

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

School: Salazar Elementary School	LEA: Santa Fe Public Schools
School Leader: Alyssa Maestas	LEA Leader: Hilario Chavez
SSRA Team Leader: Andrea Fletcher	Date: October 22, 2024
School Description	
<p>Salazar Elementary is a pre-kindergarten through sixth-grade dual-language school, serving nearly 300 students. The school acknowledges students' economic and emotional challenges and strives to set high expectations for academic achievement. At the same time, they ensure students feel loved, supported, and cared for every step of the way.</p>	
School Successes and Celebrations	
<p>Professional Learning Community (PLC) meetings were not happening before the Principal Maestas took the position. She has instituted a robust PLC cycle where teachers create assessments aligned to the standards, assess simultaneously, review and analyze the data to develop action plans for reteaching, and reassess. The principal has designed multiple systems around many areas, including behavior, instruction, attendance, and PLCs. The school created a master schedule to ensure English language development and interventions were occurring. Enrollment has risen from 189 to 295 students due to active recruiting by the principal. Parents reported receiving more positive phone calls home than negative and are very grateful for the level of communication they received. The culture has changed significantly, and teachers now collaborate well.</p>	
Year-End Goals, Action Steps, and Progress Monitoring	
English Learner Trend Data:	
<p>ELA (NM-MSSA) 21-22 13% Proficient 22-23 19% Proficient</p> <p>Math (NM-MSSA) 21-22 7% Proficient 22-23 16% Proficient</p> <p>Science (NM ASR) 21-22 Less than 20% Proficient 22-23 Less than 20% Proficient</p>	
<p>Root Causes of Performance Challenges Identified: Teachers need a structured bilingual model and professional development that includes unit planning using high-quality instructional materials (HQIM) to provide grade-level appropriate instruction in both</p>	

English and Spanish. Teachers need opportunities to create comprehensive unit plans. Teachers need a master schedule to reflect dedicated time for systematic English language development (ELD) instruction.

English Language Arts (ELA)

ELA Summative Goal: All English learners (ELs) at Salazar will improve their reading proficiency by 15% by the end of the 2024-2025 school year to close the achievement gap with all students.

Benchmark Goal: Students at Salazar will increase their reading proficiency by 10% by January 2024, as measured by Istation and iReady.

ELA Actions

- Teachers will complete high-quality unit planning and discuss success criteria outcomes via formative assessments and student work, as evidenced by PLC notes.
- Teachers will be meeting a minimum of 12 additional hours to work with district-level experts and as school-based teams to create and implement high-quality unit plans that are aligned to district priority standards, ensure students have access to grade-level rigor, and build in appropriate scaffolds to allow all students access to grade-level content.
- The instructional coach will provide modeling and coaching to provide targeted student support.
- Salazar teachers will receive comprehensive professional development (PD) in implementing reading fluency and other foundational reading instructional practices.
- The school will provide high-dosage tutoring for students struggling to read.

ELA Progress

Teachers have not yet met with district-level experts, as Salazar's training is still to come. A few teachers participated in the optional Saturday trainings and are beginning to use the unit plans. The principal is conducting walkthroughs and collecting data regularly on the district dashboard. The instructional coach is in PLCs to support instruction and is beginning to coach teachers. Teachers are receiving professional development. They just finished the first training cycle from the Language and Culture department and are gaining instructional strategies. Four teachers are providing after-school tutoring for two to four students to hone in on specific skills.

Math

Math Summative Goal: All ELs at Salazar will increase their math proficiency by 15% on the NM-MSSA by May 2025 to close the achievement gap with all students.

Benchmark Goal: ELs at Salazar will increase their math proficiency by 7% on iStation by January to close the achievement gap.

Math Actions

- Teachers will be meeting a minimum of 12 additional hours to work with district-level experts and as school-based teams to create and implement high-quality unit

plans that are aligned to district priority standards, ensure students have access to grade-level rigor, and build in appropriate scaffolds to allow all students access to grade-level content.

- Leaders will implement biweekly quick walkthroughs to collect data on grade-level appropriate instruction.
- Teachers will meet as school-based teams to implement high-quality unit plans that are aligned to district priority standards, ensure students have access to grade-level rigor, and build appropriate scaffolds for all students access to grade-level content.
- The school interventionist will support teacher coaching and modeling to build teacher capacity and student support.
- Salazar teachers will receive comprehensive professional development in implementing math HQIM and grade-level content pedagogy relative to major math content.
- The school will provide high-dosage tutoring for students struggling in foundational math.

Math Progress

Teachers have not yet met with district-level experts, as Salazar's training is still to come. A few teachers participated in the optional Saturday trainings and are beginning to use the unit plans. The principal is conducting walkthroughs and collecting data regularly on the district dashboard. The school interventionist is supporting teachers. The training on math instructional materials has not yet happened. Three teachers are providing high-dosage tutoring two days a week.

Science

Science Summative Goal: By the end of the 2024-2025 school year, proficiency of fifth-graders will increase from 12.9% to 25% on the NM-ASR.

Benchmark Goal: By January 2025, students will be on track to meet proficiency goals, as evidenced by student work on the priority standards.

Science Actions

- FOSS science kits provided to all K-5 teachers.
- Classroom walkthroughs during science block to reflect utilization of FOSS science kits.
- Start including science in the PLCs.
- PLC meetings to analyze and reflect on student progress.
- Professional development and support in utilizing FOSS Kits.
- Teachers will implement the curriculum with fidelity. PLC notes will reflect implementation and adjustments made based on student data.

Science Progress

All teachers are using FOSS kits. Teachers are teaching science two times a week. PLCs have been focused on reading and math, but the principal is committed to leading a PLC around science. There are two science leaders at the school, and they train and support other teachers.

English Language Proficiency (ELP)

ELP Summative Goal: By the end of the 2024-2025 school year, overall English learning progress will increase from 14.1% to 24.1%.

Benchmark Goal: By January 2025, students will progress towards the goal, as indicated by unit progress monitoring assessments from the Vista Higher Learning ELD curriculum, which is aligned to WIDA Access growth.

ELP Actions

- Salazar leadership will work to create and implement changes to the master schedule that create a daily ELD block for students.
- Implementation of district-purchased ELD instructional materials by all staff.
- District ELD staff will provide teachers with comprehensive professional development and deployment support in implementing the new curriculum during ELD blocks.
- Teachers will utilize PLC time to create unit plans for ELD, assess student work against priority standards, and adjust instruction to determine if students are progressing toward mastering the WIDA Can Do statements.

ELP Progress

A master schedule was created with Structured Literacy and an ELD block with clear expectations for what should happen during that time. Due to funding issues, the ELD materials have been delayed but are still in the works. A day of modeling is happening.

Actions to Monitor MOY

- Collect data for high-dosage tutoring effectiveness.
- Create a tracker to measure the effectiveness of each What I Need (WIN) intervention.
- Discuss WIDA Can Do statements in PLCs.
- Students at Salazar will increase their reading proficiency by 10% by January of 2024 as measured by Istation and iReady.
- ELs at Salazar will increase their math proficiency by 7% by January to close the achievement gap.
- By January 2025, students will be on track to meet proficiency goals, as evidenced by student work on the priority standards.
- By January 2025, students will progress towards the goal as indicated by the unit progress monitoring assessments from the Vista Higher Learning ELD curriculum, aligned to WIDA ACCESS growth.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

PLCs are fully established, and teachers consistently create common formative assessments (CFAs) to drive instruction, analyze data from those assessments, and decide how to address the gaps. HQIM are being used consistently by all teachers to ensure all

students have access to grade-level content. The master schedule ensures students receive a specified amount of ELA/SLA, math, ELD, science, and social studies and time for What I Need (WIN), and the principal monitors that this is happening. This schedule ensures students are not pulled out for layer one instruction. The school uses a diagnostic to identify particular skills to address during WIN time in a walk-to-intervention model. Students are given targeted interventions, and skills are reassessed every two weeks. Staff meetings are held in teachers' classrooms so teachers can share their strategies. Teachers all talked about how much they have learned from each other.

Opportunities for Growth:

The team heard that some teachers are excellent at small group instruction, and some are very uncomfortable with it. Learning opportunities, modeling, and feedback could help those not yet skilled at small-group instruction.

The school is doing many great things, but more systems to track the impact of interventions would give more information about what might need to be adjusted along the way.

Teachers create CFAs from multiple sources (district question bank, core curriculum, teacher-created). These assessments must have a level of rigor that prepares students for the summative assessment and allows teachers to understand how deeply a concept needs to be taught and what assignments would be required. It might be helpful for teachers to look at some questions from the PARCC practice tests to consider whether their questions are rigorous enough.

Potential Next Steps:

Have teachers observe other teachers doing small groups well and provide coaching around small group instruction. Identify systems to track the effectiveness of interventions. Deepen conversations about the rigor of CFAs.

DOMAIN 4: TALENT MANAGEMENT

Promising Practices:

The principal uses the leadership team to create the instructional vision and develop plans to roll out instructional initiatives. She is in classrooms regularly, demonstrating her commitment to supporting teachers. All teachers are participating in an intensive professional learning experience around effective instructional practices that includes training, modeling, peer-to-peer support, and learning walks with feedback. The principal is willing to support teachers and have difficult conversations when necessary.

Opportunities for Growth:

There is a possible opportunity to utilize the leadership team further. The teachers were unclear about who was on the leadership team or what they did. One thought the group had only met once.

While the principal is in classrooms frequently and provides teachers with written praise and reflective questions, there is an opportunity to create a system to give very focused feedback and action steps to teachers to grow their efficacy.

Potential Next Steps:

Establish a clear purpose for the leadership team and consider leveraging their expertise to deepen understanding of school initiatives. Revamp the observation system to include ongoing progressive feedback that builds on itself.