

**School Improvement and Transformation Monitoring Visit Summary
Beginning of Year
(SITM-BOY)**

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| School: Shiprock High School | LEA: Central Consolidated Schools |
| School Leader: Staci Gallaher | LEA Leader: Steve Carlson |
| SITM Team Leader: Phil Valdez | Date: October 9, 2024 |
| School Description | |
| <p>Shiprock High School is staffed with a wide range of experienced educators, many of whom are alums and are deeply connected to the community. The staff is caring and committed to the success of their students. Shiprock High is on a traditional schedule. The school serves around 540 students; 99% of the student body identifies as Native American.</p> <p>The vision of Shiprock HS is to <i>Inspire and facilitate discovery along the path to becoming our best selves.</i></p> <p>The mission of Shiprock HS is to <i>provide a high-quality education to our students. This will be accomplished through student and teacher accountability, communication, collaboration, and clear expectations for outcomes.</i></p> | |
| School Successes and Celebrations | |
| <p>Shiprock High School has been able to celebrate some outstanding successes. The four-year graduation rate increased to 72.5% for the class of 2023; this is 11.5% higher than the class of 2022. The class of 2024 is expected to show an even higher graduation rate, and the hope is at least 4% more growth. The school celebrated having six seniors be honored as Chief Manuleto scholarship recipients; this is a very high honor for Navajo students to achieve.</p> <p>The school benefits from having a very low teacher turnover rate and only a handful of teachers in an Alternative Learning Plan (ALP) program. Currently, the school has filled all of its positions for this year. The state testing data showed that there were good increases in English language arts (ELA), with the average SAT score moving from 400 to 421; this is coupled with more students passing the English Advanced Placement (AP) exam than ever before, with 24% scoring a three or above. Two hundred forty-three students took 358 classes and successfully received 1089 credits for dual credit courses. According to the Panorama Education Survey, teacher and staff well-being increased by 17%, and school climate increased by 14%.</p> | |
| NM DASH Development and Implementation | |

The leadership team has addressed graduation and instruction in the school's 90-Day Plan. The team has identified the following desired outcomes:

- **Graduation** - Shiprock High School Administrators will conduct at least one walkthrough and feedback cycle for each teacher in the first and second quarters to monitor student engagement strategies, differentiation techniques, and rigorous instruction.
- **ELA** - 100% of ELA instructors at Shiprock High School will use professional learning community (PLC) time to target SAT grammatical concepts and writing skills, collaborate, and monitor student progress in reading and writing as indicated by scores on practice PSAT and SAT exams to be given twice during first semester and once second semester. Teachers will also work with students on setting goals, monitoring them, and growing their literacy and individual reading skills through the IXL ELA platform so that students grow more than one grade level this year.
- **Math** - 100% of the math teachers will meet weekly and once monthly as a PLC to build common formative assessments (CFAs) (three per quarter), disaggregate data from CFAs, and plan classroom instruction that aligns curriculum to address students' learning gaps. Book studies will be conducted to build capacity.
- **Science** - 100% of science teachers will use the CFA data and PLC processes to disaggregate data and identify student learning gaps in science.
- **English language proficiency (ELP)** - All core teachers will identify culturally appropriate language objectives to be incorporated into their daily teaching strategies.

School Progress

Three-year Data Trends

Graduation Rates

4-year

2021-2022 – 61%

2022-2023 – 72.5%

2023-2024 – **%

2024-2025 Goal - The 4-year graduation rate for Shiprock High School will increase by 4% to 76.5%.

5-year

2021-2022 – 73.8%

2022-2023 – 72%

2023-2024 – 65%

Stanford Achievement Test (SAT)

ELA Score of 480 and Above

2021-2022 – **% COVID Year: low student testing

2022-2023 – 12%

2023-2024 – 16.6%

2025 ELA Goal -

The SAT Reading/Writing score for Shiprock High School will increase to an average score of 425

Math Score of 480 and Above

2021-2022 – ** % COVID Year: low student testing

2022-2023 – 12%

2023-2024 – 06%

2025 Math Goal -

The SAT score for juniors will increase to an average of 410 points on the Spring SAT exam.

Science NM-ASR

2021-2022 – 25%

2022-2023 – 22%

2023-2024 – 33%

2025 Science Goal -

The average score on the yearly NM-ASR exam will be 1160 points or higher; this is a two-point overall increase and would bring the average to state proficiency.

2025 ELP Goal -

25% of all students taking the ACCESS exam will reach a score of 4.0 or higher; 15% of students tested will score a 4.7 or higher and exit from English learner (EL) status.

Interim Assessment Rates

ELA - PSAT

2021-2022 – **%

2022-2023 – 10%

2023-2024 – 11%

Math -PSAT

2021-2022 – **%

2022-2023 – 4.5%

2023-2024 – 5%

Course Failure Rates

ELA

2021-2022 – **%

2022-2023 – 18%

2023-2024 – 23%

Math

2021-2022 – **%

2022-2023 – 25%

2023-2024 – 26%

Science

2021-2022 – **%

2022-2023 – 10%

2023-2024 – 15%

Attendance Rate

2021-2022 – 95%

2022-2023 – 93%

2023-2024 – 89%

Goal-Setting Process

Departmental PLCs and the leadership team looked at the school data points. Using the information learned, an in-depth look at how the school can support student achievement was determined. The leadership team, PLC teams, and administration developed goals for each subject and an overall graduation rate goal.

Root Cause Analysis (RCA)

- The inconsistent use of backward planning and formative assessment analysis stems from a lack of professional development and support, leading to poor curriculum alignment and ineffective skills instruction. Teachers face unclear instructional and assessment design expectations. This hinders the delivery of high-quality instruction across the curriculum.
- Data shows that some students are not meeting graduation requirements because of a lack of monitoring and support. Monitoring student needs is lacking in attendance, academics, and goal-setting.
- Support from the school for students to gain knowledge of possibilities after high school is lacking. This lack of support makes students unsure of their future and the importance of graduation.
- Science teachers lack time and professional development to properly implement the PLC process to disaggregate data, build common formative assessments (CFAs), align instruction, and determine student gaps in learning.
- The ineffective implementation of formative assessments is due to the lack of training and support for teachers on data-driven instruction. This is compounded by a lack of time weekly to analyze and apply student data to targeted interventions for all student groups, which has led to gaps in achievement
- Lesson plans lack language objectives because of a lack of monitoring and feedback from the administration. Walkthrough and lesson plan feedback forms do not adequately address the need for teachers to incorporate language strategies. This is compounded by a lack of professional development for teachers to incorporate strategies and objectives into lesson plans to support ELs.

Critical actions the school wishes to see in the changed behavior of adults are:

Graduation

- Building administrators collaborate on teacher needs and walkthrough look-fors.
- A new observation feedback tracking form is generated and shared between administrators.
- Teachers will attend professional development with Solution Tree and the Priority Schools Bureau to build instructional strategies around increased rigor, identifying student learning, analyzing data, and working collaboratively on curriculum alignment and lesson planning.
- School leaders will meet with junior sponsors to plan for college visits in March and April 2025. They will begin scheduling with colleges and submitting travel, meals, and hotel requisitions.

ELA

- Research and determine the best SAT and PSAT practice exams to administer.
- Ninth and tenth-grade students will take the ELA portion of the PSAT exam. Eleventh and twelfth-grade students will take the ELA portion of the SAT exam.
- All ELA students will begin self-progress monitoring using IXL to indicate their reading level and set personal goals to reach their grade level.
- Substitute teachers will be hired one day in September, November, and December for ELA teachers to meet as a department half-day to do PLC work to align curriculum, disaggregate data, and plan lessons.

Math

- Have BOY CFA built in all math courses.
- Middle-of-quarter CFAs are built, given, and the data disaggregated.
- End-of-quarter CFAs are built and ready to give by mid-December.
- Monthly three-hour PLC meetings will be used to study SAT math questions, align standards, and identify students needing additional help.
- Work with Solution Tree coach on PLC processes, CFAs, and next steps in working with students experiencing poverty. Use information from the books *Collaborative Teams that Transform Schools*, *Every Student Can Learn Mathematics* and *Poor Students/Rich Teaching*.
- Book study on *Working with Students in Poverty for Academic Success*.
- Substitute teachers will be hired one day in September, November, and December for math teachers to meet as a department half-day to do PLC work to align curriculum, disaggregate data, and plan lessons.

Science

- The science department will meet weekly to look at student data and curriculum alignment.
- Monthly PLC Deep Dive Days: 2024 NM-ASR data will be fully disaggregated, and identified gaps in student learning will be addressed in curriculum alignment for 2024-2025. Standards will be broken down and implemented into curricula where they are lacking.
- PLC will work with Solution Tree and Breez Daniels to review this year's curriculum, data, accomplishments, and goals.

- All science teachers will post daily objectives aligned to NexGen standards for each lesson. Classroom walkthroughs will indicate if this is happening.
- Substitute teachers will be hired one day in September, November, and December for science teachers to meet as a department half-day to do PLC work to align curriculum, disaggregate data, and plan lessons.

ELP

- A lesson plan rubric will be developed and given to teachers to guide the lesson planning process, including using objectives.
- All teachers will receive at least one walkthrough with a feedback session. The discussion will include how objectives are being implemented and utilized each day.
- All first-quarter walkthrough data will be entered into Canvas.
- All teachers will receive a second walkthrough with feedback from the administration. These will be entered into Canvas by mid-December.
- Two culture nights will be provided for parents, teachers, and students to learn about other cultures and dispel bias for different cultures.
- American/Filipino Heritage Celebration will take place at the Phil Thomas Performing Art Center.
- Latino Culture Night will take place at Shiprock High School.
- Dine' Culture Night will take place at SHS. Parents will be invited to see demonstrations from students on Navajo culture, stories, and teachings from various presenters. Students, staff, and parents will participate in preparing foods for people to sample from the Dine' culture. Presenters will be hired to teach about the culture.
- One parent advisory committee event will be sponsored each month. Each department will be responsible for hosting an event.

Shiprock High School has many supports and systems to monitor critical actions toward reaching their 90-Day goals. The Student Intervention Team (SIT) meets weekly to identify students who are at risk for attendance, grades, and discipline. Students needing support can attend either lunch tutoring, after-school tutoring, or seventh-period tutoring. The college and career coordinator and senior class counselor meet quarterly to evaluate credits earned, cohort accuracy, course failure rates, discipline, and attendance that may impact students from graduating with the four-year cohort.

The Leadership Team will collect and analyze PSAT assessment data and IXL data in ELA for progress monitoring of the critical actions. Additionally, the leadership team will collect and analyze BOY and MOY Common Formative Assessment data to progress monitor the identified critical actions for Math.

Potential next steps may be to identify teachers struggling with the shift from a block schedule to a traditional schedule and provide the needed support.