School Support and Readiness Assessment
Summary Report

School: Infinity High School	**LEA:** Belen
School Leader: David Jimenez	**LEA Leader:** Lawrence Sanchez
SSRA Team Leader: Connie Copeland	**Date:** September 29, 2023

School Description

Infinity High School is an alternative high school serving students in the Belen School District. The 101 students enrolled at Infinity are ages fourteen through twenty-one, with many attending Infinity after falling behind in their credits at their home high schools. Four core teachers and one special education teacher consultant are employed at Infinity. 34% of the students at Infinity qualify for special education services, and six students are classified as English Learners (ELs). The vast majority of the curriculum at Infinity is self-paced through Edgenuity, with pull-out interventions in several content areas. The mission of Infinity is to help students graduate regardless of their grade level and how many years it takes them to complete high school.

School Successes and Celebrations

In addition to focusing on credit recovery and graduation, Infinity also helps students envision post-secondary options and cultivate interests outside of core content areas. Students use Xello to identify interests, learning styles, and vocational preferences. Enrollment is up at Infinity, with the largest first-year class in several years enrolled this fall.

Sixteen students are enrolled in elective courses at neighboring Belen High School, and five percent are enrolled in dual-credit classes at the UNM-Valencia campus. Last year, two students received $8,000 scholarships to NMSU, and two scored in the 90% percentile on the PSAT. One student committed to playing golf with a scholarship at a Division I school next year while one student received a $20,000 signing bonus to the Army.

DOMAIN 1: CULTURE & EQUITY
To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

Infinity High School boasts a positive, welcoming culture that publicly celebrates student success. Students are greeted daily at the door and feel safe in the building; there has only been one office referral this school year. The orientation and registration process helps the school identify and address student, staff, and parent expectations. Students are supported in cohorts

through an advisory model.

Infinity High School encourages students to complete coursework and celebrates their progress by ringing a bell every time they complete a course. During a one-day site visit, observers heard this bell three times, a frequent and concrete reminder of student success.

Opportunities for Growth:

Like many schools in the country, Infinity is experiencing a surge in students vaping. All interview groups reported that vaping was an issue despite no office referrals. Given the pervasiveness of this trend and the emerging health risks, there is an opportunity to educate students and families about the risks associated with vaping.

Potential Next Steps:

The school will reiterate the referral and reporting system for teachers, families, and students to seek help with vaping. Efforts to address this health issue must be communicated with families to engage their support at home.

DOMAIN 2: LEADERSHIP
To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?

Promising Practices:

Leadership priorities related to post-secondary attainment are clear and present at Infinity High. Systems are in place to support post-secondary opportunities, including job fairs, college fairs, community guest speakers, and weekly student professional development. Parents are also encouraged to attend bi-monthly parent seminars, enhancing the school's reach to multiple generations.

Infinity High has had a significant increase in enrolled first-year students. This uptick indicates a positive school reputation and increased stability for school staffing and programming. Infinity already offers dual enrollment courses and can continue offering more in the future. The dean of students monitors Edgenuity to ensure that students needing credit recovery are making adequate progress.

Opportunities for Growth:

While Infinity has positive momentum around course completion and post-secondary exploration, there is an opportunity to clarify further and communicate schoolwide priorities for growth. The course completion model allows students to focus on one class at a time, which might help some students who have had prior challenges in school settings; there is an

opportunity to create a greater sense of urgency by supporting students in completing more than one course concurrently. Similarly, there is some monitoring of student progress, but there could be additional systems to make this monitoring more robust and applied consistently across all student groups.

Potential Next Steps:

As the teachers and leadership team work to finalize their DASH plans, emphasis can be placed on setting benchmarks for course completion using the 90-day plan. Core pull-outs could assist teachers in differentiating instruction for learners who are not making sufficient progress. The leadership team has the backing of school staff; consistent, transparent goals and systems might speed progress.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE
To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

In addition to the focus on course completion at Infinity and the support of highly qualified educators, Infinity has created an innovative pull-out model for math and social studies. Students are pulled from Edgenuity for approximately 40 minutes twice a week to get additional support in Algebra I, Government, and Economics. These pull-outs provide students with more hands-on modalities of instruction.

There is also a data-driven intervention infrastructure in place. Teachers meet twice weekly in professional learning communities (PLCs) to identify students needing remediation. Students with proficiency gaps are then given one-on-one and small-group support during pull-out instruction. This focus on student success helps educators, students, and families feel that students are not falling through the cracks.

Opportunities for Growth:

Pull-out interventions in Algebra I, Government, and Economics are successful, though sometimes they can be interrupted or prevented at the last minute because of staff shortages. There is an opportunity to prioritize these pull-out times further when staffing shortages inevitably arise. Infinity might also build on the success of these interventions by offering similar support in other math courses and English language arts and science classes.

Potential Next Steps:

Principal Jimenez and the leadership team might review the master schedule with an eye toward additional intervention opportunities. Given the success of hands-on activities in Algebra I,

Government, and Economics, he might work with teacher leaders to review student data and implement additional support in other content areas. Infinity has a stable, highly qualified teaching staff who have demonstrated their commitment to student success. Working with these teachers, the team might creatively address scheduling challenges based on areas of highest need. Additionally, students might be surveyed so that student voice is incorporated as they make schoolwide decisions.

DOMAIN 4: TALENT MANAGEMENT
To what degree does the school ensure effective teachers are hired, retained, developed, and leveraged to improve student outcomes?

Promising Practices:

One indication of a positive school culture is teacher retention. Infinity has had little staff turnover, and highly qualified teachers teach all content areas. Although students at Infinity are assigned to an advisory, they are encouraged to seek assistance from content teachers when needed. During the site visit, students were observed traveling from class to class to get one-on-one support from their teachers.

Opportunities for Growth:

While one-on-one support from highly qualified teachers is a successful model for most students, there is an opportunity to provide additional support and accommodations for the students at Infinity who qualify for special education services. Currently, this group comprises 34% of the student population at Infinity High. A special education teacher is on-site but is not permanently assigned to work with students with disabilities. There might be opportunities for team-teaching, co-teaching, and pull-out support.

Potential Next Steps:

As the school continues to track student course completion and provide special education services, explicit attention might be paid to accommodations listed in students' individual education plans (IEPs). Teachers and support staff might benefit from prioritizing scaffolds and differentiated instruction to meet the needs of these learners.

DOMAIN 5: SUPPORT & ACCOUNTABILITY
To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

As mentioned previously, Infinity recruits and retains highly qualified educators. One factor that might contribute to teacher retention is the transparency and approachability of school

leaders; all interview groups stated that they could talk to the administrative team at any time about any issue. This level of trust provides a firm foundation to continue supporting educators' growth.

Opportunities for Growth:

Principal Jimenez is a visible presence at lunch and has an open-door policy. He might continue to build the capacity of his teaching staff by conducting more frequent observations and providing additional feedback. Teachers benefit from reflective questioning and opportunities to showcase their instruction, especially in small school settings where they can sometimes begin to feel isolated.

Potential Next Steps:

New and veteran teachers benefit from regularly scheduled observations and timely, specific, one-on-one feedback delivered in person. School leadership might provide a calendar of observations that aligns with schoolwide instructional goals. Teacher leaders could also participate in and support efforts to align expectations for instruction.