

# School Support and Readiness Assessment Monitoring Visit Summary Report

<b>School:</b> Atrisco Elementary School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Yvonne Salazar	<b>LEA Leader:</b> Yvonne Salazar
<b>SSRA Team Leader:</b> Elizabeth Von Toll,	<b>Date:</b> May 7, 2024
<b>School Successes and Celebrations</b>	
<p>Successes and celebrations of note occurred following Atrisco Elementary School's (AES) SSRA visit earlier this academic year. Under Principal Salazar's leadership, AES has experienced a significant shift in school climate. The school had previously had four different principals in six years, and in the past two years, the school has flourished under the stabilizing influence of Principal Salazar. The results of a district climate survey confirmed the improvement in culture and climate as students reported a sense of belonging. The school counselor echoed this sentiment by stating that the school felt connected and that students were motivated to strive toward high expectations. Principal Salazar's efforts to foster collaboration among the dual language, English language, and district program classrooms have resulted in a cohesive and supportive school community, evident in the productive atmosphere of recent staff meetings.</p> <p>Another noteworthy celebration is the principal's commitment to prioritize collaboration and trust-building among staff. Recognizing the significance of a cohesive school community, she rescheduled a district meeting to instead focus on developing a collaborative process for identifying priorities in the 90 Day Plan. This approach allowed her to work closely with the staff to identify classroom priorities and ongoing improvement at the school.</p> <p>The campus also reports that despite challenges to fully staff AES's district program classrooms, educational assistants are not pulled from their assigned duties with students but remain to preserve the established learning environment and support an underserved population where highly qualified teachers are in great demand.</p>	
<b>Progress Toward Next Steps Identified in SSRA Summary</b>	

### **SSRA Summary Next Step #1: Improve the Dual Language Immersion Program.**

Progress in developing AES's dual language program has been limited. Due to high attendance and strong academic performance among the cohort of students who attend this program, not all see this Next Step as a priority for the school. The district has supported this program with a new curriculum. Despite budget cuts for the upcoming 2024-25 school year, the program will maintain a balanced staff of dual and English language instructors.

The program will require fine-tuning district program expectations regarding the balance of instructional time in English and Spanish and implementing the new curriculum. The program may benefit from a systematized observation and feedback coaching cycle to enhance instruction, focusing on effective dual language practices.

### **SSRA Summary Next Step #2: Create a system of accountability.**

Progress in creating a system of accountability and implementing observation feedback coaching cycles (OFCCs) has been mixed. The principal and transformational coach initiated classroom walkthroughs during the fall semester (formal evaluations were conducted during the spring semester). Actionable feedback was provided to teachers centered around "look fors" outlined in the 90 Day Plan, and goals were set with teachers. The staff was receptive, and there was evidence to support the classroom implementation of feedback.

Additionally, ongoing reflections and insights by the leadership team have prompted a review of the walkthrough system, highlighting opportunities to address efficiency. As day-to-day operational interruptions interfere with scheduled walkthroughs, plans are underway to put systems in place to protect a dedicated calendar of OFCCs and to add the Dean of Students as a walkthrough team member. While progress has been slower than anticipated due to disruptions, the commitment to refining a system remains at the forefront. School leadership recognizes the value of building teacher capacity around instructional practices.

### **SSRA Summary Next Step #3: Provide professional development.**

The school's commitment to continuous improvement is evident in its approach to developing its teachers, substitutes, and educational assistants. AES leveraged its staff expertise by providing professional development on writing, AVID (Advancement Via Individual Determination) strategies, ELD (English language development) strategies, and word analysis. The school experienced success with district PD transfer to classrooms by tasking their dean of students with site-based follow-up. Additionally, efforts to integrate professional development (PD) specified in the 90 Day Plan were met with great favor when an AES teacher offered PD on cognitive content dictionaries. 99% of the staff implemented these strategies into their classroom practice.

Principal Salazar will refine their PD offerings to align with the 90 Day Plan priorities and provide targeted follow-up and resources. The transformational coach and the dean of students will be enlisted in partnership with the principal to conduct regular OFCCs focused on PD

### **School Leader's Next Steps**

To prepare for the next academic year, Principal Salazar and the team at Atrisco Elementary School are strategically focusing on two high-leverage next steps. The leader aims to establish herself as the instructional leader by unifying her staff around common goals outlined in the school's 90 Day Plan. All school improvement efforts will be tethered to the intentions put forth through the collaborative process and joint endeavors of the Instructional Council and Leadership Team, including professional development offerings, instructional practice "look fors," and resource allocation.

Additionally, she is committed to establishing systems for effective observation feedback coaching cycles. This entails prioritizing time in classrooms and utilizing additional staff members in walkthroughs. By scheduling regular walkthroughs and feedback sessions, the instructional leader will nurture a school culture that further draws upon best instructional practices from all instructors to deepen student understanding. The leadership team will track and review OFCC and walkthrough data to comprehensively monitor progress on school-level initiatives outlined in the 90 Day Plan.