

## School Improvement and Transformation Monitoring Visit Summary Beginning of Year (SITM-BOY)

<b>School:</b> Lybrook Elementary School	<b>LEA:</b> Jemez Mountain Public Schools
<b>School Leader:</b> Arsenio Jacquez	<b>LEA Leader:</b> Dr. Roxanne (Anne) Carrol
<b>SITM Team Leader:</b> Dr. Matt Williams	<b>Date:</b> October 2, 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 has 67 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 languages.</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>Lybrook Elementary engages in a variety of partnerships that support students in and out of school:</p> <ul style="list-style-type: none"> <li>● Advancement Via Individual Determination (AVID) is being implemented at Lybrook K-8 and also district-wide K-12 in Jemez Mountain School District</li> <li>● CES (Cooperative Educational Services) will support classroom teachers in learning teaching strategies. Consultants will be modeling best practices and creating lessons.</li> <li>● Navajo Tribe Boys and Girls Club-Boys and Girls Club of America (BGCA) clubs are led by trained youth development professionals. The NBGCA provides a safe environment during out-of-school hours and assists students in achieving academic success.</li> <li>● Thinking Maps: Teachers analyze 3-week lesson plans and assessments at every cycle to make instructional adjustments to allow for reteaching of commonly missed concepts.</li> <li>● Santa Fe Food Depot: The Food Pantry provides healthy food at no cost to nine Northern counties of New Mexico. This organization works with 80 outside</li> </ul>	

agencies and helps provide food for Lybrook's food-based pantry every first Friday of the month. Families can come and pick up the food.

### **NM DASH Development and Implementation**

The Desired Outcomes the school wishes to see in changed behavior of their adults are:

- 100% of teachers will implement strategies learned in American Alliance for Innovative Systems (AAIS) CES, and AVID professional development and provide Layer 1 interventions (Brain Pop, use of manipulatives, ELLevations as measured by walkthroughs.
- 100% of teachers will implement LANL ISEC professional development and Character Strong and HealthSmart - Supplemental health curriculum as measured by walkthroughs.
- 100% of teachers implement small-group instructional intervention to students struggling in areas of literacy and English language development, and teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, as measured by registration documents and walkthroughs, and teachers who do not yet have a Teaching English to Speakers of Other Languages (TESOL) endorsement will enroll in a TESOL endorsement program.

### **School Progress**

#### **3-Year Trend Data:**

New Mexico-Measures of Student Success and Achievement (NM-MSSA) – English Language Arts (ELA)

- 2021-2022 – 0%
- 2022-2023 – 8%
- 2023-2024 – NA

Math

- 2021-2022 – 0%
- 2022-2023 – <5%
- 2023-2024 – NA

Science

- 2021-2022 – 22%
- 2022-2023 – 9%
- 2023-2024 – NA

#### **Goals:**

- ELA:
  - Proficiency Growth Summative Goal Statement

- There will be a 10% increase in growth in ELA as measured by Spring 2025 NM-MSSA.
    - Proficiency Growth Benchmark Goal Statement
      - There will be a 10% increase in growth in ELA as measured by Middle of the Year (MOY) 2025 Interim Measures of Student Success and Achievement (iMSSA).
  - Math:
    - Proficiency Growth Summative Goal Statement
      - There will be a 10% increase in growth in math as measured by Spring 2025 NM-MSSA.
    - Proficiency Growth Benchmark Goal Statement
      - There will be a 10% increase in growth in math as measured by MOY 2025 iMSSA.
  - Science:
    - Summative School Wide Goal Statement
      - There will be a 10% proficiency increase in science as measured by the Spring 2025 New Mexico Assessment of Science Readiness (NM-ASR).
    - Benchmark School Wide Goal Statement
      - There will be a 10% proficiency increase in science as measured by the MOY Northwest Educational Assessment (NWEA) Science assessment.
  - English Language Proficiency (ELP):
    - Summative School Wide Goal Statement
      - By Spring of 2025, there will be a 10% increase of students meeting their individual target growth in English Proficiency as measured by NM Growth Calculation based on ACCESS results.
    - Benchmark School Wide Goal Statement
      - There will be a 10% increase in growth in ELA as measured by MOY 2025 iMSSA.

Two personnel from the Priority Schools Bureau met with Mr. Jacquez, Mrs. Martinez-Rivas, and Mr. Mamich. Together, they created the DASH plan based on information regarding Lybrook student performance. This group set goals based on the prior year's data.

**Root Cause Analysis (RCA) Summary:**

ELA:

- There is a lack of teachers providing standards-based, grade-level instruction, use of required ELA curriculum, and provision of Layer 1 interventions.

Math:

- There is a lack of teachers providing standards-based, grade-level instruction, use of required math curriculum, and provision of Layer 1 interventions.

Science:

- There is a lack of science instruction and health and wellness education.

ELP:

- There is a lack of TESOL-endorsed teachers who understand how to implement

sheltered language strategies at Lybrook ES. Currently, there is only one Teaching of English to Speakers of Other Languages (TESOL)-endorsed teacher who is a 4th/5th grade core content teacher.

**Actions to Reach ELA Math Goals:**

- Post job and hire interventionist (ELA and math).
- Purchase intervention supports: Brain Pop, ELlevation, and manipulatives.
- Schedule, register, and submit travel requisitions for professional development: AAIS and AVID.

**Actions to Reach Science Goals:**

- Purchase Character Strong and HealthSmart curriculum.
- Schedule, register, and submit travel requisitions for professional development (PD) of Los Alamos National Lab Inquiry Science Education Consortium (LANL ISEC).
- Jennifer Martinez-Rivas will provide LANL ISEC PD for staff.
- Implementation of LANL ISEC PD by all teachers.
- Teachers will implement Character Strong and HealthSmart curriculum.
- PD on accessing and implementing supplemental curriculum: Character Strong and HealthSmart curriculum.

**Actions to Reach ELP Goals:**

- Provide PD on small group intervention to students struggling in literacy and English language development.
- Provide PD on teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities.
- Research TESOL endorsement programs at local universities/colleges.
- Teachers who do not yet have a TESOL endorsement will register for the TESOL endorsement program.

**Monitoring:**

ELA and Math:

- 100% of teachers will implement Layer 1 interventions (Brain Pop) as measured by walkthroughs.
- 100% of teachers will implement AVID and Layer 1 interventions (Brain Pop and use of manipulatives) as measured by walkthroughs.
- 100% of teachers will implement AVID, AAIS, and Layer 1 interventions (Brain Pop, use of manipulatives, and Ellevation) as measured by walkthroughs.

Science:

- 100% of teachers will implement LANL ISEC professional development, as measured by walkthroughs.
- 100% of teachers will implement LANL ISEC professional development and Character Strong supplemental health curriculum, as measured by walkthroughs.
- 100% of teachers will implement LANL ISEC professional development and Character Strong and HealthSmart supplemental health curriculum as measured by walkthroughs.

**ELP:**

- 100% of teachers will implement small-group instructional intervention for students struggling with literacy and English language development, as measured by walkthroughs.
- 100% of teachers will implement small-group instructional intervention for students struggling with literacy and English language development and teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, as measured by walkthroughs.
- 100% of teachers will implement small-group instructional intervention for students struggling in areas of literacy and English language development and teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, as measured by registration documents and walkthroughs, and teachers who do not yet have a TESOL endorsement will enroll in a TESOL endorsement program.

**Next Steps:**

- The principal will work with the district office to renew Istation for grades four through eight and administer the beginning-of-year assessment to obtain a baseline for this school year.
- The principal will schedule and implement weekly Professional Learning Community (PLC) meetings and collaboration starting October 7.
- The principal will work with the district business office to hire an attendance liaison and establish an attendance team by mid-October.
- The principal will conduct weekly walk-throughs and communicate to staff that he will be looking for student engagement, objectives posted, revisiting objectives in instruction, word-walls/sight words/academic vocabulary, teachers using thinking maps, and implementing interventions. The principal will gather data from these walk-throughs based on look-fors and communicate results to staff.