

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

School: Lavaland Elementary School	LEA: Albuquerque Public Schools
School Leader: Nicole Jaramillo	LEA Leader: Gabriella Blakey
SITM Team Leader: Licia Hillman	Date: October 25, 2024

School Description

Lavaland Elementary School is a hidden gem on Albuquerque's original west side, home to students and families with a rich cultural heritage and a deep love for the Lavaland community. This marks the fourth year as a Transformational Opportunity Pilot School (TOPS), with an extended school day and a commitment to being a Community School. These initiatives have allowed the school to advance its North Star vision and deepen work in project-based learning, social-emotional learning, Genius Hour, and bilingual programs.

Lavaland serves a diverse student body of 371 students, including 106 English learners (ELs) and 74 students with Individualized Education Plans (IEPs), many of whom are also ELs.

Lavaland is a 100% Title I school in a low-socioeconomic community, and it has 17 students who are currently experiencing homelessness and receiving McKinney-Vento services.

The current average daily attendance rate is 90.4%, with a goal of 95%.

The North Star statement is: *“Lavaland scholars are loved, independent, and collaborative thinkers who learn by doing to transform their community!”*

The guiding principles, or "spokes" of the North Star, are student-centered and designed to help scholars reach their full potential by fostering academic confidence, student agency, a sense of belonging, and realizing their potential. The staff at Lavaland wholeheartedly believes that with continued hard work and belief in every student, they can achieve the work of their North Star.

During the first two years of the journey, they focused on revamping the school culture to align with the North Star, ensuring that everyone was united and moving in the same direction. At the start of last school year and continuing into this year, the focus is on layer one instruction, embracing the theme for this school year: "Let's Level-Up Lavaland!" The back-to-school professional development and ongoing training are centered on acceleration, not remediation.

School Successes and Celebrations

Lavaland has much to celebrate. Teacher turnover is a common challenge in public schools, but Lavaland has had a 100% teacher retention rate over the last four years. This impressive consistency reflects a strong culture of support and dedication among leaders and educators. It also enables them to continuously build on programming without restarting each year. High teacher retention provides the stability and predictability the families need, especially in a community where many face poverty and trauma. Teachers form deep, lasting relationships with students and families, which is vital since many families have multiple children attending the school. These established connections contribute to a stronger sense of safety and comfort for students and parents.

The master schedule at Lavaland ensures all students have dedicated literacy hours through the Lava Literacy program. This protected hour is designed to support Comprehensive Support and Improvement (CSI) focus groups, including ELs and Hispanic students. During Lava Literacy, students engage in targeted phonics and phonemic awareness lessons, while ELs receive sheltered instruction with certified Teaching English to Speakers of Other Languages (TESOL) teachers. Time for Multi-layered Systems of Support (MLSS) interventions and community lunches is prioritized to reduce transitions and maximize classroom time for robust layer one instruction. The school's 90-Day Plan outlines our commitment to academic progress, emphasizing acceleration over remediation.

Another significant achievement is the progress of the fifth-grade students with disabilities (SWD), who improved from 0% proficiency in the 2021-2022 and 2022-2023 school years to a 15% proficiency rate in 2023-2024. As a result, SWD has been removed from the CSI designation groups.

Lavaland has been participating in the Genius Hour enrichment program for four years and has become a model school for others in the district wishing to implement Genius Hour at their schools. They are continually working to improve and "level up" their Genius Hour program by incorporating community, focusing on 21st-century skills, and working to build substantial family engagement opportunities.

NM DASH Development and Implementation

90-Day Plan Development:

Lavaland Elementary School developed its 90-Day Plan as a schoolwide project. Teams of staff contributed to all areas of the plan. The 90-Day Plan for Lavaland reflects efforts to better serve the NM Vistas designations of Hispanic and EL. Additionally, science was required as one of the targeted focus areas.

The master schedule at Lavaland ensures all students have dedicated literacy hours through the Lava Literacy program. This protected hour is designed to support CSI focus groups, including EL and Hispanic students. Layer four focuses on integrating science into daily teaching by incorporating the Next Generation Science Standards (NGSS) standards into English language arts (ELA), math, project-based learning, and Genius Hour curricula. These practices are evidenced in teacher lesson plans and grade-level and leadership team collaboration agendas. Collaboration on common formative assessments is also reflected in the school's 90-Day Plan across all four layers.

This approach is a key component of the school's commitment to acceleration, not remediation, by delivering strong layer one instruction and differentiated practices to support all students.

Desired Outcomes:

- 100% of all teachers will utilize high-quality instructional materials (HQIM) during layer one ELA instruction 100% of the time as measured by teacher observations and lesson plans
- 100% of all teachers will utilize high-quality instructional materials (HQIM) during layer one math instruction 100% of the time, as measured by teacher observations and lesson plans.
- 100% of teachers will integrate NGSS science standards into their math and/or ELA block 100% of the time, as measured by teacher observations, lesson plans, and teacher self-reflection and reporting.
- 100% of teachers will utilize culturally relevant explicit instruction during the 60-minute dedicated ELD block as measured by teacher self-reporting, teacher observations, and lesson plans five days a week.

Root Causes:

- Teachers need to identify each EL in their class and their ACCESS level to integrate the appropriate WIDA "Can Do" standards for language support.

Performance Challenges:

- Students struggle specifically with phonic and phonemic awareness.
- Students struggle with decoding words and processing word problems and basic number sense.
- Students struggle with science concepts because they struggle with decoding words and processing scientific concepts.
- Students struggle with English language proficiency, specifically the reading and writing WIDA domains.

School Progress

Lavaland ES is designated as CSI for Hispanic students and English learners. While recent short-cycle data show a steady increase in scores, the leadership team recognizes the challenges of inconsistent progress monitoring grades K-5, grade-level standards not consistently being taught, lack of data analysis, adjusting teaching based on the data, and inconsistent planning.

Data Trends:

NM-MSSA

ELA

3rd	4th	5th
• 2021-2022 – 15.4%	2021-2022 - 11.1%	2021-2022 - 13.6%
• 2022-2023 – 15.9%	2022-2023 - 22.5%	2022-2023 - 15.5%
• 2023-2024 – 3.8%	2023-2024 - 24.6%	2023-2024 - 17.5%
2025 Goal: 8.8%	Goal: 29.6%	Goal: 22.5%

Math

3rd	4th	5th
• 2021-2022 – 7.7%	2022-2023 - 3.7%	2022-2023 - 15.0%
• 2022-2023 – 2.9%	2022-2023 - 8.6%	2022-2023 - 12.3%
• 2023-2024 – 3.8%	2023-2024 - 6.5%	2023-2024 - 9.2%
2025 Goal: 8.8%	Goal: 11.5%	Goal: 14.2%

ELA Summative Goals:

- EL - Percent proficient or higher in ELA on NM-MSSA will increase from 15.1% 2023-2024 to 19.3% 2024-2025.
- Hispanic -Percent proficient or higher in ELA on NM-MSSA will increase from 15.5% 2023-2024 to 19.8% 2024-2025.

Benchmark Goals:

- EL - Grade 3 Level 4 or 5 on Istation will increase 10 points from MOY 2023-2024 to MOY 2024-2025.
- Grades 4 and 5 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 2024-2025.
- Hispanic - Grade 3 Level 4 or 5 on Istation will increase ten percentage points from MOY 2023-2024 to MOY 2024-2025.
- 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 2024-2025.

Math Summative Goals:

- EL - Percent proficient or higher in Math on NM-MSSA will increase from 7.1% 2023-2024 to 11.8% 2024-2025.
- Hispanic - Percent proficient or higher in ELA on NM-MSSA will increase from 6.7% 2023-2024 to 11.3% 2024-2025.

Benchmark Goals:

- EL - Grade 3 Level 4 or 5 on Istation will increase ten points from MOY 2023-2024 to MOY 2024-2025 school year.
- Grades 4 and 5 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 2024-2025.
- Hispanic - Grade 3 Level 4 or 5 on Istation will increase ten percentage points from MOY 2023-2024 to MOY 2024-2025 school year.
- Grades 4 and 5 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 2024-2025.

Science NM-ASR

- 2021-2022 – 13.1%
- 2022-2023 – 10.5%
- 2023-2024 – 18.5%

2025 Science Goal: 23.5%

Short-Cycle Assessment iReady data

ELA	BOY	MOY	EOY
• 2022-2023 –	5.6%	11.6%	17.3%
• 2023-2024 –	4.8%	15.7%	18.8%
• 2024-2025 –	7.9%	**%	**%

Math			
• 2022-2023 –	1.9%	7.0%	16.1%
• 2023-2024 –	1.1%	6.5%	14.4%
• 2024-2025 –	3.6%	**%	**%

Attendance Rate

- 2022-2023 – 86.8%
 - 2023-2024 – 87.9%
 - Current – all students 89.7% EL-91.3% Hispanic-90.3%
- 2025 Attendance Goal: 95%**

WIDA

- 21-22 - 3.1%
 - 22-23 - 5.4%
 - 23-24 - 4.1%
- 2025 ELP Goal: 14%**

Actions to Reach ELA, Math, & EL Goals

- All students: In response to the CSI Hispanic and EL designations, Lavaland will partner with The New Teacher Project (TNTP) to provide professional development for teachers and school leadership to ensure all students get access to consistent strong and engaging layer one instruction with the use of HQIM, specific to early literacy as aligned to APS district Goal #1 and HQIM (iReady math), specific to math as aligned to APS district Goal #2.
- All students: 100% of teachers will administer monthly progress monitoring with state/district assessment. (K-3 Istation/3-5 iReady) to inform data chats and student goal setting. Diagnostic and benchmark assessments will include Istation, iReady, and classroom assessments (K-5) to triangulate data.
- All students: Teachers will engage in grade level and PLC collaborations to analyze common assessment data, discuss adjustments in instruction in response to data (with an emphasis on CSI designation groups, Yazzie/Martinez groups, and SWD), and lesson plans focusing on grade-level content standards, and Writing Revolution.
- ELs and Hispanic students: In response to CSI designations, teachers will engage in one or more observational inquiry practices this semester to identify and respond to common challenges and celebrations and to gain ideas and insights on new approaches they can use to enhance their teaching practices in the areas of social-emotional learning (SEL), classroom management, layer one instruction, and MLSS.
- ELs: In response to CSI Hispanic and EL designations and to better serve Yazzie/Martinez groups, teachers will identify ELs and know their ACCESS levels to provide appropriate WIDA “Can Do” descriptor language supports during instruction. Teachers will include a minimum of one language support strategy in lesson plans.
- During Lava Literacy, TESOL-endorsed teachers and non-TESOL teachers will provide explicit sheltered small group instruction to EL students. K-3 will utilize Foundations, Heggerty, and LETRS. Grades 4-5 will utilize Savvas Word Study, LETRS, West Virginia Phonics, and Bridge the Gap.

Progress Monitoring: The leadership team has an opportunity to align their goals and actions more closely with the goals they have identified below. Current discussions around outcomes, actions, and indicators do not fully match the 90-Day Plan documentation in this area.

Lavaland has set the following targets:

- The Lavaland data analysis team will extract EL data from the rest of the short-cycle assessment data and track math, ELA, and attendance progress.

- iReady short-cycle assessment MOY goal is five percentage points to progress towards the EOY goal of ten percentage points.
- Continue to weekly monitor attendance. Track attendance schoolwide, in classes, and by student. Each grade level has a baseline, and the goal is to increase monthly attendance. Celebrate wins with announcements and attendance ceremonies. Contact parents for attendance concerns.
- The administrative team will develop a plan to have all grade-level teams meet in the library so collaboration can take place, and all groups will be able to analyze short-cycle assessment data with administrators readily available to participate in collaborations.
- Develop a common walkthrough look-for form regarding identified focus areas.