

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

School: Mountain Mahogany Community School	LEA: Albuquerque Public Schools
School Leader: Lori Webster	LEA Leader: Joseph Escobedo
SSRA Team Leader: Andrea Fletcher	Date: October 18, 2024
School Description	
<p>Mountain Mahogany Community School (MMCS) is a tuition-free, public kindergarten through eighth-grade charter school with 225 students in Albuquerque's North Valley.</p> <p>Their vision is <i>a school in which public education and profound learning are synonymous.</i></p> <p>The school's mission is to <i>"develop a student's agency, advocacy and academic mind and cultivate global citizens who contribute to a more peaceful and just world through thoughtful examination of diverse perspectives and by bettering our local community through service. MMCS students are critical thinkers, equipped with the skills, habits, and hearts to be advocates for themselves and change agents for their communities."</i></p>	
School Successes and Celebrations	
<p>The school is a Structured Literacy model school. The administration has revamped literacy instruction to provide students with more scientifically-based instruction in phonemics, phonics, fluency, and comprehension. After COVID, the school added a dyslexia specialist to address learning gaps. The school has a free after-school Awesome Hour to allow students to engage in enrichment activities. Approximately 50% of students participate in some before or after-school program.</p> <p>MMCS is dedicated to providing students with opportunities to engage in outdoor learning. There is an extensive garden on campus, and all students take a gardening class. Students do experiential learning in the Bosque throughout the year.</p>	
Year-End Goals, Action Steps, and Progress Monitoring	
<p>Data Trends: ELA NM-MSSA 21-22 50% Proficient 22-23 46% Proficient 23-24 48% Proficient Math 21-22 26% Proficient 22-23 30% Proficient</p>	

23-24 28% Proficient
Science
21-22 29% Proficient
22-23 56% Proficient
23-24 41% Proficient

English Language Arts (ELA):

Summative: The goal is for at least 55% to test as proficient on NM-MSSA.

Benchmark: By the Middle of the Year (MOY), the goal is for at least 70% of students to be proficient or advanced on the iReady reading assessment.

Critical actions for ELA:

- Each teacher will work with a literacy coach to support the implementation of structured literacy.
- New teachers and educational assistants (EAs) will participate in specific professional development (PD) in structured literacy through the Institute of Multisensory Education.
- School leadership or the literacy coach will conduct monthly classroom walkthroughs to ensure layer one instruction and intervention are happening.
- It is expected that 100% of staff are implementing unit plans.
- The literacy coach provides training for the Professional Learning Communities (PLCs).

Data was not available on whether all staff were implementing unit plans or ensuring layer one instruction was happening, as the literacy coach was absent and the principal was unable to conduct walkthroughs.

Math is not visible on the 90-Day plan website due to a technical glitch that they are working with PED to correct, but the plan is as follows:

Math:

Summative: The goal is for 45% of students in grades three through eight to score proficient or advanced on the NM-MSSA.

Benchmark: By MOY, 45% of students will be proficient on the iReady math assessment. The school believes a lack of number sense and low reading skills cause the deficits.

Desired outcomes for math:

Mountain Mahogany teachers and support providers will implement a standards-aligned, culturally relevant curriculum in mathematics with a strong focus on procedural fluency and conceptual understanding. Mountain Mahogany faculty and staff will create classroom learning environments with high levels of student engagement and ownership in which students, to the greatest extent possible, do the intellectual work of thinking and learning.

Critical actions for math:

- To build fluency and number sense, 100% of teachers will conduct number talks with students.
- Provide math interventions for students who qualify.
- Provide training on Advantage Math to help teachers understand how students acquire math skills.

Teachers have had training in Math Talks. Two different math intervention programs are being used at the school. Teachers have attended the Advantage Math training.

Science:

Summative: The goal is for 55% of students in grades five and eight to score proficient or advanced on the statewide summative science assessment.

Benchmark: Because the school sees the connection between science success and academic vocabulary, the benchmark goal is to have at least 50% of students in grades five and eight earn a level 4 or 5 on the MOY iReady interim reading assessment.

Desired outcomes for science:

100% of teachers will monitor and analyze data and track student growth in informational text and vocabulary domains.

Critical actions for science:

- Participate in data-driven PLCs with ELA and science teachers to track student progress around content mastery and vocabulary development.
- Science lead teacher and school leader conduct walkthroughs to ensure teachers provide differentiated support.

Teachers are attending the PLCs. Walkthroughs are pending.

Actions to Monitor at MOY:

- 80% of students will master 80% of content on a weekly dictation test in grades K-3 by MOY to measure phonics mastery.
- Currently, 38 students in grades three through five are considered proficient in reading fluency as measured on the DIBELS Fluency Assessment. By MOY, the goal is to have 47 students proficient.
- In classroom science walkthroughs, the expectation is that 100% of teachers will provide differentiated support by MOY.
- 100% of math teachers will implement Number Talks by MOY, as evidenced in lesson plans and classroom walkthroughs.
- To evaluate the effectiveness of the math intervention program for 30 middle schoolers, the school will collect baseline data on growth from BOY to MOY.
- At least 50% of students in grades five through eight will earn a level 4 or 5 on the MOY iReady interim reading assessment.
- By MOY, 45% of students will be proficient on iReady math.
- By MOY, all teachers will receive feedback on the quality of layer one instruction.

DOMAIN 2: LEADERSHIP

Promising Practices:

Principal Webster is passionate about providing a supportive environment for all students. The building's literacy focus is strong, and the principal has created coherence around evidence-based initiatives. She has brought in multiple training opportunities to support her literacy vision. She has prioritized bringing in support staff to support that vision: a dyslexia therapist, a reading interventionist, a literacy coach, and an educational assistant in every classroom.

Opportunities for Growth:

Teachers expressed a desire for more opportunities to provide input on school direction. There is a sense that the leadership team is focused more on solving immediate problems and less on setting a direction for high academic achievement with progress monitoring. Teachers feel that having more time to collaborate around school issues and identify meaningful actions to address these issues would be helpful. The principal is pulled in many directions as she manages the school's operational and instructional sides. The creation of more solid systems to address instruction would ease this pull. Teachers crave more accountability for teaching the curriculum well. Providing more specific expectations of teachers and systems to monitor them would ensure even more consistency.

Potential Next Steps:

Work with staff to create the accountability pieces that support the 90-Day Plan and engage teachers in building the 90-Day Plan.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

Teachers have been provided with excellent professional learning opportunities, such as extensive structured literacy training and Advantage Math training, to help teachers understand how students develop math concepts. A literacy coach provides feedback for some teachers who either request feedback or need additional support. The school has several strong, evidence-based curricular programs, including Expeditionary Learning Reading, Orton Gillingham, and Ready Math. The school collects data using iReady, Istation, and the DIBELS reading fluency assessment. Interventions are provided in both reading and math.

Opportunities for Growth:

Teachers desire teacher-led goal-setting and progress collaborations, specifically around academic excellence. Vertical collaboration would allow teachers to see schoolwide gaps and make adjustments as necessary. Teachers also felt that more frequent feedback on the quality of instruction could be beneficial and guide a heavier focus on instructional excellence.

Potential Next Steps:

Explore ways to provide more instructional feedback, such as peer walkthroughs, and work with an independent contractor to provide more frequent feedback.