

**School Support and Readiness Assessment &
School Monitoring Visit Summary
Beginning of Year
(SSRA/SITM-BOY)**

School: Dulce Elementary School

LEA: Dulce Independent Schools

School Leader: Dr. Cherry Malaque

LEA Leader: Ina Montoya

SSRA Team Leader: Dr. Matt Williams

Date: September 24, 2024

School Description

Dulce Elementary School (DES) is a safe, friendly, and nurturing school that strives to provide a rigorous, culturally, and academically relevant education to Pre-K through 5th grade students. They pride themselves on making school meaningful, enjoyable, and engaging by developing multi-modal lessons and teaching practices that stimulate the entire student—socially, emotionally, mentally, and physically. DES was a pilot school for Place/Project Based Learning (PBL) when the New Mexico Public Education Department (NMPED) decided that PBL is an excellent, viable learning platform—DES excels in PBL.

The teaching staff includes 19 core-subject teachers, nine pullout-subject teachers, and eight educational assistants. The special education program at DES boasts four teachers and six global educational assistants. All teachers and educational assistants are licensed and certified. Capping off the DES team are the all-important custodial, food service, maintenance, and information technology departments. This allows them to instill a love of learning while producing life-long learners (DES Vision). They are proud to serve the community of Dulce and the Dulce Independent School District.

"Putting Our Future First."

School Successes and Celebrations

The staff is supportive of the students, culture, and each other. They pull together to work as a team, and parents feel welcomed into the school. Teachers are motivated to work with students. Students accept everybody and their differences; they have a sense of belonging. There are specific staff members who are from the community and bring a cultural and linguistic understanding to the school and its students. Specifically there is a staff member who is providing the Jicarilla language and culture education to the students. Their dedication truly demonstrates the school is supportive and values the continual learning of the indigenous culture in Dulce.

Last summer, the school provided a summer program that included guitar, outdoor education, and culturally relevant field trips. The Jicarilla tribe is actively involved with the school. The language department provided a field trip to the Great White Sands Dunes as the Jicarilla

people migrated from there, and the Jicarilla Department of Game and Fish provided a week-long conservation class. The tribe has also provided students with information about their ceremonial practices during the Go-Jii-Ya holiday. The Jicarilla president visits the school to create a connection between the community and the school.

Year-End Goals, Action Steps, and Progress Monitoring

3-Year Trend Data

New Mexico-Measures of Student Success and Achievement (NM-MSSA) – English Language Arts (ELA)

- 2021-2022 – 6.8%
- 2022-2023 – 12.9%
- 2023-2024 – 11.6%

Math

- 2021-2022 – 3.8%
- 2022-2023 – 8.5%
- 2023-2024 – 4.1%

Science

- 2021-2022 – 10%
- 2022-2023 – 0%
- 2023-2024 – 14%

Goals:

- ELA
 - The school proficiency growth goal is for students in grades 3-5 to decrease the number of students in levels 1 (Novice) and 2 (Nearing Proficiency) by 10% and increase the number of students in levels 3 (Proficient) and 4 (Advanced) by 10% on the NM-MSSA by April 2025.
- Math
 - The school proficiency growth goal is for students in grades 3-5 to decrease the number of students in levels 1 (Novice) and 2 (Nearing Proficiency) by 10% and increase the number of students in levels 3 (Proficient) and 4 (Advanced) by 10% on the NM-MSSA by April 2025.
- Science
 - All 5th-grade students will increase their New Mexico Assessment of Science Readiness (NM-ASR) score by 10% in April 2025.
- Growth in English Language Proficiency
 - Increase English Language levels from the 2024 ACCESS assessment, kinder through fifth grade, by 7% on the 2025 ACCESS assessment.

Desired Outcomes:

- 100% of teachers will use the district-adopted ELA curricular program 100% of the time, as observed by teacher lesson plans, MLSS student intervention groups, and non-evaluative administrator walkthroughs.
- 100% of teachers will use the district-adopted Math curricular program 100% of the time, as observed by teacher lesson plans, MLSS student intervention groups, and non-evaluative administrator walkthroughs.
- Research and adopt a science curriculum for the 2025 adoption cycle to improve test scores on the April 2025 NM-ASR assessment.
- The EL (English learner) teacher will align lessons for ELs in reading, writing, listening, and speaking based on district-adopted curricular resources.

Action Steps:

- ELA and Math
 - Teachers will turn in monthly lesson plans with weekly alignment to curriculum and standards.
 - Professional Learning Communities (PLCs) will meet weekly to discuss Multi-Layered Student Supports (MLSS) data of students based on their understanding of standards-based lessons.
 - Teachers will keep data binders for each student and hold weekly data and goal-setting meetings with all their students.
 - Administrators will perform unannounced, non-evaluative walkthroughs weekly to check for curriculum and standards alignment.
 - Administrators will attend PLC meetings and collect MLSS student data weekly.
 - Prompt and actionable feedback conferences will be held between administrators and teachers after each walkthrough.
 - Cooperative Education Services (CES) side-by-side coaching will begin with prompt and actionable feedback.
 - Peer observations and feedback will be scheduled for teachers to observe best practices, curriculum alignment with standards, and intervention groups created with MLSS data.
 - MLSS data-driven intervention groups will be formed and implemented in all classrooms to target the necessary skills of students in each level of instruction, moving students fluidly within groups as necessary.
 - Students near proficiency will be offered after-school tutoring focused on ELA or math skills.

- Science
 - Lesson plans will be aligned with the scope and sequence of the New Mexico State Science Standards.
 - Educators will gather New Mexico State-approved science curricular resources.
 - Focus groups and pilot classrooms will be created for science curricula. Begin pilot programs for science curricula in classrooms for adoption consideration.
 - Complete pilot programs on science curricula and report findings to grade-level teams. Arrange for exploration of curricula and question/answer sessions with

vendors. In PLC meetings, teams will discuss grade-level recommendations for science adoption. Schoolwide vote for 2025 science adoption.

- Growth in ELP
 - EL teachers will meet with grade-level PLCs or team leaders to discuss monthly lesson plans to integrate oral and written English language instruction into ELA and math content areas.
 - EL teachers will provide small-group instructional intervention to students struggling with literacy and English language development.
 - EL teachers will facilitate structured discussions to increase opportunities for students to talk about academic words/content.

Progress Monitoring:

- In ELA and Math – School leadership will check bi-monthly:
 - 100% of lesson plans are aligned with the district-adopted curriculum and New Mexico State Standards.
 - 100% of students have individualized ELA and math goals posted in a visible spot, and they will be able to voice their goals.
 - All intervention groups reflect weekly MLSS data.
 - All teachers include peer observation "takeaways" in their monthly lesson plans.
 - Students who are in need of support attend after-school tutoring targeted on ELA and Math skills.
 - CES ELA and Math coach feedback is implemented in all classroom lessons and lesson plans.
 - All student intervention groups change as student needs change based on MLSS data as monitored through lesson plans.
- Science – School leadership will check bi-monthly:
 - 100% of lesson plans are aligned with New Mexico State Standards.
 - All designated teachers teach pilot science curriculum and indicate lessons, successes, and challenges to share with classroom teaching staff.
 - New science curriculum adoption feedback is communicated by all selected classroom teaching staff based on pilot feedback and staff research to determine agreed upon curriculum.
- Growth in ELP – School leadership will check bi-monthly:
 - 100% of monthly lesson plans coincide with grade-level lesson plans focusing on academic vocabulary integrated from ELA and math curricula.
 - All small group lessons are literature-bound with a purposeful selection of books read aloud and step-asides to discuss vocabulary and story structure, as evidenced in lesson plans and observed in non-evaluative walkthroughs.
 - All lesson plans indicate informational text being used and academic vocabulary being targeted.
 - Graphic organizers are present in all classrooms for multiple-meaning words and observed in non-evaluative walkthroughs.

DOMAIN 2: LEADERSHIP

Promising Practices:

Principal Malaque has established a focus on alignment within the school. She has begun expecting standards-based lesson plans using standards-aligned resources in the core subject areas.

The principal has established an initiative to conduct classroom walkthroughs using a universal form to concentrate on specific look-fors. She has coupled this practice with follow-up feedback for teachers to increase their opportunity to grow in their practice.

Leadership has supported building teacher capacity by promoting endorsements, such as three teachers receiving Teaching English to Speakers of Other Languages (TESOL) endorsements, reading, and National Board Certification (3 teachers).

Opportunities for Growth:

There seems to be an opportunity for Principal Malaque to deepen the focus on grade-level standards-based instruction by setting clear expectations for implementing lesson plans and holding teachers accountable for these expectations. The principal could also structure grade-level PLCs to focus on grade-level standards-based instruction. The core leadership team could review and collaborate on the DASH plan to build ownership.

Potential Next Steps:

Principal Malaque has expressed her decision to do the following:

1. Work with grade-level teams to discuss the 90-Day Plan by the end of September
2. Create a Classroom Walk Through (CWT) schedule
3. Construct a CWT monitoring sheet based on aligned instructional priorities
4. Conduct CWTs with feedback for all 19 teachers weekly and report the CWT data to all staff every week
5. Provide coaching for teachers on aligning instruction based on CWTs using CES and lead teachers

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

The school has high-quality instructional materials within the ELA and math classrooms.

Lesson planning is a practice for most of the teaching staff, and these lesson plans include elements of instruction for all students and student groups (i.e., standards, objectives, assignments, page numbers, grouping based on student needs, logistical processes, etc.)

The New Teacher Project (TNTP) observation protocol is used during walkthroughs and the

domains in Elevate, coupled with feedback to the teachers on improvement.

Opportunities for Growth:

There seems to be an opportunity for Principal Malaque to focus on implementing lesson plans to ensure instruction is aligned with the standards. Data conversations with teachers on student performance would inform instruction. Leading teachers to backward plan to ensure alignment between standards, resources, assessment, and instruction would be beneficial. Aligning walkthrough protocols with instructional priorities will strengthen teacher implementation.

Potential Next Steps:

Principal Malaque has determined the following steps are necessary:

1. Identify a designated area for PLC teams to meet, maintain a data wall, and discuss student performance data by the end of the second week in October
2. Ensure ongoing data conversations are being conducted in every PLC meeting to drive instruction
3. The assistant principal and CES will provide professional development on backward planning by October 25
4. Conduct classroom walkthroughs to ensure backward planning is impacting student learning