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

School: Jemez Valley Elementary School	**LEA:** Jemez Valley Public Schools
School Leader: Terrian Benn	**LEA Leader:** Manuel Medrano
SITM Team Leader: Dr. Matt Williams	**Date:** October 16, 2024

School Description

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 Individualized Education Plan (IEP). There is one class per grade level from pre-kindergarten through fifth grade.

School Successes and Celebrations

The school is making many enhancements, from the district to the school level. There are now principals for each school, an associate superintendent, and the district superintendent. With the participation of all district and school leaders, the district is working on developing an updated and aligned strategic plan. The associate superintendent has revamped the Multilayered System of Supports (MLSS), Student Assistance Team (SAT), special education processes, district systems, and training for all staff.

English Learners (ELs) have not been administered the WIDA ACCESS assessment over the last three years. They have all been screened to correct course, and there is an intentional focus on ELs.

This year, the school has two literacy coaches working with teachers on MLSS, data, and intervention. The elementary school also has a peer coach through the New Mexico Public Education Department (NM PED) to support teachers. Two consultants work onsite to support teachers in their professional growth. Staff (all levels, pre-kindergarten through fifth) have also been trained in Heggerty, phonics, and phonemic awareness, Scarborough's Rope, Language Essentials for Teachers of Reading, and Spelling (LETRS), MLSS, layer one and layer two instruction and intervention, Istation data analysis (K-5), and iMSSA data analysis (3-5). The school has also created and revamped systems within the school (data systems, MLSS system, New Mexico Data, Accountability, Sustainability, and High Achievement strategic plan (NM DASH), Professional Learning Communities (PLCs), and provided training to the staff on the systems.

Staff have been open to the training and see the alignment between the school's NM DASH plan, the data, and their actions. Teachers are on board with changing adult behavior to impact student achievement positively. The school is also using the Interim Measure of Student

Success and Achievement (iMSSA) this year, which provides alignment to the New Mexico Measures of Student Success and Achievement (NM-MSSA), and they have been able to analyze the beginning of year (BOY) data.

Mentorships with specific teachers have led to changes in classroom management, planning, and instruction, which has led to the "coaching up" of teachers and growth in their student achievement on the NM-MSSA.

The school leadership, district leadership, and staff all understand the urgency toward school turnaround and improvement.

The school also participates in the School Improvement and Transformation convenings with the Public Education Department Priority School Bureau (PSB). It has achieved a fully approved application for Title I Non-competitive Supplemental Grant funds to support their NM DASH strategic plan.

NM DASH Development and Implementation

The desired outcomes the school wishes to see in changed behaviors of their adults are:

- By the end of the 90-Day Plan, 40% of each grade level will be at or above grade level in reading assessment through either the iMSSA or iStation progress monitoring.
- By the end of the 90-Day Plan, 25% of students in each grade level will perform at or above grade level through either the iMSSA or iStation progress monitoring.
- By the end of the 90-Day Plan, classroom teachers will explicitly teach science instruction for at least 50 minutes daily.
- By the end of the 90-Day Plan, the school will have completed the following:
  - Identify students for specific support services - Special Education, ELs, economically disadvantaged (ED), and experiencing homelessness
  - have a continuum of service
  - service is being delivered consistently

School Progress

Data Trend:
- NM-MSSA
  - English Language Arts (ELA)
    - 21-22 – 26%
    - 22-23 – 16%
    - 23-24 – 19%
  - Math
    - 21-22 – <5%
    - 22-23 – <5%
    - 23-24 – 6%
- NM-Assessment of Science Readiness (NM-ASR)
  - 21-22 – 25%

- $\circ$ 22-23 – <20%
- $\circ$ 23-24 – 21%

- Istation (K-2) BOY 2024-2025:
  - $\circ$ ELA
    - $\blacksquare$ 34%
  - $\circ$ Math
    - $\blacksquare$ 35%
- Current Attendance Rate:
  - $\circ$ 96.41%

Goal-Setting Process:
- At the district level, a needs assessment was done with the involvement of teachers. Areas of weakness were identified. They used the same process to focus on the elementary SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, with teachers participating. Focus areas were literacy/numeracy, community involvement, student support (focus on attendance), college and career readiness, and preparations. They dove into the Comprehensive Support and Improvement (CSI) process and the DASH plan components. They worked intently on each element, using the data within teams (district level, school level, grade levels), and aligned the pieces.
- From that work, they identified intentional goals for the year and benchmarks and had buy-in from the core team. They also did a root cause analysis from the data that dove deep into the causes within the locus of control. They continue to reflect on the root causes to determine if they apply within this school year. JVES is continuing to see alignment in root causes. The first action was to complete the beginning-of-year assessments and progress monitoring assessments so they could then analyze the data to develop teacher action plans with the support of two literacy coaches.

Goals:
- ELA:
  - $\circ$ Proficiency Growth Summative Goal Statement: Using the NM-MSSA summative assessment grade level proficiency,
    - $\blacksquare$ 43% of grade 3 students will perform in the proficient or above range for the school year 2024-2025. From SY 23-24 to SY 24-25, Novice Performance will decrease from 59% to 25%, Nearing Proficient Performance will increase from 12% to 33%, Proficient Performance will increase from 12% to 21%, and Advanced Performance will increase from 18% to 22%.
    - $\blacksquare$ 32% of grade 4 students will perform in the proficient or above range for the school year 2024-2025. From SY 23-24 to SY 24-25, Novice Performance will decrease from 61% to 38%, Nearing Proficient Performance will increase from 33% to 30%, Proficient Performance will increase from 6% to 16%, and Advanced Performance will increase from 0% to 16%
    - $\blacksquare$ 42% of grade 5 students will perform in the proficient or above range for the school year 2024-2025. From SY 23-24 to SY 24-25, Novice

Performance will remain at 26%, Nearing Proficient Performance will decrease from 53% to 32%, Proficient Performance will remain at 21%, and Advanced Performance will increase from 0% to 22%.

  - ○ Proficiency Growth Benchmark Goal Statement: Using the iMSSA interim assessment,
    - ■ at least 36% of grade 3 students will be on target by the middle of the year (MOY) for the school year 2024-2025.
    - ■ at least 36% of grade 4 students will be on target by the MOY for the school year 2024-2025.
    - ■ at least 36% of grade 5 students will be on target by the MOY for the school year 2024-2025.
- ● Math:
  - ○ Proficiency Growth Summative Goal Statement: Using the NM-MSSA summative assessment grade level proficiency,
    - ■ 38% of grade 3 students will perform in the proficient or above range for the school year 2024-2025. From SY 23-24 to SY 24-25, Novice Performance will decrease from 71% to 21%, Nearing Proficient Performance will increase from 24% to 41%, Proficient Performance will increase from 6% to 21%, and Advanced Performance will increase from 0% to 17%.
    - ■ 38% of grade 4 students will perform in the proficient or above range for the school year 2024-2025. From SY 23-24 to SY 24-25, Novice Performance will decrease from 83% to 21%, Nearing Proficient Performance will increase from 17% to 41%, Proficient Performance will increase from 0% to 21%, and Advanced Performance will increase from 0% to 17%.
    - ■ 38% of grade 5 students will perform in the proficient or above range for the school year 2024-2025. From SY 23-24 to SY 24-25, Novice Performance will decrease from 63% to 21%, Nearing Proficient Performance will increase from 26% to 41%, Proficient Performance will increase from 11% to 21%, and Advanced Performance will increase from 11% to 17%.
  - ○ Proficiency Growth Benchmark Goal Statement: Using the iMSSA interim assessment,
    - ■ at least 50% of grade 3 students will be on target by the MOY for the school year 2024-2025.
    - ■ at least 50% of grade 4 students will be on target by the MOY for the school year 2024-2025.
    - ■ at least 50% of grade 5 students will be on target by the MOY for the school year 2024-2025.
- ● Science:
  - ○ Summative Schoolwide Goal Statement
    - ■ Using the NM-ASR summative assessment, the proficiency of grade 5 students will increase from 21% in the spring of 2024 to 33% in the spring of 2025.
  - ○ Benchmark Schoolwide Goal Statement

- By the middle of the school year, 5th-grade students will master at least 3 out of 12 essential standards identified in the district curriculum as measured through teacher based assessments.
- EL Progress:
  - Summative Schoolwide Goal Statement
    - By Spring of 2025, 10% of ELs will meet their individual target growth in English Proficiency as measured by NM Growth Calculation based on WIDA ACCESS results.
  - Benchmark Schoolwide Goal Statement
    - By MOY 2024-2025, 10% of ELs will demonstrate 75% Growth in English Language Proficiency as measured by ELA iMSSA.

Root Cause Analysis (RCA) Summary:
*out of control of the school
- ELA
  - Effective direct instruction and explicit intervention > Because of the absence of structured learning centers > Because of misaligned daily instructional schedule > *Because of staffing availability**
  - Mentorship and PD for teachers because of the absence of a classroom action plan (CAP) and professional development plan (PDP). > Because of the absence of structured PLC. > Because of a lack of capacity building > Because of misaligned school culture.
- Math
  - Lack of effective direct instruction and explicit intervention because of the absence of structured learning centers > misaligned daily instructional schedule > and *staffing availability**
  - Lack of Mentorship and PD for teachers because of the absence of a CAP and PDP > the absence of structured PLC > lack of capacity building > and misaligned school culture.
- EL
  - Because of unclear expectations > Because of the absence of a School Improvement Plan > Because of misalignment in classroom level, school level, and district level goals > Because of lack of communicating the strategic plan
- Science
  - Because of lack of value for science instruction > because of unclear expectations > because of misalignment in classroom level, school level, and district level goals > because of lack of communicating the strategic plan

Actions to Reach ELA and Math Goals:
- BOY assessment for iMSSA, Istation, and district progress monitoring assessment

Actions to Reach Science Goals:
- The school will adopt a science curriculum and action plan

Actions to Reach EL Progress Goals:
- Kindergarten students screened for EL identification.

- Grade one students screened for dyslexia risk.

Monitoring:
- Progress monitoring assessment will show that 40% of students perform at or above grade level through either the iMSSA or iStation progress monitoring.
- At least 25% of students in each grade level are performing at or above grade level in the math assessment through either the iMSSA or iStation progress monitoring.
- During walkthroughs, teachers will provide explicit science instruction for at least 50 minutes daily.
- Students requiring specific support are identified.
- Consent for service has been acquired through Student Assistance Team (SAT) meetings or principal conferences.
- 100% of students identified for services are getting consistent service.

Leader's Next Steps:
- The principal will work with the leadership team to revise desired outcomes to address adult based behaviors for those that are currently addressing student outcomes.
- The principal will work with the leadership team to revise root cause statements to focus on root causes in their control.
- The principal will work with the leadership team to strategically identify sequential critical actions to reach goals.
- The principal will align instructional programs with ELA, math, science, social studies, and EL progress priorities.
- With the literacy coaches' support, leadership will construct data walls for teachers to collaborate and prioritize student support.