

# School Support and Readiness Assessment Summary Report

<b>School:</b> New Hope Alternative High School	<b>LEA:</b> Lovington Municipal Schools
<b>School Leader:</b> Gina Hutchins	<b>LEA Leader:</b> Pam Quinones
<b>SSRA Team Leader:</b> Max Perez	<b>Date:</b> April 30, 2024
<b>School Description</b>	
<p>New Hope High School (NHHS) offers an alternative learning environment chosen by students and families seeking options beyond traditional settings. The school combines online and in-person learning. Its primary focus is credit recovery and preparation for the workplace. Under new leadership this year by Principal Hutchins, NHHS serves 113 students with a full-time staff of seven teachers. The school also houses the Choices Program, which provides students an alternative to expulsion.</p>	
<b>School Successes and Celebrations</b>	
<p>NHHS takes pride in offering support tailored to non-traditional students. Many students transition to NHHS from local high schools, seeking a smaller, more focused environment to make up credits.</p> <p>Principal Hutchins is working towards developing programs that will cultivate a service and citizenship-oriented mindset. Experiences include coffee with first responders and assisting the local food pantry with distribution efforts. Career training opportunities are provided through internships, workplace mentoring, and shadowing professionals in the community. Scheduling for these opportunities is kept flexible to meet the needs of the students.</p> <p>Students report that they feel safe and know at least one adult in the school to whom they can go for academic or social and emotional learning (SEL) support. The school has hired a full-time counselor this year to support a renewed focus on SEL and support. Both students and staff report feeling that NHHS is accepting of all students. One aspect of this culture of acceptance and inclusivity is the welcoming atmosphere for students from various diverse backgrounds.</p>	
<b>DOMAIN 2: LEADERSHIP</b>	
<i>To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?</i>	
<b>Promising Practices:</b>	

NHHS has a culture of communication. The principal maintains an open-door policy for all staff and students, and staff members report feeling supported by the new principal.

Graduation is the central focus of the school, underscored by the graduation monitoring system GradTrack, which is used by all staff to monitor student progress. Teachers and administration utilize this system to track, monitor, and identify seniors needing support. Weekly staff meetings include discussing this data to determine strategies to address any areas of concern. Additionally, the attendance coach conducts home visits as needed to help struggling students.

**Opportunities for Growth:**

There is an opportunity to establish a schoolwide vision and focused goals. Communicating these will enable staff to prioritize activities that serve a central mission and drive the academic and SEL needs of the student body. This will also support the current effort to accomplish the proposed actions outlined in the 90 Day Plan. The principal and staff could shift towards a more future-oriented mindset and proactively approach school goals.

There is an opportunity for the principal to prioritize and actively guide the processes for improving teaching and learning.

Currently, all seniors are monitored and tracked appropriately. The GradTracker tool would benefit all students. There is an opportunity to leverage this tool systematically for all students; doing so may provide the school with critical data and enable new avenues of support at every grade level.

**Potential Next Steps:**

The principal will formalize a School Leadership Team. This team will establish and solidify the school's mission and vision. This core group will then develop a process for communicating these with the school staff.

Principal Hutchins will conduct classroom walkthroughs and provide feedback informally at least once a week. This practice will support the formal walkthrough and feedback protocols already in place.

There is a plan to request more professional development (PD) from the district focused on connecting with students through Capturing Kids Hearts. The staff will continue participating in vertical alignment strategies with the traditional high school. The principal will also directly identify any additional PD needs through teacher feedback and classroom observations and follow up on opportunities to build teacher capacity.

Finally, Principal Hutchins will share the GradTracker tool with all staff and guide them through its use to track and monitor students at every grade level.

### **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:**

At NHHS, students with Individual Education Plans (IEPs) receive inclusion services across all subject areas. Inclusion services ensure that these students receive support in every content to help them succeed academically. Through these services, NHHS creates an environment where all students are empowered to grow alongside their peers.

Another service provided is credit recovery. Students have access to a diverse set of pathways to help them earn missing credits. These opportunities allow students who have fallen behind in their coursework to catch up, graduate on time, and meet specific academic requirements. Small class sizes enhance teacher-student dynamics, enabling instruction, feedback, and support personalized to student needs in the moment.

Weekly Professional Learning Communities (PLCs) are in place to discuss strategies to support students based on individual needs. These meetings provide the potential for a structured framework for ongoing PD, data analysis, and reflective practices to improve teaching and learning outcomes.

#### **Opportunities for Growth:**

There is an opportunity to implement a more regular observation-feedback schedule. This will support learning in the classroom and acknowledge teachers' efforts toward academic achievement. By receiving constructive feedback, teachers can refine their instructional strategies, classroom management techniques, and student engagement methods to enhance student learning outcomes.

There is an opportunity to articulate instructional expectations, including clarity on planning, standards instruction, and intervention. When expectations are well-defined, employees know what is expected of them regarding performance, behavior, goals, and outcomes. Additionally, teachers may benefit from professional development which deepens their understanding of standards and meets students' needs.

Students will benefit from more hands-on experiences and relevant work/career goals. Hands-on, relevant instruction at the high school level can significantly increase student engagement and motivation. By involving students in active learning experiences directly connected to real-world contexts, students are more likely to be interested, invested, and motivated to learn.

#### **Potential Next Steps:**

Principal Hutchins will work with the leadership team to construct the 90 Day Plan and communicate it to the entire staff. As part of this work, she will communicate clear instructional expectations and follow up with accountability walkthroughs to promote student learning.

Principal Hutchins will work with the leadership team to expand students' opportunities to engage in community work experiences, expand current offerings, and increase community partnerships. This will continue building an atmosphere of empowerment and positivity while providing students with real-world opportunities to help prepare them for life after high school.