

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

School: Magdalena Elementary School	LEA: Magdalena Municipal Schools
School Leader: Jory Mirabal	LEA Leader: Dr. Glenn Haven
SSRA Team Leader: Andrea Fletcher	Date: October 28, 2024
School Description	
<p>Magdalena Elementary School (MES) is a kindergarten through fifth-grade school that serves approximately 100 students. The school population is diverse, with 30% Native American, 50% Hispanic, and 20% other. All teachers are certified in Teaching English to Students of Other Languages (TESOL).</p> <p>The school vision: <i>We will create a safe, encouraging environment where our students feel loved, respected and motivated to be lifelong learners. The mission is to enable all students to reach and expand their individual potential, preparing them to become responsible, ethical, creative and compassionate members of a dynamic globalized society. We honor diversity as well as achievement, and promote pride in our students, in our school, and in our community.</i></p>	
School Successes and Celebrations	
<p>The school established a Friday Learning Academy for four Fridays in the fall and tutoring on Wednesdays for struggling students, which have been well-attended. Parents support the school and are involved in Family Nights once a month. Attendance has improved dramatically. The chronic absenteeism rate in fifth-grade has dropped to 7%, compared to 30-40% in prior years.</p>	
Year-End Goals, Action Steps, and Progress Monitoring	
Trend Data	
<p>ELA</p> <ul style="list-style-type: none"> • 21-22 33% proficient • 22-23 28% proficient • 23-24 20% proficient <p>Math</p> <ul style="list-style-type: none"> • 21-22 19% proficient • 22-23 16% proficient • 23-24 11% proficient <p>Science</p> <ul style="list-style-type: none"> • 21-22 32% proficient 	

- 22-23 31% proficient
- 23-24 31% proficient

Possible Root Causes of Performance Issues Identified:

- The lack of effective district-wide professional development strategy implementation has contributed to low proficiency rates.
- Chronically absent students lack teacher engagement, leading to a loss of foundational skills in math.
- Teachers are not implementing grade-level mastery techniques.
- Teachers are not prioritizing science instruction.
- English learners (ELs) are not receiving appropriate interventions.

English Language Arts (ELA) Goal:

NM-MSSA goal for MES is to increase proficiency in:

- Grade three from 12% to 18% by the middle of year (MOY) and 22.5% by the end of year (EOY);
- Grade four from 0% to 5% by MOY and 10% EOY;
- Grade five from 15% to 19% MOY to 25% EOY.

ELA Actions:

- Beginning of year (BOY) assessments will be completed. Targeted students will be identified and placed into extra learning time groups.
- Students will have participated in at least two extra learning sessions by December.
- Identified students will show growth from BOY to MOY interim assessments.

ELA Progress:

- 33 students were identified as needing additional support in BOY assessments and were placed in tutoring and Friday Learning Academy. Attendance has been excellent. All students attended the first session; three missed the second one, and one missed the last one.
- Three learning sessions have occurred so far, with one more scheduled.

Math Goal:

NM-MSSA goal for MES is to increase proficiency in:

- Grade three from 12.5% to 17% MOY to 22% EOY;
- Grade four from 0% to 10% MOY to 20% EOY;
- Grade five from 15% to 18% MOY to 20% EOY.

Math Actions:

- None identified

Science Goal:

- 45% of all fifth-graders will be proficient in science by the EOY NM-ASR assessment.
- Hispanic students will show 23% proficiency at EOY NM-ASR.

Benchmark Goal:

- By MOY, 23% of students will be proficient in Science with standards aligned assessments, not yet identified.

Science Actions:

- Teachers will implement the science curriculum with fidelity each week.

Science Progress: Teachers are teaching science.

English Language Proficiency (ELP) Growth Goal: By Spring of 2025, 10% of ELs will meet their individual target growth in English proficiency as measured by NM Growth Calculation based on ACCESS results.

Benchmark Goal: By MOY 2024-2025, 10% of ELs will demonstrate 75% Growth in English proficiency as measured by the WIDA MODEL.

ELP Actions:

- ELs will receive weekly interventions.

ELP Progress: Students receive interventions during Wednesday weekly tutoring and Friday Learning Academy.

Actions to Monitor:

- Establish baseline data for each intervention class to identify whether additional support is needed.
- Expectation is that 100% of teachers will implement ALEKS math intervention twice a week by MOY.
- By MOY, 100% of teachers will provide small group instruction for students struggling with language development two days a week.
- By MOY 2024-2025, 10% of ELs will demonstrate 75%* growth in English proficiency as measured by the WIDA MODEL.
- Establish baseline data for WIDA MODEL.

DOMAIN 2: LEADERSHIP**Promising Practices:**

The school has a strong community connection. The principal has a long-term history with the community and is responsible for multiple roles in the community and the school. He deeply understands the context of the multiple community stakeholders. He works closely with families to support students. When he implemented the Friday Learning Academy, many parents were unwilling to have their students attend. Still, the principal communicated the importance of the program, and attendance has been excellent.

The school has a system to address attendance issues. The principal and secretary met before school, identified students who might have attendance problems, and then met with those parents to establish goals. The team calls parents when attendance is an issue to

discuss solutions and why attending school is essential. Fifth-grade chronic absenteeism is currently at 7%, as compared to 30-40% in recent years.

Opportunities for Growth:

There is an opportunity for all teachers to collaborate on establishing a vision for academic excellence and create together a 90-Day Plan with goals, actions, and metrics to monitor that would improve student outcomes. School leaders could create a formal structure around observation and feedback coaching cycles.

Potential Next Steps:

Invite the NM Public Education Department to train all teachers to participate in the 90-Day planning process, with input in identifying specific goals, actions, and metrics to monitor that would improve student outcomes. Provide a classroom walkthrough with feedback for every teacher every two weeks.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

The school looked at last year's interim and BOY iMSSA assessments and identified 33 students needing intervention. Those students were invited to the Friday Learning Academy and tutoring after school on Wednesdays. All teachers are TESOL certified to meet the needs of ELs. There are Educational Assistants in every classroom to help provide small-group instruction.

Opportunities for Growth:

There is an opportunity to create consistency around rigorous, standard-aligned, grade-level layer-one instruction and interventions. Teachers can engage in backward planning, using a scope and sequence to ensure instruction is aligned with New Mexico core standards. A system to track similar data would support an in-depth data analysis process to see schoolwide trends. Collecting progress monitoring data more frequently is necessary for quicker course corrections.

Potential Next Steps:

Work with teachers to identify the minimum monthly data to collect and analyze. Provide opportunities to collaborate in the analysis and action planning. Collect data around the standard being taught and the Depth of Knowledge or Bloom's Taxonomy level to share with teachers.