

School Support and Readiness Assessment Summary Report

School: Rocinante High School	LEA: Farmington Municipal Schools
School Leader: Bruce Hatch	LEA Leader: Cody Diehl
SSRA Team Leader: Eileen Reed	Date: January 9, 2024
School Description	
<p>Rocinante High School is the Farmington Municipal School District's alternative high school, which provides students with opportunities for enrollment in day school, night school, and summer school credit recovery. Rocinante HS specializes in helping students who have not been successful at other high schools, are behind credits, have children, or are incoming to the district to graduate. The school offers modified scheduling, social-emotional training, and a dedicated staff that maintains a family-style atmosphere.</p> <p>RHS serves 135 students in grades 10-12, with 16 certified and five non-certified staff. Eight students receive inclusion special education services, and 16 are designated English language learners (ELL). Midway through the 23-24 school year, RHS had a daily attendance rate of 90.4% and had no disciplinary referrals.</p> <p>Rocinante's mission and vision statement is as follows:</p> <p><i>Through policies and opportunities that promote good student attendance, positive social growth, and a personal commitment to academic success, Rocinante High School will strive to meet the needs of students not fitting into the regular academic setting and enable them to become successful, contributing members of society.</i></p>	
School Successes and Celebrations	
<p>An outstanding feature of Rocinante HS is the students' perception of their school. The students view their school as "the best" high school in the district. They noted the school leadership and faculty's caring attitude and positive relationship among students as a strength of their school. They view their school as preparing them with the skills they need for a successful future beyond graduation.</p> <p>Rocinante High School (RHS) has a strong culture of caring for individual students. Every teacher knows every student regardless of whether or not they're in their classes. School leadership holds periodic check-in meetings with all faculty to review every student for academic progress and social-emotional issues. Students needing follow-up support are assigned an adult to address any action-planning commitments.</p>	

One of the assets of RHS is the strong culture of caring between faculty members and students. The school climate was frequently described as feeling "like a family." The school has few discipline issues, as students expressed that they view attendance at RHS as a privilege they do not want to lose.

RHS has many options to support students in attaining their academic goals. Students can access flexible scheduling such as night school, online classes, and summer school. In addition, support is provided to families and students to meet non-academic needs, such as homelessness assistance, Friday food bags, and access to school social workers to advocate for community assistance as needed.

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:

Principal Hatch and many of his faculty recognize the need to improve the delivery of instruction to raise the level of academic rigor. There is a focus on maximizing the 90-minute teaching block to ensure teachers teach and students are engaged during the entire instructional period. Principal Hatch also recognizes that student work should be representative of mastery of grade-level standards.

To support teachers in changing their instructional practices, school leadership and faculty are engaging in district-level work to improve instructional rigor. They have chosen to focus on Marzano's Compendium of Strategies and have contracted with a consultant to work directly with RHS.

Opportunities for Growth:

There is an opportunity to strengthen schoolwide systems to support the successful implementation of new learning related to improving instructional rigor. A tight alignment of the schoolwide priorities with operational protocols could strengthen and streamline these efforts. Potential supports could include lesson planning templates with space for the identified instructional strategies and specific methods to increase engagement. These flexible templates allow teachers to customize for their specific content areas.

Principal Hatch can also use observations to collect data and provide targeted feedback on teachers' implementation of the identified instructional strategies. The early release time on Mondays could give time and space to support and highlight successful implementation. Administrators can spotlight specific observations, and teachers can share successes and brainstorm ideas with one another.

Potential Next Steps:

Principal Hatch plans to work with teachers to design a lesson planning template that includes the high-leverage, research-supported Marzano strategies the school is working to implement. Additionally, rather than focusing solely on graduation rates, Principal Hatch plans to collaborate with faculty to set short-term academic achievement goals as part of the school's 90-Day Plan. With a focus on improving proficiency rates, graduation rates will improve.

RHS teachers and staff have demonstrated a commitment to their students and an openness to changing instructional practices to raise instructional rigor and student outcomes. With this shared purpose, the school is well-poised to make positive change.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

Principal Hatch uses the "Snapshot" aligned with the school's identified instructional strategies to guide his observation and feedback sessions with teachers. When teachers know what is expected before observations and can predict the type of feedback they will receive, they feel safer trying new practices with the mentorship of their instructional leaders.

Opportunities for Growth:

While teachers understand the need for an increased focus on improving the delivery of the academic program, there is an opportunity for leadership to communicate expectations and monitor implementation more clearly. The 90-Day Plan will be co-created, monitored, and communicated clearly to all stakeholders. Students and families will also benefit from understanding changes to instructional priorities and goals that relate to student outcomes.

Potential Next Steps:

As Principal Hatch strongly believes in working with teachers to co-create systems, he is interested in working with his teachers to co-create systems and practices for monitoring the implementation of the expectations related to improving the delivery of the academic program. Teachers can help develop and test observation protocols with administrators, conducting peer observations better to understand the process and experience implementation across content areas. In a school the size of RHS, there is an opportunity to leverage teachers' familiarity with shared students to aid in lesson planning, assessment, and data-driven decisions about the next steps.