

School Support and Readiness Assessment Summary Report

School: Newcomb High School	LEA: Central Consolidated
School Leader: John Brooks	LEA Leader: Steve Carlson
SSRA Team Leader: Eileen Reed	Date: 2/13/24
School Description	
<p>Newcomb High School is a public high school in Newcomb, New Mexico. Newcomb High is a part of the Central Consolidated School District along with Kirtland Central High School and Shiprock High School. Principal John Brooks is in his second year as principal.</p> <p>The school's enrollment is 221 students in grades 9–12. 17% of students are enrolled in special education and 50% are English Learners with Navajo as the native language. The average daily attendance is 85%, and there were 12 office discipline referrals at the time of the site visit. There are 21 certified and 10, non-certified staff.</p> <p>Mission - NHS will empower students through rigorous learning and accountability to become responsible, productive members of their tribe and global community.</p> <p>Vision - Developing the skills and knowledge needed for future success</p> <p>Current Enrollment: 221 Number of Staff: Certified 21 Non-certified 10 Grades Served: 9 to 12 Average Daily Attendance: 85% ODRs: Number of office and discipline referrals to date 12 SWD: % of students with IEPs 17% EL: 50% of students identified as English Language Learners</p>	
School Successes and Celebrations	
<p>There is a culture of respect among the students and a sense of connection to the community. To strengthen the community connection and promote pride in their culture and heritage, Newcomb HS offers Navajo Heritage classes.</p> <p>Students have access to technology with each student having a laptop computer and all classes have Promethean Boards.</p>	

Some faculty have multi-generational connections to the school and parents shared that there are faculty members who care about the students they serve.

The principal is viewed as welcoming to the parents and is visible at athletic events regardless of location.

DOMAIN 2: LEADERSHIP

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

Promising Practices:

Principal has successfully addressed a number of challenges facing his school such as filling 15+ vacancies and making sure all core classes are staffed by certified teachers.

There is an emerging attendance strategy to improve attendance. The school has created posters that are displayed in the cafeteria that chart enrollment by grade level and create a sense of competition among the four grades.

The principal has established a leadership team that includes representation from all content areas that can be leveraged to support school priorities.

Opportunities for Growth:

There is an opportunity to identify, with the leadership team, and prioritize the school's highest priority focus areas. For example, chronic absenteeism is a problem with far-reaching implications for all other measures of student learning. For each of these priority areas, there is a need to focus on the system(s) necessary to create change that includes clear goals, expectations, specificity of roles and responsibilities and a verbal and written communication

There is an opportunity to increase the SEL support for students as some students face a number of challenges such as a sense of isolation, substance abuse and a sense of hopelessness.

There is an opportunity to leverage the leadership team to co-create and support the 90-day plan that represents the school's priorities.

Potential Next Steps:

- For each of the identified priority areas, the principal will establish, communicate, and monitor clear expectations for teachers and staff to follow. For example, as the school addresses the absenteeism challenge, the principal will clarify and monitor his expectation for how and when teachers enter absences in PowerSchool. In addition, he will clarify with the Registrar when and how parents will be notified of their students' absence.
- Principal will conduct a deep analysis on students who are chronically absent and tier the students by severity of absence. For the most intensive students, he will assign an adult in

the school to meet with and monitor these students.

- Principal will utilize advisement period to focus on students with attendance and SEL issues. The emphasis will be to make a connection with students with the goal of helping students believe there is an adult in the school that cares about them and that they can connect with during times of personal stress.

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 Principal and AP are visiting classrooms regularly and have a 6-step protocol that provides structure to the observation.

IXL assessment is being used in some classes to diagnose skill gaps and identify intervention opportunities. As an example, one math teacher has students chart their growth by moving a pin after each administration to document their growth.

Teachers are using teacher-developed curriculum based assessments to assess student learning following a given period of instruction.

Opportunities for Growth:

There is an opportunity to strengthen the observation and feedback cycle by using all components of the observation and feedback protocol. Adding the face-to-face feedback with action steps and follow-up to complete the full observation and feedback cycle will help to improve teacher practice.

There is an opportunity to address student engagement in the instructional process. As a start, during classroom walkthroughs, noting and reporting out the number of students that are on task versus engaged in off-task behaviors such as non-lesson related computer use, is a data point that could be shared with staff and impact leader expectations.

There is an opportunity to expand the work that is taking place with short cycle assessments to include actions that teachers will take based on assessment results. For example, what is the expectation for how teachers respond to students who, based on the assessment, did not master the standard(s) in the lesson(s)?

Potential Next Steps:

- Principal will establish clear expectations teacher behaviors relative to monitoring and supporting student engagement. For example, teachers should be up and circulating among

students versus sitting at their desks during the lesson.

- Principal will establish clear expectations of what he wants to see and that inform the look fors in the classroom walkthroughs conducted by the principal and assistant principals. Walkthrough observations will include face-to-face feedback sessions and where needed, teacher next steps and a follow-up observation by the administrator.
- Principal will engage the leadership team and use PLC time to address strategies for reteaching standards that short-cycle assessments indicate need to be addressed.
- Principal will engage the leadership team and use PLC time to address strategies to increase student engagement.