

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms Dana Stanley
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lydia Rippey Elementary School
(As it should appear in the official records)

School Mailing Address 401 Rio Pecos Road
(If address is P.O. Box, also include street address.)

City Aztec State NM Zip Code+4 (9 digits total) 87410-1699

County San Juan

Telephone (505) 334-2621 Fax (505) 599-4391

Web site/URL https://www.lrelementary.com E-mail lrmelssa@aztecschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Kevin Summers E-mail adsummke@aztecschools.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Aztec Municipal School District Tel. (505) 334-9474

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Fran Dobey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
1 Middle/Junior high schools
2 High schools
0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	47
K	75
1	85
2	77
3	77
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	361

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 16 % American Indian or Alaska Native
 - 0.5 % Asian
 - 1 % Black or African American
 - 33 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 46 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 14%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2021	359
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Navajo

English Language Learners (ELL) in the school: 7 %
26 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 361

8. Students receiving special education services with an IEP: 17 %
Total number of students served 62

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>19</u> Developmental Delay	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 4

10. Number of years the principal has been in the position at this school: 12

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	82%	94%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

We believe in you; go do great things. This is said every morning during the announcements and is on all our handbooks.

17. Provide a URL link to the school's nondiscrimination policy.

<https://aztecnm.sites.thrillshare.com/page/equal-employment-non-discrimination-and-title-ix>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Lydia Rippey is a school in a small town in NW New Mexico. The school was built in 1958 and was named after Lydia H Rippey. The school is a neighborhood school and our playground is used by the neighborhood as a park. We have a combination of kids that live in the city limits to kids that live on the farms close by. We have many kids that still walk to school or get dropped off by parents which allows the staff to see many past students that they have taught. It has a real community feel and many families have generations that have attended Lydia Rippey.

We believe that parents are sending us great kids we just have to help some kids recognize their strengths. The strength of this staff that sets them apart is their ability to understand that relationships have to occur before learning can occur. Every morning kids are welcomed to their classroom by their teacher who is standing by the door to give them a high five, fist bump or hug. We work extremely hard on Social Emotional learning through our behavior support systems. Because of this belief we have many programs that point out good behaviors (PAX, Caught Being Good, Ambassadors) which then allow us to have more success in the academics. The goal every day is for kids to know that someone believes in them.

Parents are continually kept in the loop about their kids by a daily planner that all teachers use to communicate with families. This communication allows parents to know how their kids are doing and to know the happenings at the school so we have great parent support. This helps us to partner with parents and have open lines of communication so we can help support them with needs that arise. This school has very little turnover in teaching staff and this has allowed teachers to become strong teams. The teams work every day to ensure quality and engaging lessons. Teachers know the standards kids have to be proficient on and each year they build the relationships with their classrooms to ensure that their instruction meets these students' needs. Teachers meet every Friday with their grade level and leadership and discuss what is working and what struggles they are having. Constant reflection of teaching practices and looking at data helps instruction be on target and engaging. The goal at the end of the day is that students have learned, felt safe, had fun, and go home excited to come back the next day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Kindergarten through third grade use HMH curriculum and Heggerty for phonemic awareness. The curriculum is used as a guide to teach but teachers' focus is Common Core Standards. The teachers all use a 90 minute block to instruct in ELA. Teachers have a block for whole group instruction (25-45 minutes) This is where the teachers work with their Core Reading Programs (Standard Based). The time is spent on phonics, sight words or irregular word routine, vocabulary, writing and reading routine. Then small groups (15-20 min)- this is where the teacher has groups based on skills(intervention or enrichment). The last part of the reading lesson should be Wrapping up the lesson (5-10 minutes) this is where the exit tickets occur. Kindergarten- utilizes ESGI and iStation data monthly.

First grade starts off the year with a dyslexia screener for all students to identify potential students that will need additional support and iStation assessments are given monthly. In second grade, iStation assessments are given monthly, and Oral Reading Fluency (ORF) is given monthly. The iStation assessments are given monthly in third grade along with IMASSA which are given quarterly. All students that are in the two lowest tiers in iStation are referred to Title reading where they are given a screener from 95%.

1b. Mathematics curriculum content, instruction, and assessment:

Through use of the SAVVAS enVision Mathematics program, students cover state standards through a variety of methods. The curriculum is deeply focused on conceptual math and is built so that teachers can personalize learning. Using visual models, 3-act tasks, investigative activities, pick-a-project, and problem based learning, concepts are brought to life for students. The program also has many tools for families to empower parents to help their student's master concepts.

Kindergarten- utilizes ESGI and iStation data monthly to drive instruction, bringing in their Savvas enVision curriculum on a daily basis.

1st grade through 3rd grade teachers have 90 minutes a day allocated to math instruction. Teachers have a block for whole group instruction, which is typically 25 minutes where the teachers are modeling content from their core math curriculum, Savvas. Teacher's transition into small groups for approximately 30-45 minutes which allows the teacher to intervene or enrich based on students individual needs. The last part of the math block is spent wrapping up the lesson, and allows for teachers to check for understanding through an exit ticket.

1st through 3rd grade are assessed using a variety of tools such Savvas enVisions Diagnostic assessment which helps to gain a deeper understanding of where students are and where they will need support. Students that have performance gaps are progress monitored throughout the year to ensure they are showing growth, they also have the opportunity to work with our math interventionist to build their foundational math skills. Every child is assessed on their math fluency at each grade level. In 3rd grade, students take the iMSSA three times a year, and the NM-MSSA in the spring.

1c. Science curriculum content, instruction, and assessment:

Mystery Science provides our students with hands-on lessons that ignite a love for Science in our young learners. Students are introduced to concepts through questions that help to evoke thought, conversation, and curiosity. As they work through interactive lessons with videos, and hands-on activities students are building foundational skills that will last a lifetime. Our teachers have 30-45 minutes of science each day where students are able to explore and experiment with new concepts.

Project based learning is used to extend students' learning of the science standards that are introduced

through their curriculum. An example of this is, the third grade students study the local river by collecting data and information through three field trips to the river. Students work to identify ecosystems, changes in climate, workflow, and habitats. Students are assessed in various ways as science concepts and standards can be assessed through Mystery Science, and project based learning. Science is also assessed through the lens of other subject matter such as math and ELA. Rubrics are utilized in a variety of ways such as self-assessment, and teacher assessment.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

At Lydia Rippey teachers are encouraged to blend their curriculum driven language art and math instruction with developmentally appropriate current events and local history in order to help our young readers and mathematicians develop a sense of their place in the society and people groups around them. Most directly the instruction that our students get in their Music specials class address important state standards in the ways that culture and geography impact the music we hear every day.

Each grade level has projects surrounding presidents, civil leaders, government, maps, and geography. Students are able to research and present their knowledge gained through a variety of projects.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

The core curriculum areas that preschool provides are Social Emotional, Physical Development and Health and Well Being, Literacy, Numeracy, and Approaches to Learning. The base curriculum that is used to address these areas is OWL- Our world of learning. New Mexico Early Learning Guidelines are the preschool's essential indicators and is how the children are being assessed. These early learning guidelines are precursors for students to be successful in the Kindergarten through third grade.

The readiness of our students that enter Kindergarten from our preschool is much higher than ones that have not attended. Most of our preschoolers are in the upper tiers of Istations and KOT meaning they are very prepared for school. With the students being housed at Lydia Rippey the students and their families are comfortable in the school and the transition to Kindergarten is much easier socially.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Music is offered to our K-3 students, the Quaver curriculum is utilized for all grade levels and is aligned with National Core Arts Standards and supports various pedagogies. Each classroom receives Music instruction two times per week. Kindergarten students perform a program at their graduation in May. This program has them singing 3 songs and some sort of movement dance. First grade students and 2nd grade students perform 3 songs at one of the awards assembly each. 2nd grade students also get the opportunity to perform at the 2nd grade talent show in April. 3rd grade students perform a Christmas concert that lasts for about 45 minutes. They also have a concert where they play their recorders and show how they can read music and play with a beat. Lastly they do a 3rd grade send off where they sing songs to the school as a farewell to their time at the school .

2b. Physical education/health/nutrition

Physical Education is offered to our K-3 students and the NM Content Standards are used to create engaging lessons for students. The Physical Education teacher holds two “fun runs” each year. The goal of this run is to get kids running and bring in the community to participate in a physical activity. The PE teacher also

works with the nurse's office to do a health screening. All Lydia Rippey students participate in a health screening which looks at height, weight, vision and hearing.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Technology- The students get to go to the computer lab once a week for 45 minutes. During this time they get lessons on internet safety, typing (1st-3rd), iStation practice, and other lessons regarding technology. Students in First through Third grade have one to one Chromebooks/laptops. They use their computers daily in their classrooms. Teachers have google classrooms where students can do assignments, work on intervention lessons, and prepare presentations.

Library- Students go to the library once a week for 45 minutes. The Librarian has lessons prepared for each grade level based on standards set by the state. Students are allowed to check out 2 books to take back to their classrooms and home. Students in 2nd and 3rd grade participate in the Accelerated Reading program. These students are allowed time every day to check out books and they receive 30 minutes of AR in their classroom.

2e. Any other interesting or innovative curriculum programs you would like to share

Working with the secondary schools in our district, Lydia Rippey has begun to develop a Career and Technical Education (CTE) focus for our students. Rather than using a career interest survey like the secondary students, our 3rd grade students are exposed to career fair exhibits related to various professional jobs and the academic skills they need to develop to possibly work in those industries when they grow up. Local business professionals, high school students and district CTE staff help to make this an exciting and engaging time for our students.

3. Academic Supports

3a. Students performing below grade level:

Students at this level have many different opportunities to get help.

Teachers have built in time in their instructional blocks to address struggling students (both ELA/Math). Each grade level has a block of time for Response to Intervention/MLSS to also help these students. Teachers will group students by the skills they are need and do intensive intervention for two weeks then reassess and regroup if need be.

I-stations- this program allows teachers to assign lessons to students based on their needs. Students take a monthly assessment, then the teacher completes an analysis of this data and then identifies the needs of students and assigns lessons to address these needs.

Title One Reading uses 95% curriculum to fill in the gaps of struggling readers that are identified by the screening. These students are seen 5 days a week

The math interventionist works with struggling second and third grade students two days a week.

3b. Students performing above grade level:

Students that have been identified as gifted receive gifted services based on their IEPs. Teachers also use project based learning to address these students by allowing them to do projects to expand their knowledge and enrich their learning. Teachers also use a district coach to come and pull some of these students to do enrichment projects while the other students are receiving grade level instruction.

3c. Students with disabilities:

The sped department offers both inclusion and pull out services for students with disabilities. Students are in the classroom to receive the whole group instruction to be granted access to grade level curriculum.

Then they are either pulled out to have help with this material or be given direct instruction on material that is at their academic level. Kindergarten students on IEPs are all seen on an inclusion basis for the first semester and then if need be are seen both in inclusion and pull out. Sped teachers meet bi-weekly with grade level teachers to plan and to go over how the students are doing with the goal to be getting all students as much inclusion time as possible so the students have access to grade level material.

3d. English Language Learners:

When students come to Lydia Rippey they are all given a Language survey to fill out. Students that have a 2nd language spoken at home are then sent to be screened for ELL services. The students that qualify then get extra help and pull out services to help them with language. The staff at the school have all been thru TESOL teaching strategies and during PLC we have time dedicated to talk about strategies to help ELL learners.

3e. Other populations, if a special program or intervention is offered:

Our community has seen a considerable growth in the number of students who are experiencing homelessness. Through our district McKinney-Vento programs, the teachers and school staff at Lydia Rippey work with the district's family service provider and McKinney Vento liaison to identify and support students who are struggling with housing issues.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Lydia Rippey works to engage students in a variety of ways to enhance their learning and overall experience at school. Academically, students are exposed to Career and Technical Opportunities through Project Based Learning. This provides students with hands-on experiences, allowing them to explore careers in a variety of fields while tying in their grade level standards. Lydia Rippey has a focus each month on a Career Track and during that month we have guest speakers, field trips and many other opportunities for students to learn about these careers.

Our second and third grade students participate in Accelerated reading. Students work with their teachers to set individual goals and are able to earn a variety of awards once they reach their goal. For example, the school sets a range of “point clubs” students are working toward earning their name on the wall along with other awards such as tickets to a local baseball game or a pizza party with the principal.

Second and third grade students also have the opportunity to serve as Student Ambassadors in which they are selected by our staff based on their leadership abilities. Student Ambassadors help with a variety of activities at school such as helping parents find classrooms during meet and greet and/or parent teacher conferences. Students help to monitor the buddy benches at recess which indicate if someone is sitting there, they are in need of a friend. They also enjoy helping to promote events at the school such as the Turkey Trot, Literacy or Math nights and they are a huge part of our staff appreciation celebration.

Lydia Rippey staff work to catch students being strong leaders and making great choices. When a student is “Caught Being Good” by helping a friend, being a leader, being a buddy to someone, or holding the door for others, they get to go to the office and write their name on a sentence strip. This name gets hung on the “Caught Being Good” wall and they also get to pick from the prize box. We have found this builds students up and promotes positive behaviors across campus. Our staff enjoy bringing learning to life at every given opportunity, they often work together to create rotations for students to be able to go to different rooms to participate in a range of activities, games, and celebrations.

2. Engaging Families and Community:

Lydia Rippey works to engage families and the community as they are vital members of each child’s positive learning experience. As we work to incorporate Career and Technical Exploration in our classrooms, our community members have been a key partner in bringing a variety of field experiences into the classroom through guest speakers, and the sharing of artifacts.

We work to promote academic achievement and celebrate students’ success by having quarterly assemblies in which students’ families are invited. They can not only join in on the celebration, but enjoy students’ singing at the beginning of each assembly. Lydia Rippey’s Literacy Night is usually a big hit and this year over 200 students and families were in attendance. The purpose of our Literacy night is to promote, support, and engage families in literacy. Staff work to create engaging activities for students and families in the evening that they can learn while with us at school and take home to continue to enjoy as a family. This often includes games such as making letters out of play dough, read alouds, activities to find missing letters, sounds, or sight words, comprehension games, and many more. One of the family favorites is often the Book Walk put on by the school librarian, not to mention Frito Pie Dinner. We work to promote students in attendance by putting their names in a drawing to win a “Reading Basket” filled with additional literacy games, books, and activities.

Aside from the academic focus, we work to promote healthy habits for our students and encourage families to participate as well in events such as Fun Runs. Families are always welcome to join their child and run or cheer them on from the side. Our students are joined by our Aztec High School track and cross country athletes as the older students lead them through the neighborhood. Our annual Turkey Trot includes a food drive in which admission is a can of food that we use to stock our “community cupboard” at Lydia Rippey.

The community cupboard is a place where families that need a helping hand can come and “grocery” shop at any time.

Lydia Rippey works to engage families academically through the use of tools offered through our curriculum to empower parents to help their student’s master concepts and practice at home.

3. Creating Professional Culture:

Lydia Rippey has built a professional culture by having purposeful collaboration that is targeted all while keeping in mind a common goal of increasing student achievement and improving learning for all students. Staff has weekly dedicated time with their Professional Learning Community (PLC) to create a systematic approach for gathering and diving into student data to ensure informed decisions are being made for instruction.

Time is dedicated to teachers allowing them to create engaging lessons for students, based on the student's specific strengths, needs, or areas of improvement. Staff do a tremendous job of celebrating each other's successes along with the successes of their students. They are also able to learn from one another and feel comfortable asking for help when needed.

Lydia Rippey has many opportunities for professional development throughout the year. All teachers have been LETRS trained and are offered support through our on-site literacy coach whom is trained as a LETRS facilitator. She offers PD monthly per grade level, she is also available upon request or based on teacher needs. Lydia Rippey teachers follow all state mandated trainings such as Dyslexia, ECOT, and test security trainings.

Teachers are surveyed to help determine Professional Development needs throughout the year. We also match these needs to our 90 Day Plan, and classroom walkthroughs. Our first year teachers participate in a required mentor program provided by the district.

4. School Leadership:

The leadership philosophy at Lydia Rippey is based on “We believe in you, go do great things”. The principal has been at the school for 12 years and has always believed in relationships with the stakeholders. Everyone that works at the school is challenged to make relationships with students and with the families so that learning can occur. The structure of the school is that the staff is there to help and educate students and to do that we must know their needs and build a relationship with them. Students will learn when they feel safe and valued. Parents are key to education but many of this schools parents don't have a positive experience with education.

The role of the site principal is to build a safe, inspired and fulfilled atmosphere for staff, students, and parents. This is done through work with the leadership team which consists of one person in each grade level, special education representative, specials teacher, and a member of the after school program. The leadership team is responsible for bringing concerns from staff to address issues, reviewing data to identify strengths and weaknesses, help identify and prepare for professional developments, and keep a pulse on the overall morale of staff.

The leadership team and staff work very hard to engage parents to be an active part and have open communication so that we can all help the students be successful. Adaptations have had to be made due to many kids having trauma and broken homes especially after Covid. There was a high increase in behavior problems and students having low academic skills. This being noticed the principal and leadership team worked with staff to go back to the basics and meet students where they were both academically and socially. This meant the younger grade teachers had to spend some time teaching kids how to play with each other and how to be polite and have good behavior in social settings. The older grades had to go back and reteach some skills that these students missed due to covid and being out of school. This process showed the school that we can fill in gaps, but we have to know the kids and take them from where they are as far as we can. This shows the community that relationships are huge and this is a judgement free school.

5. Culturally Responsive Teaching and Learning:

Teachers at Lydia Rippey are actively involved in culturally and linguistically responsive teaching training conducted by the NMPED language and culture division. Teachers in our district were invited to complete online modules on their own time, leading up to an in-service program that will be conducted by NMPED staff in Aztec in late April. There, attendees will learn to further develop the strategies they are using in class to increase access and relevance in their lessons for students who come from culturally and linguistically diverse backgrounds.

In addition, the teachers at Lydia Rippey work closely with district ELL staff to ensure that students who have been identified as English learners (EL) are given appropriate tools and receive quality instruction to help them improve their English language proficiency. Scores from the ACCESS test are used by ELL staff and teachers to evaluate classroom strategies to ensure the needs of language learners are being met.

PART VI - STRATEGY FOR EXCELLENCE

The strategy that this school has employed and stayed consistent with is Professional Learning Communities. The needs of our students and the needs of teachers are always changing. The system that can help this is PLC meetings. These meetings occur on Fridays and last for 90 minutes.

During PLC meetings teachers look at students' data, identify what is working well and what struggles they are having. Teachers are then able to discuss instructional strategies that have worked within their classroom, or discuss areas in which instruction needs to become stronger. They work to place students into groups where they can intervene for those struggling, or work to enrich those that were proficient. This gives teachers the opportunity to provide individual students with small group instruction based on their needs. This is a time where teachers can celebrate their successes, and discuss areas of improvement.

We have PLC meetings that are dedicated to vertical alignment, where teachers work to discuss needs they see from the previous grade level to help zone in on focus areas. The teams address topics such as; standards in which students need to be stronger on, and strengths of students that they have received.

Teachers have built relationships with each other and feel safe in these meetings to ask for help and have crucial conversations about struggles and successes within their own classroom. We use these meeting to address needs of the school and help each other learn and grow.