School Support and Readiness Assessment
Summary Report

School: Bernalillo High School	**LEA:** Bernalillo Public Schools
School Leader: Alyssa Sanchez Padilla	**LEA Leader:** Matthew Montano
SSRA Team Leader: Matt Williams, Ph.D	**Date:** January 16, 2024

School Description

Bernalillo High School is a comprehensive high school that serves a student body of roughly 840. At this time, there are currently about 200 students in each grade level between nine and twelve. Of the student body, approximately 40 percent identify as Hispanic and 50 percent as American Indian/Alaskan Native. Students who receive Special Education services make up 21% of the population, while English Learner (EL) students make up 33%.

The school is the home of the Spartans, where diversity is embraced, and community is the foundation of all. They strive to create life-long learners, cultivate curiosity, and maximize student potential.

The school vision is as follows: *Preparing every student for a lifetime of success.*

The school's mission statement is: *Bernalillo High School will ensure the opportunity for excellence of the whole individual through an educational environment that encourages achievement, lifelong learning, and global responsibility.*

School Successes and Celebrations

The staff at Bernalillo High School is honored to serve the educational needs of their students and work to establish quality and equitable educational opportunities. Many think of Bernalillo HS as more than a place for education and consider it a safe place for students, regardless of their struggles.

Course offerings include CTE (Welding, Residential Construction, Culinary Arts, Automotive Technology, Ed Rising), Fine Arts (Band, Art, Theater), Computer Science, Robotics, Advanced Placement (AP), Dual Credit, and Biomedical coursework. Special Education offerings include inclusion math, inclusion English Language Arts and Reading (ELAR), resource math, resource reading, a behavioral specialty class, and two classes for students with moderate to severe levels of need.

This year (2023-24), the school has expanded their Bilingual Program into a Dual Language (English/Spanish) program offering core math classes in Spanish. This program allows students to earn a bilingual seal from the State of New Mexico. This program joins the English Language Development Program, and the Keres Language (from local Pueblos) stand-alone programs already in place.

Many of the staff at Bernalillo HS have deep ties to the community and know the backgrounds of their students well. This cultural literacy is leveraged to support and advocate for the student body. A sense of pride is present from stakeholders such as parents and community members to students and teachers.

Finally, there is a focus on college, career, and technology readiness through GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and CCMR (College and Career Military Readiness Counseling.) This federal grant program addresses systemic barriers to post-secondary success for students and families.

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

Promising Practices:

There is a discernible culture of trust present throughout the school. The newly established campus administration has prioritized cultivating relationships and garnering support early in the school year. Principal Sanchez Padilla and the leadership team share a cohesive vision and operate in sync. The principal has focused on hiring support staff specialists to ensure individuals are placed in roles that align with their strengths.

Time has also been spent scrutinizing data and conducting a comprehensive analysis, identifying critical gaps and challenges the students face at the school. One element that surfaced during this analysis was the presence of errors in transcripts from prior years. Principal Sanchez Padilla has prioritized and structured counselor duties to ensure vigilant monitoring and documenting credit attainment. Counselors are also hard at work rectifying errors from previous years to ensure students meet the correct graduation requirements.

Another area in which the principal has worked closely with the counselor team is scheduling the upcoming months, preparing for incoming first-year students, and course selection. Systems are in place to communicate with parents and students to notify them of the forthcoming events and activities.

Opportunities for Growth:

An opportunity exists to establish robust systems that are prioritized and effectively communicated to all staff members. School leadership has identified multiple areas where systems development is crucial to achieving set goals. An essential element of system implementation and follow-through is to build staff ownership of the change initiative. There may be an opportunity for the principal and leadership team to build the capacity of staff to take responsibility for change as systems are either updated or developed.

Potential Next Steps:

Principal Sanchez Padilla has an aggressive plan for creating an environment where students feel successful. The first element of this plan is to simplify and streamline the schedule. This adjustment will redirect energy toward providing more resounding support to teachers, aligning grading practices and expectations throughout classrooms, and further facilitating student counselor assistance. The goal is to create a student-centered master schedule based on course selection, student interests, and teacher credentials.

To achieve this, the principal has outlined a strategic approach:

First, present to the Cabinet and School Board: the principal will advocate for a schedule change. This presentation will occur after Principal Sanchez Padilla has included staff in collaborative efforts to develop proposed changes.

Second, re-establish a focus on credit tracking: there are plans to implement credit recovery initiatives, wellness team interventions, and enforcement of attendance policies. Through the use of these systems, expectations for student performance will be elevated.

Third, collaborate with Native American liaisons and student success coaches: these collaborative relationships will focus efforts on struggling students, ensuring they receive the necessary assistance to get back on track.

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:

Expectations are in place regarding instructional practice and lesson alignment (use of lesson objectives and exit tickets). Professional development (PD) sessions were conducted at the beginning of the school year to support teachers in meeting these expectations.

During the summer, several departments took the initiative to revise and construct pacing guides for the academic year. This proactive approach will assist in maintaining a well-structured curriculum throughout the school year.

To address the needs of struggling students, the school offers tutoring sessions during lunch and after school. These sessions aim to provide additional support and guidance to students needing extra assistance.

Finally, the school has implemented credit recovery for 11th and 12th grade students two periods during the day and after school. This initiative is specifically designed to target students falling behind in credit accrual, allowing them to catch up and stay on track with progress.

Opportunities for Growth:

There is an opportunity to enhance teachers' understanding of the academic standards and give them a deeper grasp of the content they are expected to teach in classrooms. This foundational knowledge can be a strong jumping-off point for practical instruction and assessment.

One way to build teacher understanding is by aligning lessons, resources, assessments, and instructional practice. This alignment will ensure a cohesive approach to teaching and learning, reinforcing intended outcomes for students at all levels.

Teacher capacity may be strengthened concerning data analysis, mainly focused on outcomes from exit tickets. Building this capacity equips teachers with valuable insights into student understanding and learning gaps, enabling targeted adjustments to instructional strategies and support mechanisms. It can also provide practice in data analysis on a short, day-to-day level, helping to shift instruction in positive directions.

Potential Next Steps:

Principal Sanchez Padilla is committed to consistently developing teacher capacity, particularly concerning lesson alignment. This ongoing effort aims to ensure lessons are closely aligned with established standards, fostering a more effective and cohesive instructional approach.

To further this goal and support teachers, leadership plans to secure PD sessions to break down standards within Professional Learning Communities (PLCs) and in smaller groups with content area teachers. This collaboration will enable a detailed exploration of standards. Student achievement will benefit from a more profound understanding of these standards throughout the school staff.

The principal also plans to organize and conduct data retreats for each department, emphasizing the importance of deepening capacity in data analysis. These retreats will serve as opportunities for teachers to delve into student data in a collaborative setting, identify needs, and collectively strategize on how best to meet those needs. To facilitate this process, the principal is working with teachers to identify and implement meaningful data collection methods. This personalized approach ensures that data collection is relevant and impactful for teachers.

Additionally, the leadership team plans to engage with teachers to align standards/lesson objectives and integrate exit tickets into the instructional process.

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

Promising Practices:

Leadership actively observes teachers through regular classroom walkthroughs, both informal and formal. Leadership actively provides feedback from those walkthroughs on instructional practices. This feedback is communicated both verbally and through e-mail, which teachers appreciate.

A follow-up process is also in place after feedback is provided to ensure that the feedback meaningfully impacts instructional practices. Iterative approaches such as this underscore a commitment to continuous improvement and collaborative growth among the leadership and teaching staff.

Opportunities for Growth:

An opportunity may exist for the leadership team to systematize the process of walkthroughs and feedback to deepen their impact and build teacher effectiveness. This could involve establishing a structured framework for walkthroughs, immediate feedback, and designing a systematic approach to professional development based on feedback.

Similarly, there exists an opportunity to systematize the monitoring of desired outcomes throughout the school. This could involve the implementation of consistent and measurable metrics to track progress toward established goals and school-wide initiatives.

Another avenue for growth could be exploring opportunities to build additional support from the leadership team. An effective team works as one; this could involve expanding collaborative efforts, delegating responsibilities, or fostering a more comprehensive approach to leadership that addresses various aspects of school improvement.

Potential Next Steps:

Principal Sanchez Padilla plans to create clear expectations for staff, emphasizing transparency and understanding. A change in management strategies will be employed to effectively implement these expectations, fostering a collaborative environment that supports and builds upon established standards.

The principal also plans to work with the leadership team to collect meaningful data that will enable continued assessment of the progress of current initiatives. This will ensure that decisions are informed by evidence and allow for further strategic planning.