

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Tony E. Quintana Elementary School	LEA: Española Public Schools
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School Successes and Celebrations

Tony E. Quintana (TEQ) Elementary School experienced small but noteworthy incremental changes in Istation data among all students in both reading and math. While the improvements were modest, Principal Martinez feels it is essential to celebrate these gains. Kindergarten students demonstrated significant progress, outperforming the district averages. This growth is attributed to strong, experienced, and dedicated kindergarten teachers who deeply understand the content.

In addition to academic progress, TEQ saw an improvement in attendance data from the 2022-23 school year to the 2023-24 school year. Attendance accountability structures were created and implemented with fidelity, contributing to this positive trend. The school committed to home visits and consistent communication with families, resulting in a decrease in tardiness. The engagement and motivation were further supported by having the mayor visit the school to present attendance awards and swim passes to boost student morale.

The school also saw increased family participation in Parent Advisory Council (PAC) events. These events, which focused on social and emotional learning (SEL), increased family participation from 200 to 250 participants.

Progress Toward Next Steps Identified in SSRA Summary

SSRA Summary Next Step #1: School leadership seeks to overcome the challenges of completing the 90 Day Plan. These challenges included the assignment of reviewers, which caused delays in the plan submission.

Tony E. Quintana (TEQ) Elementary School has made strides in overcoming barriers to developing their 90 Day Plan. With the support of the New Mexico Public Education Department (NM PED), errors with the DASH account were corrected, making it available for input. The NM PED team provided valuable feedback and suggestions for changes that needed to be made to the plan since the district did not have a certified reviewer at the time. This feedback will be considered more intentionally in developing the 2024-2025 90 Day Plan.

There is now a clear plan for ensuring the review and approval process for the next year. Española Public Schools (EPS) has also certified designated reviewers who can serve as a

support system in creating and reviewing the 90 Day Plan. After the School Improvement Team (SIT) training, the school better understands the "look fors" and expectations for the 90 Day Plan. With these supports and structures, TEQ is well-prepared to create a robust and effective plan for the upcoming year.

SSRA Summary Next Step #2: The school is committed to establishing a leadership team with more formally defined roles.

The leadership team at TEQ Elementary School has been formalized to include broad schoolwide representation, including upper and lower-grade level teachers, ancillary staff, administration, social-emotional leaders, and support staff. TEQ faces unique challenges as an intermediate-sized school, particularly with many cultural exchange teachers who often move in and out of the staff. Despite these challenges, the leadership team organically came together and is poised to leverage its diverse membership to establish priorities and provide guidance.

The team is examining the existing Professional Learning Community (PLC) system, acknowledging that while a system exists, its effectiveness needs improvement. One of the key challenges has been integrating instructional coaching into this system. Additionally, the school faces a severe substitute teacher shortage, which complicates efforts to provide coverage for teachers participating in PLC meetings. The school had a floating substitute teacher to support these efforts in the past, but this resource was not available this year.

Throughout the year, the team discussed using a standard meeting template and aimed to meet monthly, though this did not consistently happen, leading to a more informal structure. They also aimed to set unit goals and review Istation data to guide their instructional strategies. The goal moving forward is to establish a more structured and effective PLC system that includes regular, more frequent meetings and clear objectives. Being fully staffed will be crucial in achieving this goal and enhancing the overall instructional effectiveness at TEQ.

SSRA Summary Next Step #3: The principal will continue to work with the district leadership to help address the substitute teacher shortage.

Tony E. Quintana Elementary School is confident they will start the upcoming school year fully staffed, barring any unforeseen circumstances. The school currently has 14 certified grade-level teachers and recognizes the need to be creative and innovative to ensure that PLC meetings can effectively occur. Since February 2024, the principal has diligently recruited and hired four new staff members. Among these, one applicant was successfully employed as an Educational Assistant (EA) and has significantly supported TEQ staff and students.

Unfortunately, the other three applicants faced challenges that prevented them from continuing their employment at TEQ, either due to difficulties working with the student population or personal issues. This highlights the importance of finding the right fit for hires.

The school emphasizes advocating for its students, staff, and community. Finding dedicated and capable staff is crucial to supporting and maintaining the positive culture and climate TEQ

strives for. The goal is to build a strong team that can effectively address the needs of the students and enhance the overall educational experience.

SSRA Summary Next Step #4: 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.

The leadership team at TEQ Elementary School has met and is looking forward to meeting more regularly to plan the next steps for improvement in the upcoming school year. They have proposed that instructional coaches and administrators participate and model in grade-level PLC meetings to enhance collaboration and support.

A schoolwide data PLC was recently held, during which administration and the instructional coach guided the PLC in analyzing Istation rate of improvement (ROI) data reports using class, grade-level, and schoolwide information. This comprehensive data analysis proved challenging for the staff but led to candid conversations about the curriculum and materials used.

In the past, TEQ experienced inconsistent leadership and lacked structures to hold staff accountable for meeting as a PLC and examining data. There was no expectation for teachers to collaborate regularly. As a result, the effectiveness of PLC meetings was limited, and data analysis was not consistently utilized. The lack of clear expectations and frequent conflicts due to the shortage of substitutes led to infrequent and informal meetings.

Following the SIT training, it became clear that increased accountability and better data usage were necessary. The leadership team recognizes the need to establish clear agendas and norms for PLC meetings, model effective PLC leadership, and purposefully schedule meetings once a week. Developing job descriptions for the leadership team, building norms to strengthen the PLC, and creating a comprehensive plan for the leadership team are among the steps to ensure more effective and structured collaboration.

SSRA Summary Next Step #5: School leaders will build a system with processes to make data easily accessible and visible in meeting rooms and to make the data the central focus.

Working with the instructional coach, school leaders at TEQ have conducted data PLC meetings to review grade- and schoolwide data. By analyzing the rate of improvement (ROI) reports across different grades, staff engaged in meaningful conversations about potential areas for improvement. This data-driven approach has been instrumental in fostering a culture of continuous improvement. Data Walls have been implemented in classrooms, providing staff and students with ownership of schoolwide data.

An end-of-year (EOY) review of Istation reading and math percentiles, conducted with the Istation coach, will offer collaboration ideas for the upcoming year. This review will also provide suggestions for specific reports to enhance PLC meetings and Data Walls, aiming to increase student scores. The leadership team is focused on helping teachers make data more actionable and establishing systems for data analysis that inform instructional next steps and

more targeted student interventions.

Additional guidance and resources may be needed to support teachers in effectively using data to change their practice or address particular standards. One potential solution is the development of a template for reteach action plans. Ensuring that interventions are intentional and based on Istation data will be crucial for creating effective strategies to support student learning and achievement.

SSRA Summary Next Step #6: Regular classroom walkthroughs with face-to-face feedback sessions will support this system, adding expected teacher responses to the data analysis.

The administration of TEQ Elementary School maintains a hands-on approach, consistently being present in classrooms and working closely with staff and students. The instructional coach visits TEQ several times each week, providing support to new staff members who require additional assistance.

While the administration is actively engaged, the feedback cycle remains an area for improvement. Feedback is provided through verbal communication, emails, or written notes. However, the gap lies in delivering face-to-face, conversational feedback, which is essential for serving as a thought partner to teachers and being more hands-on in helping them incorporate feedback into their practice. The school is working to formalize the structures and processes for its formal evaluation system to address this challenge effectively.

The leadership team is also exploring ways to conduct more frequent informal walkthroughs and establish clear protocols to enhance the professional development of their teachers. Being more purposeful in providing feedback is a priority, and the administration is committed to creating a supportive environment where feedback is constructive and directly impacts instructional practices.

SSRA Summary Next Step #7: 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.

Española Public Schools (EPS) Superintendent Martinez strongly supports site-specific professional development. Superintendent Martinez allowed two dedicated professional development sessions tailored to TEQ's needs. One session focused on the collaborative data cycle, while the other was utilized for brain education training for all TEQ staff.

In addition, TEQ has been selected as one of the EPS elementary schools to lead the Conscious Discipline Social Emotional Learning (SEL) training initiative. The administration is scheduled to attend training in June, and four teachers will participate in training in July, accommodating a timing conflict with summer school.

School Leader's Next Steps

The principal of Tony E. Quintana Elementary School is committed to enhancing the 90 Day Plan by leveraging additional student data. To achieve this, she will establish regular contact with district personnel to gain access to more comprehensive student data sets. Additionally, she will seek guidance from the New Mexico Public Education Department (NM PED) to clearly understand acceptable data sources for the 90 Day Plan. This proactive approach will help her develop a more detailed and effective plan that aligns with state expectations and better supports student achievement.

To improve the efficiency and effectiveness of the leadership team, Principal Martinez will work on clearly defining the roles and responsibilities of each team member. Establishing clear expectations and structured agendas for leadership meetings will be a priority. This will ensure that every team member understands their specific contributions and how they can best support the school's objectives. By formalizing these roles and expectations, the leadership team will be better equipped to guide the school toward its goals.

Strengthening TEQ's Professional Learning Community (PLC) structures is another critical step. The principal will implement a weekly meeting schedule with a consistent agenda and established norms. These meetings will include standing agenda items and clear data protocols to guide discussions. Communicating these expectations clearly to staff and setting up accountability measures will help ensure that PLCs are productive and focused on improving instructional practices and student outcomes.

Creating a systematic approach for more frequent informal classroom walkthroughs will support ongoing teacher development. The principal will develop a protocol for these walkthroughs, ensuring that feedback is consistent, constructive, and aimed at supporting staff professional growth. This system will provide teachers with more regular and immediate feedback, helping them to refine their instructional strategies and better meet student needs.

To better utilize data in driving instruction, Principal Martinez will provide teachers with more guidance and structured opportunities to engage with student data. This includes identifying specific data points that can inform instruction and developing protocols for analyzing this data to identify targeted student interventions. By embedding data-driven practices into teachers' daily and weekly routines, the school can better tailor instruction to address the diverse needs of its students.

By focusing on these areas, Principal Martinez of TEQ Elementary School aims to build on the past year's successes and foster continuous improvement and high expectations. These next steps will be integral to the school's strategy for the 2024-2025 academic year and critical considerations in developing the 90 Day Plan.