

# School Support and Readiness Assessment Summary Report

<b>School:</b> Navajo Pine High School	<b>LEA:</b> Gallup McKinley County Schools
<b>School Leader:</b> Roberta Tayah	<b>LEA Leader:</b> Mike Hyatt
<b>SSRA Team Leader:</b> Matt Williams, Ph.D.	<b>Date:</b> October 24, 2023
<b>School Description</b>	
<p>Navajo Pine High School is between the Chuska Mountains in New Mexico, the Sawhill Mountains in Arizona, and the Fuzzy Mountain Range. Navajo Pines High School serves about 160 students in grades 9-12. At least 97% of the students are members of the Navajo Nation.</p> <p>Navajo Pine’s focus is technology, and the school currently offers three programs of study: technology, welding, and biomedical science. The Navajo Pines staff is passionate and cares deeply for their students and community.</p>	
<b>School Successes and Celebrations</b>	
<p>There are many systems in place to be celebrated. The school schedule has been designed to allow teachers to collaborate. Teachers report productive and meaningful collaboration time amongst solid teams. Teachers use that collaborative time to analyze data, create interventions based on that data, and design lessons for reteaching concepts.</p> <p>Leadership is well-liked and respected. Teacher leadership is nurtured, and teachers feel there are growth opportunities. Teachers are able to attend professional development to grow their skills sets and help them impact the student they serve.</p> <p>All students enroll in technology classes, which will prepare them for college and career options in their future. The students throughout the school are respectfully to adults and their peers. The over all feel of the school is as like a family.</p>	
<b>DOMAIN 2: LEADERSHIP</b>	
<i>To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?</i>	

**Promising Practices:**

There is a strong culture of support among teachers and students. Teachers provide lesson plans at least every three weeks and sometimes weekly. Starting in the 9<sup>th</sup> grade, students, with guidance from counselors, complete a Next Step Plan (NSP) to plan for and anticipate the classes necessary for graduation. Student-led conferences are also utilized, giving learning ownership and reporting progress to the students.

Seniors meet and have dialog with their counselors, school leadership, and parents monthly during their school year in English and Navajo language to track their progress toward graduation. Parents are also involved and regularly notified of their students' graduation plans.

An 8<sup>th</sup>-period Employability class allows time for advisement and another opportunity to discuss graduation requirements from day one. The principal guides and supports the math, science, health/physical education, and technology teachers while the dean guides and supports the English language arts, social studies, cultural language heritage, welding, and special education teachers. These areas are prioritized in the observation and feedback coaching cycles (OFCCs).

**Opportunities for Growth:**

Because both the middle and the high school share a dean, there is an opportunity to maximize collaboration and shared practices between the two schools. Vertical teams of middle and high school teachers could spend collaborative planning time to target the hard and soft skills necessary for success in high school. Leadership, teachers, and counselors may look for ways to make the NSP process more meaningful and relevant to the students.

The 8<sup>th</sup> period Employability class can be an excellent opportunity to conduct year-long guidance to students to track their graduation progress and reinforce the advice provided at the start of the school year.

**Potential Next Steps:**

Collaborative efforts to streamline processes and communicate priorities will benefit students, families, and staff. While credit accumulation for graduation begins at the high school level, eighth-grade students would benefit from the opportunity to begin their Next Step Plan to support continuity – preferably before the winter break. Additionally, school leadership can implement a system and schedule for ninth-twelfth grade NSPs to be complete by the fall break. Identifying goals and actions earlier will increase students’ intentionality for school—positively impacting their academic commitment, behavior, and attendance.

New initiatives benefit from enhanced visibility. As Navajo Pine works to increase access to its programs of study, it would do well to simultaneously educate stakeholders about their educational options and pathways. Creating celebrations and sharing the Programs of Study (POS) would help more students learn about these educational options. Similarly, the school can increase marketing of the POSs to students in the 8<sup>th</sup> period Employability class weekly. Teachers, counselors, and administrators can regularly review with students the portrait of a graduate to help students see themselves as graduates.

**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:**

The district has provided unit lesson plans, Year at a Glance (YAG), and student performance data for teachers to use in lesson planning. Weekly lesson plans are created collaboratively and shared with Principal Tayah regularly. The district and school leadership provide Professional Development (PD) for teachers to reflect on and enhance their practice. Empower Consultants has provided targeted teaching strategies and instructional modeling. Other PD opportunities have been Kagan strategies to increase student engagement and Read for Understanding to improve reading comprehension, inferential, critical thinking, and reasoning skills across content areas.

Year at a Glance (YAG) documents exist in math, language arts, and social studies to map identified standards for each content area. A Corrective Teaching Plan (CTP) is designed every three weeks based on student performance data to identify areas of reteaching and areas of support. Formative and summative assessment data is used to identify learning gaps. Teachers set goals and implement the CTP.

Professional Learning Communities (PLC) meet every Thursday and Friday for 90 minutes. PLCs are divided into two groups: 1) math, science, PE/health, technology and 2) language arts, social studies, cultural language heritage, welding, and special education.

**Opportunities for Growth:**

There is an opportunity to leverage PD provided to strengthen layer one instruction for teachers. Layer one instruction is the first opportunity for students to practice skills in a whole group setting. Once PD has been delivered, leaders can provide support and accountability for implementing new teacher learning. The relationship between PD and changes in adult behavior in the classroom should be made explicit.

Providing students with culturally responsive instructional practices and curricula is an opportunity for growth. Affirming home cultures through representation and deep appreciation can improve student outcomes. When students feel that their culture is valued at school, they are more confident to engage in intellectual risk-taking. Risk-taking, in this circumstance, is a positive sign of engagement and a disposition that helps students remain vulnerable and receptive to feedback, capable of adjusting misunderstandings.

This learning model aligns with the thinking behind a reteach or Corrective Teaching Plan. If students' misunderstandings are perceived, they can be disrupted by responsive teaching. Navajo Pine has these instructional structures in place and can be leveraged to encourage teachers' continuous monitoring of student engagement. Culturally responsive practices and resources optimize their capacity for improving student outcomes.

**Potential Next Steps:**

All subsequent steps aim to increase student engagement through intentional layer one instruction. School leadership can support teachers in reaching these expectations by providing timely, actionable observation feedback.

Following PDs, leaders can provide takeaways for teachers to use in lesson planning. Reinforcing a new skill involves opportunities for practice, feedback, and adjustments. As school leaders highlight these methods, they can identify specific skills and standards to be taught through layer one instruction so that they have an area of focus during observations. Like all learners, teachers thrive when they understand the expectations of improvement. Clear goals, specific praise, and timely clarifications help teachers continuously improve and develop reflective habits of mind.

**DOMAIN 5: SUPPORT & ACCOUNTABILITY**

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

**Promising Practices:**

Teachers and staff report that they feel supported by their school leadership. They are provided feedback regularly and consistently. Teachers know what is expected of them, and the structures and systems help hold people accountable for their responsibilities. School leadership conducts walkthrough observations to ensure that Corrective Teaching Plans (CTP) are being used.

Leadership takes a coaching approach with their teachers to develop best practices and help teachers improve their craft. Progress monitoring occurs weekly, contributing to the supportive tone amongst teachers, staff, and leaders. Navajo Pine has many long-term employees in the building.

**Opportunities for Growth:**

Finding ways to track the application of the engagement strategies taught in the provided PDs may be beneficial. A school-wide focused strategy can help keep the focus of instruction and observations and allow data collection for debriefing during PLCs and/or feedback sessions.

**Potential Next Steps:**

A great place to start is with the Think-Pair-Share engagement strategy. Coaches and leaders can conduct weekly walk-throughs to gather data on its implementation through the remaining of the first semester. They can then use the data during PLCs and observation feedback cycles to determine its effectiveness and potential next steps.

Identify the depth of knowledge (DOK) of questioning used during instruction and focus on the questions with the best opportunity to reach higher level thinking. Costa's and Bloom's are additional taxonomies that sometimes prove to be helpful. Use PLCs for teachers to plan their implementation of question stems within their lesson plans. Leaders and coaches can then use their observations and walkthroughs to track questioning during lessons: another data point for feedback cycles, PLC, and potential future PDs.