

School Support and Readiness Assessment Summary Report

School: Jemez Valley Elementary School	LEA: Jemez Valley Public Schools
School Leader: Terrian Benn	LEA Leader: Manuel Medrano
SSRA Team Leader: Matt Williams, Ph.D.	Date: May 2, 2024
School Description	
<p>Jemez Valley Elementary School (JVES) is located in Cañon, NM in Sandoval County. JVES serves 128 students from Cañon, Jemez Pueblo, Jemez Springs, La Cueva, San Ysidro, Zia Pueblo, and Ponderosa, NM. Of the 129 students, 61% are Native American, 37% are White, and 2% are Asian. Forty-nine percent of students are identified as English Learners (ELs), and 18% have an Individual Education Plan (IEP). There is one class per grade level from pre-kindergarten through 5th grade.</p>	
School Successes and Celebrations	
<p>Principal Benn conducted a cumulative folder audit when she arrived and brought the school into compliance with the Public Education Department (PED). Students with IEPs and English learners are now correctly identified. There has been little teacher turnover, and teachers work together. The school has provided professional development (PD) in Language Essentials for Teachers of Reading and Spelling (LETRS) and training using Orton Gillingham reading instruction. The school offers a family-like environment where all staff work together for the students and know the families well. School staff also celebrate student successes together. Principal Benn has provided consistency and support with student discipline, which her staff appreciates.</p>	
DOMAIN 2: LEADERSHIP	
<i>To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?</i>	
Promising Practices:	
<p>Principal Benn has conducted an audit of school systems to identify areas for improvement. This year, she has addressed the proper record-keeping of student cumulative folders. The principal has structured the process of determining which students are English learners, providing them with Assessing Comprehension and Communication in English State-to-State (ACCESS) testing and support based on their results and needs.</p>	

Ms. Benn has reviewed students' special education records and implemented the foundational processes to identify current students who need to be referred for special education testing. The principal has spearheaded the initiative to ensure all students who need special educational services are being supported according to the law.

Additionally, she has established clear lines of communication between her and her staff to ensure people are aware of initiatives, expectations, and changes within the school. Teachers and community members appreciate the structure for communication and feel they know what is going on at the school level.

Opportunities for Growth:

There seems to be an opportunity for Principal Benn to establish high-functioning professional learning communities (PLCs). With the staff willing to work together, the principal can create regular structured time for teachers to collaborate, grow within their profession, and meet student needs through grade-level instruction and assessment.

There seems to be an opportunity for Principal Benn to formalize the Multi-Layered Systems of Support (MLSS) process, specifically the Student Assistance Team (SAT), to ensure students who are struggling are not overlooked and that appropriate interventions are in place for their support.

Potential Next Steps:

Principal Benn will create a leadership team to spearhead initiatives and identify the school's needs before the end of school. They will construct a master schedule for next year that provides time for regular PLC meetings. Ms. Benn will define expectations and use the PLC meetings to build teacher capacity. Clear, common expectations and processes for PLC ensure that collaboration time is used efficiently. When teachers collaboratively examine student work, determine criteria for mastery, and determine how best to instructionally respond, they build their capacity and collective efficacy.

In July, the principal will secure MLSS PD to be provided before the beginning of school. She will map a structure for SAT with the committee chair between July and August. Establishing these systems before the next school year starts will allow teachers to begin implementation at the start of the school year and signal a clear vision to all stakeholders.

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:

The principal has worked with the Regional Education Cooperative (REC) to provide a literacy coach. The coach has helped teachers grow in their practice and identify their professional needs. Through this, the principal has brought in PD for LETRS and Orton Gillingham so teachers can use best practices when teaching students the foundations of reading.

With the buy-in of her K-3 teachers, the principal has implemented a 30-minute targeted and leveled intervention in phonemic awareness and phonics for students in the fourth quarter of the year. This intervention system is a pilot for what will occur in the upcoming school year, allowing teachers to modify and perfect their approach based on student needs and lessons learned.

Fourth and 5th grades implemented an intervention program in which struggling students received extra instruction in identified content with another teacher based on the identified gaps in learning, such as math or English language arts (ELA) during the first semester. In the second semester, teachers opted to provide in-class intervention as needed for students who continued to struggle.

Opportunities for Growth:

There seems to be an opportunity for Principal Benn to provide structure for grade-level alignment. If all students receive grade-level instruction with interventions when they have knowledge gaps, the school can ensure that students are prepared for the next grade level. This alignment may include all teachers using a curriculum map, comparable assessments, resources, and instructional strategies (i.e., mathematical modeling, close reading, etc.). Data analysis of comparable results can be conducted, and relevant collaboration on the next steps can occur.

There seems to be an opportunity to provide targeted professional development in areas such as alignment, standards, data analysis, and MLSS, specifically intervention strategies. As Principal Benn conducts a needs analysis for professional development, teachers can be influential contributors. Involving teachers in decision-making increases buy-in and signals transparency.

Potential Next Steps:

In July, Principal Benn will audit current instructional resources with teachers and construct a curriculum map for math and ELA. She will also work with teachers to review data from this year so that next year's teachers can clearly understand students' learning needs. Finally, Ms. Benn will provide PD and collaboration time for data analysis within teacher PLC meetings throughout the upcoming year.