

School Support and Readiness Assessment Summary Report

School: Tohatchi Middle School	LEA: Gallup McKinley County
School Leader: Lucinda Bitsoi	LEA Leader: Mike Hyatt
SSRA Team Leader: Phil Valdez	Date: October 24, 2023
School Description	
<p>Tohatchi Middle School serves approximately two hundred students in grades six through eight. About half of the thirteen staff members are from the local community and Shiprock, with the remaining teachers coming from the Philippines.</p> <p>98% of the students at Tohatchi are Native American, and the school serves five Chapter communities. 100% of the student body qualifies for free or reduced lunch. 15% of students qualify for special education services.</p> <p>Their mission statement is as follows:</p> <p><i>The Tohatchi Middle School Community will strive to provide a safe environment that allows our students the confidence to be creative builders of their own future by embracing their culture, and language, developing positive character, and celebrating academic achievement in all subject areas.</i></p>	
School Successes and Celebrations	
<p>The administration at Tohatchi Middle School has established a clear understanding among teachers regarding instructional expectations, ensuring a cohesive and practical approach in the classroom. Moreover, integrating technology in every classroom is a valuable tool to enhance the learning experience, offering students modern and dynamic access to their educational resources.</p> <p>The school also actively promotes student engagement beyond the regular curriculum through various clubs and activities such as the Art Club, Science Club, Bike Club, and Athletics. The Principal reports an impressive level of student participation, with approximately 80% of the student body actively involved in these extracurriculars and clubs.</p> <p>The school recently held a Fall Festival, a huge success, drawing a substantial turnout of parents and community members. This event underscored the school's strong connection with the local community.</p>	

DOMAIN 2: LEADERSHIP

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

Promising Practices:

The operational framework at Tohatchi Middle School utilizes a master schedule that allows dedicated time for Professional Learning Communities (PLCs), collaboration and teaming sessions, Professional Development (PD), and data analysis. This schedule enables educators to engage in data dives, develop their instructional skills with their peers, and participate in collaborative discussions. This schedule also facilitates using an Observation Feedback and Coaching Cycle (OFCC) calendar to assist the leadership team in growing and supporting the staff at the school.

There are systems in place for monitoring essential components of the educational process, such as the review of lesson plans, ongoing analysis of student data, and attendance tracking for staff and students.

Opportunities for Growth:

One opportunity is the Building Leadership Team (BLT) composition. To increase representation and ensure diverse ideas and opinions are considered, the leadership may want to include representation from each content area, grade level, and support specialists such as Counselors.

Clear and consistent communication regarding the purpose and role of the BLT will ensure that all team members and stakeholders are on the same page at the school, understanding their contributions and the collective objectives of the team.

Potential Next Steps:

Principal Bitsoi and the leadership team are planning a restructuring of the BLT to include representation from each content area and grade level, ensuring a comprehensive cross-section of educational expertise. Leadership is currently soliciting volunteers for the BLT, as district funding only allows a certain number of stipends. The restructuring process is scheduled for completion by the end of the second quarter.

A more diverse representation of content specialists and support personnel may assist with further defining roles and purposes within the BLT. By developing this inclusive leadership framework, the school can continue to effectively work toward driving student achievement.

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 structured and intentional schedule has been implemented to accommodate an extended period of instruction specifically tailored to meet the needs of students with disabilities (SWD) and English Learners (EL) in both Language Arts and Math. This targeted intervention ensures that these students receive instruction that meets their needs.

The leadership team has developed and implemented a lesson plan template for teachers to use daily at Tohatchi. This template encompasses essential components such as daily learning objectives, bell ringer activities, exit tickets, accommodation strategies, and a dedicated section for teacher reflection.

Opportunities for Growth:

Building on the systems that assist teachers in building a reflective practice, the leadership team at Tohatchi has an opportunity to set purposeful meeting expectations in schoolwide PLCs and small group breakout PLCs. This structure will help to ensure that each gathering serves a distinct and valuable function within the broader educational mission. Additionally, these expectations can be used to identify high-leverage strategies that all staff can utilize.

Potential Next Steps:

To further build on the instructional infrastructure in place, the school is currently restructuring and redefining the use of Thursday and Friday PLC time to optimize effectiveness. Various ideas have been discussed, including possibly designating Thursdays for PD and Fridays for data analysis. Additionally, these two PLC days could incorporate dedicated time for content-level teaming and reflection and grade-level teaming and reflection with an alternating focus each week. In this proposal, teachers without a core content department would function as the SEL team for PLC time.

As stated in Domain 2, the leadership team is also working on providing comprehensive explanations and definitions for the roles and purposes of various sections, such as the BLT, the content teams in PLCs, and other small group collaboration teams. The communication structure can better facilitate the 90-Day Plan focus objectives by defining these roles and purposes. This plan focuses on layer one core instruction, underscored by data-driven practices and informed decision-making.

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 lesson plan template is a valuable resource for educators, offering guidance and a

framework to ensure that planning, delivery, and assessment adhere to established standards and objectives.

Principal Bitsoi and the leadership team also use an OFCC calendar to schedule and communicate walkthroughs, feedback sessions, and follow-ups. This structured approach to observation and coaching enables the team to foster a constructive and supportive environment.

Opportunities for Growth:

There is an opportunity to enhance the alignment of school PD, the OFCC, and lesson plan reviews on the part of the administrative team. This alignment will enable the team to carry out coaching with fidelity. It may also facilitate staff members receiving timely and comprehensive training in essential elements crucial to the shared goals of the school. These trainings include the Aggressive Monitoring Template and further training on effective PLCs.

One way the leadership team can ensure a culture of accountability throughout the school site is to formalize a system that reinforces and upholds high expectations. This system can function across all levels, from students to staff and the administration.

Potential Next Steps:

The school is working closely with its BLT to set clear expectations that align with crucial focus priorities. Additionally, training needs are being identified to help staff meet expectations effectively. This training can be provided during structured PLC time.

Furthermore, a clearly defined system for utilizing small group collaboration, PLCs, and BLT structures will be implemented. This system aims to ensure mutual accountability between staff and administration, fostering a culture of shared responsibility. This structure will also serve as a platform for identifying support needs and providing internal training, ultimately improving communication and educational practice at the school.