

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

School: Governor Bent Elementary School	LEA: Albuquerque Public Schools
School Leader: Laura Chiang	LEA Leader: Dr. Joseph Escobedo
SSRA Team Leader: Dr. Elizabeth von Toll	Date: October 24, 2024
School Description	
<p>Governor Bent Elementary, located in Albuquerque, New Mexico, is a public pre-kindergarten through fifth-grade school within the Albuquerque Public Schools (APS) district, serving approximately 340 students. The school has a diverse student population, including a significant number of English learners (ELs) (17.7%), students with disabilities (SWD) (27.4%), Indigenous/First Nations students (31.6%), and students enrolled in the APS McKinney-Vento program (11.3%).</p> <p>Committed to fostering social-emotional learning (SEL), Governor Bent Elementary offers programs designed to help students develop essential life skills such as self-awareness, self-management, and interpersonal relationships, guided by the school's three personal standards: "Solve Problems, Show Respect, and Make Good Decisions." Additionally, as a community school, Governor Bent provides vital support through specialized programs, including Title I, tutoring initiatives, and clothing and food assistance resources, ensuring all students have the tools they need to succeed.</p>	
School Successes and Celebrations	
<p>The school is experiencing a notable increase in attendance rates, with chronic absenteeism currently at 23.17%, reflecting an improvement compared to last year. Notably, the weekly attendance rates have exceeded those of the previous two school years for nine out of the past eleven weeks. Furthermore, beginning-of-year iReady reading scores indicate the highest proficiency level in the past three years, reaching 9.7%. iReady math scores also show improvement, with a 3.0% increase over last year, while Istation math proficiency has risen significantly to 20.4%, the highest in three years. Among the Comprehensive Support and Improvement (CSI) designation group, which includes students with disabilities, there have also been substantial gains; this group achieved a 3.7% increase in iReady reading scores compared to the past three years. Additionally, their proficiency in the math Istation assessment rose dramatically to 20%, up from 7.8% last year, with improvements in reading Istation scores rising to 6.3% from 2.7% last year.</p>	

Year-End Goals, Action Steps, and Progress Monitoring

3 Year Data Trends

NM-MSSA: ELA % Proficient	All Students	SWD
2021-2022	17.1%	5.9%
2022-2023	20.4%	4.1%
2023-2024	14%	2%
NM-MSSA: MATH % Proficient	All Students	SWD
2021-2022	9.6%	0%
2022-2023	10.1%	2%
2023-2024	6.3%	5.3%
NM-ASR: Science % Proficient	All Students	SWD
2021-2022	11.1%	4.8%
2022-2023	21.6%	15.8%
2023-2024	4.3%	0%
Attendance: Daily Average	All Students	SWD
2022-2023	90%	90.1%
2023-2024	90.7%	90.7%
Behavior # Suspensions	All Students	SWD
2022-2023	5	1
2023-2024	19	6

The school developed a 90-Day Plan that prioritized collaborative efforts among teachers across all focus areas. The initiative aimed to establish clear goals for collaboration while ensuring accountability and progress through regular meetings, targeted training sessions, and components of the New Mexico teacher evaluation process. By reintroducing a culture centered around data analysis from tools like iReady and Istation, the school seeks to guide instructional decisions and provide targeted support to all students.

English Language Arts (ELA)

- **Summative:** The percentage of students at Governor Bent ES earning a score of proficient or higher in English language arts as measured by NM-MSSA will increase between 4.1 and 4.6 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 third grade at Governor Bent 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 ten 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 Governor Bent ES earning a score of proficient or higher in English language arts as measured by NM-MSSA will increase from 2.0% during the 2023-2024 school year to 6.9% during the 2024-2025 school year.
- **Benchmark SWD:** The percentage of SWD enrolled in third grade at Governor Bent 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 SWDs enrolled in grades four and five 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 Governor Bent ES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase between 4.6 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 Governor Bent ES students 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.

- **Summative SWD:** The percentage of SWD at Governor Bent ES earning a score of proficient or higher in mathematics as measured by NM-MSSA will increase from 8.2% during the 2023-2024 school year to 12.8% during the 2024-2025 school year.
- **Benchmark SWD:** The percentage of SWD at Governor Bent 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 Governor Bent ES earning proficient or higher in science as measured by NM-ASR will increase from 4.3% during the 2023-2024 school year to 9.1% 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 Governor Bent 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.
- **Summative SWD:** The percentage of SWD at Governor Bent ES earning a 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 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 5th-grade SWD at Governor Bent 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 Governor Bent ES enrolled in first grade and higher meeting their annual growth targets on ACCESS will increase from 30.0% during the 2022-2023 school year to 33.5% during the 2024-2025 school year.
- **Benchmark:** The percentage of ELs enrolled in grades 1-3 at Governor Bent 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 in grades 4-5 scoring at or above grade level in the vocabulary domain 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 collaborate within their grade levels and/or vertical articulation at least four times by the 90-day check-in to work on intentional planning around common formative assessments (CFAs) as measured by non-evaluative walkthroughs, CFAs, lesson plans, or collaboration notes.

- All students: Assessment inventory and workshop on building small groups.
- All students: During the collaboration, teachers will work in grade levels or

- vertically to intentionally plan around common formative assessments.
- SWD: Vertical meetings will be held with general and special education teachers to work on assessments and review student ELA progress.
 - All students: General and special education teachers will select and/or create common formative assessments to see student growth in ELA.

Monitoring:

100% of all teachers will collaborate within their grade levels and/or vertical articulation at least four times by the 90-day check-in to work on intentional planning around common formative assessments, as measured by non-evaluative walkthroughs, CFAs, lesson plans, or collaboration notes.

Layer 1 Instruction/Intervention: Math

100% of teachers will collaborate to create compendiums with grade levels and/or vertical grade levels at least four times by the 90-day check-in as measured by compendiums, lesson plans, or collaboration notes.

- All students: Build in time for grade levels to build compendiums for every unit in the math curriculum.
- All students: Create a compendium bank to collect and upload all compendiums to a Google Drive.
- All students: Data conversations must be had about what compendiums work. They will collaborate to continuously support Yazzie Martinez and African American students (including Hispanic, Native American, Economically Disadvantaged, and Special Education).
- SWD: Vertical meetings will be held with general and special education teachers to review student math progress and plan for the next steps.

Monitoring:

100% of teachers will collaborate to create compendiums with grade levels and/or vertical grade levels at least four times by the 90-day check-in as measured by compendiums, lesson plans, or collaboration notes.

Layer 1 Instruction/Intervention: Science

100% of all teachers will provide opportunities for students to practice constructed responses at least once a week as measured by student writing samples, lesson plans, collaboration notes, or non-evaluative walkthroughs.

- All students and SWD: Teachers will bring student writing samples to collaboration to discuss/analyze student progress with a close look at SWD due to NM Vistas designation.
- All students: Teachers will explore the science item analysis of standards.
- All students: One writing activity this semester will focus on expository writing.
- All students and SWD: General and special education teachers at each grade level will choose a rubric for scoring student-constructed responses.

Monitoring:

100% of all teachers will provide opportunities for students to practice constructed responses at least once a week as measured by student writing samples, lesson plans, collaboration notes, or non-evaluative walkthroughs.

Layer 1 Instruction/Invention: English Language Proficiency

100% of all teachers will collaborate and share best practices for working with ELs at least three times by the 90-day check-in, as measured by collaboration notes, lesson plans, or student work samples.

- ELs: Guided Language Acquisition Design (GLAD) training.
- ELs: Look into strategies designed for second language acquisition and share GLAD strategies to use with ELs.
- ELs: Teachers will examine EL data closely throughout the semester to determine necessary interventions and/or differentiation in instruction.
- All students: AIMS4S³ Math framework and GLAD training.
- Educational assistants and/or teachers will establish supplemental high-dosage tutoring programs after school to support students in ELA and math.

Monitoring:

100% of all teachers will collaborate and share best practices for working with ELs at least three times by the 90-day check-in, as measured by collaboration notes, lesson plans, or student work samples.

DOMAIN 1: Culture and Equity**Promising Practices:**

Under the leadership of the new school leader, creating a safe and secure teaching and learning environment is a top priority, supported by a counselor, transformational coach, community school coordinator, three interventionists, and a dedicated Native American teacher who contributes to a culturally responsive atmosphere and ensure all members of the school community have access to growth opportunities. The school's Attendance, Behavior, Barrier, and Academic (ABBA) team meets regularly to ensure that struggling students receive the appropriate support.

The school values collaboration with education partners, families, and community members, who engage through donations and tutoring support. At this school, 107 students actively participate in after-school programs, engaging in various clubs such as art, sports, gardening, and LEGO building, which foster creativity and teamwork. The Running Club serves as an example of the school's commitment to physical well-being and community building. To address students' social and emotional needs, the school has established systems that include in-class counseling and a Positive Behavioral Interventions and Supports (PBIS) framework. A dedicated 30-minute social-emotional learning (SEL) block is embedded in the master schedule, ensuring every student begins their day focusing on well-being. These collective efforts illustrate the school's commitment to fostering an inclusive and supportive educational environment.

Opportunities for Growth:

Equitable practices within the school focus on creating behaviors, systems, processes, resources, and an environment that provides fair, just, and individualized learning and growth opportunities for every student. While some grade levels have pockets of

effective systems, inconsistencies persist, and clear direction has not always been effectively communicated. Despite these challenges, there is a strong desire among leadership and staff to develop comprehensive systems. Initiatives are currently under development, including leveraging the instructional council (IC) in decision-making and goal-setting, conducting classroom walkthroughs, and posting attendance data to enhance accountability. Additionally, rewards and recognition programs aim to motivate and celebrate student achievements. Class Dojo as a communication tool for parents has not been utilized to keep the school community informed of cohesive initiatives to support student success and engagement.

The school leader has made it a priority to create trusting relationships among all teachers and students. However, the lack of an articulated direction for educational improvements and inconsistent expectations have hindered progress in establishing this culture. While the school is transitioning to restorative practices, not all staff members have received adequate training or fully understand the desired outcomes, affecting this initiative's overall effectiveness. Regarding engagement with education partners, families, and community members, some parents feel unwelcome in engaging with the school's priorities, indicating a need for improved communication and opportunities for collaboration. Addressing these issues is essential for fostering a supportive and inclusive environment that benefits everyone involved in the school community.

Potential Next Steps:

1. Continue developing productive and trusting relationships with all staff through one-on-one meetings, teacher input/culture surveys, and regular classroom presence. Track these efforts with a Google form for reflection.
2. Schedule collaborative time for general and special education staff to meet two times before the middle of the year to discuss data, student outcomes, and strategies to address the gap in SWD performance.

DOMAIN 2: Leadership

Promising Practices:

Leadership at the school includes establishing a system designed to monitor and reduce chronic absenteeism and demonstrating a proactive approach to student engagement and attendance. An Instructional Council (IC) has been established, and plans are to leverage this resource in ongoing improvement efforts. The (IC) meets monthly, operating with a collaborative approach that allows all members to contribute actively. Agendas are co-created by the IC lead and principal, ensuring that items reflect the needs and interests of the entire team.

Opportunities for Growth:

Community members express confusion regarding the school's overall direction. This lack of clarity suggests a need for more consistent communication and engagement initiatives to ensure all partners thoroughly understand and are aligned with Governor Bent Elementary School's goals. Strengthening this alignment could foster a unified focus on growth and development, enhancing the effectiveness of schoolwide efforts.

Opportunities for engagement and feedback from education partners on schoolwide initiatives and priorities are under active development. The instructional council (IC) could be used to design strategies to increase interaction between the school, staff, and broader community, aiming to leverage these relationships to align with shared goals.

Walkthroughs regularly provide teachers with verbal and written feedback to support instructional growth. However, while initial feedback is given, there is no structured follow-up to reinforce expectations or assess progress. Implementing a follow-up mechanism could enhance the impact of this feedback, ensuring that instructional improvements align more closely with school goals and lead to sustained development in teaching practices.

Potential Next Steps:

1. Update the 90-Day Plan to emphasize the SSRA's potential next steps in preparation for the spring implementation of goals and action steps.
2. Create a clear, inspiring vision and mission to help unify staff, students, and the community to achieve shared goals.
3. Develop and communicate to all school community members a consistent approach to student behavior that accounts for individual needs by renewing the Positive Behavior Interventions and Supports (PBIS) framework already in place and integrating restorative practices. By building these consistent yet flexible structures, Governor Bent Elementary can effectively support student behavior while honoring each student's unique needs.