

**School Support and Readiness Assessment &
School Monitoring Visit Summary
Beginning of Year
(SSRA/SITM-BOY)**

School: Pojoaque Intermediate School	LEA: Pojoaque Valley School District
School Leader: Teri Vaisa	LEA Leader: Amy Suman
SSRA Team Leader: Dr. Matt Williams	Date: October 15, 2024
School Description	
<p>Our purpose: Educating for Excellence – Every Student; Every Day Our Vision: Every child at PVIS will have the opportunity to reach their full academic and social potential. Our mission: The Pojoaque Valley School District recognizes the education of our students is the shared responsibility of the school district, families, and the community. Together we support every student to: 1) Achieve knowledge; 2) Excel academically 3) Identify personal core values: 4) Learning problem-solving skills; and 5) Prepare for the next phase of life in an ever-changing world.</p> <p>Pojoaque Valley Schools serves the Pojoaque Valley and the communities of Nambé, Jaconita, Tesuque, El Rancho, Arroyo Seco, Cundiyo, and San Ildefonso. Pojoaque Valley intermediate School (PVIS) has 103 fourth grade students and 121 fifth grade students for a total population of 224 students. There is one Life Skill class with five full time students. 46 students currently have an Individual Education Plan (IEP), 43 students are enrolled in Native American (TEWA) class, 30 students in Spanish for Native Speakers and 14 English as Second Language/English Language Development (ESL/ELD).</p> <p>PVIS, like the school community service students from Nambé, Jaconita, Tesuque, El Rancho, Arroyo Seco, Cundiyo, and San Ildefonso. We are located between the High School and the Elementary school. There are 4 - 4th grade teachers and 5 - 5th grade teachers. The special that PVIS offers are: Physical Education (PE), Computers, Library, Music, Spanish Language Arts, Tewa.</p>	
School Successes and Celebrations	
<p>A small but active Parent Advisory Committee (PAC) of parents working collaboratively with teachers to plan activities for our school community. First major activity planned was an attendance assembly to be held monthly. To recognize the class with the least amount of absences receives an Elk Shed that they decorate a portion of. This will be recognition for a 4th grade class and a 5th grade class. 2024-2025 is the second year to offer students “Cooking With Kids” program.</p> <p>Master Teacher Leadership Network (MTLN) - Los Alamos National Lab - Randy Merker and Karla Matute assisted with professional development in the area of math and supported our</p>	

Math Lab endeavors. They also assisted with analyzing data and developing pre/post unit tests. They shared the results from the Northwest Education Assessment (NWEA) Spring test with the staff and discussed the importance of focusing on the areas of need to close the Math gap.

Reading Specialist and Interventions, Diane Garber. She also provides professional development and guidance in the classroom when asked for support or assistance with interventions in the classroom.

Year-End Goals, Action Steps, and Progress Monitoring

Data Trend:

- New Mexico-Measures of Student Success and Achievement (NM-MSSA)
 - English Language Arts (ELA)
 - 22-23 – 42%
 - 23-24 – 41%
 - Math
 - 22-23 – 18%
 - 23-24 – 15%
- Interim-Measures of Student Success and Achievement (i-MSSA) Beginning of the Year (BOY)
 - Reading
 - 4th grade – 28%
 - 5th grade – 23%
 - Language
 - 4th grade – 23%
 - 5th grade – 22%
 - Math
 - 4th grade – 0%
 - 5th grade – 7%
- Assessment of Science Readiness (ASR)
 - 21-22 – 41%
 - 22-23 – 25%
 - 23-24 – 34%

Goal Setting Process:

- The principal worked with Celeste Murray from the Priority Schools Bureau to align the PVIS 90 day plan. This year the plan was created with assistance from the math teacher network teacher and the reading specialist, utilizing the data from all assessments. Discussion with the staff as to where we are in the process. The 90 day plan will be shared with the staff, once it has been finalized.

Goals:

- ELA:
 - Proficiency Growth Summative Goal Statement

sense and number talks related to basic operations. This should include targeted professional development and maximizing the use of the math lab, with an emphasis on these strategies.

- Classroom teachers are not providing well-organized and targeted reading interventions to all students.
- Teachers are only provided one opportunity for training and if they are hired, or transferred, after the training they are unable to participate and are not allowed access to the curriculum.
- Targeted interventions. increase English proficiency and understanding.

Actions to Reach ELA Goals:

- All student data will have been reviewed with the following assessments: Reading Plus, NWEA, NM-MSSA, general education (GE) test of coding skills in spelling, A to Z Running Record, and writing samples of 1-2 paragraph prompt.
- Data will have been reviewed and an action plan will be created to address the individual needs as identified by the data. This will be turned to to support the progress being met and that changes are provided when necessary.
- Professional development in the Daily 5.
- Anchor charts displaying Daily 5 practices that will guide student daily practice in reading, writing, and spelling. Daily routines in the ELA block will be in place. The classroom environment and set up will provide areas to complete the defined routines, including practice activities and appropriate materials.
- Professional Learning Communities (PLC's) will meet every 2 weeks to discuss the progress of students and evaluate student work, small group placement and walkthroughs.
- MOY assessment completed for NWEA, Reading Plus, iMSSA
- Teachers will identify 2-3 students who will need extra assistance who will be able to participate in an afterschool reading program.
- Students will participate in the After school reading program and will be given a pre and post test. Data will have been reviewed and an action plan will be created to address the individual needs as identified by the data. This will be turned in to support the progress being met and that changes are provided when necessary.
- Progress reports will be provided to the teachers and parents for the students who are participating in the program. This will be turned in to support the progress being met and that changes are provided when necessary

Actions to Reach Math Goals:

- Professional development for the implementation of Stepping Stones
- PLC's will meet every two weeks to address the math interventions that are being utilized and to further plan instruction to close the gap.
- Intervention plans will be turned in to support that progress is being met and that changes are provided when necessary.
- Professional development to demonstrate Number Talks and interactive games.
- PLC's will meet every two weeks to address the math lab and review the pre and post

test results to further plan instruction to close the gap.

- 100% of the teachers will provide 2-3 students from their class to the Math tutor teacher to begin to evaluate which students qualify for extra assistance.
- Students will participate in the After school math intervention program and will be given a pre and post test. Data will have been reviewed and an action plan will be created to address the individual needs as identified by the data. This will be turned in to support the progress being met and that changes are provided when necessary.
- Progress reports will be provided to the teachers and parents for the students who are participating in the program. This will be turned in to support the progress being met and that changes are provided when necessary

Actions to Reach Science Goals:

- Implement critical instruction in areas where students are not proficient
- Review student assessments every 3 weeks and address areas of concern, planning lessons built on student needs
- Intervention plans will be turned in to support that progress is being met and that changes are provided when necessary.

Actions to Reach ELP Goals:

- By the end of 30 and 60 days, all student individual ELA data will have been reviewed: Reading Plus, NWEA data IEPs (if applicable) By 9/06/24, all students will have been assessed in ELA with the following: GE Test of Coding Skills in spelling A-Z Running Record Writing Sample - 1-2 paragraph prompt. Other as identified by teachers as we progress monitor and review results. By 9/06/24, using the data described above, teacher will review data and create an action plan to address the individual needs as identified by the data sources above.
- Training on the Daily 5 and Literacy components.
- All students will have been assessed for placement in the Reading Intervention Program to augment their classroom reading instruction - a 30-40 minute session twice per week with a reading intervention specialist. Teachers are dedicating 10 minutes 3 times per week on the strategies presented in the PD.
- Professional development in Guided Language Acquisition Design (GLAD)
- 100% of the teachers will implement the GLAD strategies two times per week. Provide sheltered instruction, for intentional linguistic and other supports to ELs to facilitate their learning of grade-level content (Echevarria, Short, & Powers, 2006).
- To provide social, emotional support for families to better assist their children with the learning process.

Monitoring:

- 100% of the teachers are using IReady Math three times per week and Stepping Stones twice per week to address the identified gaps.
- 100% of teachers will use intervention time to implement Stepping Stones Math Program and IReady Math to address the gaps identified in the data.
- 100% of the teachers will utilize the math lab to complete number talks and math games in the math lab every two weeks.
- ~~Review the data from the pre/post test that was completed for the standard tested to~~

address the gaps or changes necessary to move forward. (~~*Students met the benchmark goal*~~)

- ~~**Review NWEA BOY assessments.**~~ (~~*Students met the benchmark goal for NWEA in ELA, math and science*~~)
- 100% of teachers will have completed all necessary assessments.
- 100% of teachers will have individualized instruction plans and small groups based on their needs.
- 100% of teachers will implement GLAD strategies twice a week to provide structured literacy to all students.
- ~~**More parents are actively participating in their child's academic performances.**~~ (~~*100% of teachers contact parents every other week to communicate student performance*~~)
- 100% of the teachers have completed the review for placement in the Reading Intervention program to augment their classroom reading instruction - 30 - 40 minutes per week with Diane Garber, reading specialist.
- 100% of the teachers will review the Reading Plus data to identify students who may be in need of further intervention.
- 100% of the teachers will assess all students in Reading Plus, NWEA and IMSSA (MOY).
- 100% of the teachers will provide the students who qualify for the after school tutoring program. Progress reports will be provided to the teachers and parents for the students who are participating in the program.

Leader's Next Steps:

- The principal will update ELP goals in the 90-day plan to reflect performance measures.
- The principal will update progressing monitoring in the 90-day plan to reflect performance measures.
- The principal will set expectations and implement conducting peer reviews of assignments and student work monthly starting in November.



DOMAIN 2: LEADERSHIP

Promising Practices:

- The principal has established a priority of student learning especially in math and reading.
- The principal has used the expertise of the reading specialist and MTLN personnel to help teachers analyze data.
- The principal requires and reviews lesson plans from every teacher and grade level teams work together to develop these plans. Lessons must have standards, objectives, preplanned questions, and accommodations.
- Principal and counselor pull student assessment data to share with teachers to analyze.
- The school is using the PAX positive behavioral model that teachers and students understand.

Opportunities for Growth:

- There seems to be an opportunity for the principal to establish clear expectations of formative data gathering, analysis, and next steps for teachers that leads to a culture of urgency.
- There seems to be an opportunity for the principal to establish consistent PLC meeting times with structure and purpose and clearly communicate school procedures, processes, systems, and expectations to staff, students, and parents.
- There seems to be an opportunity to strengthen the systems of the PAX model school wide to focus on age appropriate pedagogy from teachers, allow quicker classroom transitions, and deepen the focus on student learning.

Potential Next Steps:

- The principal will share this report with staff and collaborate with staff to focus on data, systems, and PAX behavior.
- The principal will establish consistent PLC times with designated focus.
- The principal will follow up with teachers and parents to ensure the newsletter is communicating what they need.
- The principal will establish times to focus on student learning with teachers.
- The principal will partner with the elementary school leadership and implement quarterly vertical meetings with the elementary school.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

- The principal has partnered with a reading specialist to provide professional development for teachers on providing interventions for students struggling to reading
- The principal has also partnered with Master Teacher Leadership Network (MTLN) - Los Alamos National Lab to model best practices in a math classroom for teachers.
- There are highly qualified instructional materials (HQIM) for Math and ELA available for teachers to use.
- Data analysis is being done by the school counselor, principal, and school partners for summative assessments. Grade level teams and individual teachers conduct periodic data analysis to understand the needs of students.
- Teachers help each other in their practice and collaborate with each other informally.

Opportunities for Growth:

- There seems to be an opportunity for the principal to establish and communicate layer one priorities and expectations.
- There seems to be an opportunity for the principal to conduct scheduled walkthroughs that look for layer one priorities, hold teachers accountable for these priorities, and

provide feedback to teachers to support their growth.

Potential Next Steps:

- Principal will meet with the leadership team and make sure everyone has the pacing guides and teachers are using them and making sure that in PLCs teachers are discussing standards in the pacing guides.
- Principal will work with teachers to clarify level I instruction.
- Principal will set an expectation for standardized PLC notes to monitor discussions and need for support.