

# School Support and Readiness Assessment Summary Report

<b>School:</b> Lybrook Elementary School	<b>LEA:</b> Jemez Mountain Public Schools
<b>School Leader:</b> Arsenio Jacquez	<b>LEA Leader:</b> Felix Garcia
<b>SSRA Team Leader:</b> Matt Williams, Ph.D.	<b>Date:</b> February 6, 2024
<b>School Description</b>	
<p>Lybrook Elementary, home of the Eagles, is in Counselor, New Mexico, and serves students from kindergarten to the eighth grade. 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. The school is comprised of 75 Navajo students. Staff members are predominantly from the community and are dedicated to their students' success. All students have access to instruction in their heritage and home language.</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 makeup is predominantly Hispanic and Native American. The district enrollment is 199 students, a 10% increase from the 2018-2019 school year. Approximately 97% of students use district transportation, with the longest route being 62 miles round trip. Many families in the district farm and ranch or sell wood products to supplement their livelihoods, with some residents traveling up to 70 miles for work outside of the school boundary.</p>	
<b>School Successes and Celebrations</b>	
<p>Staff at Lybrook care a great deal about their students and community. There is a highly qualified teacher for every grade. Class sizes are small, allowing for instruction to be provided one-to-one. There are a few behavioral issues. Student performance is starting to show signs of improvement.</p> <p>Principal Jacquez and the leadership team have reestablished popular extracurricular sports like cross country and basketball. The leadership team has also worked with teachers to provide the Business Professionals of America program for the first time in school history. Students are preparing to compete at the state level.</p>	
<b>DOMAIN 2: LEADERSHIP</b>	
<p><i>To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?</i></p>	

**Promising Practices:**

Principal Jacquez is positive in his approach. He is building relationships with staff, students, parents, and local chapter house leadership. He is working to establish and refine systems to provide ongoing professional development and has prioritized observing and coaching teachers through feedback sessions. Principal Jacquez utilizes leadership coaching through the Public Education Department's (PED) Thrive program.

In addition to garnering support from the Thrive program, Principal Jacquez has secured professional development resources from Cooperative Educational Services (CEL), including resources to support teachers in social-emotional learning (SEL), combination class teaching, and integrated instruction. He has also selected resources to facilitate a multi-layered system of support (MLSS), including guidance on running a student assistance team (SAT).

Structures are in place to support distributed leadership and data-driven decision-making. A leadership team is established and helps facilitate weekly professional learning community (PLC) meetings to review and act on student performance data. Monthly, teachers and Principal Jacquez monitor students' performance and analyze data. He has implemented an intervention schedule to respond most efficiently to students' identified needs.

**Opportunities for Growth:**

Now that systems are established, there is an opportunity to refine their implementation and communicate their importance to all stakeholders. Communication with staff and parents can be systematized and increased for maximum transparency and feedback from these groups. As communication improves, Principal Jacquez and his leadership team can reinforce expectations, increasing consistency, support, and follow-through. Teachers benefit from knowing leaders will follow through on their commitments and hold everyone to the same standard.

There is an opportunity to leverage and redefine the leadership team to ensure system sustainability and coordination. This group can be instrumental in rolling out new initiatives and soliciting feedback from staff for continuous improvement. There is a need for additional systems for attendance, lesson planning, mentoring, and coaching. Clear expectations and shared resources in these areas streamline the onboarding of new teachers and aid in retaining new and experienced educators.

**Potential Next Steps:**

Principal Jacquez has planned a multi-pronged approach to increase the frequency and consistency of internal and external communications. He will send a weekly memo to staff with expectations, upcoming events, and deadlines; he will post weekly events, activities, and due dates on a whiteboard in the office hallway. He will ensure a newsletter with a calendar is published monthly and sent to staff and parents. Each grade level will provide a quick update on upcoming events. Families can better plan to attend when they are informed about school events. When they understand what is happening in their student's education, they can better support them at home.

Principal Jacquez will create a schedule for classroom walkthroughs to support more consistent observations and coaching cycles. He will work with the leadership team to identify and communicate look-fors that align with professional development and schoolwide goals. As he and his team collect data, they will use this to provide bite-sized, actionable feedback. Both new and veteran teachers benefit from regularly scheduled observations and coaching.

**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:**

Teachers at Lybrook are committed to serving their students academically and emotionally in the best ways possible. To support their continued growth, PD has been brought in for teachers to garner more instructional strategies for combination classes and SEL. PD has also been brought in to help teachers identify students' academic and emotional needs and to document them within the MLSS plan.

As Lybrook has become more data-driven in classrooms and schoolwide interventions, they have progressed in tracking and responding to students' learning needs. Interventions are identified in math and English language arts (ELA) and supported through interventionists twice a week, along with classroom interventions. Teachers are beginning to keep student data folders to monitor growth.

**Opportunities for Growth:**

Opportunities exist to strengthen and refine data collection and reporting. Teachers can work with the leadership team to systematize data collection, ensuring it occurs consistently and regularly. As teachers collect and respond to this data, they can further empower students and families by ensuring students learn what is expected. Teachers can support students and families in viewing and analyzing their data so that they fully understand present levels, goals, and interventions.

There is an opportunity to provide High-Quality Instructional Materials that support an established scope and sequence for each grade level and subject. This ensures equity and alignment between grade levels and content areas, regardless of teacher. This also helps teachers who instruct combination classes by providing appropriately rigorous materials for the mixed grade levels in their classes.

Finally, with a more consistent schedule of observations and feedback, there is an opportunity for the leadership team to focus on instructional strategies that have the highest leverage for schoolwide goals and student needs identified in the data.

**Potential Next Steps:**

Principal Jacquez will work with the leadership team to prioritize collecting data. He will further support this team in analyzing and communicating performance levels to students and parents. The principal will leverage the leadership team to implement these processes throughout the school. He will ensure consistency and sustainability by systematizing these practices and distributing the responsibility.

The principal will seek out and implement professional development (PD) for teachers to use critical instructional materials more effectively. PLCs also allow teachers to work collaboratively in unpacking the standards and validating their alignment with assessments and instructional materials. As teachers learn strategies in the planned embedded PD, observation data can be used at a schoolwide level to track implementation and analyze connections between content, delivery, and results.