

# School Support and Readiness Assessment Monitoring Visit Summary Report

<b>School:</b> Las Montañas Charter	<b>LEA:</b> Las Montañas Charter
<b>School Leader:</b> Caz Martinez	<b>LEA Leader:</b> Caz Martinez
<b>SSRA Team Leader:</b> Lizette Ridgeway	<b>Date:</b> April 25, 2024
<b>School Successes and Celebrations</b>	
<p>Las Montañas celebrates a vibrant school culture characterized by a profound sense of belonging, connectedness, and agency among its students. Despite occasional challenges with attendance, most students actively engage with the school community, reflecting a culture of value and respect. The newly-elected mayor of Las Cruces echoed this sentiment during his recent visit, where he remarked on the palpable sense of family. Students feel safe and supported, knowing they are valued and that stability is provided by a staff of long-serving members who intimately understand the student body and its demographics.</p> <p>The school's commitment to nurturing a supportive learning environment is evident in its Student Learning Community (SLC), a daily 60-minute period dedicated to addressing Social and Emotional Learning (SEL), college and career readiness, and fostering student agency. Evolving over the past four years, this initiative adapts its focus to seniors, emphasizing career and post-secondary pathways. Community engagement is central to this endeavor, with regular guest speakers and tailored programs driven by student needs. This trust between students and staff has been instrumental in fostering a sense of belonging, further enhanced by the consistent leadership of Principal Martinez, who prioritizes the well-being of all members of the school community. Additionally, the school's commitment to career readiness is demonstrated by the enrollment of all students in Career and Technical Education (CTE) pathways, supported by dedicated staffing and increased partnerships with industry and community stakeholders.</p>	
<b>Progress Toward Next Steps Identified in SSRA Summary</b>	
<p><b>SSRA Summary Next Step #1: Explore ways to run whole-school reports within the current dashboard and provide professional development to support teachers' continued use of these reports to track interventions at the individual student and whole-school levels.</b></p> <p>Las Montañas has made progress by leveraging the Abre data platform to enhance data-driven decision-making and intervention tracking. Abre is a technology company that provides data services to schools. The administration has engaged with Abre to empower teachers to utilize the platform effectively. Despite encountering initial challenges with the new dashboard, including a learning curve for staff accustomed to using a campus-created spreadsheet in years past, the school remains optimistic about its potential. The upcoming annual training session</p>	

with Abre in July is anticipated to provide valuable support in maximizing the platform's functionality.

Although demonstrating evidence of intervention tracking may pose a challenge, Las Montañas is confident in its ability to effectively monitor student progress and tailor interventions accordingly. With teachers deeply familiar with their students' needs and progress, the school has cultivated a culture of personalized support. As an Innovation Zone school committed to creating career pathways and real-world experiences, Las Montañas remains focused on preparing students for post-graduation success by providing relevant and engaging learning opportunities. Looking ahead, the tracking features of the Abre dashboard are expected to enhance the school's intervention efforts further.

**SSRA Summary Next Step #2: Create structures and protocols to engage teachers in creating, reflecting on, and making changes to the 90 Day Plan as needed.**

At Las Montañas, term pass rates are a driver of the 90 Day Plan, with the academic year divided into eight terms to accommodate their unique circumstances. With a high mobility rate among students, a new set of standards is introduced approximately every 16-20 days, allowing for a more flexible and targeted approach to instruction and remediation. Students are expected to pass around five terms per year to earn credit, reflecting the school's commitment to providing ample academic success and progression opportunities.

Las Montañas aims to improve student engagement and relevance by integrating content classes with career pathways. This is accomplished by connecting classroom learning with real-world applications through career-focused education, which enhances pass rates and attendance. Recognizing the challenges faced by students who enter the school significantly behind in credits, Las Montañas is transitioning to a school-wide CTE pathway model, offering five pathways to provide students with diverse academic and career growth opportunities.

**SSRA Summary Next Step #3: Provide professional development on breaking down standards into skills (and prerequisite skills) and then create performance tasks that align with CTE skills.**

Las Montañas utilized funding to partner with The New Teacher Project (TNTP) to enhance leadership and instructional support by implementing an instructional coaching program for teachers and the administrative team. The initiative aims to increase student engagement and promote the use of high-quality instructional materials. The instructional coach collaborated closely with each teacher to tailor coaching sessions based on their individual needs, fostering a personalized approach to professional development. The partnership with TNTP has proven fruitful, with valuable support provided to the school, resulting in noticeable teacher growth.

The program's success has led to extending the contract for the upcoming year, reflecting the school's commitment to continued improvement and support for its staff. For the leadership team, the focus remains on bolstering instructional leadership capabilities to ensure the sustainability of these initiatives in the long term. Efforts have centered on strengthening coaching structures, refining observation and feedback tools, and customizing them to align with the specific needs and context of Las Montañas.

**SSRA Summary Next Step #4: Support teachers in analyzing formative assessments to ensure continued instructional efficiency.**

Las Montañas is implementing initiatives to enhance instructional practices, with support from TNTP and other partners involved in the Innovation Zone work. While progress is ongoing, the school acknowledges that further time is needed to realize the desired outcomes. Efforts have primarily been centered on aligning unit standards and activities to ensure coherence in instruction and will expand to include assessments in the coming year.

Collaboration with partners has been instrumental in providing targeted coaching to teachers based on their needs. Although the implementation process is gradual, Las Montañas remains committed to advancing this work and aims to intensify its focus on instructional improvement next year.

**School Leader's Next Steps**

Las Montañas intends to maintain continuity in its 90 Day Plan for the upcoming academic year, focusing on refining benchmarks further to develop teachers' instructional planning and delivery skills. Efforts will be directed towards aligning content areas with the school's CTE pathways, emphasizing preparing teachers to design, deliver, and evaluate relevant Capstone projects. There will be a concerted effort to advance initiatives such as developing a graduate profile, which outlines the collective aspirations of the school community regarding the knowledge, skills, and attributes students should possess upon graduation.