic</b>	<b>Free/Reduced Lunch (FRL)</b>
2021-2022	14.6%	6.4%	14.6%	15.6%
2022-2023	17.4%	10.2%	10.5%	10.5%
2023-2024	13.1%	2.1%	12.7%	14.3%
2024-2025	17.6%	7.0%	17.1%	17.4%
GOAL				

**NM-MSSA MATH % Proficient**

2021-2022	9.4%	6.4%	9.4%	9.4%
2022-2023	5.2%	2.0%	5.7%	5.2%
2023-2024	3.7%	0.0%	3.8%	3.7%
2024-2025	8.6%	5.0%	8.7%	8.5%
GOAL				

**NM-ASR: Science % Proficient**

2021-2022	5.6%	7.1%	14.6%	15.6%
2022-2023	10.5%	5.6%	9.1%	10.5%
2023-2024	14.3%	0.0%	14.7%	14.7%
2024-2025	18.6%	5.0%	19.0%	18.6%
GOAL				

**Attendance: Daily Average**

2022-2023	87.2%	86.6%	87.1%	87.2%
2023-2024	88.4%	88.3%	88.3%	91.3%
2024-2025	91.4%	92.1%	91.3%	91.4%

**Behavior # Suspensions**

2022-2023	4	1	4	4
2023-2024	3	2	2	3

**2024-2025 Growth and Monitoring School Data**

<b>Assessment</b>	<b>Subject</b>	<b>BOY ALL</b>	<b>BOY EL</b>	<b>MOY ALL GOAL</b>	<b>MOY ALL</b>	<b>MOY EL GOAL</b>	<b>MOY EL</b>
<b>Istation</b> % Achieving Level 4 or 5 Reading and Math and 2024/25 goals, increase by ten percentage points	Reading	14.2%	7.3%	24.2%	TBD	17.3%	TBD
	Math	14.6%	5.1%	24.6%	TBD	15.1%	TBD
<b>iREADY</b> % of Achieving Grade Level or Above Reading and Math and 2024/25 goals, increase by ten percentage points	<b>Subject</b>	<b>BOY ALL</b>	<b>BOY EL</b>	<b>MOY ALL GOAL</b>	<b>MOY ALL</b>	<b>MOY EL GOAL</b>	<b>MOY EL</b>
	Reading	6.7%	1.9%	16.7%	TBD	11.9%	TBD
	Math	0.7%	0.0%	10.7%	TBD	10%	TBD

**English Language Arts (ELA)**

- **Summative:** The percentage of students at Barcelona ES earning a score of proficient or higher in English language arts as measured by NM-MSSA will increase between 4.3 and 4.5 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 Barcelona 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 4 and 5 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.

**Economically Disadvantaged Students**

- **Summative:** The percentage of economically disadvantaged students at Barcelona ES earning a score of proficient or higher in English language arts as measured by NM-MSSA will increase from 13.1% during the 2023-2024 school year to 17.4% during the 2024-2025 school year.
- **Benchmark:** The percentage of economically disadvantaged students enrolled in grade

3 at Barcelona 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 4 and 5 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.

### **English Learners**

- **Summative:** The percentage of ELs at Barcelona ES earning a score of proficient or higher in English language arts as measured by NM-MSSA will increase from 2.1% during the 2023-2024 school year to 7.0% during the 2024-2025 school year.
- **Benchmark:** The percentage of ELs enrolled in grade 3 at Barcelona 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 4 and 5 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

### **Hispanic Students**

- **Summative:** The percentage of Hispanic students at Barcelona ES earning a score of proficient or higher in English Language Arts as measured by NM-MSSA will increase from 12.7% during the 2023-2024 school year to 17.1% during the 2024-2025 school year.
- **Benchmark:** The percentage of Hispanic students enrolled in grade 3 at Barcelona 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 4 and 5 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

### **Math**

- **Summative:** The percentage of students at Barcelona ES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase between 4.7 and 4.9 percentage points, depending on grade level, from the 2023-2024 school year to the 2024-2025 school year.
- **Benchmark:** The percentage of students at Barcelona 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.

### **Economically Disadvantaged Students**

- **Summative:** The percentage of economically disadvantaged students at Barcelona ES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase from 3.7% during the 2023-2024 school year to 8.5% during the 2024-2025 school year.

- **Benchmark:** The percentage of economically disadvantaged students at Barcelona 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.

### English Learners

- **Summative:** The percentage of ELs at Barcelona 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:** The percentage of ELs at Barcelona 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.

### Hispanic

- **Summative:** The percentage of Hispanic students at Barcelona ES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase from 3.8% during the 2023-2024 school year to 8.7% during the 2024-2025 school year.
- **Benchmark:** The percentage of Hispanic students at Barcelona 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.

### Science

- **Summative:** The percentage of students at Barcelona ES earning a score of proficient or higher in science as measured by NM-ASR will increase from 14.3% during the 2023-2024 school year to 18.6% 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 Barcelona 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.

### Economically Disadvantaged Students

- **Summative:** The percentage of economically disadvantaged students at Barcelona ES earning a score of proficient or higher in science as measured by NM-ASR will increase from 14.3% during the 2023-2024 school year to 18.6% 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 economically disadvantaged students at Barcelona 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 Learners

- **Summative:** The percentage of ELs at Barcelona 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 5<sup>th</sup>-grade ELs at Barcelona 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.

### **Hispanic Students**

- **Summative:** The percentage of Hispanic students at Barcelona ES earning a score of proficient or higher in science as measured by NM-ASR will increase from 14.7% during the 2023-2024 school year to 19.0% 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 5<sup>th</sup>-grade Hispanic students at Barcelona 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.

### **English Language Proficiency**

- **Summative:** 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 Barcelona ES enrolled in grade 1 and higher meeting their annual growth targets on ACCESS will increase from 8.6% during the 2022-2023 school year to 13.2% during the 2024-2025 school year.
- **Benchmark:** The percentage of ELs enrolled in grades 1-3 at Barcelona 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 domain of Vocabulary 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.

### **Desired Outcomes, Action Steps, Monitoring**

#### **Layer One Instruction/Intervention: ELA**

100% of all teachers will implement standards-aligned, grade-level appropriate instruction during 100% of the ELA block, as measured by walkthroughs and/or collaboration notes.

- All students: All teachers will collaboratively align tasks and instruction to standards and curriculum pacing, supported by administrative walkthroughs.
- All students: All teachers will post standards-aligned learning objectives for each lesson in the classroom.
- All students: All teachers will collaboratively reflect on standards-aligned ELA instruction at least once a month during PLCs to adjust instruction.
- Hispanic students: All teachers will use student data to set individual academic goals for CSI-designated group Hispanic students and communicate progress to students and families at least once per quarter.

- Economically disadvantaged: All teachers will use student data to set individual academic goals for CSI-designated group students qualifying for free/reduced lunch and communicate progress to students and families at least once per quarter.
- ELs: All teachers will use student data to set individual academic goals for CSI-designated group ELs and communicate progress to students and families at least once per quarter.
- All students: CSI Designation funding will be used for Accelerated Learning Curriculum, Accelerated Learning professional development (PD), Stetson and Associates special education PD, and substitutes.

### **Monitoring**

MOY: 100% of all teachers will implement standards-aligned, grade-level appropriate instruction for 100% of the ELA block, as measured by walkthroughs and/or collaboration notes.

### **Layer One Instruction/Intervention: Math**

100% of all teachers will implement standards-aligned, grade-level appropriate instruction for 100% of math block, as measured by walkthroughs and/or collaboration notes.

- All students: All teachers will collaboratively align tasks and instruction to standards and curriculum pacing, supported by administrative walkthroughs.
- All students: All teachers will post standards-aligned learning objectives for each lesson in the classroom.
- All students: All teachers will collaboratively reflect on standards-aligned math instruction at least once a month during PLCs to adjust instruction.
- Hispanic students: All teachers will use student data to set individual academic goals for CSI-designated group Hispanic students and communicate progress to students and families at least once per quarter.
- Economically disadvantaged: All teachers will use student data to set individual academic goals for CSI-designated group students qualifying for free/reduced lunch and communicate progress to students and families at least once per quarter.
- ELs: All teachers will use student data to set individual academic goals for CSI-designated group ELs and communicate progress to students and families at least once per quarter.
- All students: CSI Designation funding will be used for Accelerated Learning Curriculum, Accelerated Learning professional development (PD), Stetson and Associates special education PD, and substitutes.

### **Monitoring**

MOY: 100% of all teachers will implement standards-aligned, grade-level appropriate instruction for 100% of the math block, as measured by walkthroughs and/or collaboration notes.

### **Layer One Instruction/Intervention: Science**

100% of teachers will implement all layer one science instruction components aligned with curriculum pacing for 100% of the science block as measured by walkthroughs and/or collaboration.

- All students: All teachers will implement Mystery Science Unit Assessments to collect



data and track student progress for academic goal setting.

- All students: All teachers will participate in collaborative reflection of science data during collaboration time at least once a month.
- All students: All teachers will implement layer one instruction aligned to the Mystery Science curriculum with appropriate differentiation, including Advancement Via Individual Determination (AVID) strategies, to meet the needs of all students.
- Hispanic students: All teachers will use student data to set individual academic goals for CSI-designated group Hispanic students and communicate progress to students and families at least once per quarter.
- Economically disadvantaged: All teachers will use student data to set individual academic goals for CSI-designated group students qualifying for free/reduced lunch and communicate progress to students and families at least once per quarter.
- ELs: All teachers will use student data to set individual academic goals for CSI-designated group ELs and communicate progress to students and families at least once per quarter.

### **Monitoring**

MOY: 100% of teachers will implement all layer one science instruction components aligned with curriculum pacing for 100% of the science block as measured by walkthroughs and/or collaboration.

### **Layer One Instruction/Intervention: English Language Proficiency**

100% of teachers will implement intentional vocabulary practice once a week as measured by walkthroughs and/or collaboration notes.

- ELs: All teachers will collect student vocabulary data to track student growth and provide targeted interventions.
- ELs: All teachers will collaboratively reflect on standards-aligned vocabulary instruction at least once a month during PLCs to adjust instruction.
- ELs: All teachers will implement formative bi-weekly vocabulary assessments via exit tickets, vocabulary quizzes, etc.

### **Monitoring**

MOY: 100% of teachers will implement intentional vocabulary practice once a week as measured by walkthroughs and/or collaboration notes.

The school leader and instructional coach at Barcelona Elementary School utilize a modified Advancement Via Individual Determination (AVID) form to collect data from walkthrough observations. This approach aims to track progress on the goals outlined in the 90-Day Plan. The collected data, along with student achievement metrics, will be used to gauge the effectiveness of school improvement efforts and ensure that the initiatives positively impact student outcomes.