

School Support and Readiness Assessment Summary Report

School: Dulce Middle School	LEA: Dulce Public Schools
School Leader: Jennifer Martinez-Rivas	LEA Leader: Ina Montoya
SSRA Team Leader: Matt Williams, Ph.D.	Date: May 9, 2024
School Description	
<p>As part of the Dulce Independent School District, Dulce Middle School (DMS), a 6th-8th grade school in Dulce, New Mexico, is nestled on the Jicarilla Apache Reservation toward the Northwest Corner of the "Land of Enchantment." DMS has a student population of 125 students composed of a vast mixture of Native American and non-Native American students. The student community has various interests, from art to agriculture, and thrives through hands-on experiences. The diversity of Dulce Middle is also reflected in its multicultural staff.</p>	
School Successes and Celebrations	
<p>Dulce Middle School (DMS) has focused on raising the bar on student behavior, and the school is starting to see improvements. Teachers are invested and beginning to look at their students' performance more analytically. Veteran teachers mentor new teachers. Teachers also have access to many resources for instruction in their classrooms. There is time set aside from Monday through Thursday for students to catch up on work, engage in social-emotional learning, and get extra help from their teachers. Teachers are compassionate and care about their students.</p>	
DOMAIN 2: LEADERSHIP	
<i>To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?</i>	
Promising Practices:	
<p>Principal Martinez-Rivas has focused on learning by committing time for walkthroughs with feedback provided to teachers. The principal has structured a leadership team to problem-solve schoolwide issues. Teachers have a lesson plan template with shared expectations, including standards, objectives, and depth of knowledge questions. These plans are submitted to Principal Martinez-Rivas every two weeks.</p>	
Opportunities for Growth:	
<p>There seems to be an opportunity for the leader to create structures for professional learning</p>	

communities (PLCs). Teachers seem eager to collaborate to grow and meet their roles' demands.

There is an opportunity for the principal to be strategic when setting expectations. Change management is critical to growing a team to meet expectations. Providing clarity, the why behind the needed change, consistency, incremental benchmarks, encouragement, and staff support are critical to creating high-functioning teams.

Potential Next Steps:

The principal will construct a matrix and schedule for next year by the end of June to ensure teachers have a common planning time. Teachers will be given professional development (PD) to understand the purpose and structure of the PLC meetings.

Leveraging her leadership team, principal Martinez-Rivas will roll out initiatives and communicate successes and the need for change to the staff to maximize teacher ownership of the work.

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:

Principal Martinez-Rivas has a vision of excellence for the learning in the school. Students can access Isation and IXL programs to strengthen their understanding of ELA and math. The principal has brought in the New Mexico Public Education Department (NMPED) Multi-Layered Systems of Support (MLSS) coach to provide PD to teachers on a structured lesson in English language arts (ELA). Data is being reviewed, and the causes of high and low performance are being discussed.

Opportunities for Growth:

There is an opportunity to go beyond data review and analysis. The instructional staff wants to use the data to identify, develop, and implement strategies to improve learning outcomes. Taking these steps will support struggling students and allow teachers to target the needs of students.

There is an opportunity to create Professional Learning Communities (PLCs) to strengthen knowledge of the standards, best practices in instruction, aligned assessment, and targeted intervention. A high-functioning PLC allows for strategic and targeted professional development based on the needs of the staff and students.

Potential Next Steps:

Principal Martinez-Rivas will work with teachers within PLC meetings to build the capacity to use data-driven instruction. The principal will identify PD to implement interventions that are aligned with data analysis and student needs effectively.

The principal will work with teachers within their PLC to focus on the standards and vet quality instructional materials to ensure aligned instruction. Support will be provided to teachers as they synthesize grade-level standards to align their assessments and interventions.