

# School Support and Readiness Assessment Summary Report

<b>School:</b> Navajo Middle School	<b>LEA:</b> Gallup-McKinley County Schools
<b>School Leader:</b> Jessica Wilson	<b>LEA Leader:</b> Mike Hyatt
<b>SSRA Team Leader:</b> Dr. Matt Williams	<b>Date:</b> December 12, 2024
<b>School Description</b>	
<p>Navajo Middle School (NMS) characterizes itself as a place where staff appreciate and love the complexities of students’ transitional years. They aim to provide the best academic experiences for each of their students while also acknowledging the very real struggles they go through each day and providing them with a safe space to discover who they are and how they want to show up in this world. They allow their students to make mistakes and, without judgment, help them reflect and learn from them to become their best selves. At NMS, staff strive to live in Hózhó at school and in all parts of their lives.</p>	
<b>School Successes and Celebrations</b>	
<p>The school has changed leadership in the past year, and the environment has been more positive since the change. The community is being brought back into the school. There is a focus on relationship-building with teachers, parents, and students. The culture of the Diné is to be welcoming, and the leader has brought back the feeling of welcome into the school. The principal secured 900 books to reinvigorate the library, which had not been used in previous years. The librarian has conducted library promotions to get students to read more. School attendance in the first quarter was 95% and currently 89%, a major improvement from previous years. The school has promoted an After Hours Academy to support students after hours. The school is fully staffed, and many have been there for years. Last year, at this time, there were 31 disciplinary referrals, and this year, there have been 12 referrals. School leadership attributes this improvement to schoolwide restorative justice practices.</p>	
<b>DOMAIN 2: LEADERSHIP</b>	
<p><b>Promising Practices:</b> The principal has focused on meeting student needs. She has provided teachers with a focus on instruction and data-guided student support. Leadership conducts classroom walkthroughs and</p>	

provides feedback on where the teacher is on target and possible improvements to grow their practice. Leadership has structured collaboration time for teachers to plan and deepen their content knowledge and skills. The district structure has allowed for a focused collaboration of 70 minutes two times a week to focus on teacher professional development and student performance data analysis.

The principal has set clear expectations for implementing newly learned skills within the classroom. Teachers are held accountable through weekly walkthroughs and feedback sessions. Feedback is provided through face-to-face conversations and follow-up classroom visits that are documented and shared with the teacher.

The principal is using this year as a culture-building year. She is using this year to build trust and relationships with the teachers and community. This was evident throughout every conversation with the school's educators.

**Opportunities for Growth:**

The principal has an opportunity to continue building trust and team culture throughout the school and community, including the local Chapter Houses.

The principal can create structures to leverage the data collected through observation and feedback cycles to inform instructional priorities.

Teachers and staff will benefit from continuous coaching to build capacity and broaden the implementation of instructional priorities.

**Potential Next Steps:**

Principal Wilson will continue to build trust throughout the school and community, including attending Chapter House meetings quarterly.

The principal and dean will work on data-driven decision-making with walkthrough data. They will list the priorities or look-fors in the classroom (engagement, using the Golden Line, multisensory experience) with frequency. The principal will define timelines and expectations and implement data gathering and sharing with staff in January.

The principal will continue meeting with staff to coach them on best practices or strategies for their classrooms.

**DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**

**Promising Practices:**

The principal set aside time before the start of the school year to prepare for the first unit through backward planning. Plans were developed based on the standards, assessment, and unit planning in Professional Learning Communities (PLCs) and planning periods.

Teachers administer three-week unit formative assessments, analyze student data, construct Corrective Teacher Action Plans (CTAPs), and provide interventions to meet student needs. CTAPs are used by teachers to review students' data based on their performance on the unit assessment. Teachers then formulate the next steps to reteach struggling students and document their success.

Data is examined closely through a database at the student, teacher, school, and district levels for each subject. Teachers have the opportunity to review data to understand where gaps occur.

The principal has promoted and set expectations for schoolwide instructional initiatives such as Reading Apprenticeship Strategies, text-to-speech, and gradual release.

**Opportunities for Growth:**

The principal can continue to provide professional development and coaching to teachers to help them improve student engagement and employ the gradual release model.

Principal Wilson can structure professional development (PD) using internal talent, building teacher capacity to teach reading foundational skills that will increase students' comprehension attainment.

**Potential Next Steps:**

In the upcoming semester, the principal will set clear expectations and support for gradual release strategies built into the lesson plans so that they are preplanned and intentionally implemented. She will also use walkthroughs to gather data to measure the success of implementation.

The principal will follow up with resources or PD for reading foundation skills from the district at the beginning of next semester to implement with staff (possibly LETRS). Additionally, the principal will leverage the talent and expertise of seasoned teachers to support professional learning in Reading Apprenticeship to grow the capacity of all teachers to support students who struggle with foundational reading skills.