

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

School: Alta Vista Intermediate School	LEA: Questa Public Schools
School Leader: Deyhle Adkins	LEA Leader: John Maldonado
SSRA Team Leader: Jody Martinez	Date: November 11, 2024
School Description	
<p>Alta Vista Intermediate School is located in rural northern New Mexico and is housed within the elementary building. The intermediate school consists of 38 fourth and fifth-grade students who are primarily Hispanic (85%). The student population also consists of economically disadvantaged students (87%) and students with disabilities (27%).</p> <p>Alta Vista Intermediate School’s mission is to challenge all students to accelerate their learning through rigorous instruction.</p>	
School Successes and Celebrations	
<p>Alta Vista Intermediate School has adopted an ELA, math, and science curriculum for all grades. The whole staff decided on the curriculum after reviewing samples and comparing standards alignment and the user-friendliness of the curriculum to support teachers and students. Intervention has been put in place this year within the classrooms, and after-school tutoring is provided, led by high school students, and supervised by staff. There is also a summer reading program for reading intervention. Istation is used monthly to monitor student progress, with data being collected and tracked by teachers and students.</p> <p>The staff has come together to work as a team, in conjunction with school leadership, improving accountability and sustainability. Communication has improved, with many decisions being made after staff input and discussion.</p> <p>Alta Vista is a small school within a small community, which creates a family-type atmosphere; the staff know and support each other. Because they are community members, staff know all the students and their families, allowing for relationship building and identification and support of student/family needs. The students all know each other and work well together. The families are supportive of the school.</p>	
Year-End Goals, Action Steps, and Progress Monitoring	
Annual and 90-Day Plan Development	
<p>The Annual and 90-day Plans were created to align with goals suited to Alta Vista’s newly adopted schoolwide curriculum. The annual plan was created with the entire staff to address goals and identify challenges in ELA, math, science, and English proficiency growth.</p>	

After feedback and guidance during the SSRA visit, the school leader will work to write a specific 90-Day Plan for the spring semester so goals are aligned, desired outcomes of changes in adult behavior to reach those goals are listed, critical actions that will lead to those outcomes are identified, and measurable indicators of progress are stated.

Current Data and Goals around CSI (Comprehensive Support and Improvement) Student Performance (Hispanic Students) Designation:

The school's historical data on the New Mexico Measures of Student Success and Achievement (NM-MSSA) and Assessment of Science Readiness (NM-ASR) is as follows:

(% Proficient or Advanced)	4th Grade		5th Grade		
	<u>ELA (NM-MSSA)</u>	<u>Math (NM-MSSA)</u>	<u>ELA (NM-MSSA)</u>	<u>Math (NM-MSSA)</u>	<u>Science (NM-ASR)</u>
2021-2022	18%	0%	28%	17%	≤20%
2022-2023	11%	0%	24%	6%	≤20%
2023-2024	23%	0%	24%	0%	14%

ELA Goals:

Summative: By the end of the school year, students will improve their reading fluency to read 90 words per minute with 95% accuracy as measured by monthly reading assessments in each grade level. (*Note: The school leader will revise this goal to align with summative assessment data.)

Benchmark: Middle of the year (MOY) results will show an increase of 4% in the percentage of students scoring proficient (Levels 3, 4, or 5) on Istation Reading over the results from the beginning of the year (BOY). (*Revised)

- Baseline data (% of students at Level 3, 4, or 5) from September 2024
 - 4th grade: 19%
 - 5th grade: 31%

Progress Monitoring: Monthly Istation Reading scores (percentage in each level with the goal being Levels 3, 4, and 5 for proficiency).

- Baseline data (% of students at Level 3, 4, or 5) as of September 2024 (no other monthly data available at the time of the visit):
 - 4th grade: 19%
 - 5th grade: 31%

ELA Goals for Hispanic Students:

Summative: By the end of the school year, Hispanic 4th-5th grade students will increase their reading scores by 10% as measured by the summative ELA assessment (NM-MSSA - ELA).

Benchmark: MOY results will show an increase of 4% in the percentage of Hispanic students scoring proficient (Levels 3, 4, or 5) on Istation Reading over the results from BOY.

(*Revised)

- Baseline data: no specific data available for Hispanic students at the time of the visit.

Progress Monitoring: Monthly Istation Reading scores (percentage in each level with the goal being Levels 3, 4, and 5 for proficiency).

- Baseline data: no specific data available for Hispanic students at the time of the visit.

Math Goals:

Summative: By the end of the year (EOY), 85% of 4th-5th grade students will increase their math proficiency scores by at least 10% as measured by the end-of-year summative assessment (NM-MSSA - Math).

Benchmark: MOY results will show an increase of 4% in the percentage of students scoring proficient (Levels 3, 4, or 5) on Istation Math over the results from BOY. (*Revised)

- Baseline data (percentage of students at Level 3, 4, or 5) from September 2024
 - 4th grade: 19%
 - 5th grade: 18%

Progress Monitoring: Monthly Istation Math scores (percentage in each level with the goal being Levels 3, 4, and 5 for proficiency).

- Baseline data as of September 2024 (no other monthly data available at the time of the visit):
 - 4th grade: 19%
 - 5th grade: 18%

Math Goals for Hispanic Students:

Summative: By the end of the school year (EOY), 85% of 4th-5th grade Hispanic students will increase their math proficiency scores by at least 10% as measured by the state summative assessment (NM MSSA - Math).

Benchmark: MOY results will show an increase of 4% in the percentage of students scoring proficient (Levels 3, 4, or 5) on Istation Math over the results from BOY. (*Revised)

- Baseline data: no specific data available for Hispanic students at the time of the visit.

Progress Monitoring: Monthly Istation Math scores (percentage in each level with the goal being Levels 3, 4, and 5 for proficiency).

- Baseline data: no specific data available for Hispanic students at the time of the visit.

Science Goals:

Summative: By the end of the school year, students will improve their understanding of the scientific method by scoring at least 80% on three consecutive science assessments, monitored monthly. (*Note: The school leader will revise this goal to align with summative assessment data.)

Benchmark: There will be a growth of at least 3% in proficiency by 4th-5th graders on each quarterly science assessment. (*Revised)

- Baseline data: No quarterly assessment baseline data was available at the time of the visit.

Progress Monitoring: No science progress monitoring tool was identified at the time of the visit other than quarterly benchmark assessments.

- Baseline data: No quarterly assessment baseline data was available at the time of the visit.

Science Goals for Hispanic Students:

Summative: By the end of the school year, Hispanic learners will improve their science test scores by 20% as measured by the state summative assessment (NM-ASR).

Benchmark: There will be a growth of at least 3% in proficiency by 4th-5th grade Hispanic students on each quarterly science assessment. (*Revised)

- Baseline data: No quarterly assessment baseline data was available at the time of the visit.

Progress Monitoring: No science progress monitoring tool was identified at the time of the visit other than quarterly benchmark assessments.

- Baseline data: No quarterly assessment baseline data was available at the time of the visit.

DOMAIN 2: LEADERSHIP

Promising Practices:

- There has been consistency in school administration, having the same school leader for the last two years. This is significant because turnover in leadership has occurred frequently.
- Under the current school leader, decisions are made using a “team” approach, which involves discussing staff input, building equity for staff, and ensuring staff buy-in on changes.
- School leadership has prioritized having educational assistants in each classroom.
- School leadership has created a structured Professional Learning Community (PLC) time, where monthly data collection is discussed and action steps are developed.

Opportunities for Growth:

- The school leader can identify the desired outcomes and critical actions for the school’s 90-Day Plan.
- School leaders can formalize the observation and feedback coaching cycle (OFCC) system around the identified critical actions, including tracking observations and how often they occur, formal feedback and coaching based on observation data, and follow-up by leadership to promote accountability around the feedback/coaching given to teachers.
- School leaders can identify and provide focused professional development (PD) around the desired outcomes and critical actions identified.

Potential Next Steps:

- The school leader will collaborate with the literacy coach and all staff to identify/modify the focus areas for ELA, math, and science and identify and list the action steps that adults will take (and corresponding progress indicators) to reach the student achievement goals for the spring 90-Day Plan.
- The school leader will revise data in the annual plan from points to percentages and revise the summative and benchmark goals to align with summative and benchmark assessment data.
- The school leader will obtain access to monthly Istation math and reading data and quarterly science assessment data for all 4th and 5th graders and Hispanic students specifically and will have that data ready for the MOY site visit (by month/quarter).

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**Promising Practices:**

- The school has strong teachers who have worked in multiple grades. Based on data and teacher strength, the school has used this experience to make grade-level changes.
- Teachers/staff are flexible, which is critical within a small school and district.
- Intervention time has been put in place this year in the classrooms.
- Istation progress monitoring is happening each month for reading and math, and Accelerated Reader (AR) is also being used to monitor reading comprehension.
- Each classroom has class data charts and individual student data folders.
- An aligned, consistent curriculum has been implemented for all grades in ELA, math, and science so that all students have access to high-quality instructional materials (HQIM) aligned with state standards.

Opportunities for Growth:

- School leaders can improve AR goal setting and the collecting/monitoring of data.
- There is an opportunity to close the gaps in Reading/ELA and have more opportunities for students to have increased access to books.

Potential Next Steps:

- The school leader will collaborate with the literacy coach and all staff to identify/modify the focus areas for ELA, math, and science and identify and list the action steps that adults will take (and corresponding progress indicators) to reach the student achievement goals for the spring 90-Day Plan.
- The school leader will revise data in the annual plan from points to percentages and revise the summative and benchmark goals to align with summative and benchmark assessment data.
- The school leader will obtain access to monthly Istation math and reading data and quarterly science assessment data for all 4th and 5th graders and Hispanic students specifically and will have that data ready for the MOY site visit (by month/quarter).