

School Support and Readiness Assessment Summary Report

School: Nizhoni Elementary School	LEA: Central Consolidated Schools
School Leader: Pandora Watchman	LEA Leader: Steve Carlson
SSRA Team Leader: Matt Williams	Date: 9/18/2023
School Description	
<p>Nizhoni means beautiful which describes the students and staff within Nizhoni Elementary School. Nizhoni Elementary School supports around 250 students in the Shiprock area from Pre-K to 5th grade. Their staff of 40 supports a student body consisting of 99% Native American. Their vision is “Nizhoni Elementary Eagles collaboratively creates a positive culture to succeed.” The culture of the school could be described as a culture of promise to move forward, to provide students a place that is safe, and a comfortable environment to learn and grow.</p>	
School Successes and Celebrations	
<p>This year’s parent night brought in around 100 parents, trumping previous year’s attendance. In a school which has seen many leadership turnovers change has been the constant but this year initiatives put in place last year are being continued this year. Some of the continuing practices are meaningful PLCs, champions to lead promote change, data driven, monthly activities that brings in parents. The principal is staying strong with a systems approach to impact student performance. The new leadership has helped established a friendlier environment in the school and more teacher voice. The culture at Nizhoni Elementary is more conducive to learning. The Heritage class is allowing students to learn the Navajo language and culture. This learning is impacting parents as the students are teaching the parents how to speak Navajo, bridging the language gap between grandparents and grandchildren.</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>	
<p>Promising Practices: School has strong teams with a desire to impact students. PD continues at the district level. The school takes great pride in SEL and Language and Cultural initiatives. Pledge of allegiance is in both English and Navajo. Strong sense of pride of who they are is evident.</p>	

Opportunities for Growth:

Professional development could be more aligned to teachers needs. Teachers have attended PD where it have been poorly conducted or not addressing their needs as teachers. Sometimes teachers are getting PD with out an understanding of why for it. Leadership team seems to not be identifying teacher needs for PD so the PD may be just addressing leadership team needs.

Potential Next Steps:

Prioritize PD based on teacher needs.

Have HMH redo reading PD to use the resource.

Bring back Eureka Math to provide deeper PD on the use of the resource.

Collaborate with the leadership team to identify and bring in team building PD.

DOMAIN 2: LEADERSHIP

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

Promising Practices:

Principal has many ideas of best practices and systems. Many data tools and assessments are in place. There are observations and feedback sessions occurring throughout the school. Many PD sessions for teachers grow. PLCs are in place weekly at grade level, bi-monthly at the school and district level. Staff are positive about PLCs and look to them as means of communication and collaboration on school matters.

Opportunities for Growth:

Communication. Staff seem to be unsure of what is happening and the expectations of the leader. Teachers are confused on processes and upcoming events. Vision. Although the vision has been developed it seemed to not be known other than the principal. Some staff knew there was one but couldn't express it. There is an opportunity for the leader to drive all change and expectations through the vision. Consistency in systems. There seems there was all the right ingredients for systems but not actually put all together. This was leading to inconsistency in systems so people didn't know what to do, when to do, and how to do things within the school.

Potential Next Steps:

Use the leadership team to share and explain the 90 day plan to the entire staff.
Post the vision throughout the school and remind everyone in every meeting. See the leadership team to share and drive the vision.
Provide various ways of communicating to staff such as communication through the leadership team, intercom, and face to face.
Conduct classroom visits with the entire staff to observe exemplars of expectations.
Use exit tickets for leadership team to ensure clarity of expectations.
Conduct follow up in established actions based on collaboration.

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 encouraged about the master schedule being in place. 90-day plan is completed. Pacing guides are in place. Lesson plan expectations are in place. There is an expectation school wide for "I can" statements in classrooms to accompany instruction. There is a reading interventionist in place. There are established blocks of instructional time for math, ELA, and intervention. Some teachers have a working knowledge of data and some are eager to analyze at greater level data not only within the school but how it compares to district/state.

Opportunities for Growth:

Higher level of rigor for advanced learners. Across the board it seems teachers can take instruction to a high level of rigor. There is no current system for accelerated learning for students who are ready even though teachers expressed there are students who are ready to do so. Increase teacher capacity and strength to meet the targeted needs of students in their classroom.

Potential Next Steps:

Provide teachers feedback on higher level thinking in one on one and PLC settings.

DOMAIN 4: TALENT MANAGEMENT

To what degree does the school ensure effective teachers are hired, retained, developed, and leveraged to improve student outcomes?

Promising Practices:

Opportunities for Growth:

Potential Next Steps:

DOMAIN 5: SUPPORT & ACCOUNTABILITY

To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

Opportunities for Growth:

Potential Next Steps: