

School Support and Readiness Assessment Summary Report

School: Kirtland Middle School	LEA: Central Consolidated School District
School Leader: Nikki Atencio	LEA Leader: Steve Carlson
SSRA Team Leader: Phil Valdez	Date: September 14, 2023
School Description	
<p>Kirtland Middle School serves 379 students in grades 7th and 8th. Kirtland has a population of 86% Native American students, 8% unclassified, 5% Hispanic, and 1% other. 24.7% of students have been identified as English language learners. 14.8% have been identified as students with disabilities and 9% as gifted.</p>	
School Successes and Celebrations	
<p>Kirtland Middle School provides a welcoming and safe environment. The school is developing a culture of pride. Interviewees cited positive student behavior shifts, such as opening doors for others. The master schedule supports daily teacher collaboration time to discuss students' needs and plan lessons. The school has adopted the Ellevations program to provide instructional strategies for ELL students.</p>	
DOMAIN 1: CULTURE & EQUITY	
<p><i>To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?</i></p>	
Promising Practices:	
<p>Kirtland has several positive indicators of potential for success. The school honors and makes visible the cultural heritage of its students, leading students in the pledge of allegiance in English, Navajo, and Spanish. Likewise, their faculty reflects diversity and is dedicated to the students and their success. Faculty collaborate across grade levels and content areas. Teachers and Principal Atencio are eager to analyze data to make changes that can improve student outcomes.</p> <p>Along with an open, reflective disposition, the school has adopted programs to diversify its offerings to meet the needs of all learners. Kirtland is implementing Capturing Kids' Hearts, a program that "equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness," according to its website. The school has been recognized for the work that has been done. The school has also adopted the high-quality, research-based Ellevations</p>	

curriculum, which helps them identify language learners' needs and implement strategies to speed their language acquisition. The willingness to reflect and change and secure resources specific to their school population is a positive indicator of future growth.

Opportunities for Growth:

Faculty show the capacity and the desire to collaborate with each other and Principal Atencio to identify and solve the school's challenges. However, some teachers indicated they did not feel valued as partners in the solution. Principal Atencio might gain more faculty buy-in by welcoming teachers to assume leadership roles.

Potential Next Steps:

Principal Atencio might find new ways to solicit faculty feedback, especially in response to new initiatives. Sometimes, educators can become burnt out by frequently changing expectations. Principal Atencio has shown a willingness to receive feedback through the 360 survey; the results of this survey may help uncover barriers to communication between school leadership and the faculty.

DOMAIN 2: LEADERSHIP

To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?

Promising Practices:

Principal Atencio has created a weekly meeting schedule with protected time to focus on school needs. Priorities include data analysis, planning, supporting language learners and students with disabilities, project-based learning, and behavior/bullying. There is a student intervention team and a leadership team. These teams examine student needs and mobilize resources, including professional development and one-on-one support. This infrastructure helps the school focus on target areas for growth and ensure that resources are allocated in areas of highest need.

Opportunities for Growth:

Principal Atencio has an ambitious plan for school improvement. To more effectively mobilize teachers, she might communicate the "why" behind new systems and initiatives and provide opportunities for teachers to give input and become thought partners.

Potential Next Steps:

Teachers show the capacity to share in schoolwide decisions; Principal Atencio would benefit from inviting more of them to the leadership table. Principal Atencio can distribute the

leadership workload and build the capacity of teacher leaders by giving them leadership roles in meetings. When teachers feel their opinions help shape school policies, they are more invested in outcomes.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Teachers are required to have a daily learning outcome and the flexibility to choose the lesson plan template. The Ellevations curriculum has been adopted to support teachers in meeting students' English language acquisition.

Opportunities for Growth:

While the adoption of high-quality instructional materials is an excellent first step, implementation is best measured and improved through formal and informal observations and actionable feedback.

Teachers are willing to receive feedback; the Principal and Assistant Principal can build teachers' capacity and increase feelings of transparency by being in classrooms more frequently. Principal Atencio can schedule times to be in classrooms and provide timely feedback on observations, increasing trust with the teachers and faculty.

Potential Next Steps:

Sharing data more widely will help all stakeholders understand the rationale for changes and new systems. Moving forward, leadership team members will be responsible for sharing data with administrators during leadership team meetings. The leadership team will share data with the whole school through professional learning communities, in committee meetings, and during staff meetings.

It was suggested during the site visit that teachers might be involved in brainstorming potential strategies to increase student talk, a priority listed in the school's 90-day plan. To build collective efficacy and the capacity of all teachers, they might record themselves teaching lessons and reflect on the teacher/student talk ratio. Principal Atencio can continue building strong relationships with faculty by approaching this goal with transparency and shared ownership.