

School Support and Readiness Assessment Summary Report

School: Shiprock High School	LEA: Central Consolidated Schools
School Leader: Staci Gallaher	LEA Leader: Steve Carlson
SSRA Team Leader: Matt Williams	Date: September 19, 2023
School Description	
<p>Shiprock High School is staffed with a wide range of experienced educators, many of whom are alums and are deeply connected to the community. The staff is caring and committed to the success of their students. Shiprock High is on a four-by-four block schedule to allow students to catch up from the COVID-19 pandemic and recover credits. The school serves around 540 students; 99% of the student body identifies as Native American.</p> <p>The Vision of Shiprock HS is <i>to challenge and prepare students for their lives after high school with a rigorous education that is relevant and engaging.</i></p> <p>The Mission of Shiprock HS is <i>to provide a high-quality education to our students. This will be accomplished through student and teacher accountability, communication, collaboration, and clear expectations for outcomes.</i></p>	
School Successes and Celebrations	
<p>Shiprock High School has consistently focused on understanding students’ worlds outside of school and has mobilized its resources to support them. The school has provided a daily schedule with a four-by-four block with a credit recovery hour to help students attain credits for graduation. The school’s recovery from the COVID pandemic has contributed to a culture of pride. Students feel comfortable being in school and seeking adult help when they need support.</p>	

DOMAIN 1: CULTURE & EQUITY

To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

Shiprock High School currently utilizes a restorative justice system, which provides students the support to change their negative behaviors and build back the relationships that have been damaged. Most teachers have been trained in this system. There have been minimal fights reported this year. There are also preventative measures for negative behaviors through the restorative justice system. The school has a Chieftain Calm Center to allow struggling students a place to calm down and get centered emotionally.

A Student Intervention Team (SIT) meets every other week to review attendance data. Leadership is focusing on a pervasive vaping issue throughout the school and is starting to see some success.

Most students feel they can turn to a trusted adult if they struggle; this is a profoundly caring staff. There is a sense of pride in the educators regarding the school's recovery from the COVID-19 pandemic.

Opportunities for Growth:

Student Social Emotional Learning (SEL) and discipline data are already being gathered. This data could be part of a schoolwide conversation to understand each student as an individual better, allowing adults to strategize support. The restorative justice system is in place and can be used to improve student behavior and well-being significantly. Behavior plans are being constructed, and there is an opportunity for this to be communicated clearly with teachers to support the behavior plan and seek help when needed. Students and teachers benefit from clearly defined and consistently implemented behavioral expectations.

Potential Next Steps:

School leadership could conceptualize how the restorative justice process operates in the classroom and the Chieftain Calm Center. The school would benefit from using those highly trained in restorative justice to train other staff. The school could collect and analyze data on this intervention to assess its impact.

As Shiprock moves towards a restorative justice model, some challenges present themselves: for example, students in In-School-Suspension are sometimes housed in the same room as those working through restorative practices. Sharing the space in which students engage in restorative processes may compromise the intended outcomes. Expectations for time spent either in ISS or restorative justice practices should be apparent and beneficial to students.

DOMAIN 2: LEADERSHIP

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

Promising Practices:

Leadership has provided structured support in many areas. There is a four-by-four block with a fifth intervention/credit recovery hour to increase the ability of students to get on track and stay on track for graduation. In addition, the leadership team has implemented after-school tutoring to support struggling students. School administration has made an early effort to mentor and coach staff to be focused on grade-level instruction and to continuously improve their teaching.

Schoolwide structural systems have been implemented to monitor student credit attainment and support for students who need extra interventions. These systems allow students to get caught up and back on track for graduation.

Opportunities for Growth:

Weekly Professional Learning Communities (PLCs) are in place and can be further developed to deepen understanding of best instructional practices. Due to the many data sets, there is an opportunity to engage in the PLC cycle of learning and collaborating. The staff have expressed a desire for a more collaborative communication system and want to be part of the solution-making. There is an opportunity to increase clear and consistent communication of expectations regarding improving student achievement. The PLC data cycle could be used to promote learning, risk-taking, and innovation.

Potential Next Steps:

School leadership might revisit the PLC learning cycle and explain its connection to student learning. Principal Gallaher could train and empower the leadership team to conduct PLCs using established protocols and norms.

When teachers feel a sense of ownership for decisions made by leaders, they are more likely to support schoolwide initiatives. By building teachers' leadership capacity, the administrative team also distributes the workload and enhances feelings of transparency.

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:

Some content areas have created pacing guides for standards to be taught throughout the quarter/year. Summer Professional Development (PD) ensured that teachers understood the pacing of each standard. Staff have also attended professional learning to improve PLCs by refining collaborative practices. The leadership team would like to provide opportunities for more hands-on learning, increased student engagement, and student-to-student talk.

The online learning platforms IXL for ELA and Big Ideas for Math provide data allowing leadership and staff to track student progress. The administration has also initiated a focus on monitoring the progress of Students with Disabilities (SWD) during data analysis. Many data sets are available to be analyzed to identify the needs of students. These data sets are then the focus of the Student Intervention Team (SIT) at the granular level and the leadership team on the holistic level.

The College and Career Coordinator, counselors, and principal review credit attainment to ensure students are on track for graduation. When adults collaborate to help students, fewer students should ultimately fall behind.

Opportunities for Growth:

There is an opportunity for school leadership to communicate the expectations for lesson plans. Clear expectations and rationale should be given for teachers to understand the importance of posting their learning outcomes. Teachers should be given opportunities to understand how this practice may help drive instruction. Teachers familiar with the standards and learning targets will be more confident in their delivery and teaching.

Teachers have a willingness to analyze and use data to impact student improvement. School leaders could expand teachers' access to data and build their fluency with reports. Leadership might also help teachers interpret the data to drive future instruction through reteaching, interventions, or enrichments.

Potential Next Steps:

With strong collaboration around pacing guides and data analysis, a strong next step would be for the leadership team to identify lesson plan expectations. Providing teachers with a lesson plan template, models, and clear priorities for planning will take classroom instruction to the next level. Ideally, the expectations for lesson planning would directly relate to gaps in instruction that emerge from schoolwide classroom observations.

In PLCs, teachers can review why learning objectives are expected, and administrators can conduct observations to ensure the learning targets are used throughout instruction. A strong focus in PLCs would be to continue to look at the connection between targets, performance, and next steps.