



**Hopi Jr./Sr. High School**  
**Principal's**  
**December Report**



Lynn Fredericks-High School Principal  
 Alban Naha-Jr. High Principal

**I. Oversight of Instructional Learning Program**

**Student Count**

Hopi Jr./Sr. High School's Current Student Enrollment for November

7 <sup>th</sup> Grade	58
8 <sup>th</sup> Grade	74
9 <sup>th</sup> Grade	86
10 <sup>th</sup> Grade	54
11 <sup>th</sup> Grade	87
12 <sup>th</sup> Grade	92
<b>Total</b>	<b>451</b>

As of today, 12/4/18 we have a student enrollment of 447. Within November we have had three former students re-enroll with us. We've had four withdraws: one transfer, one unknown drop, and two graduates.

**November Behavior Report-**

Behavior Report (Suspensions)	HS = 9 JH = 8
Non-Prescribed Drugs/Alcohol Violations	12 <sup>th</sup> Grade = 3 11 <sup>th</sup> Grade = 4 10 <sup>th</sup> Grade = 1 9 <sup>th</sup> Grade = 3 8 <sup>th</sup> Grade = 2 7 <sup>th</sup> Grade = 3

## **2. Development, Monitoring & Evaluation of Student Learning**

The second administration of the Galileo assessment is scheduled with the high school for the week of December 3-7, 2018 and the junior high will test from Dec. 10-21. Make-ups for the high school and junior high will take place Dec. 17-21. A data report will be presented in the January Principals' Report.

### **Galileo Testing Schedule-High School December 3-7, 2018**

Monday 12/3	Tuesday 12/4	Wednesday 12/5	Thursday 12/6	Friday 12/7
High School English Classes	High School English Classes	High School Science High School Math	High School Science -Biology -Earth Science  High School Math	High School Math

## **3. Instructional Staff Meetings & Participatory Planning**

### **Student Leadership Team Meetings Weekly**

Concentration of meeting discussions for the team include developing the final exam schedule, developing the Galileo Testing Schedule, brainstorming ideas on incorporating a reteach/enrich program into the instructional program. A presentation was held with all of the teachers, junior high and high school teachers to inform them that this is what is needed to help students in mastering the standard requirements. This proposal will be submitted to governing board for their approval. This would require a block of time into the schedule for this Reteach/Enrich component. It was decided that Tuesdays and Thursdays would be the best days, following the two-hour delay schedule.

## Reteach-Enrich SY 2018-2019

### What are the goals of the program?

The goal of the program is to give students the opportunity to master essential skills and knowledge before they move on to the next level. Here's the approach:

1. Each week and quarter has defined curricular objectives.
2. Teachers assess students on those objectives at the end of the week or quarter through the Galileo interim assessment, Beyond Textbook assessment, or classroom assessment.
3. Based on assessment results, teachers assign students to either reteach or enrich sessions for a one to two-week period of time.

### What will the schedule look like?

4. HJSHS has designated two days out of the week (**Tuesdays and Thursdays**) that will be designated as "zero hour." **We will follow the two-hour delay schedule on those days.**

Students will attend a two-hour reteach or enrich session during these designated zero hour days.

- ❖ **Reteach** – Teachers reteach objectives using different lessons for students who need additional time for mastery. The teacher(s) who may have the most experience or ability to teach that standard teaches that week's reteach students. Students stay with that teacher for the twice a week reteach sessions.

- ❖ **Enrich** – Teachers expand on objective for students who have mastered or have close to mastery of the basics. Students in the enrich class rotate to a different teacher per reteach-enrich session block so they can experience varying teaching styles as well as learn with different peers.

## What are the key ingredients to make it work?

There are some essential elements that are key to making it work

### **Reteach and Enrich Essential Components**

#### **1. A Common Curriculum Calendar**

Reteach and enrich depends on a shared set of clearly defined curricular objectives that are scheduled out for the entire year. This means that in any given week all teachers teaching the same course and grade level are teaching the same objectives. However, they are not necessarily teaching the same way; the instructional approach is left up to each individual teacher. The Beyond Textbooks calendar keeps them on track by setting the pace so that teachers know that by year's end they will have taught and students will have learned, all the essential standards.

#### **2. Dedicated Time**

Two days out of the week, following the 2 hour delay schedule, the whole school is involved in reteach and enrich. In addition, reteach and enrich requires time for teachers to review and assess student data as well as plan instruction to meet each child's needs, both generally and within the program. At HJSHS, each department and junior high grade level has dedicated time to meet in PLCs.

### **3. Collaboration**

Collaboration is a key part to HJSHS' culture and is essential to reteach and enrich. Students rotate to different teachers during reteach and enrich, so teachers get to know a variety of students from different grade levels. Teachers share information about their students' progress so that all teachers share ownership of every child's education. They plan together and share resources and lesson plans that have been successful, and they seek insight from one another on lesson plans that were less effective.

#### **How will student data be utilized?**

### **4. Formative Assessments and Data Analysis**

Teachers create or find resources for their own weekly assessments. The assessments are

short – usually just five questions on one objective – but they provide consistent insight into students' progress so that teachers can address any need promptly. Teachers meet every one-to-two weeks to review the latest results, to identify students who are struggling, and to plan instruction accordingly.

#### **What needs to happen?**

### **5. Involved and Informed Leadership**

In order to address a variety of student needs, teachers must have access to resources, and principals must know what's going on in the classroom. Principals and instructional leaders must routinely visit classrooms, converse with students, and attend data meetings for all grades.

**Who? What? Where? When? How?**

**Table 1. Effective re-teaching: who, what, when, how.**

Anne Bellert (2015): Effective re-teaching, Australian Journal of Learning Difficulties, DOI: 10.1080/19404158.2015.1089917

<b>Who</b>	<b>What</b>
<b>Participation determined by formative assessment results</b>	<b>Perceived as ‘take 2’ or ‘second chance’ • Receiving direct instruction in concepts, facts and rules, procedures and/or skills, including basic academic skills</b>
<ul style="list-style-type: none"> <li>• Those who don’t know it, don’t know it well enough, or can’t proficiently do it AND who are likely to learn during re-teaching</li> <li>• Small flexible groups, pairs or individual</li> </ul>	<ul style="list-style-type: none"> <li>• Guided practice for accuracy</li> <li>• Independent practice for fluency</li> <li>• Some peer activities</li> <li>• Short achievable tasks with a tangible outcome</li> <li>• Correct and accurate demonstration of learning through re-assessment</li> <li>• Successful learning by virtue of effort and task persistence</li> </ul>
<b>When</b>	<b>How</b>
<b>Within the regular learning environment as part of regular routines</b>	<b>Participate by listening, thinking and high level of engagement by doing (practice activities)</b>
<ul style="list-style-type: none"> <li>• As close to the initial instruction lesson as</li> </ul>	<ul style="list-style-type: none"> <li>• Produce an artifact as demonstration of learning</li> </ul>

<p>possible</p> <ul style="list-style-type: none"> <li>• Not as homework or extra work</li> <li>• Not instead of more desirable learning activities available to other students</li> </ul> <p>Teacher considerations</p> <ul style="list-style-type: none"> <li>• The class teacher or collaborating teacher</li> <li>• The most experienced/effective teacher for the specified content (e.g. the teacher whose class achieved highest on the formative assessment task)</li> <li>• The teacher who knows the students and can best adapt the instructional approach to be responsive to student learning needs</li> <li>• A planned sequence of instruction and practice of relatively short duration, presented differently to initial instruction</li> <li>• Same instructional goal as initial lesson, focusing on one or several components</li> <li>• Utilizing enhanced, extended, or augmented teaching and learning activities</li> <li>• Teacher-led direct instruction, featuring appropriate cognitive and meta-cognitive strategies to scaffold student learning</li> <li>• Exit assessment/s being parallel form of the whole-class formative assessment task, or a different assessment task that allows students to demonstrate successful learning</li> <li>• After high quality initial instruction and formative assessment</li> <li>• After reflection on the validity of the assessment data and the parts of initial teaching that were not effective for this group of learners</li> <li>• Before students practice errors or experience repeated failure</li> <li>• Fast-paced with opportunity for student interaction</li> <li>• Teacher-led direct instruction, not enquiry, discovery or problem-based learning</li> <li>• High expectations for student participation, engagement and achievement</li> <li>• Learning presented in small increments with opportunity for success at each step</li> <li>• Utilizing evidence-based strategies</li> </ul>	<p>(oral, written or otherwise recorded responses or skill demonstration)</p> <ul style="list-style-type: none"> <li>• Demonstrate performance of the instructional goal</li> <li>• The potential impact of effective re-teaching for students with learning difficulties cannot be overstated as it provides them with a first, and sometimes last, opportunity to catch up and then successfully continue with learning, potentially preventing failure, promoting success and providing motivation for further learning.</li> </ul>
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**What does the research say?**

- Teacher effectiveness research throughout the 1980s and 1990s identified being able to adjust instruction and re-teach as important characteristics of very effective teachers (Westwood, 2003; see also, Block & Mangieri, 2009).

- Re-teaching is an important skill that teachers have that makes a huge difference when students are confused or giving up” (Saskatoon Public Schools, 2013).
- Presently, many twenty-first century teachers spontaneously include basic principles of re-teaching in their practice, even though they might not use the term to describe what they are doing (Marzano, 2010).
- When implemented effectively, re-teaching becomes a ‘first line’ of intervention– an early opportunity for students experiencing learning difficulties to avoid falling further behind and instead ‘catch-up’–thence positioning them to better access the ‘main game’ of classroom teaching and learning. By its very nature re-teaching is a practical, classroom-based process that needs to be both effective and sustainable. It is actually a very important part of teaching, especially for ensuring that the tenets of sustainable learning are met: Learning for all, teaching that matters and learning that lasts (Graham, Berman, & Bellert, 2015).

#### What funding and resources are needed?

- We will utilize all of our teachers to assist in the reteach or enrich process in either the Math or Reading area.
- No additional funding is needed
- We will utilize resources that are already available in the school

#### **4. Monitor Development of Learning Activities**

Final Exams Scheduled for the High School for December 17, 18, 19 with the review for these exams on December 13 & 14. Junior high will stay on normal school and bell schedule.

### High School Final Schedule/End of Semester

Thursday 12/13	Friday 12/14	Monday 12/17	Tuesday 12/18	Wednesday 12/19	Thursday 12/20	Friday 12/21
Review for Final	Review for Final	Final Exams  Follow Final Exam Schedule for High School  Jr. High on Regular Schedule	Final Exams  Follow Final Exam Schedule for High School  Jr. High on Regular Schedule	Regular Schedule  Makeup Day for Final Exams	Short Schedule  Teachers work on Grading  1:00 p.m. 6 <sup>th</sup> Period to 8 <sup>th</sup> Period Movie for students Support staff/aides helping Time for teachers to get grading done.	Semester Grades posted for verification by 10:00 a.m. and grade verifications printed.  Grades need to be finalized by 3:00 p.m. and verification sheets signed by teacher.

<b>Final Exam Schedule-Day 1 (12/17)</b>		<b>Final Exam Schedule Day 2-(12/18)</b>	
<b>1<sup>st</sup> Period</b>	<b>8:27-10:11</b>	<b>6<sup>th</sup> Period</b>	<b>8:27-10:11</b>
<b>2<sup>nd</sup> Period</b>	<b>10:15-11:59</b>	<b>7<sup>th</sup> Period</b>	<b>10:15-11:59</b>
<b>*HS Lunch -All 12:03-12:53 HS Students</b>		<b>*HS Lunch -All HS Lunch</b>	<b>12:03-12:53</b>
<b>3<sup>rd</sup> Period</b>	<b>12:57-2:41</b>	<b>4<sup>th</sup> Period (10-12th)/ 5<sup>th</sup> Period (9<sup>th</sup>)</b>	<b>12:57-2:41</b>
<b>8<sup>th</sup> Period</b>	<b>2:45-3:35</b>	<b>8<sup>st</sup> Period</b>	<b>2:45-3:35</b>

## **6. Monitor, develop, and Maintain Student Records**

### **Transcript Review**

Meeting Scheduled with counselor and registrar to review transcripts to fix errors in system related to student transcripts and also incorporate the new grading criteria for Honors and NPC course weighting into NASIS. This needs to be done before semester grades are recorded.

## **7. Educational Standard, Requirements, & Compliance**

Path Academy has been instrumental in getting students to finish graduation requirements. Twelve students have completed all graduation course requirements and will be graduating at the midterm graduation on December 21. Two additional students are completing requirements by midterm graduation.

## **8. Parent Involvement**

### **Parent/Student Involvement-Awards Recognition**

An student awards assembly was held for the High School on Friday, November 30<sup>th</sup>. There were 173 students recognized for Honor Roll and students were also recognized for perfect attendance

Teachers and staff assisted in organizing and giving our awards. The new benches created by students were displayed. Parents were invited and about ten parents showed up for the assembly. Officer Singer made a presentation of encouragement for students to set goals and take their education seriously.

### **Perfect Attendance:**

9<sup>th</sup> Grade-21 students

10<sup>th</sup> Grade-11 students

11<sup>th</sup> Grade-15 students

12<sup>th</sup> Grade-16 students

### **High Academic Achievement**

#### **GPA 3.0-3.4**

9<sup>th</sup> Grade-24 students

10<sup>th</sup> Grade-12 students

11<sup>th</sup> Grade-20 students

12<sup>th</sup> Grade-28 students

### **Honor Roll**

#### **GPA 3.5-3.75**

9<sup>th</sup> Grade-13 students

10<sup>th</sup> Grade-4 students  
11<sup>th</sup> Grade-10 students  
12<sup>th</sup> Grade-12 students

**Principal's List**

**GPA 3.76-4.0**

9<sup>th</sup> Grade 15 students  
10<sup>th</sup> Grade-2 students  
11<sup>th</sup> Grade- 11 students  
12<sup>th</sup> Grade-12 students

The junior high had its Academic Awards Assembly on November 21 to recognize students who had perfect attendance and/or earned High Academic distinction for the first quarter. We applaud the accomplishments of the following students:

**Perfect Attendance:**

7<sup>th</sup> Grade-14 students  
8<sup>th</sup> Grade-17 students

**High Academic Achievement**

**GPA 3.0-3.4**

7<sup>th</sup> Grade-16 students  
8<sup>th</sup> Grade-17 students

**Honor Roll**

**GPA 3.5-3.75**

7<sup>th</sup> Grade-7 students  
8<sup>th</sup> Grade-5 students

**Principal's List**

**GPA 3.76-4.0**

7<sup>th</sup> Grade 3 students  
8<sup>th</sup> Grade-1 students

**9. Student Involvement**

New wood benches constructed and completed by students in the wood shop class. We displayed the benches on the stage in the auditorium, during the HS awards assembly. These will be placed around the campus as project one in our beautification efforts for our school.

STUCO planned a Veterans Recognition Event at the Home Game-Monument Valley vs. Hopi. During half time the students, sponsors, HS principal, and ROTC recognized veterans who have served our country. HJSHS staff members, who are Veterans, were

given gift baskets by the STUCO students. JROTC and their cadets were involved in posting of the colors. Veterans in the audience were recognized, and all Veterans received free admission to the game that night. This event was well received with positive comments made from community members.

As part of incorporating Service Learning in their teaching, the junior high teachers are developing projects to help students learn the importance of giving back and being a part of the community. The 7<sup>th</sup> grade team lead by Ms. Carol Sieweyumptewa will lead a group of students to provide dinner to the HIS Emergency Response Team on Dec. 12. Students are donating dishes and tableware for this event.

### **Counseling Updates-High School**

#### **ACT Test Scheduled for December 6, 2018**

Approximately 50 students signed up to take the ACT test

#### **ASVAB Test Scheduled for December 14, 2018**

Scheduled for all juniors to take

#### **NPC Talon student Final Exams**

Finals for Talon students the week of December 3-7, 2018

### **Naviance**

Counselor and High School Principal are exploring option in adopting a computerized program. Webinar and meeting was scheduled with representative to look at college/career readiness system. Loretta Ellsworth utilized this program at Flagstaff High School and found it had many benefits for students.

Naviance connects students' interests to their potential career paths early and ensures active participation in their own academic success and opens their eyes to the wide world of career opportunities. The career planning tools in Naviance allow students to understand how their strengths, goals, skills, and interests can lead to exciting careers.

#### **Helps High School and Middle School Students:**

**Understand** their unique strengths

**Connect** their interests to careers

**Set goals**

**Develop** self-knowledge and personal motivation

Naviance allows students to create a personalized plan that helps them make the right decisions throughout their academic journey. It also keeps academic and college/career related data on each student. It allows for students to easily access college applications and a database of scholarships and keep an online portfolio related to the college application process, building a resume, letters of recommendations, transcripts, college planning, etc.

### **Career Center**

New furniture arrived for the Career Center-tables and chairs, desktops have been set up in the career center for student college/career exploration journey and study. The Career Center is open all day, everyday. It is staffed with the Americore volunteers (2) and educational aides.

### **10. Resources, Learning Material & Improvements in Learning Program**

The junior high will be working along with American Indian Services (AIS) to provide a summer STEM program for 7<sup>th</sup> graders who wish to apply. AIS has joined with Utah State University to establish STEM (Science, Technology, Engineering and Math) Summer Intensive Programs for students. This program is called AIS PREP (American Indian Services Prefreshman Engineering Program). The goal is to identify middle school students with the potential and interest in becoming scientists and engineers.

AIS PREP will emphasize the development of logical reasoning and problem solving skills, as well as the application of this knowledge, through coursework, team projects, class presentations and examinations. AIS PREP will also provide career awareness speakers from STEM fields and field trips to sites exhibiting work in STEM fields.

The junior high will be recruiting students to participate in this exciting program for Summer 2019. More details will come in future reports.

The junior high will be hosting a school spelling bee on December 18 at 10:15 a.m. in the HJSHS Auditorium. The school hopes to bring this proud tradition back of excellent spellers representing the Hopi/Tewa/Navajo communities. Our top spellers will advance to the Western Navajo Regional Bee. Please join us in supporting our students on the 18<sup>th</sup>.

The junior high teachers have created Substitute Folders that will be utilized in the event they are absent for the day at school. The folders include pertinent information for the substitute to utilize such as rosters and procedures in the room. In addition,

each teacher created an emergency lesson should they be called away from the school due to an emergency. All junior high teachers have submitted their folders to the JH secretary.

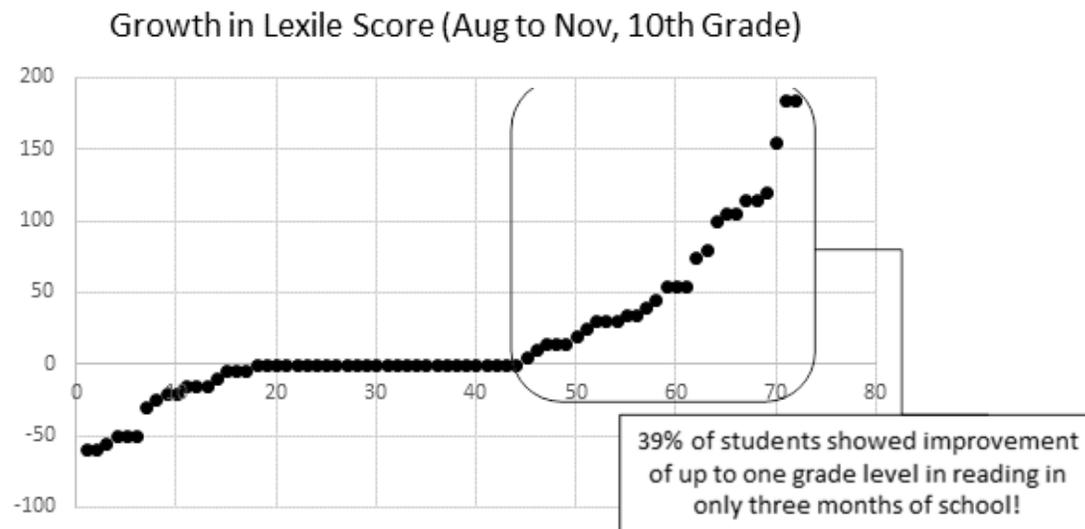
Junior high teachers were directed to make calls to all parents/guardians who did not show for 2<sup>nd</sup> quarter Parent-Teacher Conferences whose child is in danger of failing for the semester. Communication is a priority for our school and we must ensure we are communicating effectively with parents. Although we have not been able to contact all parents, we have left messages when the option was available. We encourage all parents/guardians to reach out to their child's teacher if they have questions. Teachers will be submitting call-logs to the JH office for documentation.

The AVID 11<sup>th</sup> Grade Classroom (Dr. Carpenter's Class) is participating in a United Planet Pilot Project. A British School, a Boston School and a School in Mali will be actively engaged via the Moodle Online Program that allows for students to communicate with one another. Attached is the 8 week curriculum. United Planet Chapters form Circles of three to five schools from diverse regions of the world. Chapters commit to proactive engagement over three 8-week activity sessions. The United Planet Chapter Success Program includes opportunities for chapters to engage in three Circle Activities (language in Practice, Global goals Project, and Voices of Earth) and here Local Activities (Cultural Exchange Activity, Service-Learning Project, and Global Awareness Fundraiser).

Dr. Carpenter is excited to be involved in the project and the students are beginning the process of developing projects and communicating back and forth with students from Britain, Boston and Mali.

Mrs. Nona Edelson has been utilizing the Achieve 3000 program, as many other teachers at the Junior High and High School have been doing. She utilizes data to drive instruction and is utilizing student growth charts in the classroom to show students achievement. She is finding success and the data is showing this as well. Below is an illustration of the results

## Graph of Nona Edelson's Classroom Results



### 11. Financial Accountability

Ledgers are given to administrators monthly from the business office for accountability in managing our school budgets.

The school recently received some additional funding for school improvement purposes. The principals, Federal Programs Director and Dean of Students have met on three separate occasions to plan how to utilize the funding in the most effective way. After generating a list through discussion, the determination was to utilize these additional school improvement funds in the areas of targeting students who would benefit from increased levels of rigor or intervention.

The bulk of the funds will be utilized to fund a Summer Enrichment Program that will target Gifted and Talented students and students who need targeted intervention. This program will be separate from the typical summer school used for credit recovery. The rest of the funds will be utilized for STEM, GATE, and Subject Area Professional Development and Travel. In addition, funding will be utilized to provide a Parent Summit or possible After-School programming this academic school year.

Currently a budget is being developed with justifications for the expenses listed above. This will be submitted to the superintendent for approval.

## **12. Extracurricular Programs and Activities**

Attached is the programs and happenings that have occurred or that are planned for the Music department.

Winter sports have begun their season.

We encourage everyone to attend the Drama Club's Dinner Theater on December 6 at 6:00 p.m. In addition, our next Coffee Shop will be December 14 at 6:00 p.m. Both events will be held in the cafeteria.