

School Support and Readiness Assessment Summary Report

School: Shiwi Ts’ana Elementary School	LEA: Zuni Public Schools
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School Description	
<p>Shiwi Ts’ana Elementary School, part of the Zuni Public School District (ZPSD), is dedicated to the district's mission to "Connect. Educate. Inspire." Aligned with ZPSD’s vision, the school collaborates with families and the community to promote academic excellence, develop skills, and instill A:shiwí Core Values, nurturing students’ character in a safe and respectful environment. Serving a current enrollment of 428 students, Shiwi Ts’ana supports a diverse range of learners, including 13 in pre-kindergarten, 49 in kindergarten, 60 in 1st grade, 50 in 2nd grade, 74 in 3rd grade, 61 in 4th grade, and 99 in 5th grade, as well as 12 students in Life Skills programs for grades K-5. The school celebrates a strong focus on attendance, with rates consistently above 91%, and provides 100% of students with free and reduced meals, with 11% receiving special education services. Shiwi Ts’ana is proud of its cultural heritage, with 96% of its student population identifying as Native American, 2% as Asian, and less than 1% as Caucasian, fostering a rich and inclusive community that values both tradition and academic success.</p>	
School Successes and Celebrations	
<p>Shiwi Ts’ana Elementary School has achieved numerous successes, highlighting the hard work and dedication of its students, staff, and community. The school was recognized as the district’s attendance winners for August, September, and October in the SY 24/25. Students excelled academically, with 40 K-2 students earning the Zuni Public School District (ZPSD) Board Scholar Award for exceptional performance in Istation Reading and 56 K-2 students receiving the same award for Istation Math performance. In grades 3-5, 16 students were honored for scoring advanced or proficient on the NM-MSSA in English language arts (ELA), and two for achieving this distinction in math.</p> <p>Shiwi Ts’ana is proud to celebrate its removal from the ATSI (Additional Targeted Support and Improvement) designation for ELs (English Learners), reflecting significant progress in supporting ELs. Over the past three years, the school has steadily increased proficiency rates</p>	

for math, ELA, and science, with K-2 Istation Early Literacy data consistently scoring well above the state average.

The school continues strengthening its partnerships with families through initiatives like Academic Parent Teacher Teams (APTT) for years 23/24 and 24/25, fostering collaboration and shared accountability for student success. Additionally, the full implementation of Observation, Feedback, and Coaching Cycles (OFCC) since the school year 2022 ensures ongoing professional growth for educators, supporting high-quality instruction across classrooms. Shiwi Ts'ana Elementary celebrates these achievements as milestones of progress and inspiration for continued excellence.

DOMAIN 1: CULTURE & EQUITY

Promising Practices:

Shiwi Ts'ana Elementary School demonstrates a strong commitment to culture and equity through several promising practices that foster family engagement, effective communication, and cultural inclusivity. Implementing Academic Parent Teacher Teams (APTT) has been particularly beneficial, providing families with strategies and support to enhance learning at home. The recent holiday program, held for the first time, was a resounding success, drawing high attendance and showcasing the school's dedication to celebrating traditions with the community. Student-led conferences are effective practices that have empowered students to explain their data to their parents. The Family Teacher Student Organization (FTSO) further strengthens connections between home and school, offering a valuable platform for collaboration. Effective communication is a cornerstone of the school's approach, utilizing multiple channels such as ClassDojo, Facebook, flyers, Remind, School Messenger, robocalls, and emails to ensure families are informed and engaged. Teachers and school staff work collaboratively, with the school initiating communication and teachers reinforcing messages. Additionally, staff are actively involved in the NM DASH process, demonstrating a shared commitment to continuous improvement and equitable outcomes for all students.

Opportunities for Growth:

Shiwi Ts'ana Elementary School has opportunities to enhance culture and equity by increasing awareness and engagement with initiatives promoting social-emotional learning (SEL), positive behavior, and community building. Raising family awareness of the Leader in Me SEL curriculum can strengthen the home-school connection, enabling families to actively support the development of students' leadership and life skills. Similarly, increasing awareness of the Positive Behavior Intervention and Support (PBIS) system, GROWL (Growth in Respect, Ownership, Willingness, and Leadership), among students, teachers, and families would ensure consistent recognition and reinforcement of positive behaviors, fostering a more inclusive and motivating environment. Providing time for staff to build connections across grade-level teams and conducting climate checks to understand and address staff needs would further contribute to a supportive and collaborative school culture. These efforts can create stronger partnerships

and a shared commitment to fostering student success and well-being.

Potential Next Steps:

Communicate the Positive Behavior Intervention and Support (PBIS) system, GROWL, to all stakeholders and share details about the Leader in Me program with families by leveraging the Family and Teacher Support Organization (FTSO) to help disseminate the information effectively.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

Shiwi Ts’ana Elementary School has identified instructional infrastructure expectations that support effective teaching and learning. Using pacing guides ensures alignment with standards and provides clear direction for instructional planning throughout the year. Curriculum-based measures (CBMs) monitor student progress and inform instruction, fostering a data-driven approach to improving outcomes. A standardized lesson plan template helps maintain consistency and focus for instructional delivery across classrooms, while a shared drive facilitates collaboration and access to resources among staff. Additionally, dedicated Professional Learning Community (PLC) time allows teachers to collaborate, analyze data, and share best practices, strengthening the overall instructional framework and enhancing student achievement.

Opportunities for Growth:

Shiwi Ts’ana Elementary School has opportunities to strengthen its instructional infrastructure by enhancing consistency and regularity in key practices. Special education services should be reviewed to ensure they provide targeted interventions and specialized instruction aligned to individualized education plan (IEP) goals to fill identified learning gaps. Professional development for special education teachers and education assistants on Touch Math would help them implement it with fidelity.

While Observation, Feedback, and Coaching Cycles (OFCC) began in August, they were not implemented for all teachers due to administrative training. This highlights the need for a more structured and consistent cycle for all staff. Currently, staff receive feedback primarily through Canvas, emphasizing the importance of establishing a regular feedback process that includes actionable insights and follow-ups.

The 90-Day Plan, which focuses on alignment and rigor with Common Core State Standards (CCSS), presents an opportunity to deepen its impact by incorporating instructional strategies that actively engage students and scaffold learning to improve outcomes. Monitoring progress through 30-, 60-, and 90-day reflections on adult behavior and student data can ensure

accountability and drive improvement. Additionally, implementing a growth scale movement within the 90-Day Plan for students with disabilities (SWD) and EL subgroups by grade level would address specific needs and support targeted progress. To maximize effectiveness, critical action steps and progress indicators should reflect progression over the 30-, 60-, and 90-day intervals, scaffolding professional growth for educators while improving student outcomes.

Potential Next Steps:

Coordinate with the Director of Special Education to organize Touch Math training for special education staff. Regularly review the OFCC tracker to ensure walkthroughs and feedback meetings are conducted consistently. Collaborate with grade-level leaders to revise the Spring 90-Day Plan, guaranteeing the timeline and indicators are strategically scaffolded into 30-, 60-, and 90-day intervals. School leadership will refine the PLC form to include the weekly disaggregation of SWD and EL data by class to determine the most effective strategies for student growth. Additionally, they are revising the schedule to incorporate dedicated intervention time for SWD, involving special education and intervention teachers, to ensure students receive every available support to maximize learning and growth.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

Promising Practices:

Shiwi Ts’ana Elementary School demonstrates strong support and accountability practices to promote student success and staff collaboration. The “Missing School Equals Missing Out” campaign emphasizes the importance of consistent attendance, fostering a culture where students and families understand the value of being present for learning. Staff members are well-informed about key expectations, including what needs to be visible in classrooms and shared during PLCs, such as data, standards, lesson plans, pacing guides, and CBMs. These practices ensure alignment, transparency, and a shared commitment to high-quality instruction and student achievement.

Opportunities for Growth:

Shiwi Ts’ana Elementary School has several opportunities to enhance its support and accountability practices, fostering a more effective and equitable learning environment. Expanding the “Missing School Equals Missing Out” campaign to address tardiness, including clarifying what tardiness and absence are. For the 90-Day Plan, refining practices such as monitoring student data, ensuring alignment between lesson plans and instructional standards, and assessing rigor more effectively would strengthen instructional outcomes. Offering teachers advanced notice of changes to the Year at a Glance (YAG) and Week at a Glance (WAG) plans ensures transparency and focus. Providing exemplars for required forms can clarify expectations and support staff in meeting quality standards. Additionally, providing targeted training on Multi-Layered Systems of Support (MLSS) and Student Assistance Team (SAT)

processes would equip staff to meet diverse academic and behavioral needs better.

Potential Next Steps:

Collaborate with the district to clarify policies on tardiness and absences. Finalize the Week at a Glance (WAG) and ensure it remains unchanged after posting. Review the SAT process, timeline, and paperwork with staff, allowing them to work collaboratively on completing an SAT form.