

## School Improvement and Transformation Monitoring Visit Summary Beginning of Year (SITM-BOY)

<b>School:</b> Tony E. Quintana Elementary	<b>LEA:</b> Española Public Schools
<b>School Leader:</b> Angelica Martinez	<b>LEA Leader:</b> Eric Spencer
<b>SSRA Team Leader:</b> Dr. Matt Williams	<b>Date:</b> October 10, 2024
<b>School Description</b>	
<p>Tony E. Quintana Elementary School (TEQ) is part of Española Public Schools, located at the edge of Santa Fe County and neighboring Rio Arriba County. The school serves roughly 230 kindergarten through sixth-grade students, predominantly 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, <i>“Above all else, be kind,”</i> is evident.</p> <p>TEQ’s mission states: <i>“All students can learn and acquire academic skills to continue to be lifelong learners.”</i></p> <p>Their vision states: <i>“[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.”</i></p>	
<b>School Successes and Celebrations</b>	
<p>Staff members have participated in relevant professional development with Conscious Discipline. Specific techniques they’ve implemented have led to academic and social-emotional learning (SEL) gains, fostering a culture of continuous improvement. Staff have shared success stories on how these strategies have enhanced classroom environments and improved student behavior. Highlights have included noticeable improvements in student-teacher relationships.</p> <p>Structured leadership team meetings have emphasized roles and responsibilities. Collaborative efforts have led to effective decision-making and support for SEL initiatives, contributing to a positive school climate.</p> <p>Weekly professional learning community (PLC) meetings have been held. Specific academic gains and SEL strategies have been discussed, encouraging teams to present their collaborative successes and innovative practices.</p>	

Certified staff who have adopted new literacy standards have had structured literacy coaching. Teachers have noted improved literacy skills and discussed how these advancements also support students' emotional development.

During School Improvement and Transformation (SIT) Convening 1, the school leadership, with the support of thought partners, worked on action plans, focusing on how they intend to enhance academic performance and SEL in the school.

Data walls and data binders have visually represented student progress in academics and SEL. Milestones have been achieved, encouraging a data-driven culture recognizing academic and emotional growth.

Student participation in the Istation Level Up Reading Challenge has been filled with excitement and pride. Individual and class achievements have emphasized the connection between literacy improvement and student enthusiasm.

Families have been involved in monthly activities that support academic and SEL skills. Parent participation and the sharing of resources help foster a supportive home environment for students' growth.

By celebrating these successes, TEQ can continue fostering an environment that values academic excellence and social-emotional growth, contributing to a holistic educational experience for all students and staff.

### **NM DASH Development and Implementation**

The desired outcomes the school wishes to see in the changed behavior of their adults are:

- Instructional staff will review data monthly during PLC meetings to increase student achievement in English language arts (ELA) and math data by 10% by the End of the Year (EOY) 2025.
- Instructional staff will use data walls and binders to track student achievement. Science data will show an increase in achievement of 10% by EOY 2025.
- Instructional staff will participate in strategies and trainings to support and increase English language proficiency (ELP) achievement data by 10% by EOY 2025.

### **School Progress**

**Data Trend:**

- New Mexico-Measures of Student Success and Achievement (NM-MSSA)
  - ELA
    - 21-22 – 15%
    - 22-23 – 15%
    - 23-24 – 15%
  - Math
    - 21-22 – 8%
    - 22-23 – 6%
    - 23-24 – 10%
- New Mexico-Assessment for Science Readiness (NM-ASR)
  - 21-22 – <10%
  - 22-23 – <10%
  - 23-24 – <10%
- Istation:
  - ELA Reading 2024 EOY
    - Kindergarten – 34%
    - 1st Grade – 15%
    - 2nd Grade – 17%
    - 3rd Grade – 27%
    - 4th Grade – 22%
    - 5th Grade – 12%
    - 6th Grade – 30%
  - Math 2024 EOY
    - Kindergarten – 58%
    - 1st Grade – 42%
    - 2nd Grade – 21%
    - 3rd Grade – 15%
    - 4th Grade – 25%
    - 5th Grade – 6%
    - 6th Grade – 6%

**Goal-Setting Process:**

- The 90-Day Plan was created based on the feedback, guidance, and next steps from the School Support and Readiness Assessment (SSRA) visit on May 29, 2024. The 90-Day Plan was reviewed and updated with the direction and guidance of the district reviewer and central office staff.

**Goals:**

- ELA
  - Proficiency Growth Summative Goal Statement
    - All students will increase reading proficiency by 10%, measured by the 24-25 EOY iStation Indicators of Progress (ISIP) and NM-MSSA data assessments.

- Proficiency Growth Benchmark Goal Statement
  - All students will increase reading proficiency by 5%, measured by the 24-25 Middle of the Year (MOY) ISIP data assessments.
- Math
  - Proficiency Growth Summative Goal Statement
    - All students will increase math proficiency by 10%, measured by the 24-25 EOY ISIP and NM-MSSA data assessments.
  - Proficiency Growth Benchmark Goal Statement
    - All students will increase math proficiency by 5%, measured by the 24-25 MOY ISIP data assessments.
- Science
  - Summative Schoolwide Goal Statement
    - All students will increase science proficiency by 10%, measured by the 24-25 EOY ISIP Science data assessments.
  - Benchmark Schoolwide Goal Statement
    - All students will increase science proficiency by 5%, measured by the 24-25 MOY ISIP Science data assessments.
- English Language Proficiency (ELP)
  - Summative Schoolwide Goal Statement
    - All students will increase English Language proficiency by 10%, measured by the 24-25 EOY ELA ISIP data assessments.
  - Benchmark Schoolwide Goal Statement
    - All students will increase English Language proficiency by 5%, measured by the 24-25 MOY ISIP ELA data assessments.

**Root Cause Analysis (RCA) Summary:**

Lack of fidelity and accountability include the following:

- Data is not visibly displayed in classrooms, and student data binders are not used.
- Administrators or leadership have not facilitated PLC cycles with fidelity, including data reviews and analysis.
- Relevant and supportive professional development has not met the needs of the school and student population.
- Face-to-face feedback observation cycles have not been held.

**Actions to Reach ELA, Math, and Science Goals:**

- 100% of instructional staff will attend and review all student data during monthly staff PLC meetings.
- All instructional staff will use data walls and data binders for all students to review and set academic goals.
- 100% of instructional staff will complete the required and relevant training for relevant instructional strategies and support.

**Actions to Reach ELP Goals:**

- Instructional staff will attend and review student data during monthly staff PLCs.
- 100% of instructional staff will complete the required and relevant instructional

strategies and support training.

- All instructional staff will use data walls and data binders for all students to review and set academic goals.

**Monitoring:**

- October 1: Student achievement data in ELA, math, and science will increase by 2% through Istation for math and ELA and in science through exit tickets.
- December 20: Student achievement data in ELA, math, and science will increase by 5% through Istation for math and ELA and in science through exit tickets.

**Leader's Next Steps:**

- The principal will communicate with the 21st-century program to identify key data that shows student improvement.
- PLCs will review science exit tickets in Inquiry Science Education Consortium (ISEC) kits and Nearpod data to monitor student performance.
- The principal will identify methods to run attendance reports to monitor attendance.