

School Support and Readiness Assessment Summary Report

School: Tobe Turpen Elementary	LEA: Gallup McKinley County School District
School Leader: Noel Thomas	LEA Leader: Mike Hyatt
SSRA Team Leader: Phil Valdez	Date: October 25, 2023
School Description	
<p>Tobe Turpen Elementary School serves a majority Navajo population in Pre-K through grade five. Their student body is approximately 331 students, with a staff of 19. Many students are bused in from rural areas of the Navajo Reservation, with many riding the bus for up to an hour and a half each way. 24% of the students at Tobe Turpen are designated as English language learners (ELs), and 15% qualify for special education services.</p> <p>The mission statement of the school is as follows:</p> <p><i>At Tobe Turpen Elementary, we will strive to develop the character, work ethic, citizenship, and academic achievement of our students, and as life-long learners, more fully develop them in ourselves.</i></p>	
School Successes and Celebrations	
<p>The team at Tobe Turpen Elementary is celebrating many successes this year. The leadership team, characterized by diverse representation, has maintained low staff turnover, with only one new teacher being welcomed this academic year. This continuity in the teaching staff provides stability for students and the school culture.</p> <p>Another noteworthy accomplishment is the marked improvement in student attendance rates. Over the past two years, attendance has risen from 78% to 88% in the previous year and currently stands at 93%. This upward trend underscores the school's commitment to fostering a supportive learning environment.</p> <p>One way this improvement in attendance is facilitated is through robust systems to gather student data and drive instruction. These systems include dedicated time on Thursday and Friday mornings for PLCs and on Tuesday mornings for grade-level teams to meet with administration to debrief on data-driven instruction practices and reflections. This work is further supported by the Collaborative Work Team observations conducted by the administration. This system allows for six CWT observations, four feedback sessions, and two follow-up sessions per week.</p>	

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:

A consistent data analysis practice is one key feature of a robust instructional infrastructure. At Tobe Turpen Elementary, this process is provided dedicated time on Thursdays and Fridays to analyze data and develop Corrective Teaching Plans based on the data. The school site has a uniform expectation of using data to drive instruction.

The staff practices this by using Facilitated PowerPoints aligned to lesson plans and the pacing guide. These presentations support using the Gradual Release Strategy as part of the focus detailed in the 90-Day Plan.

Opportunities for Growth:

To ensure consistent action that meets the needs of students with disabilities (SWD), staff can identify and implement strategies that offer added support. Similarly, there is an opportunity to identify high-leverage strategies to support the delivery of instruction for English Language Learner (EL) students.

Potential Next Steps:

Three of the staff at Tobe Turpen are Teaching English to Speakers of Other Languages (TESOL) certified, with a few upper-grade teachers receiving Sheltered Instruction Observation Protocol (SIOP) training. These staff will be leveraged to provide mini-PD (Professional Development) on specific strategies for all teachers K-5 during dedicated PD time on Thursdays and Fridays. This instruction will assist in building effective practices at the school and ensure a consistent approach to pedagogy and implementation across classrooms.

In addition to the ongoing professional development, the leadership team plans to provide seven consulting days throughout the school year to support the recently appointed Low Incidence Disabilities (LIDs) teacher. A plan is in place to follow up on this targeted support, ensuring that all SWDs receive the services outlined in their Individualized Education Plans (IEPs).

To facilitate this, the administration also plans to request the construction and delivery of a schedule that outlines inclusion periods from the Special Education (SPED) staff, allowing for CWT meetings to occur during these periods.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

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

Promising Practices:

The leadership at Tobe Turpen has established clear instructional expectations throughout the school. They are communicated through active monitoring during the CWT cycle, which allows for clear feedback directives and constructive coaching.

Teachers have received professional development from Empower on using the Gradual Release framework. This framework relies on a four-step model of student collaboration, engagement, and curiosity. “I do it”; “We do it”; “You do it together,” and “You do it alone.” By using this model, teachers can support their students toward independent learning.

Opportunities for Growth:

One opportunity at Tobe Turpen is including the Gradual Release framework as a targeted strategy in the 90-Day Plan. This focus will increase consistency across the school site concerning the faculty and their stated mission.

Another area in which the educational approach can be enhanced is small group instruction (SGI) throughout the school. This focus will assist educators in catering to the student body’s diverse learning requirements while encouraging a higher ratio of student-student talk.

Potential Next Steps:

Principal Thomas and the leadership team are engaged in communicating and reinforcing critical components of the current 90-day Plan. Day to day, this looks like training and modeling on implementing SGI. Expectations and support are provided through PLCs, emphasizing that the administration will be looking for evidence of SGI and Gradual Release in their CWTs.

As a facet of this work, Principal Thomas and the Dean of Students will begin collecting data to support the use of SGI. This data will be used in PLC settings and other small group meetings to identify focus areas for staff and administration.