

School Support and Readiness Assessment Summary Report

School: Tony E. Quintana Elementary School	LEA: Española Public Schools
School Leader: Angelica Martinez	LEA Leader: Holly Martinez
SSRA Team Leader: Max Perez	Date: February 15, 2024
School Description	
<p>Tony E. Quintana Elementary (TEQ) School is part of Española Public Schools located at the edge of Santa Fe County and neighboring Rio Arriba County. The school currently provides services to 230 students in grades kindergarten through sixth, of which a majority are Hispanic. The staff at TEQ are diverse in experience and backgrounds, and many are from the Española area. There are fourteen certified teachers and four Educational Assistants. The school’s motto, “Above all else, be kind,” is evident.</p> <p>TEQ’s mission states: “‘All students can learn and acquire academic skills to continue to be lifelong learners.’”</p> <p>Their vision states: “‘[We] are building a community of lifelong learners who will discover the value of their potential. [We] will strive to be a high-performing school by helping students to achieve, collaborate, empower, encourage, and motivate each other on [the] learning journey.’”</p>	
School Successes and Celebrations	
<p>Over the last two years, the new leadership team has made a concerted effort to engage with families and the community to encourage school involvement. The staff and students care for and support each other through many challenges, such as an overall lack of substitute teachers available and other support personnel needs. The Tony E. Quintana learning community has adapted and adjusted well through the pandemic and changing leadership while providing each additional professional and emotional support. The community and teachers support the new principal and have expressed an optimistic outlook for the school.</p> <p>The teachers and staff of TEQ report that they feel supported and listened to by Principal Martinez. Stakeholders consistently report feeling safe and secure in the school and appreciate the safety protocols and procedures.</p>	

DOMAIN 2: LEADERSHIP

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

Promising Practices:

Principal Martinez is committed to improving all areas of the school. One of the main focuses has been student attendance. A well-thought-out system for identifying and decreasing chronic student absenteeism has been implemented. This is a progressive process that, after a certain threshold, involves meeting with parents to develop a plan that addresses the root of the problem. The system is built on a multi-tiered support model, with the school counselor and school nurse working with the family to solve student attendance issues.

In addition, Principal Martinez has brought a sense of trust among the staff and students at TEQ. Both staff and parents report that Ms. Martinez is committed to the school and brings consistency and stability to the school's leadership. The principal has been addressing foundational system procedures and communicating these expectations to teachers. For example, all teachers must assess students with iStation in the designated period. This has increased the number of students completing the assessment. The participation rate in the evaluation increased from about 10% to 96%.

Opportunities for Growth:

There is an opportunity to improve the development, communication, and execution of the 90-Day Plan. A school leadership team that works with the administrators to identify priorities and participate in developing and supporting the 90-Day Plan may be beneficial and extend ownership among staff.

Potential Next Steps:

Principal Martinez is working with the New Mexico Public Education Department (NMPED) to address some issues with the NM Dash (New Mexico Dashboard). In addition to the challenges of completing the 90-Day Plan, there are issues with the assignment of reviewers, which has caused delays in the submission of the plan. An upcoming Professional Development (PD) day has been designated to work on the plan and submit it to avoid further delays.

There has been a commitment to establishing a school leadership team with more formally defined roles. Leadership will continue to work on strategies and processes to staff classrooms when teachers are absent. Recruitment of parents as substitute teachers or Education Assistants is another possibility. The principal will continue to work with the district leadership to help address the substitute teacher shortage.

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:

Teachers currently teach the adopted curriculum, support the school's discipline procedures, and take responsibility for implementing the initial steps in the behavior referral process. The school follows a system of color-coded definitions of student behaviors to determine appropriate responses. Grade-level teachers collaborate daily to discuss instruction and meet more formally weekly. Student-friendly "I Can" statements are posted in many classrooms as learning objectives.

Opportunities for Growth:

There is an opportunity to develop data collection protocols in academics and student support. One example might be that after the iStation administration, teachers receive clear expectations and support for analysis. Teachers could benefit from information and support to help design interventions and extensions.

There is an opportunity to strengthen the observation and feedback cycle with more frequent classroom visits, including face-to-face meetings with teachers, recommendations for actionable next steps, and follow-up to support that implementation.

Staff could benefit from guidance regarding the work that should take place within the Professional Learning Community (PLC) structure. For example, defining a cycle of work that begins with unit/lesson planning, then moving to developing formative assessments and lesson design, analyzing student work, and analyzing formative assessment results to improve outcomes. There is an opportunity for more specific, tailored professional development informed by student learning data and classroom observations.

Potential Next Steps:

The principal will use the leadership team to strengthen the PLC cycle, including reporting to the principal for the leadership team meetings, which can assist in making school improvement decisions. Principal Martinez is committed to bringing iStation and other student performance data-collecting tools to the forefront of PLCs and leadership meetings. School leaders will build a system with processes to have data easily accessible and visible in meeting rooms and to have the data become the central focus. Regular classroom walkthroughs with face-to-face feedback sessions will support this system, adding expected teacher responses to the data analysis. The principal and school leaders will work with the district to use performance data to guide more tailored teacher professional development and inform the 90-Day Plan.