

School Support and Readiness Assessment Summary Report

School: Tse’ Bit’ A’i Middle School	LEA: Central Consolidated Schools
School Leader: Dr. Pandora Mike	LEA Leader: Steve Carlson
SSRA Team Leader: Matt Williams, Ph.D.	Date: September 20, 2023
School Description	
<p>Tse’ Bit’ A’i means ‘Rock with wings,’ which describes this middle school. This school comprises people who care; it is rich with culture and ready to fly. Tse’ Bit’ A’i Middle School provides education for about 400 students from sixth to eighth grade with 48 staff members. Principal Mike and the staff are primarily from and live in the Shiprock community and are deeply passionate about ensuring students grow healthily and productively. The student body consists of 99% Native Americans.</p> <p>Tse’ Bit’ A’i’s vision is <i>to empower our school community to be learners and creators with the belief that all can achieve.</i></p> <p>Their mission is <i>to promote and cultivate excellence by creating a family of learning that challenges, motivates, and supports each member.</i></p>	
School Successes and Celebrations	
<p>Teachers and parents agree that the leadership team at Tse’ Bit’ A’i Middle School is strong. Principal Mike has created and reinforced systems that impact instruction and student behavior through data analysis and the smooth flow of information and communication. The leadership team enables students to lead and have a voice within the school. Recently, the school hosted a royalty pageant entirely run by students. The leadership, with the support of the staff, has revitalized in-school and out-of-school programs, athletics, and clubs that have been dormant, in some cases, for 15 years. Their teams are becoming stronger from year to year. The image of the school is changing in the community.</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:

There are many indicators of investment in the social and emotional well-being of students and staff at Tse' Bit' A'i. By attending to the needs of their campus community, the school enables teachers and students to focus on higher-level learning objectives. The leadership team supports teachers' continuous reflection and growth through cycles of observations and feedback. New and experienced teachers are supported by systems established by department heads and the leadership team. When teachers feel they have the support they need, they have more capacity to help their students.

The school conducted a social-emotional learning (SEL) survey to identify and address the needs of students. Results indicated that most students feel safe and connected with teachers. Social contracts are in place school-wide to support positive student behavior, and a restorative process has been implemented to change student behavior using a non-punitive approach. A Student Intervention Team (SIT) meets regularly to discuss the needs of struggling students. Many after-school activities have been implemented to support students and their interests. A SEL room allows students to decompress and teachers to get a massage.

Investments in infrastructure and consistent curricular expectations also help level the playing field and empower all students to succeed. At Tse' Bit' A'I, technology is current. Standards and objectives are posted in classrooms, and instructions are clear to students. It was observed that every student had opportunities to respond in every classroom.

Opportunities for Growth:

There is an opportunity for students to have more voice in the classroom. Restorative practices could be enhanced and become more consistent school-wide. The leadership team could continue to open lines of communication with teachers about behavioral interventions with students, sharing the what, how, and why so that teachers can support and give input.

Potential Next Steps:

The administrative team might train the entire staff in restorative practices, specifically the core values and principles, and how to facilitate restorative conversations. Incorporate Diné philosophy into the school's restorative practices.

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 expressed that walk-throughs and feedback sessions with the leadership team are consistent and valuable, supporting their continued development and growth. Protocols are consistently applied in professional learning communities (PLC), and teachers see the connection between reflection in this setting and continuous improvement. When new strategies are introduced through professional development (PD) and collaboration, the leadership team and department heads conduct observations to ensure they are implemented with fidelity. Teachers appreciate that Principal Mike challenges them through professional dialogue. Teachers regularly submit lesson plans for feedback. They are reviewed in departments and grade levels to identify best practices, strategies, and edits to increase impact.

IMSA, common formative assessments (CFAs), Moby Max, and IXL assessments identify student performance relative to grade-level standards. The principal, the social-emotional learning lead, and the counselor meet every two weeks to identify students struggling in academics, attendance, and behavior.

Multiple interventions are in place at Tse' Bit' A'i. Interventions such as after-school tutoring and the resource room for students with individual education plans (IEPs) are established to support struggling students. Enrichment, advanced classes, and extra-curricular activities cater to students who desire more rigorous instruction. A gifted program is in place.

Opportunities for Growth:

There is an opportunity to increase higher-level thinking and grade-level appropriate instruction throughout the school. Teachers might also learn to enhance targeted grade-level interventions within Tier I instruction.

Potential Next Steps:

A creative way to support teachers in deepening grade-level learning could be to conduct a Saturday PD session to establish higher-order strategies aligned with department standards and identify four to five higher-order thinking strategies to be implemented throughout the quarter. Another high-impact step could be facilitating a PD for teachers on interventions delivered during Layer 1 core instruction.