

School Support and Readiness Assessment Summary Report

School: Algodones Elementary	LEA: Bernalillo Public Schools
School Leader: Rosangela Montoya	LEA Leader: Matt Montano
SSRA Team Leader: Max Perez	Date: January 16, 2024
School Description	
<p>Algodones Elementary students, staff, and community believe that:</p> <p><i>"No student should have to leave their culture or language at the schoolhouse door to get a great education."</i></p> <p>For over 50 years, Algodones Elementary School has been a vital part of their community, welcoming students, Pre-K through 3rd Grade, and staff from diverse backgrounds. Teachers and staff create a safe, caring environment.</p> <p>At Algodones Elementary, each student's uniqueness is celebrated, and their educational journey is tailored to their needs. Various resources are offered to support different learning styles, including innovative teaching methods and exciting extracurricular activities like Running Medicine, sports with the Boys and Girls Club, and after-school tutoring services. One of the school's goals is to empower all students.</p> <p>Algodones Elementary aligns their efforts with their district's research-based initiatives to improve instruction and learning. The school has made recent progress by adding full-time music and art teachers and also offers Keres language classes to support the Native community's culture and language.</p> <p>Algodones Elementary School has 162 students in which 2% are Anglo, and the majority, 98%, are Native, with many students from San Felipe and Santo Domingo Pueblos. The school is committed to supporting its diverse student body. The school aims to celebrate and preserve the cultural heritage of the area's Native students, fostering a sense of belonging and inclusivity within the school community.</p> <p>Algodones Elementary School is on a positive journey to improve education, enhance inclusion, and build community.</p>	
School Successes and Celebrations	

The new administration has brought about many significant changes including higher expectations and accountability. These changes have brought attention to improving student learning through aligning lessons and curriculum, and developing processes to ensure effective teaching. Alongside this major shift, the site leader and school staff are insistent about creating a sustained culture of caring.

DOMAIN 1: CULTURE & EQUITY

To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

Students bring with them a strong commitment to caring for each other and for their learning environment. There is an active reinforcement of this appeal by the school staff and leadership.

Students are now receiving daily instruction in the Native Keres Language. This is supported school-wide with culturally relevant materials and postings of cultural events and student work. The local Native communities are appreciative of the efforts by the school to support the culture and languages of the Pueblos.

The school staff and community want to sustain a safe and healthy environment for all students. There are formal practices by the school to address all students' social and emotional needs such as weekly social emotional student sessions driven by a research based curriculum. There is full-time social worker who works alongside the school counselor to see that students social and emotional needs are addressed both formally and informally.

Opportunities for Growth:

The school principal and staff are aware of the importance of building relationships between the community and the school, especially through the changes inherent in changing staff and school culture. The opportunity in community engagement lies in the constant and consistent pursuit of engaging parents in all aspects of the school functions and events.

Through the recent transition and changes, the staff realized the need for more support and resources necessary to provide services to all student groups. The school principal and staff are keenly aware of the importance of delivering quality services to students with disabilities and English Language Learners. With limited resources, the opportunity lies in utilizing all available resources and personnel in the most effective ways possible.

Potential Next Steps:

On-going Professional Development will be delivered to integrate resources and strategies to support all student groups in the classroom. Current staff need to be skilled and developed to their highest capacity to deliver services for all student groups, including students with disabilities and English language learners.

DOMAIN 2: LEADERSHIP

To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?

Promising Practices:

The new school leader has established clear expectations and a common vision that staff are committed to supporting.

Acquiring and maintaining support from the May Center has ensured aligned and relevant professional development through the teaching and learning system. Teachers are observed weekly and given feedback from outside experts with proven strategies. This observation and feedback cycle is followed up by the school leader and built into the accountability systems at the school. The staff also gets coaching, mentoring, and opportunities to visit other elementary schools that may be excelling in various areas.

The school makes sure that it follows all district initiatives including classroom observations, data analysis, academic accountability, feedback, and attendance procedures.

An attendance system has been established and put into place where roles of staff and expectations of the students and families are regularly monitored and adjusted as needed.

Opportunities for Growth:

The 90 Day Plan has been written and submitted with the school's goals, critical actions, and alignment to the district initiatives. The opportunity lies in having all staff being more aware and actively participating in the actions and goals therein.

There is an opportunity to have all staff involved in the student performance goal-setting process.

Potential Next Steps:

The 90 Day Plan for the Spring will be developed by all staff and include key representative groups such as parents and community.

The completed plan will then been communicated and reviewed by all relevant groups who may be impacted by its goals, proposed actions, and its effectiveness.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

The staff are acutely aware of the need for alignment of curriculum, instruction, assessment, and intervention. The teachers are working with the principal to map out and align lessons to the district adopted curriculum.

Opportunities for Growth:

The scope and sequence in addressing the NM State Standards has recently shifted from a district pacing plan to a directive for teachers to follow the textbook curriculum which provides a schedule of standards and pacing.

Further professional development is needed for progress monitoring, effective SAT processes, identifying students with special needs, small group instruction, and teaching at grade level.

There is an opportunity to build and provide a formal system of services for advanced students and those students who may be gifted.

Potential Next Steps:

Professional Development will be provided for clarity on the adopted scope and sequence of the standards. This will provide teachers with the support they need to fully deliver instruction based on the standards in the most appropriate and effective ways.

Clear expectations for the SAT, MLSS, and GIFTED referral process and services will be provided with accountability measures.

DOMAIN 4: TALENT MANAGEMENT

To what degree does the school ensure effective teachers are hired, retained, developed, and leveraged to improve student outcomes?

Promising Practices:

Opportunities for Growth:

Potential Next Steps:

DOMAIN 5: SUPPORT & ACCOUNTABILITY

To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

Opportunities for Growth:

Potential Next Steps: