

School Support and Readiness Assessment Summary Report

School: Gallina Elementary School	LEA: Jemez Mountain Public Schools
School Leader: Scott Meihack	LEA Leader: Felix Garcia
SSRA Team Leader: Matt Williams, Ph.D.	Date: February 7, 2024
School Description	
<p>Gallina Elementary, home to the "Cubs," is located in Gallina, New Mexico, and serves kindergarten to fifth-grade students. Approximately forty-five elementary students share the campus with middle and high school students. In partnership with parents and the community, the school aims to educate and encourage all students to reach their full potential to become successful contributors to society.</p> <p>The Jemez Mountain Public Schools serves students from various communities within a 1,655 square mile radius in Rio Arriba County. The student demographic is predominantly Hispanic and Native American. The district enrollment is 199 students, a 10% increase from the 2018 -2019 school year.</p> <p>Approximately 97% of students use district transportation, with the longest route being 62 miles round trip. The district transportation serves 1,655 square miles of rural roads and highways. Many families farm and ranch or sell wood products to supplement their livelihoods, with some residents traveling 70 miles, one way, for work outside of the school boundary. The district remains committed to the retention of students and teachers and works to provide instructional support to students and professional growth opportunities for teachers.</p>	
School Successes and Celebrations	
<p>Gallina comprises an experienced and highly qualified teaching staff supporting students' academic and social needs. Teachers participate in regular professional learning community (PLC) meetings with a vertical articulation of learning. Because of the many changes and on-demand needs of the school in recent years, staff have exhibited their ability to adapt. The school moved to the middle and high school building, and staff and students developed family-type relationships through this transition of facilities. Interventions in reading and math are provided for struggling students. The staff and leadership are dedicated and committed to the students and community.</p>	

DOMAIN 2: LEADERSHIP

To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?

Promising Practices:

Respect and rapport among teachers and students are evident and fostered in the classrooms. Principal Meihack has synthesized the observation rubric into a simplified walkthrough process and document. The teachers and leadership take pride in collaborating and discussing issues to solve problems one-on-one. Teachers engage in regular PLC meetings, and there is a clear and organized schedule for the day, even though staffing is limited. Schoolwide behavior is reported as positive. Principal Meihack has created a learning community with his teachers by regularly sharing educational articles on best practices.

Opportunities for Growth:

There is an opportunity to prioritize the leader's focus to minimize the impact of turnover and change. In addition, it may be beneficial for the principal to have more explicit expectations for analyzing data and identifying learning needs. Enhancing the walkthrough and feedback cycle to focus on identified instructional priorities can help teachers with specific feedback to improve instruction.

Potential Next Steps:

Mr. Meihack will ensure Personalized Education Plans (PEP) are constructed for students initially identified at levels four and two (as per assessments using Istation and NWEA). After prioritizing these groups, he will transition to creating PEPs for all students throughout the elementary school.

The principal will focus on PEPs in PLC meetings through intentional analysis of student learning. The principal will work with teachers to address poor attendance by making it part of the PEP and the conversations in PLC meetings. By creating individualized plans for each student and connecting classroom assessment data with attendance data, Principal Meihack can support teachers in implementing and tracking interventions.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Many best practices are evident at Gallina. The standard, objective, success criteria, and performance tasks are displayed in all elementary classrooms. All classrooms utilize technology. Teachers collaborate on strategies to meet the needs of students in daily and weekly PLC meetings and gather and review student performance data in action plans. Layer one behavior systems are in place in all classrooms.

Gallina teachers and staff meet the needs of students in individual, small, and whole-group settings. Educational Assistants (EAs) actively support student learning, and time is allocated for academic interventions. Targeted academic vocabulary is explicitly taught. Displayed anchor charts help reinforce learning by clearly defining learning goals and objectives. There are multiple opportunities for check-ins through informal assessments via quick checks and exit tickets. A common formative writing assessment was used to determine the current writing levels of all students.

Opportunities for Growth:

There is an opportunity to deepen levels of questioning for core standards. Students would benefit from more opportunities to engage in independent work through the gradual release of responsibility model. A shared protocol for analyzing student work may increase teachers' impact and efficacy by helping them to identify learning targets and collaboratively plan strategies for reteaching and extending.

Potential Next Steps:

Principal Meihack will create a PLC report with quantitative and qualitative data points. This report will include a "5 Whys" section to identify learning achievements and gaps. In addition to the "5 Whys" section, a "Then What?" area will allow for a focus on core standards and an analysis of levels of questioning. When teachers participate in this type of shared reflective practice, they adopt the habits of mind that enable them to collect and respond to data more readily in informal classroom settings.

A second school-wide writing benchmark will be administered. Teachers can use the data to compare the baseline writing samples with current student work. The second benchmark will also include an academic vocabulary test component. By assessing students using language and vocabulary that mirrors what the students will see on summative, high-stakes tests, teachers not only expose students to the appropriate level of rigor but also gain the ability to analyze results to differentiate between content knowledge and vocabulary acquisition. This allows them to plan and deliver lessons to target specific misunderstandings more efficiently.

