

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Shiprock High School	LEA: Central Consolidated School District
School Leader: Staci Gallaher	LEA Leader: Steve Carlson
SSRA Team Leader: Lizette Ridgeway	Date: April 23, 2024

School Successes and Celebrations

Since their SSRA visit earlier this academic year, several successes and celebrations have occurred across various departments at Shiprock High School (SHS). Math faculty attended a comprehensive Solution Tree training that equipped teachers with valuable tools and strategies to enhance their instructional practices. Additionally, collaborative efforts with a Solution Tree consultant led to effective unit planning and identifying essential skills, fostering a more focused approach to math instruction. The Math Parent Advisory Committee Night also stood out as a success, surpassing the outcomes of previous years. The math team welcomed a new teacher, strengthening the department and enriching its instructional capacity.

Progress was made in the Special Education Department. Several achievements were highlighted, including the graduation of 12 students with Specific Learning Disabilities and five students in Life Skills, demonstrating the department's commitment to supporting all student needs. The leadership team also shared that there have been zero Manifestation Determination referrals this year, reflecting the effectiveness of interventions and support provided to students served through special education.

In science, collaborative efforts with Solution Tree facilitated the creation of Formulate Friday sessions, allowing students to delve into supplementary material beyond the standard curriculum. Essential skills were identified for each science course, contributing to more targeted instruction. The team also dug deeper into alignment with state standards and backward planning of lessons to ensure coherence and rigor in science instruction.

The English Language Arts department saw significant improvements in student engagement strategies, with progress made toward establishing formative assessments and aligning curriculum standards. The engagement with Solution Tree facilitated a department-wide focus on student writing, leading to the alignment of rubrics and grading practices. The deliberate emphasis on isolating core standards and essential skills positively impacted targeted instruction and assessment practices.

The campus reported overall student success metrics, such as the reduction in failure rates and the high percentage of students in their correct graduation cohort, reflecting the collective efforts of the entire school community. Increased parent involvement, growth in data-driven practices through professional learning community meetings (PLCs), and early college credit attainment by 64 of their 122 Seniors are additional highlights that reflect the positive trajectory of student outcomes for SHS.

Progress Toward Next Steps Identified in SSRA Summary

SSRA Summary Next Step #1: School leadership could conceptualize how the restorative justice process operates in the classroom and the Chieftain Calm Center.

Progress on implementing the restorative justice process in the classroom and the Chieftain Calm Center (CCC) has been mixed across departments at SHS. While teachers have been utilizing the CCC for student interventions in the math department, there have been challenges with follow-through and accountability. Despite sending students to the CCC, teachers report a lack of feedback or updates on student progress, resulting in limited effectiveness in addressing behavioral issues. The absence of structured communication channels and documentation procedures has hindered efforts to monitor the impact of restorative justice interventions. Additionally, the constrained schedule has posed challenges in facilitating talking circles to improve the restorative justice process, further impeding its implementation. Conversely, there have been signs of progress in the special education department, with fewer referrals for restorative justice interventions observed in the second semester.

There was a change in the district vendor mid-year, causing a stall in training efforts. The campus is collaborating with the district office to explore alternative training vendors for the next school year to enhance staff capacity in restorative justice practices. While progress has been slower than anticipated due to the transition between training vendors, the commitment to refining the restorative justice process remains.

While the restorative justice initiative may not be prominently featured in the 90 Day Plan for the next academic year, it remains a priority for ongoing improvement. As the school continues to refine its strategies for student engagement and classroom management, efforts to strengthen the restorative justice process will align with broader goals of promoting a positive school climate and enhancing student support services.

SSRA Summary Next Step #2: School leadership might revisit the PLC learning cycle and explain its connection to student learning.

Progress in implementing the PLC learning cycle and enhancing its connection to student learning has been significant across various departments at SHS. The Solution Tree training has proven instrumental in facilitating impactful PLC discussions, refining assessment practices, and data-driven instruction in math. Plans are underway to leverage Solution Tree resources through a book study to enhance instruction by focusing on essential skills and aligning unit plans and assessments with essential standards. The department's commitment to continuous improvement is evident in the weekly meetings dedicated to developing unit guides for Algebra 1, Algebra 2, and Geometry, with a targeted completion timeline by May for the upcoming academic year. Additionally, ongoing reflections and insights from recent training sessions have prompted a review of common and formative assessments, highlighting opportunities to address instructional gaps and incorporate content-spiraling strategies.

Similarly, in the special education department, PLC meetings have centered on addressing student individual needs and enhancing communication with parents to improve student outcomes and foster collaborative partnerships. Additionally, efforts to integrate PLC protocols

and norms into meetings and to utilize Solution Tree forms across electives highlight a systematic approach to promoting collaborative dialogue and action planning. These departments align PLC practices with broader student learning objectives to address academic and social-emotional learning needs by emphasizing student learning skills such as communication and teamwork.

In the science and social studies departments, the integration of PLC practices into curriculum planning is evident through the alignment of assessments with standards and the development of pacing guides in collaboration with the district. By utilizing data from the Assessment of Science Readiness (ASR) to identify instructional gaps and strategically utilizing Fridays to address these gaps, the science department is demonstrating a proactive approach to targeted instruction and curriculum refinement.

SSRA Summary Next Step #3: With strong collaboration around pacing guides and data analysis, the next step would be for the leadership team to identify lesson plan expectations.

Progress has been made in addressing this next step related to identifying lesson plan expectations, sharing a lesson plan template, and establishing clear priorities around effective lesson planning. While challenges such as time constraints and varied instructional needs have been encountered, efforts to establish clear priorities for planning and provide teachers with structured support have yielded promising developments. The leadership team has initiated discussions to delineate the components of a robust lesson plan and distributed templates to guide instructional planning. Although the implementation of the template has required adjustment and flexibility to accommodate diverse subject areas and teaching styles, the overarching goal of fostering intentional and meaningful lesson planning remains central.

Using the Literacy Design Collaborative website in ELA has facilitated a focus on backward planning, aligning lesson objectives with standards, and promoting collaborative document creation among department members. Similarly, the math department has leveraged the existing template with mild adaptations to better suit instructional needs, transitioning from daily to lesson-based organization and integrating resources to streamline planning and enhance instructional coherence. Interdisciplinary collaboration has also been emphasized through a continued focus on common unit plans and pacing guides, with departments striving to consolidate resources and align instructional priorities across subject areas.

SSRA Summary Next Step #4: In PLCs, teachers can review why learning objectives are expected, and administrators can conduct observations to ensure the learning targets are used throughout instruction.

Progress has been made toward addressing the next step, reinforcing the connection between learning objectives, instructional practices, and student performance across all core content areas at SHS. Through collaborative efforts, teachers have identified essential skills that serve as a foundational framework for curriculum development and assessment alignment. Teachers actively incorporate these crucial skills into their instruction, ensuring that classroom assessments align with identified standards and learning targets.

Recent walk-through data indicates a positive trend, with most teachers displaying learning objectives in their classrooms. However, there remains an opportunity to enhance the utilization of these objectives throughout instruction, ensuring that they serve as guiding principles for student learning and assessment. Efforts are underway to reinforce the importance of consistently referencing learning objectives during instruction, fostering a culture where objectives serve as a focal point for teaching and learning.

Additionally, the school leader shared that observations revealed increased student-centered instructional practices, including greater incorporation of small group work and opportunities for student voice in the learning process. The campus has maintained a focus on creating engaging learning environments where students are actively involved in their learning and can demonstrate mastery of essential skills.

School Leader's Next Steps

To prepare for the next academic year, Principal Gallaher is strategically focusing on a few high-leverage next steps. She aims to replicate the successful practices implemented in ELA and math departments in science and social studies. This will include increasing writing expectations and fostering greater alignment across subjects to ensure a cohesive and integrated approach to instruction. By coordinating efforts between math and science, as well as English and social studies, Principal Gallaher seeks to create synergies that support student learning and skill development across disciplines.

Additionally, the school leader recognizes the importance of maintaining a strong emphasis on student engagement, building upon the successful strategies observed in ELA throughout the previous year. By prioritizing student engagement in classroom observations and timely and consistent teacher feedback, Principal Gallaher aims to sustain the interactive learning environment that promotes active participation to deepen student understanding.

Finally, with the transition from a 4x4 block schedule to a seven-period day, Principal Gallaher is committed to re-establish systems for effective PLC meetings. This entails revisiting and adapting existing PLC protocols to suit the new schedule format and ensuring that collaborative planning and data-driven discussions remain integral components of teacher professional development and planning time.