

# School Support and Readiness Assessment Monitoring Visit 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> April 18, 2024
<b>School Successes and Celebrations</b>	
<p>Navajo Pine High School (NPHS) has initiated comprehensive faculty discussions regarding the progress of seniors categorized as “at-risk” and “non-graduating” in alignment with the 90 Day Plan. A thorough review has been conducted, identifying all 47 seniors and those designated “at-risk” both before and after the winter break, with further identification of “non-graduating” students following Quarter 3.</p> <p>Every student at NPHS has completed their Next Step Plan, with students in grades 10-12 fully informed about the 24-credit graduation requirement for the upcoming school year. These plans have been disseminated to parents and students through the counseling office and weekly Employability Class sessions. Additionally, during the Student Led Conference meetings on March 25<sup>th</sup>, this topic was discussed with parents. Furthermore, registration for next year has been completed.</p> <p>Efforts to recruit incoming 9<sup>th</sup> graders are currently underway. The campaign emphasizes the Plan of Study and NPHS as the “School of Technology.”</p> <p>Senior parent meetings were held monthly during the first semester and bi-monthly semester two, covering essential topics such as graduation requirements, college visits, FAFSA, and detailed plans for the graduation ceremony in May 2024. Attendance at these meetings has ranged from eight to 10 family members from the 47 seniors.</p>	
<b>Progress Toward Next Steps Identified in SSRA Summary</b>	
<p><b>SSRA Summary Next Step #1: Student Next Step Plans will be completed by the fall break.</b></p> <p>All students in grades 9-12 have completed their Next Step Plans (NSPs), with 100% of students in grades 10-12 submitting their plans with parent signatures. Ninth grade students are currently in the process of obtaining signatures. These completed documents are filed in the school counselor’s office. The NSPs provide a platform for sharing crucial information, such as the NPHS Plan of Study and the graduation requirements outlined by the New Mexico Public Education Department (NMPED).</p>	

## **SSRA Summary Next Step #2: Educate stakeholders about student educational options and pathways**

NPHS maintains a proactive approach to updating students and the community on its Plan of Study changes. This information is consistently communicated through various channels, including school signage, weekly Employability Class sessions, distribution of fliers with report cards, and discussions during parent meetings, ensuring students have daily access to information about their career pathway options.

Throughout the academic year, any student can participate in College Visitation trips to local and tribal colleges. In the first semester, 30 students visited the University of New Mexico (UNM) Main and UNM Gallup. During the second semester, 30 students visited UNM Main, UNM Gallup, San Juan College, and Diné College.

NPHS offers the Dual Credit Student Success course through Navajo Tech University to facilitate student success in dual credit courses. Twelve students enrolled in the fall and six in the spring semesters. Students at NPHS have the flexibility to attend other high schools based on their pathway focus. In the first semester, five students pursued Manufacturing and Culinary Arts programs at OCC, with two continuing in the second semester.

In technology, NPHS has successfully placed students in intern opportunities, totaling 12 in the first semester and eight in the second semester. All Student-Interns earn high school credit for the number of hours they have worked per semester. Student-Interns are supervised and supported by a teacher. Furthermore, four students opted for employment instead of participating in an internship in the second semester, leveraging their internship experience to secure employment opportunities.

## **SSRA Summary Next Step #3: Teachers, counselors, and administrators regularly review with students the Portrait of a Graduate to help students see themselves as graduates**

NPHS employs the Portrait of a Graduate framework to identify and emphasize key student characteristics monthly or quarterly. Attributes such as accountability, use of technology, perseverance, authenticity, and mutual respect have been identified and are being integrated into classroom practices. When students exhibit these traits, teachers award them a HOZHO card that can be redeemed at the school's snack store, which has become a popular destination during lunchtime. During the first semester, NPHS offered "swag" to students. Each character trait has eight students recognized as model students, with two selected from each grade level. These students are nominated by NPHS faculty based on their demonstration of positive character traits.

Data analysis indicates a decline in write-ups for students failing to bring essential technology items (computers, chargers, etc.) to school. While the first semester averaged four write-ups per week, this has decreased to one in the second semester, indicating students take their roles and responsibilities more seriously.

**SSRA Summary Next Step #4: School leadership provides timely and actionable observation feedback**

Classroom walk-throughs are mandated for all NPHS administrators, with feedback required after each walkthrough session. The focus during these observations is on specific instructional domains such as the type of questions (Higher Order Thinking Skills - HOTS) and discussions (Student Engagement) utilized in the classroom. These two domains were emphasized as NPHS introduced Reading Apprenticeship for Meta-Cognitive Domains. In the first semester, 55 walk-throughs and 15 feedback sessions were conducted. Data is still being gathered for the second semester in this area.

Five content teachers at NPHS have received training on implementing the prioritized instructional domains. Through Reading Apprenticeship, emphasis has been placed on creating thought-provoking questions that stimulate discussion among students daily. Currently, all teachers are incorporating this strategy, at some level, within their classrooms.

NPHS has introduced scoreboards, where teachers must receive sign-offs from the building administrators to utilize valuable teaching tools within their classrooms. The data-gathering process is in its initial stages. Additionally, Instructional Rounds have been implemented to allow teachers to visit their colleagues and observe the implementation of these domains. Appointments and schedules are arranged for teachers and administration to participate in these Instructional Rounds. Two rounds have been conducted already.

**SSRA Summary Next Step #5: Identify specific skills and standards to be taught through Layer I instruction so that teachers have an area of focus during observations**

NPHS teachers adhere to district-mandated unit plans and daily lesson plans, which are prominently displayed in classrooms for administrative review. Following formative and interim assessments, teachers analyze standards taught over the prior three weeks to identify areas that need reteaching based on assessment data.

Upon identifying the standards that students struggle with, teachers develop Corrective Teaching Plans (CTPs) to address these areas through reteaching. Subsequently, a school administrator visits the classroom to observe the teacher during the reteaching lesson.

In English Language Arts (ELA), a noticeable increase in effectiveness has been observed comparing 9<sup>th</sup> to 10<sup>th</sup> grade performance on shared standards. The ongoing data collection process aims to establish a baseline for comparison and evaluate the effectiveness of instructional programs over time based on the quarterly standards being taught.

**SSRA Summary Next Step #6: Coaches and leaders will conduct weekly walk-throughs to gather data on the Think-Pair-Share engagement strategy implementation throughout the remainder of the first semester. Data will be used during PLCs and OFCCs to determine the effectiveness and the next steps**

Data of walk-throughs is being gathered at the beginning stages. Data gathering and analysis is

still being systematized to review growth of teachers over time. Although NPHS is at the beginning stages of systematizing the data gathering process, current data gathered has allowed educators to promote critical thinkers through their daily discussion/question techniques within the classroom.

**SSRA Summary Next Step #7: Identify the depth of knowledge (DOK) questioning during instruction and focus on questions with the best opportunity to reach higher-level thinking**

NPHS teachers underwent training on DOK and Bloom’s Taxonomy to refine their skills in crafting appropriate questions for students. These questions are displayed in classrooms weekly or daily, facilitating administrators’ observation of student discussions. This year marks the initial implementation of these strategies, with the school focusing on identifying easily collectible data through its scoreboard tool.

The primary goal at NPHS is to cultivate critical thinkers who actively participate in dialogue, articulating and defending their perspectives while taking a stance on their learning, beliefs, and knowledge. Students are prompted to support their arguments with resources provided by teachers to foster meaningful and informed discussions.

**SSRA Summary Next Step #8: Leaders and coaches can then use their observations and walkthroughs to track questioning during lessons**

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**School Leader’s Next Steps**

Principal Teyah’s next step is implementing school-wide student data sheets, which involve a systematic approach with various components. These components include current grades, remediation efforts, attendance, credit attainment, failing credits, and test scores. The leadership team will prioritize gathering essential data, starting with credit attainment for current and incoming seniors, and will then gradually expand to other key areas throughout the year. These sheets will be shared with school personnel to facilitate guidance, mentorship, and support for those needing assistance. Data analysis will be conducted to identify patterns, trends, and concerns for specific student groups (students with disabilities or individual grade levels), allowing leadership and counselors to look for correlations between data points. This will help staff gain insights into students’ academic progress and performance, allowing for adjustments based on the student.

A school-wide survey will be administered to assess the impact of school efforts on the Portrait

of a Graduate and character building. This survey will gauge students' perceptions of themselves as graduates. The leadership team plans to analyze the data and adjust initiatives accordingly.

NPHS is Gallup McKinley County Schools' School of Technology and will continue to integrate technology through all facets of the school's instruction and focus. The leader will work with district leadership to identify if students can obtain elective credits for employment aligned with the technology pathway.

The school will systematize the scoreboard data-gathering process for ongoing analysis. Regular data review will inform areas needing improvement, measure the success of specific initiatives, and identify further professional development needs for teachers.