

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Lybrook Elementary	LEA: Jemez Mountain Public Schools
School Leader: Arsenio Jacquez	LEA Leader: Felix Garcia
SSRA Team Leader: Max Perez	Date: May 22, 2024

School Successes and Celebrations

Since the last visit, student intervention time has been scheduled at the end of the day so all students are with designated teachers to work on identified learning gaps. Teachers are now able to work in small intervention groups with students. This is driven by progress monitoring with the Istation program, which allows students to get the specific help they need. Teachers review the data in their Professional Learning Communities (PLC) meetings to group students. Students can then be pulled in and out of these groups based on continuous progress monitoring.

Monthly Istation assessments are now being conducted. The school has changed from only using Beginning, Middle, and End-of-Year assessments to monthly monitoring. This change now allows teachers to use this data in smaller increments of time to drive interventions for students more effectively. The school is working to become more data-driven and has plans to further develop teachers' skills around data analysis.

Progress Toward Next Steps Identified in SSRA Summary

SSRA Summary Next Step #1: Internal and external communications will become more frequent and consistent. Staff will receive a weekly memo outlining expectations, upcoming events, and deadlines. Weekly events, activities, and due dates will be posted on a whiteboard in the office hallway. A monthly calendar will be published and sent to staff and parents. Each grade level will provide a quick update on upcoming events.

The principal and office staff sent three monthly calendars and newsletters for March, April, and May. Even though the leader only received input from the fourth and fifth grades, the nurse, the principal, and the middle school, this was a significant step forward and will eventually include all staff and classroom news and updates in the newsletter. Principal Jacquez has been inconsistent with Sunday's weekly staff updates, and staff meetings have yet to be held regularly. The leader plans to send follow-up emails after any face-to-face communication has occurred. Staff meetings have not happened in the last few weeks for various reasons. The principal started using a whiteboard for communication, but it was ineffective. Therefore, he is considering moving it into a more localized area.

SSRA Summary Next Step #2: A weekly schedule for classroom walkthroughs will be

implemented to support more consistent observations and coaching cycles. Specific "look-fors" will be incorporated into the walkthroughs to align instruction with professional development and schoolwide goals. The principal and leaders will use this to provide bite-sized, actionable feedback.

Although Principal Jacquez could not establish a schedule, walkthroughs were conducted, and he met with the teachers informally.

The principal reported that he has begun using the Six Steps to Effective Feedback Protocol but is at the beginning stages of implementation. Principal Jacquez has met with teachers and coached them informally. The district is developing a system to share walkthrough data with administrators, allowing for systematic data analysis. This will support a more formal approach to the school's walkthrough processes and procedures.

SSRA Summary Next Step #3: The principal will work with the leadership team to prioritize data collection. He will further support this team in analyzing and communicating performance levels to students and parents.

The school's leadership team did meet a few times to discuss implementation strategies. However, the team has not yet met enough to prioritize or implement prioritization of data collection, analysis, and progress communication. The leadership team has not consistently met to address current data collection practices.

SSRA Summary Next Step #4: The principal will seek out and implement professional development (PD) for teachers to use critical instructional materials more effectively. PLCs will allow teachers to collaborate with standards alignment, common formative assessments, and instructional materials. Staff will analyze connections between content, delivery, and results.

The principal was able to schedule PD throughout the school year during PLC meeting times on Thinking Maps and English Learner (EL) strategies through Cooperative Education Services (CES) for 16 days and met with all six teachers each time. A new schedule has been created and sent to the superintendent for approval for the upcoming school year.

The principal plans to utilize leadership team members and the Cooperative Education Services (CES) Coach to strengthen collaboration during PLC meetings focused on implementing EL strategies, thinking maps, small group instruction, lesson plans, etc.

School Leader's Next Steps

Principal Jacquez will focus on Observation Feedback Coaching Cycles (OFCCs) and PLC meetings as high-leverage focus areas for the next school year in alignment with the 90 Day Plan.

The leader will implement communication strategies (expectations, upcoming events, and deadlines) for the next school year and will strive to provide a more consistent and inclusive approach to the leadership team and front office personnel. Principal Jacquez will continue to set clear expectations and allow for open lines of communication with and among staff. On Sunday evenings, he will send weekly updates to the staff and hold regularly scheduled staff meetings.

Principal Jacquez will seek support over the summer to set up systems through the district's Information Technology Department to document and communicate data gathered from walkthroughs. Based on this data, he will determine the subsequent data to collect and work with teachers to meet students' needs.

Next school year, the Leadership Team will be restructured to set clear expectations and norms for data-driven decision-making. Principal Jacquez will assign roles to spearhead schoolwide initiatives. He will assign the leadership team members to lead PLC meetings to support teachers' focus and conversations toward student learning.