



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** May 12, 2020

**TITLE:** Approval of Appointment of Administrative Personnel –Principal of Coronado K-8 School

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**BACKGROUND:**

Administration presents the below candidate to the Governing Board for review and approval for hire to fill the vacancy of K-8 School Principal at Coronado K-8 School for the 2020-2021 school year.

When the position of K-8 School Principal at Coronado K-8 School became vacant, the position was advertised as open and the applicants reviewed. Michael Bejarano, Roseanne Lopez, Tassi Call, Matt Munger, and Bethany Papajohn screened 26 files for the position of K-8 School Principal. Six candidates were interviewed: Philip Tilicki, Tyrone Cephers, Elizabeth Jácome, Roman Soltero, Matthew Abney, and Judyth Winsberg.

The interview committee consisted of:

Michael Bejarano, Associate Superintendent for Secondary Education, Chair  
Roseanne Lopez, Associate Superintendent for Elementary Education  
Michael McConnell, Innovation Academy Principal  
Joy Ochoa, Teacher  
Rebecca Green, Teacher  
Ruth Galindo, Counselor  
Kristy Milne, Classified  
Jodi Barczak, Parent  
Shane Sholl, Parent

Based on the ratings of the school-based committee, Philip Tilicki and Elizabeth Jácome were recommended as finalists for interviews with Superintendent Todd Jaeger; Michael Bejarano, Associate Superintendent for Secondary Education; Roseanne Lopez, Associate Superintendent for Elementary Education; Michelle Tong, Associate to the Superintendent and General Counsel; Tassi Call, Director of 21<sup>st</sup> Century Education; and Kristin McGraw, Executive Director of Student Services.

Todd Jaeger recommends **Elizabeth Jácome** for the position of K-8 School Principal for Coronado K-8 School for FY 2020-2021.

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**RECOMMENDATION:**

It is the recommendation of Administration that the Governing Board approve the appointment for K-8 School Principal of Coronado K-8 School as presented.

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**INITIATED BY:**

  
Michelle H. Tong, J.D.

Associate to the Superintendent and General Counsel

Date: May 6, 2020



Todd A. Jaeger, J.D., Superintendent

5/12/2020

**GOVERNING BOARD MEETING  
APPOINTMENTS**

**EXHIBIT - 6**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXP CREDIT	ADD'L INFO	CERTIFIED	RECOMMENDED BY	COMMENT
Jacome	Elizabeth	Principal	CT-AD	Coronado K-8 School	KSP	5+ Years	Replacement		Mr. Jaeger	*

\* 2020-2021 School Year  
 Addendum Former employee or new hire receiving extra-curricular position  
 New New hire filling a newly created position  
 Rehire Former employee returning to a position in the district  
 Replacement New hire filling a vacated position  
 Rescind Declined position after appointment

HSP High School Principal  
 MSP Middle School Principal  
 ESP Elementary School Principal  
 HSA High School Assistant Principal  
 MSA Assistant Middle School Principal  
 ESA Elementary Assistant Principal  
 SAS Support Administrator

ADCT Addendum Certified  
 ADCL Addendum Classified  
 ADACS Addendum Amphi Community Schools  
 ADDM Addendum Only  
 CT-AD Certified Administrative  
 CT Certified  
 CL-AD Classified Administrative  
 CL Classified  
 PR Professional  
 ASW Student Worker

# Elizabeth A. Jácome

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## PROFESSIONAL SUMMARY

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Highly motivated, strategic leader with over 8 years of experience developing and executing professional development models in public school systems. Expertise in adult learning, change management, strategic planning and organizational effectiveness.

## PROFESSIONAL EXPERIENCE

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**Executive Director for Elementary Curriculum and Instruction** - *Rio Rancho Public School District, Rio Rancho, New Mexico*

July 2011 - PRESENT

### SCHOOL LEADERSHIP ALIGNED TO GOALS

- Develop and oversee the Rio Rancho Public Schools personalized, focused, and ongoing professional learning models for more than 2,000 employees by leading instructional coaching, classroom walkthroughs, online anytime anywhere courses, EdCamps, Professional Learning Communities (PLCs), teacher in-services, summer institutes, and workshops focused on district strategic plan goals. The models begin with developing multi-year professional learning action plans based on meeting the needs of all educators to ensure the consistent implementation of strategic goals in every classroom. Focus areas are determined by the district strategic plan, school improvement plans, and department goals and range from standards-based instruction, instructional materials implementation, integrating technology, and guaranteed assessment strategies to using data to drive instruction. The result is a system-wide set of common expectations based on a set of researched best practices. Using quantitative and qualitative evaluations, teachers and building leaders report a consistent 90-97 percent satisfaction with the professional learning provided.
- Direct and provide ongoing professional learning to instructional coaches and building leaders on adult learning theory and change management to ensure professional learning delivery methods are appropriate and change initiatives follow a model of continuous improvement resulting in consistent messaging and a high level of an engaging and results-oriented professional learning model.
- Co-chair of the K-12 transition to a Future Ready digital learning environment. This initiative supports the deployment of Chromebooks into every classroom and the professional learning required to ensure an integrated and results-oriented use of digital devices in classrooms. The professional learning model follows a multi-year action plan that is based on the International Society for Technology in Education (ISTE) Standards for educators. The action plan provides for a pilot team meeting monthly for full day meetings to receive direct instruction in understanding the ISTE Standards for Educators, the TPCK (Technology, Pedagogy, Content Knowledge) model, and SAMR (Substitution, Augmentation, Modification, and Redefinition ) to ground the practices. Coupled with instructional coaching and video

exemplars, teachers are armed with strategies, examples, and supports to effectively integrate technology. Stand-alone conferences, workshops, and summer institutes round out the professional learning support plan provided to all K-12 teachers. 4 out of 5 teachers that participated in the pilot stated their knowledge and skills improved from a rating of 2 to 5 after the pilot professional learning. The model is being revised and replicated to support all staff.

- Collaborate with building leaders and instructional coaches to conduct classroom walkthroughs and develop site improvement plans. Use school data to drive the development of school improvement plans and coordinate professional learning and coaching support opportunities based on the data. School improvement plans are developed collaboratively to reflect the available resources and district priorities.
- Guide Special Education Instructional Coach in delivering professional learning in ULS (Unique Learning System), UDL (Universal Design for Learning) and anchoring all department work with the lens of providing guaranteed access of curriculum and best practices to all students.
- Participating member of the Rio Rancho Public Schools team that guides district strategic plan work and develops AdvancED accreditation process for the district.
- Shepherding an initiative with instructional coaches and a group of 25 K-12 teachers using video coaching. The process engages multiple platforms, a teacher pilot team and providing space and time for teacher input from the pilot and focus groups to establish desired outcomes in order to provide additional ways to support teachers' professional growth through the reflective practice of video coaching.

#### **DATA DRIVEN DECISION MAKING**

- Use quality improvement processes and protocols to analyze data to determine program effectiveness of RtI (response to intervention) programs, instructional materials, assessments, and professional learning communities (PLCs). Data analysis teams of teachers and building leaders use formative assessment, benchmark assessment, enrollment data, summative assessment data, and historical data, as well as qualitative data to guide improvement or revision.
- Analyze both qualitative and quantitative feedback to set priorities for professional learning needs related to district and state initiatives through evaluating benchmark and summative assessment data as well as teacher observation and evaluation data. Regular cycles of data analysis of NWEA (Northwest Education Association), PARCC (Partnership for Assessment of Readiness for College and Careers), and ISIP (Istation's Indicators of Progress) provide quantitative information to inform practices, develop professional learning and create objective goals.
- Build and oversee multiple operational and local and federal grant budgets to include departmental operations and Title II averaging \$500,000. Coordinate and manage New Mexico Reads to Lead and K-3 Plus state grants.
- Oversee progress in meeting district and state school goals through the development of yearly department SMART (specific, measurable, attainable, relevant, and time-bound) goals and professional development plans to support increased student learning and teacher practices.

## COLLABORATION AND INSTRUCTIONAL COACHING

- Collaborate with secondary, federal programs, special services, and human resources to develop a district-wide initiative to support schools in social-emotional learning (SEL), equity, trauma-informed practices, and CLRI (Culturally and Linguistically Responsive Instruction) resulting in aligning research, resources, professional learning, and program implementation so that 100% of Rio Rancho Public Schools staff are equipped with knowledge and strategies to support the unique needs of all students.
- Chaired district-wide committees to evaluate and design process for teacher evaluation, policy recommendations, instructional materials adoption, common assessment development, and curriculum development resulting in systems focused processes for engaging stakeholders and implementation and deployment of district initiatives.
- Lead monthly coaching meetings with elementary principals, executive directors and cabinet level leaders to collaboratively solve problems and engage in reflective professional learning based on common formative assessment data, benchmark data, and summative data resulting in consistency across schools on major district initiatives and broad participation in collaborative practices to guide increased student achievement outcomes and meet the needs of all student groups. Using a variety of early reading data points, the group collectively designed intensive programming for struggling students that included implementing a daily reading intervention block with targeted skill development opportunities based on standards gaps resulting in decreased intervention needs and increased student achievement.
- Developed a district-wide instructional coaching model, using the Jim Knight, University of Kansas model. Sustain and refine a site-based elementary model and district coaching model to now include 22 coaches.
- Manage the hiring, supervision, support, and evaluation of 6 district instructional coaches. Coaches support K-5 math, science, reading, writing, Social Studies, ELL (English Language Learners), and Special Education. Lead development of coach professional development plans and monitor formatively on a regular schedule. Plans are developed for their collaborative work with each other, educational technology specialists, building leaders, PLC leaders, and site-based teacher leader teams. Coaches work with site building leadership teams to determine goals for the year and identify strategies for coach support. For example, all coaches support new teachers with regular coaching meetings, modeling, and curriculum understanding. Coaches support district initiatives and school improvement plans resulting in consistent deployment and implementation for increased teacher effectiveness and student learning based on student achievement data and teacher evaluation data.

## CURRICULUM DEVELOPMENT

- Manage and direct curriculum development of all K-5th grade contents by bringing together teacher teams to develop and refine curriculum documents first by gaining a deep understanding of the standards. Applying research-based practices, using Robert Marzano's "guaranteed and viable curriculum" model, we ensure vertical and horizontal alignment in all subject areas. Teams then develop instructional frameworks, unit guides, scope and sequence guides, and common assessments to ensure a consistent implementation of and student access to the adopted standards.
- Leading a multi-year initiative to improve the acquisition of early literacy skills for students in K-3rd grade. Strategically shifted the content knowledge of teachers and reading interventionists in the 5 areas of reading foundational skills instruction which include; phonemic awareness, phonemic decoding

(phonics), vocabulary, comprehension and fluency. Deployed a systematic professional learning plan for 300 teachers that included 3 full days of onsite professional learning with a national reading consultant, followed by ongoing job-embedded professional learning and peer collaboration. Directed the development and implementation of daily word study and reading foundational skills lessons that follow an 8 step process to include; a phonemic awareness warmup, statement of lesson target, phonetic structure of a phoneme, letter/sound correspondence, word reading/blending routines, word work for fluency, dictation, vocabulary, and text practice. After 1 year of implementation, the district saw overall improvement on interim assessments with an 8% gain in second grade alone.

- Use teacher evaluation data to determine professional learning goals. For example, the lowest performing teacher evaluation indicator has been around student engagement, which resulted in a comprehensive plan to provide professional learning to teachers, professional learning communities, and building leaders through workshops, modeling, and direct coaching. The following year, this indicator was not the lowest indicator.
- Chaired large-scale first order change initiatives across the third largest K-12 district in NM leading the adoption of NM Common Core State Standards in math and ELA, and the Next Generation Science Standards. Using an action plan to lead curriculum teams to understand standards, design curriculum documents, and participate in a multi-year monthly implementation team professional learning to ensure consistent implementation. Trainings included all teachers, building leaders, school board, and community.
- Manage the K-12 implementation of a 3-tiered system of student support aligned to the NM Response to Intervention Framework to include systems management and training for all staff. Developed and implemented a district-wide Student Assistance Team (SAT) process, designed to identify areas of need and provide targeted intervention to support struggling learners.

**District Level Instructional Coach** - *Rio Rancho Public School District, Rio Rancho, New Mexico*

August 2008 – July 2011

- Facilitated full implementation of the NM-Common Core State Standards and supporting instructional materials for more than 900 elementary instructional staff members. Areas of support included content standards for math and standards for mathematical practice, content standards for ELA, reading foundational skills instruction, and instructional shifts associated with CCSS.
- Collaborated with other district and site-based instructional coaches to support RRPS curricular initiatives such as; development of assessments and curriculum documents, instructional materials adoptions, integration of technology in the curriculum, and implementation of a 3-tiered system of support for students.
- Facilitated the analysis and study of assessment data related to student achievement outcomes.
- Designed, coordinated and facilitated professional development and 1:1 coaching assistance for all teachers grades K-5 in all content areas.
- Supported district and staff administration in implementing district initiatives.
- Researched and provided content knowledge and resources to staff about learning and teaching to include; instructional practices, assessment design, targeted intervention and differentiation.

- Researched and provided information and guidance regarding a range of effective and innovative practices through various activities such as; coaching sessions, lesson study, and PLC team meetings.

**Assistant Principal – Rio Rancho Public School District, Rio Rancho, New Mexico**

August 2004 – July 2006

**CURRICULUM DEVELOPMENT**

- Responsible for oversight of all aspects of scheduling, registration and assigned duties as necessary; oversight of all aspects of district mandated standardized testing; oversight of all aspects of student records and assisted Principal as legal representative for the school; oversight of textbook inventory; chaired and served on committees at the site and district levels.
- Coordinated and facilitated all systems and processes related to developing and supporting 504 and Response to Intervention plans for students. Facilitated professional learning communities through developing formative assessments and analyzing student achievement data study to effectively plan for instruction.

**ATTENDANCE/DISCIPLINE**

- Established attendance and discipline referral and reporting procedures for campus-wide use; developed parental notification procedures; directed the preparation of suspension, neglect, referral and tardy forms; responded to inquiries from welfare, probation, legal and security agencies.

**BUILDING AND GROUNDS**

- Supervised district employees completing operational tasks on campus; verified completion of work orders; maintained orderly school environment; contacted security as necessary; served as contact for outside contractors; oversight of custodial work.
- Monitored school activities and policies for adherence to all district, state and national regulations.
- Analyzed existing data to assess and recommend changes in programs, personnel, facilities, materials and equipment.
- Evaluated the work of assigned school staff; provided reports to the Principal and cooperated in recognition or remediation of staff members as requested.
- Designed in-service training programs at the school site.
- Assisted in the recruitment and selection of applicants for site-based positions.
- Established programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Assisted in the development of budget recommendations for the school.

**District Level Instructional Coach – Ysleta Independent School District, El Paso, Texas**

August 2002 – July 2004

- Set standards-based goals for student learning.

- Co-planned with teachers to design differentiated instruction.
- Supported co-teaching models to implement differentiated instruction.
- Designed formative assessments.
- Facilitated collaborative analysis of student performance data to determine effectiveness of programs, teaching strategies, and professional learning needs of teachers.
- Designed and facilitated professional learning offerings for special education teachers.
- Developed and facilitated professional learning workshops and conferences for all special education teachers in a district of more than 42,000 students.

## TEACHING EXPERIENCE

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**Martin Luther King, Jr. Elementary School** – *Rio Rancho Public School District, Rio Rancho, New Mexico*

August 2006 - July 2008

- Kindergarten
- First Grade
- Special Education

**Robert F. Kennedy Pre-K Center** – *Ysleta Independent School District, El Paso, Texas*

August 1998 - July 2002

- Kindergarten
- Pre-K (3yr-5yr)
- Special Education (lead teacher 1999-2002)

## EDUCATION

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**Bachelor of Arts – Speech and Theatre** – *Oklahoma City University, Oklahoma City, OK*

Graduation 1992

**Master of Arts – Special Education and Rehabilitation** – *University of Arizona, Tucson, AZ*

Graduation 1997

**Educational Leadership Requirements** – *University of Texas El Paso, El Paso, TX*

Completed 2003

### Licensures:

K-12 Administrative License, Texas and New Mexico

K-12 Special Education Teaching License, Texas and New Mexico

## PROFESSIONAL SKILLS

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- Mastery of Microsoft Office programs (Word, Excel, PowerPoint)



- Mastery of Google Suite for Education
- Excellent communication, presentation and facilitation skills with a focus on the needs of adult learners and team-building
- Outstanding organizational, multitasking, and problem-solving abilities