JVPS Strategic Plan Board Approved September 2021 Revised Oct-Nov 2023 2021 - 2024

Our Mission

All Jemez Valley Public School students will be inspired to succeed as lifelong learners through a collaborative and community based educational environment that embraces multicultural diversity.

Our Vision

JVPS will cultivate student potential by building a culture of high standards and achievement upon a foundation of respect for equity and diversity.

Our Values

Focus on Students

All Jemez Valley Public School students must have opportunities to learn a rich curriculum in inclusive classrooms.

Focus on Learning

Jemez Valley Public Schools must provide all students with rigorous and relevant curricula that encourage continuous growth and development.

Focus on Community

Jemez Valley Public Schools must focus on creating and expanding community partnerships, outstanding service, and clear communication

Focus on Results

Jemez Valley Public School teachers and educational leaders must focus on data driven practices to provide ever-improving service to our students and communities.

JVPS Priorities	Focus/Goal	Initiatives	Progress Indicators	
		Culturally Responsive	 K-2 students showing BOY 	Progress indicators:
		Teaching	- EOY Growth over	 K-2, ELA, and Mathematics baseline data identified via NM State assessments (IStation, IMSSA, SAT) and reported to Roard 11/D1/D3
	We set high	MLSS – Academic	 Students demonstrating 	BOY, MOY, and EOY baseline data and growth in ELA and Mathematics identified and communicated to Board 11/21/23.
C+124-14	expectations and		growth toward state	 Percent of students graduating May 2023: 84.62% with two students that are in process.
CHOCOCK.	provide resources	Integrated Instructional	standards in math in	Initiatives:
Juccess	supporting student	Technology	grades 3, 5, 8, 10	 Culturally Responsive Teaching - Professional development (3 hours) Mr. K. Shendo from Jemez Pueblo
	growth every year.		 Students demonstrating 	 MLSS Academic (Multilayered Systems of Support) - Professional development (1.30 hours)
		Inclusive Early Learning	growth toward state	 Inclusive Early Learning — 4 tea
	•		standards in ELA in grades	are in process. This training benefits all elementary students.
		profile of a Graduate	3, 5, 8, 10	 Profile of a Graduate – in process/ on going

0	0	2.0	3.3	4.8	Prof.	 Percent of teacher, 	Professional Learning	through the provision	
1.0	6.0	4.0	2.0	8.0	Certified	and hires.		individual excellence	Excellence
0	1.0	ب	2.0	0.	Admin	administrative applicants	Workforce Diversity	organizational and	
Vietnamese	Filipino	Native American	Hispanic	Caucasian		 Percent of diversity of certificated, classified, and 	Excellent Staff	We ensure	
programs; football program added this year after 7 years of no football,and Baseball.	after 7 year	ded this year	programs; football program added	ms; football	progra				
arrayision of Cross Country Track Va	is continue	te et ell love	+> ====================================	2000	1				
Arts, Athletics, Activities — Continued provision of CTE (Electrical, Welding, Auto Repair) courses, Defensive Driving	ion of CTE	inued provis	ivities - Cont	thletics Act	• Arts A				
		od as well.	to this during the Advisory period	during the	to this				
Social Emotional Learning – teachers required to include SEL components in weekly lesson plans and teachers will see	ed to includ	chers requir	earning – tea	Emotional L	Social				
		taken	Parent University - initial steps taken	: University -	 Parent 				
a success.	ed and was	been exercis	A safe evacuation drill has been exercised and was a success	safe evacua	0 A				
rills.	mergency di	ce with all e.	and should be in compliance with all emergency drills.	nd should be	말				
Professional development provided to all staff (Active Shooter) in matters of safety and emergency preparedness;	all staff (Act	provided to	levelopment	ofessional d	0				
		er.	Hired a School Safety Officer.	ired a Schoo	0				
and should be presented to the Board at the December 2023 meeting.	at the Decer	o the Board	presented to	nd should be	린				
JVPS Safe Schools Plan completed and approved by NMPED and NMPSIA. We are in the process of revising it	approved by	pleted and	ools Plan con	PS Safe Scho	٥			ָּתְּמָבְּתְּיִהָּ מַבְּיִבְּיִהָּ	
		edness –	Security and Emergency Preparedness -	ty and Emer,	 Securit 			linciusive biaces to	
Training (2 hours); Burnout and Self Help Training for staff/Adverse Childhood Experiences (3.25 hours)	aining for st	Self Help Tr	Burnout and	ig (2 hours);	Trainin			inclusing places to	Well-Being
MLSS (SEL) professional development provided (1.5 hours); Suicide Prevention training (2.5 hours); Anti-Bullying	ded (1.5 hot	pment provi	ional develop	(SEL) profess	MLSS			out treate sale,	
					Initiatives:	absenteeism	Activities	Ma arosto cofo	
students kept in the forefront of students' minds during second semester.	ninds during	f students' r	e forefront o	its kept in th	studer	discipline and chronic	Arts, Athletics, and		
parents regarding student absences and the motivating effects of the Ultimate Warrior program which teachers and	e motivating	nces and the	student abse	's regarding	parent	avoiding exclusionary			
year. This past years' improvement at the high school level was attributed to principal and teacher phone calls to	igh school le	ent at the h	rs' improvem	his past yea	year T	 Percent of students 	Learning		
attendance during the first $\%$ of the 23-24 S Y. We will continue to monitor absences and tardies throughout the school	Y. We will o	the 23-24 S	the first % of	ance during	attend	skills	Social Emotional		
VPS as we cannot teach students who are not in school. We have seen an increase of	cannot tea	γr JVPS as w∈	area of considerable concern for J	f considerab	area o	and emotional regulation			
Chronic absenteeism is defined as missing more than 10% of school days which for JVPS is 16 days or more. This is an	nore than 1	as missing r	sm is defined	c absenteeis	Chroni	reporting social awareness	Parent University		
Percent of students avoiding exclusionary discipline is 98% (4 suspensions) and the chronic absenteeism rate 32%	iscipline is 9	clusionary d	s avoiding ex	nt of student	Percer	Percent of students			
					2024	belonging at school	Preparedness		
regulation skills will be reported to the Board as need arises. A new survey will be taking place during the spring of	rd as need a	d to the Boar	Il be reported	tion skills wi	regula	a sense of safety and	Security & Emergency		
100% Percent reporting a sense of safety and belonging at school and those reporting social awareness and emotional	nd belonging	of safety ar	rting a sense	Percent repo	• 100%	families reporting they feel			
	11/14/23:	orted Board	Progress Indicators revised and reported Board 11/14/23:	dicators rev	Progress in	 Percent of students and 	NLSS – SEL		
***************************************							Program		
Attendance for Success Act. Attendance presentation provided to parents at Warrior Welcome, August 2023.	esentation p	tendance pro	cess Act. Att	lance for Suc	Attend		Student Attendance		
Student Attendance Program IVPS Attendance Plan has been developed and submitted to NMPED based on NM	ance Plan ha	IVPS Attend	- mergord a	nt Attendanc	Stider				
G	123-24 SY	n process fo	90 Day Plans for each school – in process for 23-24 SY	Plans for ea	• 90 Dav		IVMS, IVHS		
then following up the following week addressing student needs through Reteach and Enrich.	ssing studer	week addre	the following	ollowing up t	then fo		90 Day Plans - JVES.		
on the JVPS BT Curriculum Calendar testing students on each standard presented, weekly to determine mastery and	students on	ndar testing	riculum Cale	JVPS BT Cur	on the	OX.	Algoria Calulcalatti		
held associated professional development (17.75 hours). All teachers are required to teach to the standards indicated	17 75 hours	/elanment/	rfaccional da	in heteinos	r Flay		Vishio Curriculum		

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Jemez Valley Public School teachers and educational leaders must focus on data driven practices to provide ever-improving service to our students and communities.

JVPS Priorities	Focus/Goal	Initiatives	Progress Indicators	Academic Progress & Initiatives Implemented 9/2022 – 9/2023
		Culturally Responsive	 K-2 students showing BOY 	Progress Indicators:
		Teaching	- EOY Growth over baseline	 K-2, ELA, and Mathematics baseline data identified via NM State assessments (IStation, IMSSA, SAT) and reported to Board 11/21/23.
•	We set high	MLSS Academic	 Students demonstrating 	 BOY, MOY, and EOY baseline data and growth in ELA and Mathematics identified and communicated to Board 11/21/23.
Ctudont	expectations and		growth toward state	 Percent of students graduating May 2023: 84.62% with two students that are in process.
Sinceric	provide resources	Integrated Instructional	standards in math in	Initiatives:
Juccess	supporting student	Technology	grades 3, 5, 8, 10	 Culturally Responsive Teaching - Professional development (3 hours) Mr. K. Shendo from Jemez Pueblo
	growth every year.		 Students demonstrating 	 MLSS Academic (Multilayered Systems of Support) - Professional development (1.30 hours)
		Inclusive Early Learning	growth toward state	 Inclusive Early Learning – 4 teachers have completed 30 hours of training in structured literacy (PED req'd); 2 teachers
			standards in ELA in grades	are in process. This training benefits all elementary students.
		Profile of a Graduate	3, 5, 8, 10	 Profile of a Graduate – in process/ on going

Q.		Excellence	? :	/W															· ·	Well-Being in		€																				
of high-quality	through the provision	individual excellence	c citational and	We ensure														1	learn.	inclusive places to	nurturing and	We create safe.																				
Protessional Learning		Workforce Diversity		Excellent Staff																		Activities	Arts, Athletics, and		Ó	Learning	Social Emotional		Parent University		Preparedness	Security & Emergency		MLSS – SEL	Program	Student Attendance		JVMS, JVHS	90 Day Plans – JVES,		Viable Curriculum	
 referr of teacher, administrators and 	and hires.	administrative applicants	certificated, classified, and	 Percent of diversity of 	THE PARTY OF THE P																	absenteeism	discipline and chronic	avoluing exclusionery	acciding acciding to	 Percent of students 	skills	and emotional regulation	reporting social awareness	 Percent of students 	belonging at school	a sense of safety and	families reporting they feel	 Percent of students and 							graduating	Percent of students
Prot. Support	Certified	Admin			70	progr	art, a	Arts,	to th			Parer	0		0	0		0	• Secur	, irain	• MLSS	Initiatives	אנשמב	1 0		year	atten	area	유	 Perce 	2024	regul	• 100%	Progress		Atten	Stude	• 90 Da	then	on th	held	 Viable
4.00	8.0	Ģ		Caucasian	3	ams; footba	nd PE course	Athletics, Ac	s during the	רוויסרוסויםי	Emotional I	t University	safe evacua	ind should b	rofessional	tired a schol	ind should b	VPS Sate Sch	ity and Eme	ng (2 hours)	(SEL) profes		ucy kept on t	to legal unit	te romeding	This past yea	dance durin _i	of consideral	iic absentee	nt of studen		ation skills w	Percent rep	ndicators re		dance for Su	nt Attendan	y Plans for e	following up	E JVPS BT Cu	associated pr	Curriculum
ü	2.0	2.0		Hispanic		programs; football program added t	s to all stude	tivities – Con	to this during the Advisory period as well	e di titilità di co	Parning to	Parent University initial steps taken	A safe evacuation drill has been exercised and was a success	and should be in compliance with all emergency drills.	development	Hired a School Safety Officer.	e presented	loois Plan co	Security and Emergency Preparedness -	Burnout and	sional develo	-	G 6101F	שנשטפוני מטשי	etiodent she	ars' improver	g the first ¼ c	ole concern f	sm is defined	ts avoiding e		regulation skills will be reported to	orting a sens	Progress Indicators revised and reported		ccess Act. A:	ce Program -	90 Day Plans for each school — in process for 23-24 SY	the followin,	on the JVPS BT Curriculum Calendar	ofessional d	Viable Curriculum – JVPS purchased
2.0	4.0	P	American	Native		ided this yea	ents at all lev	itinued provi	lod as well	actions tedos	achers requi	s taken	s been exerci	nce with all e	t provided to	cer.	to the Board	mpleted and	redness –	d Self Help II	ppment prov		מו פנימפטונא	ביורפיז פוות נוו	מיל לה	ment at the h	of the 23-24!	or JVPS as w	d as missing	xclusionary o		ed to the Boa	e of safety a	_		ttendance pi	 JVPS Attend 	in process for	g week addr	endar testing	evelopment	nased the Be
c	6.0	1.0		Filipino		r after 7 yea	els; continue	sion of CTE		יים ניים וויים מיים	red to includ		sed and was	mergency di	all staff (Act	:	at the Dece	approved by		raining for st	ided (1.5 hou	1	HILLIAN COLLIN	בייסני פנווצ	o motivatino	igh school le	5 Y. We will c	e cannot tea	more than 1	discipline is 9		ird as need a	nd belonging	Board 11/14/23:		esentation p	dance Plan h	or 23-24 SY	essing studer	students or	(17.75 hours	yond Textbo
C	1.0	C	The state of the s	Vietnamese		this year after 7 years of no football,and Baseball.	art, and PE courses to all students at all levels; continued provision of Cross Country, Track, Volleyball and Basketball	Arts, Athletics, Activities – Continued provision of CTE (Electrical, Welding, Auto Repair) courses, Defensive Driving,			Social Emotional Learning teachers required to include SEL components in weekly lesson plans and teachers will see		a success.	ills.	Professional development provided to all staff (Active Shooter) in matters of safety and emergency preparedness;		and should be presented to the Board at the December 2023 meeting.	JVPS Safe Schools Plan completed and approved by NMPED and NMPSIA. We are in the process of revising it		Training (2 hours); Burnout and Self Help Training for staff/Adverse Childhood Experiences (3.25 hours)	MLSS (SEL) professional development provided (1.5 nours); Suicide Prevention training (2.5 nours); Anti-Bullying		בעמפות אפטר ווו נות וטופויטור טי אנמפות אווווש מטווון אפטרות אפורים:	paratita regarding several austria end in international concent of the content program when techniques	offerte of the liltimate Warrior program which teachers and	year. This past years' improvement at the high school level was attributed to principal and teacher phone calls to	attendance during the first ¼ of the 23-24 S Y. We will continue to monitor absences and tardies throughout the school	area of considerable concern for JVPS as we cannot teach students who are not in school. We have seen an increase of	Chronic absenteeism is defined as missing more than 10% of school days which for JVPS is 16 days or more. This is an	Percent of students avoiding exclusionary discipline is 98% (4 suspensions) and the chronic absenteeism rate 32%.		the Board as need arises. A new survey will be taking place during the spring of	100% Percent reporting a sense of safety and belonging at school and those reporting social awareness and emotional		ALL ALL ALL AND	Attendance for Success Act. Attendance presentation provided to parents at Warrior Welcome, August 2023.	Student Attendance Program – JVPS Attendance Plan has been developed and submitted to NMPED based on NM		then following up the following week addressing student needs through Reteach and Enrich.	testing students on each standard presented, weekly to determine mastery and	held associated professional development (17.75 hours). All teachers are required to teach to the standards indicated	the Beyond Textbooks (BT) Standards Based curriculum for all content areas and

 Volunteer Program – JVPS Volunteer Handbook has been developed and will be revised as needed. A site at each 				
 ramily and Community Feedback Process: Surveys for District and Board input: Armed SRO Survey, multiple Covid surveys, meal service surveys, communications survey, Family-School Relationship Survey, Strategic Plan survey. 				
Volleyball/Cross-country parent night.				
 Modes of learning presented to parents and students during fall student orientation night. Football Parents Night 				
 22-23 SY Students will receive 25 hours of instructional credit for cultural events and activities. 				
Mayo observation				
 Spring 2023 Band Concert during school for students and after school for parents. Haritage Day Assembly presented in Spring 7022 featuring the cilities of three and are students as well as the Content of t				
In-person, indoor Graduation held May 2023 and will continue.		Advisory Councils		
 Veterans Day was observed on 1/09/23. Meals were served to all veterans. Family members were in attendance. 			opportunities.	
200 meals were served, a share the contract of		Communication Plan	curricula, and	
 Warrior Welcome – Approximately 80 parents attended this Orientation and Open House at the start of the 23 SY. Over 		Comprehensive	engaging programs,	
the District (5-23).			by offering useful and	Engagement
 The Steven Gachupin Sports Complex Dedication Ceremony hosted hundreds of people from within and from outside 		Volunteer Program	community growth	
Shining Warrior Camp: Two-day jump start 23-24 SY.			families and	
attendance, and positive behavior. Two field trips provided term 2 of 22-23 SY.		Feedback Process	We lead students,	
 Ultimate Warrior: Fully implemented and continuing with positive results engaging students and increasing GPAs, 	ty important issues.	Family and Community		
	gathers feedback on			
 New electives: Vehicle maintenance, Electric, Drones (two years offered), Computer Programming, Medical 	that JVPS effectively	Strategic Partnerships		
	members who indicate			
● Dual credit skilled trades program provided this year(2022-23 SY) resulting from a partnership with the Jemez Pueblo	 Percent of community 	Engagement		
Initiative	from JVPS	Community		
ň	receive useful information			
•	indicating they regularly	Program		
professional learning communities (PLCs) although this time is negotiated.	 Percent of families 	Ultimate Warrior		
10.6% (35) of K-12 studen	environments.			
arring 100% of students angaged in learning environments: 19.6% (32) of secondary students involved in athletics and	staff engaging in learning	College Pathways		
7	,	Causas Tanksins and		
completed 4 hours of online video trainings including Bloodborne Pathogens, Sexual Harassment, and Safe Handling of				
 JVPS provided 80 hours of professional development and approximately 40 hours of professional learning community 	provided affilially.			
	professional development			
 JVPS replaced 1 administrator this year with 4.0 support staff; 3.0 certified replacements (2.0 teachers; 3.0 EAs) and added 2.0 additional teacher positions and 2.0 additional professional support positions. A Dean of students was added 	 80 hours of staff 		our values.	
Ę	classified staff ferallied	competitive palaries	resources anglied to	

	members who indicate
• • •	es resources Over the past year, all of our buses have been within a 5-minute arrival/pickup window 99% of the time. Variables

	resources aligned to	Competitive Salaries	classified staff retained	Classified 1.0 4.0 4.0 0 0
	our values.		 annually. 80 hours of staff professional development 	IVPS replaced 1 administrator this year with 4.0 support staff; 3.0 certified replacements (2.0 teachers; 3.0 EAs) and added 2.0 additional teacher positions and 2.0 additional professional support positions. A Dean of students was added to additional professional support positions.
			provided annually.	JVPS provided 80 hours of professional development and approximately 40 hours of professional learning community training last year. All professional development has previously been reported to the Board. Additionally staff
				training last year. All protessional development has previously been reported to the Board. Additionally, staff completed 4 hours of online video trainings including Bloodborne Pathogens, Sexual Harassment, and Safe Handling of Bodily Fluids, this will be on going through out the 20-23 SY.
		Career, Technical, and College Pathways	 Percent of students and staff engaging in learning 	Progress Indicators: • 100% of students engaged in learning environments: 19.6% (33) of secondary students involved in athletics and
		COlicge Facilityays	environments.	10.6% (35) of K-12 students involved in after school clubs. 100% of instructional staff engaged in weekly
		Ultimate Warrior	 Percent of families 	professional learning communities (PLCs) although this time is negotiated.
		Program	indicating they regularly receive useful information	 Communications data was captured in the Spring of 2023 via the Family-School Relationships Survey and those results have been reported to the Board on 11/14/73.
		Community	from JVPS	Initiatives:
		Engagement	 Percent of community 	 Dual credit skilled trades program provided this year(2022-23 SY) resulting from a partnership with the Jemez Pueblo
		Strategic Partnerships	that IVPS effectively	New Alexityce: Vehicle maintenance Flectric Drones (two years offered) Committee Brogramming Medical New Alexityce: Vehicle maintenance Flectric Drones (two years offered) Committee Brogramming Medical
		•	gathers feedback on	Terminology (online), Business and Marketing (online).
		Family and Community	important issues.	Ultimate Warrior: Fully implemented and continuing with positive results engaging students and increasing GPAs,
	We lead students,	Feedback Process		attendance, and positive behavior. Two field trips provided term 2 of 22-23 SY.
	families and			Shining Warrior Camp: Two-day jump start 23-24 SY.
	community growth	Volunteer Program		The Steven Gachupin Sports Complex Dedication Ceremony hosted hundreds of people from within and from outside
Engagement	by offering useful and			the District (5-23).
	engaging programs,	Comprehensive		Warrior Welcome – Approximately 80 parents attended this Orientation and Open House at the start of the 23 SY. Over
	curricula, and	Communication Plan		200 meals were served.
	apportunities.			 Veterans Day was observed on 1/09/23. Meals were served to all veterans. Family members were in attendance.
		Advisory Councils		In-person, indoor Graduation held May 2023 and will continue.
				Heritage Day Assembly presented in Spring 2023 featuring the Filipino Culture and our students as well as the Cinco de
				Mayo observation.
				22-23 SY Students will receive 25 hours of instructional credit for cultural events and activities.
				 Modes of learning presented to parents and students during fall student orientation night.
				• Volleyball/Cross-country parent night.
				Family and Community Feedback Process: Surveys for District and Board input: Armed SRO Survey, multiple Covid
				surveys, meal service surveys, communications survey, Family-School Relationship Survey, Strategic Plan survey.
				Volunteer Program – JVPS Volunteer Handbook has been developed and will be revised as needed. A site at each
	***************************************			scrippi has been identified to nost the volunteers.

Equity	Organizational Responsibility	
We ensure equitable provisions by reducing barriers to	We hold ourselves and others accountable for high performance.	
District Advisory Council / Equity Council	Five Year Facilities Plan Transportation Systems Fiscal Responsibility Evaluative Feedback	
 Percent of students provided equitable access to curricula / courses 	Percent of community members who indicate that JVPS uses resources effectively and practices sound financial management Percent of district bus routes with on time student pick up and drop off Percent of students and families reporting satisfaction with district transportation and food services JVPS audit evidence about amounts and disclosures in the financial statements Annual progress toward Five Year Facilities Plan	
Progress Indicators: • 100% of students are provided the same access to curricular courses. • Subgroup academic reading proficiency baseline data provided to Board on 9/20/22	Progress Indicators: Over the past year, all of our buses have been within a 5-minute arrival/pickup window 99% of the time. Variables include traffic, student timeliness, and driver sick leave. In the Spring 2023, A LVPS parents and students was conducted and the survey showed that the food and service offered received a 3.7 Star rating out of a possible 5. Because of those responses, JVPS administration met with the vendors from Southwest FoodService Excellence. In a mutual agreement the menu and service was changed. The most recent JVPS financial audit (2021-22 SY) shows JVPS had no material findings of concern. This was reported to the School Board in March 2023 as part of the required annual District audit. Five Year Plan — The JVPS Fire Year Facilities Plan (2022-2026) was completed and approved by the Board in May 2021. The General Obligation and Ed Tech bonds authorizing funding to support the JVPS Five Year Facilities Plan was passed by our communities and however, JVPS has received budget authority to utilize those funds. The following facilities improvements pursuant to the previous Five-Year Plan have been accomplished: New varioning: Beth campuses parking lots resurfaced; Rectronic marquee purchased and installed; New rooffing: Rectronic marquee purchased and installed; New learned will resplaced; The high school flooning has been redone; New elementary playground; Software for student terming (online curriculum, BoardWorks, Beyond Textbooks, Ascellus, Saccond Step St., Usation, Ready, and DreamBox); Lighting converted to LED, interior and exterior. The red teacher houses were purchased.	 Teachers will continue to use "Class Dojo". It is a safe, secure method of two-way communication between parents and teachers which allows parents and teachers to authorize extra credit for student help at home, attendance at tutoring, and good deeds noted for random kindness, effort, etc. A Board Workshop on Communication and board/superintendent relations took place in August of 2023. Data will be provided to the Board and input/ideas gleaned from Board members at that time. Advisory Councils – The District Advisory / Equity Council meets monthly and solicits input on important topics and initiatives from parents and community members. The Superintendent's Advisory Council meets monthly and solicits similar input and needs from JVPS staff.

	Plan			
	 Completed JVPS Equity 			
 Special Education Training of JVPS Instructional Staff (4 hours) on 11/8/23 	5, 8,10 by subgroup		•	
 JVPS Equity Plan is in process. 	math and ELA in grades 3,			
education certification (dual certified).	toward state standards in		•	
processes. Additional special education certified staff have been hired including 2.0 additional FTE with special	demonstrating growth	-		
 Consistent Access to LRE is provided to all JPVS special education students via updated, timely, and responsive IEP 	Percent of students			
 Tribal Collaboratives have been resumed starting Spring 2022 and will continue for the 2023-2024 SY. 	subgroup			
out the 2023-24 school year.	proficiency in reading by	Environment		
 District Advisory / Equity Council Meetings will continue to take place on a monthly basis through 	toward EOY benchmark /	Least Restrictive		
Initiatives:	demonstrating growth	Consistent Access to	success.	
 Subgroup academic mathematics baseline data provided to the Board on 9/20/22. 	 Percent of K – 2 students 	Tribal Collaboratives	engagement and	

udent Success

Culturally responsive reacting	I fain all staff to understand and implement research-based strategies to support culturally responsive classroom environments, relationships, and teaching. This provides students
	with the firm basis upon which to build rigorous curricula and develop higher-level academic skills. This is an on-going process throughout the school year.
MLSS - Academic	Support instructional leaders and staff to:
	Use formative and summative assessments to measure and monitor student growth
	Use evidence-based interventions for literacy and math
	Improve instruction and accelerate learning
	Develop equitable and inclusive school communities
	Provide training on specific evidence-based instructional strategies and curriculum resources to support all students and close achievement gaps.
	Design a multi-year plan to increase inclusionary practice so all students, including students with disabilities, have access to core curriculum and support for academic and social
	success.
Integrated Instructional	Train all staff to effectively utilize digital integration strategies by implementing:
Technology	1:1 mobile devices PK = 12.
	Classroom Clear touch SMART Panels in each PK – 12 classroom.
	Accessibility devices.
	Google Classroom and Microsoft tools.
Inclusive Early Learning	Expand and enhance inclusive preschool programming
	Expand inclusive practices through ongoing training for early learning instructional staff
Profile of a Graduate	Define the profile of a JVPS graduate, through a collaborative process, to create a visual representation of the essential skills and habits of mind for optimum post-graduate
	success. Backward plan to design a PK – 12 program that ensures every student can succeed in fulfilling the profile's vision for learning.
Viable Curriculum	Provide each student a comprehensive, equitable, rigorous, and standards-based education across all grade levels, in all subject areas with the necessary time for learning,
	available and protected.
Student Attendance Program	Implement a tiered intervention attendance program aligned to the Student Success Act and which provides student and family supports toward improved school attendance.

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MLSS - Social Emotional Learning	MLSS Social Emotional Learning Train instructional staff and provide high quality resources to provide instruction, interventions, and role modeling in social and emotional learning.
(SEL)	
	Implement Positive Behavior Intervention and Support (PBIS) teams and structures in schools.
	Build capacity through fiscal and human resources to focus on prevention, intervention, and response to students' social emotional needs through social emotional learning,
	student mental health, drug / alcohol and suicide prevention, and parent / community education.
Security and Emergency	Ensure uniform safety and security protocols are established for all schools.
Preparedness	
	Provide consistent training on systems to support crisis response.
	Collaborate with community leaders and agencies to ensure effective systems of empergency response
Parent University	Provide multimedia and print resources for parents and guardians to assist in parenting skills, social emotional learning, and student educational engagement and support.
Social Emotional Learning (SEL)	Provide SEL Curriculum and Resources for integration into the general education, elective, and core classrooms to assist students in learning about themselves, their relationships
Program	and emotional regulation skills.
	Provide alcohol, drug and addiction programs to address student and family needs related to this area.
	Provide Family Assistance Program to assist not only the student but also family members in the areas of emotional health, regulation and addiction toward trauma reduction.
Arts, Athletics & Activities	Expand opportunities for student participation in arts, activities and athletics to promote belonging and wellness.
	Identify additional student activities that meet the needs of a diverse community.

Staff Excellence

Excellent Staff / Workforce	Develop strategies to recruit and hire diverse candidates through programs, supports, and strategies including:
Diversity	Alternative pathways to certification programs
	Focused outreach to potential candidates — local, national, and international
	Develop internal and external programs to support, develop, mentor and retain a high quality, diverse staff.
Professional Learning	Build internal capacity for staff to obtain advanced skills through professional learning in the areas of:
	Equity and inclusion
	Cultural competency
	Innovative practices and mindsets
	Instructional curriculum and technologies
	Provide training for classified instructional support in the areas of:
	Supporting instruction
	Professionalism and ethics
	Supporting positive and safe learning environments
	Communicating effectively and participating in team processes
	Cultural and job-specific competency
1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	Safety

		Plan			
		 Completed JVPS Equity 			
 Special Education Training of JVPS Instructional Staff (4 hours) on 11/8/23 		5, 8,10 by subgroup			
 JVPS Equity Plan is in process. 		math and ELA in grades 3,			
education certification (dual certified).		toward state standards in			
processes. Additional special education certified staff have been hired including 2.0 additional FTE with special		demonstrating growth			
 Consistent Access to LRE is provided to all JPVS special education students via updated, timely, and responsive IEP 		 Percent of students 			
 Tribal Collaboratives have been resumed starting Spring 2022 and will continue for the 2023-2024 SY. 		subgroup			
out the 2023-24 school year.		proficiency in reading by	Environment		
District Advisory / Equity Council Meetings will continue to take place on a monthly basis through	14	toward EOY benchmark /	Least Restrictive		
Initiatives:	<u> </u>	demonstrating growth	Consistent Access to	success.	
 Subgroup academic mathematics baseline data provided to the Board on 9/20/22. 	_	 Percent of K – 2 students 	iribal Collaboratives	engagement and	

Student Success	
Culturally Responsive Teaching	Train all staff to understand and implement research-based strategies to support culturally responsive classroom environments, relationships, and teaching. This provides students with the firm basis upon which to build rigorous curricula and develop higher-level academic skills. This is an on-going process throughout the school year.
MLSS - Academic	Support instructional leaders and staff to: • Use formative and summative assessments to measure and monitor student growth • Itse anidence-based interpretations for liberary and mosth
	 Improve instruction and accelerate learning Develop equitable and inclusive school communities
	Provide training on specific evidence-based instructional strategies and curriculum resources to support all students and close achievement gaps. Design a multi-year plan to increase inclusionary practice so all students, including students with disabilities, have access to core curriculum and support for academic and social
Integrated Instructional	Train all staff to effectively utilize digital integration strategies by implementing:
Technology	• 1:1 mobile devices PK – 12.
	Classroom Clear touch SMART Panels in each PK — 12 classroom.
	Google Classroom and Microsoft tools.
Inclusive Early Learning	Expand and enhance inclusive preschool programming
Profile of a Graduate	Define the profile of a JVPS graduate, through a collaborative process, to create a visual representation of the essential skills and habits of mind for optimum post-graduate
	success. Backward plan to design a PK – 12 program that ensures every student can succeed in fulfilling the profile's vision for learning.
Viable Curriculum	Provide each student a comprehensive, equitable, rigorous, and standards-based education across all grade levels, in all subject areas with the necessary time for learning,
	available and protected.
Student Attendance Program	Implement a tiered intervention attendance program aligned to the Student Success Act and which provides student and family supports toward improved school attendance.

MLSS – Social Emotional Learning	MLSS - Social Emotional Learning Train instructional staff and provide high quality resources to provide instruction, interventions, and role modeling in social and emotional learning.
(SEL)	
_	Implement Positive Behavior Intervention and Support (PBIS) teams and structures in schools.
	Build capacity through fiscal and human resources to focus on prevention, intervention, and response to students' social emotional needs through social emotional learning,
	student mental health, drug / alcohol and suicide prevention, and parent / community education.
Security and Emergency Preparedness	Ensure uniform safety and security protocols are established for all schools.
	Provide consistent training on systems to support crisis response.
	Collaborate with community leaders and agencies to ensure effective systems of emergency response.
Parent University	Provide multimedia and print resources for parents and guardians to assist in parenting skills, social emotional learning, and student educational engagement and support.
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Staff Excellence

Competitive Salaries	White the same of
Prioritize increasing JVPS salaries as budget will allow to attract and retain quality employees.	THE

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Career, Technical and College	Develop a CTC/CTE program that increases instruction and provides students with academic, technical and real world knowledge, skills and experiences they need to be prepared
Pathways	for a variety of career options.
Ultimate Warrior Program	Develop and fund a student incentive program to incentive and reward success and improvements in PK – 12 student achievement, attendance, behavior and leadership skills.
Culturally Responsive Family &	Establish cultural family and community liaisons to provide outreach services to families that contribute to school success, and to advocate for families who are
Community Engagement	underrepresented.
	Develop Natural Leaders program highlighting effective collaboration between families and staff through leadership training and social-emotional learning. Using an asset-based
	model, families identify and cultivate necessary skills to overcome systemic barriers. Parents leaders assume leadership roles toward building stronger relationships with JVPS
	families and their children through identified best practices.
Strategic Partnerships	Engage strategic partnerships to increase opportunities for students and staff, maximize resources that provide new visions for learning and add expertise and experience to
	enhance curriculum and student opportunities.
	Develop and expand partnerships with local governments and community-based organizations to identify mutually beneficial opportunities to address the needs and priorities of
	our communities.
Family and Community Feedback	Utilize technology-based strategies to gather ongoing input and feedback from students, parents, community and staff.
Process	Expand the use of live community engagement strategies (Parent University) on topics that are relevant to the success of our students and of interest to our community.
Volunteer Program	Develop and implement a volunteer program which utilizes the voluntary services of parents and community leaders in service of the needs of IVPS students.
Comprehensive Communication	Develop and implement a comprehensive communication plan to provide consistent and intentional messaging and solicit feedback utilizing a variety of internal and stakeholder
Plan	communication modes.
Advisory Councils	Solicit input on federal applications, expenditures, planning, and initiatives from:
	 Tribal Collaboratives to engage tribal leadership and tribal educational departments
	 District Advisory Council engaging parents and guardian representatives
	 Superintendent's Advisory Council engaging representatives of teachers, union, and educational support staff
	Leadership Team engaging District leadership

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Five-Year Facilities Master Plan	Complete and implement the Five-Year Facilities Master Plan as a blueprint for JVPS facilities improvements utilizing bond dollars and/or other sources of funding.
Transportation Systems	Enhance transportation systems to ensure communication, safety, and efficiency.
Fiscal Responsibility	Continue to maintain the highest degree of fiscal responsibility and financial stability to achieve:
	Aligned resources
	Accessible information
	Accountable planning
Evaluative Feedback	Train principals in the Elevate NM Teacher Evaluation Process providing high quality and timely feedback on teacher educational practices.

Review and enhance support staff evaluation instruments providing annual feedback on practice.

Equity	
District Advisory Council /	Ensure input to equitable spending and allocation of federal funding via presentation, review and feedback of district federal funding applications. Other JVPS initiatives and plans
Equity Council	are reviewed with this body and their feedback is provided to the JVPS School Board as a valued source of public input.
Tribal Collaboratives	Enhance the education of all IVPS students by utilization of input and assistance available through regular discussion and input provided monthly tribal meetings.
Consistent Access to Least	Continue to ensure the JVPS special education students have consistent access to the same classroom as typical mainstreamed non-disabled peers to the fullest extent possible
Restrictive Environment	in order to ensure that s/he is receiving a free appropriate public education.
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