

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Tse Yi Gai High School	LEA: Gallup-McKinley County Schools
School Leader: Sharon Vannier	LEA Leader: Mike Hyatt
SSRA Team Leader: Phil Valdez	Date: April 19, 2024

School Successes and Celebrations

Tse Yi Gai administration and staff celebrate that more students are on track to graduate this year than in previous years, with 16 out of 17 seniors on track to graduate in May 2024. Efforts have been made to adjust student schedules based on credit attainment and individual student needs. This work addresses the previous issue of scheduling changes leading to students falling off track. Despite this class facing challenges due to the disruptions caused by COVID-19 during their first year, the students have made significant strides in catching up on credits.

Students attribute this success to a supportive environment that Principal Vannier and the staff fostered. Feedback from students reflects a culture of belonging and trust. In the past, TYG has struggled with significant staff turnover in leadership and teaching roles. This year, Principal Vannier has prioritized staff retention through intentional community building.

The presence of a school counselor from the local community has been instrumental in bridging the gap between the school and the community, helping to foster stronger relationships between parents, students, and staff. Additionally, there has been an increase in community involvement and student participation in athletics. Plans are underway to expand extracurricular activities further in the upcoming school year.

Overall, there is a growing sense of trust and engagement among stakeholders.

Progress Toward Next Steps Identified in SSRA Summary

The TYG Core Team identified five (5) next steps for the SSRA site visit in February. In this short time, progress was made on two of the five next steps.

SSRA Summary Next Step #1: Explore opportunities for additional recruitment.

Progress has not been made in exploring opportunities for additional recruitment. The school has lost a science teacher and will be losing the school secretary, contributing to the challenge of recruitment and retention. Applicants are strongly encouraged to interview on-site to learn about the school and community and see the reality of the rural location. Ms. Vannier reports that teachers hired this year show a higher commitment to the students.

SSRA Summary Next Step #2: Continue to support and monitor teachers' efforts to incorporate more academic vocabulary into their lessons.

The expectation was set for the first day of every unit to have vocabulary for the unit and to use a Frayer model or vocabulary grid. Each unit of study has precise vocabulary specific to that unit. Teachers (7 out of 10) are frontloading vocabulary so that students have access when units begin. Vocabulary is taught for two days. Teachers (8 out of 10) are using the Frayer Model consistently and seeing success. Though there have been some challenges during testing season.

The ELA teacher uses "Word Skills" in his class to regularly expose students to higher-level vocabulary. Word Skills is a workbook that has 3—and 4-syllable words. The words are practiced in context with various activities. Students seem to enjoy learning new words.

Teachers have created "Boot Camp" style lessons focused on SAT and other standardized test preparation, incorporating essential test-taking vocabulary. 80% of our teachers are integrating Progress Learning into their lessons as supplementary material and for targeted remediation when necessary. The data gathered from these efforts is a foundation for driving instructional decisions, enabling teachers to tailor their lessons to meet specific student needs more effectively.

In alignment with district expectations, students dedicate 10-15 minutes daily to review test-taking strategies such as analyzing prompts and questions. This intentional focus on test preparation has contributed to an increased sense of confidence among students when approaching standardized assessments.

SSRA Summary Next Step #3: Research opportunities for lexile testing to gain further insights into current reading levels among students.

While progress was not made, the CORE team has identified that they will explore Progress Learning and Newsela to establish baseline data for reading levels. Progress Learning and Newsela will be part of curricular expectations in the Fall 90-day plan if accepted as tools of choice.

SSRA Summary Next Step #4: Conduct an in-depth review of student IEPs to highlight the scaffolds that students need and inform professional development initiatives using the Universal Design for Learning (UDL) framework.

While Ms. Vannier reported that no progress was made in conducting an in-depth review of student IEPs or providing UDL professional development, these will continue to be action steps in the Fall 90-Day plan. A teacher currently using UDL in his classroom will provide professional development for staff in the Fall. In addition, the district has provided funding for the staff to have a planning day in June to examine units and allow teachers to plan across content areas.

SSRA Summary Next Step #5: Adjust next year's master schedule to enhance accountability for special education services.

The Special Education teacher at TYG has designated her first hour for academic interventions, with the remainder of the day scheduled for inclusion across various subjects. In collaboration with the administration, plans are being made to develop a schedule for "push-in" services/times for all her students. Given that students are cohorted, this setup facilitates

inclusion for the special education teacher.

The school is implementing regular meeting times for core academic teachers and the special education teacher to co-plan and co-establish teaching expectations. Empower Consulting will provide support for professional development in co-teaching and inclusion practices. With all content teachers having first-hour prep periods in the coming academic year (SY 24-2025), there will be ample time for collaborative planning. This schedule shift coincides with late starts on Thursdays and Fridays. During these sessions, Principal Vannier has emphasized the importance of discussions focusing on individual student needs to help promote and guide teacher collaboration. She has also indicated that it is crucial for the Special Education teacher to actively engage in planning with the co-teacher to help foster a collaborative approach that will support all students.

School Leader's Next Steps

Principal Vannier has begun discussing next year's 90-day plan with her team. The team comprises the principal, a counselor, and an English teacher. Ms. Vannier will add the PE teacher and a classified staff member to the Core team as they meet to develop next semester's 90-day plan. While reflecting on the current 90-day plan and the goals made during the SSRA site visit, Ms. Vannier and the Core Team have identified the three goals below. They will work on identifying progress indicators and a timeline to measure growth and or potential adjustments.

Teachers will prioritize student comprehension of core content standards across subjects. Principal Vannier is considering implementing a Professional Learning Community (PLC) process where individual teachers meet weekly with her and the counselor to review student data and identify those who may need additional support. This PLC could then explore potential reteaching strategies and opportunities.

Instruction will continue to emphasize the development of high-level vocabulary to strengthen the student body's academic language skills.

The TYG staff will develop opportunities to enhance community connections. They plan to organize more community events, such as teaching students and community members how to grow crops and care for the land. Establishing and upholding a culture of belonging and trust within the community will be a central goal of these efforts.