

# School Support and Readiness Assessment Monitoring Visit Summary Report

<b>School:</b> David Skeet Elementary School	<b>LEA:</b> Gallup McKinley County
<b>School Leader:</b> Kyron White	<b>LEA Leader:</b> Mike Hyatt
<b>SSRA Team Leader:</b> Lizette Ridgeway	<b>Date:</b> April 19, 2024
<b>School Successes and Celebrations</b>	
<p>The school has seen growth in academic achievements, particularly evident in the results from the beginning (BOY) to the end of year (EOY) assessments administered by the Interim Measure of Student Success and Achievement (iMSSA). In the 3rd grade, proficiency levels in reading increased from 3% to 14%, language proficiency rose from 6% to 11%, and math proficiency increased from 3% to 4%. Similarly, in the 4th grade, significant improvements were observed, with reading proficiency rising from 0% to 19%, language from 7% to 22%, and math from 0% to 21%. Additionally, in the 5th grade, there was an increase in proficiency levels across all subjects, with reading rising from 25% to 30%, language from 14% to 24%, and math from 4% to 20%.</p> <p>This progress can be attributed to a strategic focus on Layer 1 instruction and foundational concepts for teachers, coupled with candid conversations about areas for improvement. The school has invested efforts in strengthening teachers' instructional toolbox and enhancing their confidence, leading to more fidelity to backward planning and gradual release processes. Notably, the school has achieved high compliance in lesson plan submission, often reaching 100% adherence, reflecting a solid commitment to instructional excellence.</p> <p>The school leaders also shared their success in teacher retention, with 87% of teachers committed to returning for the next school year despite initial concerns about potential turnover. This retention can be attributed to establishing accountability systems and fostering a culture of trust and collaboration. Mr. White, the principal, has shown adeptness in providing the right balance of support and challenge to his staff, resulting in a cohesive and motivated teaching faculty.</p> <p>David Skeet Elementary School has also made significant strides in addressing attendance issues, increasing perfect attendance from Q1 to Q3. Through the implementation of incentives and a structured attendance intervention process involving counselors, deans, and recently instituted home visits, the school has successfully engaged students and families in recognizing the importance of consistent attendance. This approach to attendance aligns with the school's overarching motto of "Think big, act small," emphasizing the importance of focusing on long-term goals while taking deliberate, incremental steps toward improvement.</p>	

## Progress Toward Next Steps Identified in SSRA Summary

### **SSRA Summary Next Step #1: The school leader plans to clarify and reinforce professional learning and resources on the SAT process for new teachers.**

The school has made significant progress in clarifying and reinforcing professional learning on the SAT (Student Assistance Team) process for teachers. Through discussions in grade-level meetings and organized professional development sessions, teachers have gained a deeper understanding of the SAT process as a tool for tiered interventions. These sessions have focused on small-group interventions and data-informed instructional decisions. Additionally, the administration has actively engaged with teachers to clarify expectations and address misunderstandings, leading to improved alignment between data and interventions. The community's commitment to student success is evident through the high parent involvement in SAT meetings.

### **SSRA Summary Next Step #2: The school leader or a leadership team representative will investigate social work assistance and gain clarity around vision screening needs.**

While progress has been made in creating a structured vision screening and referral process, there has been a lack of clarity around social work assistance needs. Efforts are planned to conduct a needs assessment to identify social, emotional, and behavioral challenges students, families, and staff face. Despite conducting vision screenings, challenges persist in addressing vision issues and providing necessary resources such as glasses. However, initiatives like pilot student-teacher advisory time and focusing on social-emotional learning (SEL) are steps in the right direction to support student well-being.

### **SSRA Summary Next Step #3: The school leader plans to leverage the support of Empower consultants to provide professional learning for serving students with disabilities.**

Progress has been made in this area as the school has effectively continued to leverage Empower Consultants' support to assist teachers in serving students with disabilities. Consultants have provided valuable coaching, data analysis, and professional development tailored to individual teacher needs. This support has enhanced teachers' capacity to develop Individual Education Plans (IEPs), Behavior Intervention Plans (BIPs), and accommodations for students with disabilities. Despite uncertainties about future support levels, the collaboration with Empower Consultants has been instrumental in improving instructional practices, supporting student success, and adding capacity to the school leadership team to better support the two new first-year special education teachers on the campus.

### **SSRA Summary Next Step #4: The school leader will continue to engage with district leadership about the unique personnel needs and issues that impact David Skeet ES.**

The school leader and the district representative shared several exciting updates. The district leader commended Principal White for his proactive efforts in advocating for his school's and teachers' needs. The district has also committed to plans for a new school, with teacher housing being a top priority. The campus has also recently obtained snow removal equipment.

### **SSRA Summary Next Step #5: School Leadership will consider adding practice opportunities during skills-based professional development sessions.**

Significant progress has been made in this area as school leaders have actively provided staff opportunities to practice skills during Professional Learning Community (PLC) sessions. Mr. White has been instrumental in delivering targeted professional development during his opportunities to meet with teachers. Sessions have covered a range of instructional practices, including Kagan structures and effective classroom engagement techniques, such as incorporating bell ringers. Mr. White's hands-on approach includes modeling mini-lessons during PLCs and facilitating discussions on reflective practices like wait time, pacing, and instructional chunking.

Through these sessions, educators have recognized the value of role-playing and feedback sessions in refining their teaching practices. The collaborative environment fosters peer collaboration and allows teachers to experiment with new approaches in a supportive setting. Moving forward, the school plans to further enhance practice opportunities by incorporating more interactive activities and simulations tailored to address specific instructional needs identified by teachers during PLC discussions.

**SSRA Summary Next Step #6: Principal White plans to explore opportunities for parent-operated Teacher Appreciation activities.**

Progress has not been made in implementing parent-operated teacher appreciation activities. However, the school has successfully organized other appreciation initiatives, such as the "Woot-Woot" cart of snacks for teachers and the "Helmet of Honor" recognition program. Moving forward, there is a focus on increasing community engagement and appreciation activities to support teacher retention further and enhance school culture.

**School Leader's Next Steps**

Mr. White recognizes the need to transition from foundational compliance-based initiatives to a more comprehensive focus on instructional quality for the upcoming academic year. This shift entails delving deeper into the effectiveness of classroom instruction, particularly in instances where proficiency levels fall below 50%, signaling the need for improvement at Layer 1. Understanding that interventions are crucial, the school will prioritize refining Layer 1 instruction and exploring innovative approaches to enhance student engagement and achievement.