

# School Support and Readiness Assessment Summary Report

<b>School:</b> Dream Diné Charter	<b>LEA:</b> Central Consolidated School District
<b>School Leader:</b> Nadine Chatto	<b>LEA Leader:</b> Steve Carlson
<b>SSRA Team Leader:</b> Matt Williams, Ph. D.	<b>Date:</b> September 28, 2023
<b>School Description</b>	
<p>Dream Diné Charter is a place-based elementary school where the Diné culture, language, and history are the foundation of an experiential curriculum. The six staff serving roughly twenty-three students are all Native American. They provide education for grades K-5. They comprise a community dedicated to providing a culturally engaging education. The school’s vision is articulated as follows:</p> <p style="text-align: center;"><i>Our school strives to nurture strong, compassionate, bilingual young people who are committed to their personal and community health, wellness, relationships, and progress.</i></p> <p>The staff at Dream Diné have made it their mission to create a world-class Indigenous-centered educational program to ensure that their children and community thrive.</p>	
<b>School Successes and Celebrations</b>	
<p>Dream Diné has put individual interventions in place for each student to increase attendance, which has paid off. The relationships between the school and families are strong, and families are committed to the school’s vision and mission. The staff are passionate and have created family-like relationships. They are hard-working and value collaboration. This small school has a big heart for the students they serve. The leader is supportive and believes in the staff, students, and families. Not only has Dream Diné fostered meaningful involvement of parents, but they have also partnered with the community at large. The school has provided experiential learning for business, agriculture, and higher education through these partnerships.</p>	
<b>DOMAIN 1: CULTURE &amp; EQUITY</b>	
<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:**

Everyone greets each other with respect at Dream Diné. Ensuring that students and staff feel welcome and safe helps establish a culture of vulnerability where focused learning can take place. The leadership team, led by Principal Chatto, prioritizes this welcoming practice to ensure a positive start to each school day. The pride in cultural Diné heritage is palpable at the school site through the intentional engagement of families in the school's functions and processes.

**Opportunities for Growth:**

Care and support are prioritized at Dream Diné, focusing on supporting each student individually. A positive school culture is the first step to a rigorous, empowering education. There is a clear opportunity to strengthen the current students' and staff's cultural and linguistic knowledge by prioritizing filling a critical vacant position: the Navajo Language teacher.

**Potential Next Steps:**

A hallmark of a positive culture is connections to stakeholders, partners, and families. Principal Chatto discussed reaching out to NISN (NACA Inspired School Network) and leveraging ACE (Accessing Choices in Education) funding to assist in filling the vacancy at the school.

Other avenues of positive culture building could include forming a school community council drawing on partnerships outside of the community (such as Johns Hopkins University and the Indian Health Services).

**DOMAIN 2: LEADERSHIP**

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

**Promising Practices:**

The leadership team at Dream Diné Charter has developed a weekly professional learning community (PLC) schedule where data, pedagogical practices, and individual student needs are prioritized and discussed. There is a robust communication system among leaders and teachers, using data-driven decisions at every level. Each student is focused on individually for attendance by leadership and teachers. School staff collaborates with parents individually to ensure students attend, which has made a difference compared to last year.

**Opportunities for Growth:**

There is evident dedication, commitment, and passion from staff and families at Dream Diné. Principal Chatto has a ripe opportunity to leverage this commitment into developing and perpetuating a systems approach to lesson plans, collaboration, and schoolwide processes. Formalizing data conversations, procedures to meet student needs, and standards-based expectations will aid the educators at the school in supporting their students in mastery of grade-level standards.

**Potential Next Steps:**

Utilizing a reciprocal communication system at any school bolsters a shared understanding of expectations and procedures and is a recurring practice for effective administrators. By constructing clear documentation and agendas for PLC meetings, Principal Chatto can use the dedication of her staff to celebrate student growth, conduct data-focused deep dives to reflect on instructional practices and more. Additionally, re-solidifying the reading and math blocks and the expectations within the blocks will protect and prioritize layer-one instruction.

**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:**

Many essential practices related to high-quality teaching and learning make up the Instructional Infrastructure. Systems-based curriculum mapping, planning, and data analysis cycles are all crucial to a functioning professional learning community committed to improving instruction. Educators at Dream Diné utilize core standards and secured resources such as Beyond Textbooks to enhance their pedagogical work. Pacing guides are present to ensure standards are being addressed. Principal Chatto uses an observation and feedback form for coaching on reading and math instruction that also supports cultural literacy. There has been a positive movement in PLC meetings to utilize time to discuss best practices, collaboration, and next steps in the classroom.

**Opportunities for Growth:**

While there is already a focus on language and culture, Principal Chatto has an opportunity to coach the educators at Dream Diné on effective layer-one instruction. The vision and mission at the school clearly articulate the existing structure of expectations to promote the integration of language and culture; there is now an opportunity to refine core academics.

**Potential Next Steps:**

Ensuring learning opportunities are connected to academic standards will assist students in growing beyond proficiency. Principal Chatto discussed creating a cultural calendar that maps connections to academic standards. As stated above, centering collaboration time on data dives and research-based instructional strategies is an approach many school leaders find helpful. As all educators at Dream Diné are bilingual, the staff may prioritize learning opportunities that uplift culture and heritage while remaining academically relevant and challenging.