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Dear Students and Parents of the Mid High School,

This correspondence hopes to find you in good health. It is our sincere hope that everyone is healthy both physically and mentally. I am going to try to get a note or letter out every week or two, to let you know what we are doing as a school to promote learning for your child (ren.)

Jemez Valley School District is going to be addressing certain content areas in 2020 – 2021 year.. Our test data tells us that we need to spend additional time assisting students in writing. A key to increasing test scores across the curriculum is to increase students' scores in the area of nonfictional writing. Non-fictional writing is “dealing with or offering opinions or conjectures upon facts and reality, including biography, history, and the essay (opposed to fiction and distinguished from poetry and drama) works of this class: “. The staff at both the middle and high schools will be asking students to do more writing. Our English department will be providing students regular instructional strategies for writing in the English classroom the teacher in the other areas, math science, history and even our elective areas will be asking students to writing more even in their areas. We will be using Step-Up to Writing. Two work sheets demonstrating the points of emphasis of “Step up to Writing” will be posted on the middle and high school web page for your review and use in helping your children.

Teachers are being asked to incorporate at least 25% of every chapter test/summative activity with a DOK (Depth of Knowledge) Level 3 Question. A DOK Level 3 Question will ask student to use two or more sources or pieces of evidence to prove a point or answer the question being proposed. The teachers will be expecting a well thought out answer with pieces of evidence to prove the students point/answer. Students, who write more often, are students who think more. Students who write and think learn more and are able to take more advantage of the educational opportunities before them.

The second part of this informational document is to address hard packets. Hard packets need to be clarified as simple as “supplemental information.” Hard packets are the pieces of paper, that after the lesson is taught, help the student in practicing what was introduced to them in the lesson. Completing the hard packets should not be considered instructional/a lesson. It is very important to realize that hard packets have a very limited positive impact on your child's learning. Nothing will ever beat face-to-face or brick and mortar learning. We know that the internet service is sketchy to say the least but, if even for just a minute or two, the students can get online or call over the phone to talk with their teacher it will make what the packets are trying to show understandable.

The second part of the hard packets is return value. We are getting less than 15 percent of the hard packets sent out/delivered returned. Providing the students and parents adequate and reliable knowledge of where

your child is performing academically is difficult without a higher return of the hard packets. Providing students and parents with accurate grading information for the upcoming reports will be challenging.

Scott Meihack

