

School Support and Readiness Assessment Summary Report

School: Columbus Elementary School	LEA: Deming Public Schools
School Leader: Viridiana Chacón	LEA Leader: Vicki Chavez
SSRA Team Leader: Connie Copeland	Date: November 9, 2023
School Description	
<p>The mission of Columbus Elementary School is as follows:</p> <p style="text-align: center;"><i>Our purpose at Columbus Elementary is to intentionally structure a diverse environment that embraces two languages by setting high expectations and rigorous instruction. We foster a school wide community that encourages self-discipline, dignity, and respect while promoting leadership and perseverance in order to develop lifelong learners and productive members of society.</i></p> <p style="text-align: center;"><i>At Columbus Elementary School we all show respect, make good decisions, and solve problems!</i></p> <p>About 85% of the student population comes from Mexico and is working toward bilingual proficiency and literacy. The school serves grades kindergarten through fifth.</p> <p>In the DASH, Principal Chacón has articulated that data-driven instruction will be the focus of Professional Learning Community (PLC) meetings utilizing a Plan-Do-Study-Act (PDSA) model of designing and delivering high-quality lessons, analyzing data, and making necessary adjustments to address student needs in English Language Arts. The DASH focuses on implementing layer two interventions to bridge student learning gaps in math.</p>	
School Successes and Celebrations	
<p>In interviews and through observation, it is clear that Columbus Elementary fosters a positive, nurturing community. Many believe the school is an essential anchor for students to successfully overcome many of the challenges of immigration and language barriers. Principal Chacón and her team are integral to the Columbus community and create a strong vision of a school where all languages and cultures are valued and heard.</p>	
DOMAIN 4: SUPPORT & ACCOUNTABILITY	
<p><i>To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?</i></p>	

Promising Practices:

Based on best practices to support language acquisition of emerging bilingual students, the school is focusing on ensuring students have opportunities to learn and practice content knowledge in all four language domains (reading, writing, speaking, and listening). As teachers plan lessons, they need to intentionally decide how to provide comprehensible information to students at every language level.

Around 80% of the teachers at Columbus Elementary School are certified in GLAD (Guided Language Acquisition Design) and use specific strategies to support language development. Last year, 20 students exited from language services.

Opportunities for Growth:

To further enhance the school's dual language program, Principal Chacón can provide the information, support, and accountability for teachers to implement the 50-50 model proven to foster bilingual students with high levels of achievement. A foundational aspect of a bilingual program is determining when teachers and students use which language. In high-achieving bilingual classrooms, there are strict guidelines for specific language use. Assessments that measure students' content learning and language development in both languages (as appropriate based on the 50-50 model) need to be in place. Principal Chacón's observation walkthrough look-fors can be aligned to support the bilingual model better.

Potential Next Steps:

Principal Chacón has started conversations with district leaders to conceptualize and support a solid implementation of a true 50-50 bilingual program. As they decide the steps to improve the program, clear communication and rationale will be critical for teachers to understand the purpose of change. Part of this improvement will require school leaders to support teachers to collect or develop assessments in both languages. Including the school's core team will help develop collective ownership for the school's improvement. Once changes to the program are underway, Principal Chacón can use her informal walkthroughs to monitor the implementation and impact of expected improvements. Celebrating quick wins and providing face-to-face feedback to teachers can build motivation for continued improvement