

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Newcomb High School	LEA: Central Consolidated School District
School Leader: John Brooks	LEA Leader: Steve Carlson
SSRA Team Leader: Eileen Reed	Date: April 23, 2024
School Successes and Celebrations	
<p>Newcomb High School (NHS) is particularly proud of the new Future Farmers of America chapter with nine students qualifying and competing in the state competition. Activities like this, along with sports programs and other extra-curricular plans are providing opportunities for the students at NHS to travel around the state and increase their exposure to new experiences. These programs are viewed as a strategy to promote student and community involvement.</p> <p>Some notable achievements include:</p> <ul style="list-style-type: none"> • Educators Rising is a class added back to the schedule. The class project focused on the Navajo language and culture placed first in the state competition and the team is moving onto nationals. • A female student was signed to compete at the collegiate level in basketball. • Both girl's and boy's basketball teams went to the state tournament. • Powerlifting was added as a program with a female student qualifying for state competition and placing fifth. <p>The Heritage Language Program continues to grow with eight students eligible to test for the Bilingual Seal. Newcomb HS is the only school in the district with this distinction.</p>	
Progress Toward Next Steps Identified in SSRA Summary	
<p>SSRA Summary Next Step #1: For each of the identified priority areas, the principal will establish, communicate, and monitor clear expectations for teachers and staff to follow. For example, as the school addresses the absenteeism challenge, the principal will clarify and monitor his expectation for how and when teachers enter absences in PowerSchool. In addition, he will clarify with the school registrar when and how parents will be notified of their students' absences.</p> <p>While teachers have improved in meeting the expectations for entering daily attendance, there is an issue with substitutes needing log-in access to Power School. The school uses a workaround of collecting attendance data by paper and having the registrar or an administrator enter the attendance information at the end of the day. The assistant principal is working with the vendor to resolve the issue of some substitutes' ability to log into the system while others</p>	

cannot.

SSRA Next Step #2: Principal will conduct a deep analysis on students who are chronically absent and tier the students by severity of absence. For the most intensive students, assign an adult in the school to meet with and monitor these students.

The school has made minimal progress as it is up to the individual teachers to adopt this practice for their students. However, time is allocated in the PLC meetings to discuss students of high concern. With the addition of phones in the teachers' classrooms, it is now easier for them to make phone calls to families when requested by the administration.

SSRA Next Step #3: Principal will utilize advisement period to focus on students with attendance and SEL issues. The emphasis will be to connect with students for the goal of helping them believe there is an adult in the school that cares about them and that they can connect with during times of personal stress.

No explicit improvement has been made in this step; it will be a priority for next year when the principal intends to establish formal expectations regarding the purpose of the advisory period and the work that should occur within it. Right now, some teachers elect to do this and some do not.

SSRA Next Step #4: Principal will establish clear expectations of teacher behaviors relative to monitoring and supporting student engagement. For example, teachers should be up and circulating among students versus sitting at their desks during the lesson.

While Principal Brooks and the assistant principal report they are not in classrooms as often as they would like some progress was reported with the expectation that when students are working on their laptops, teachers should be circulating around the room to observe student work with special attention to monitoring if students are engaged with the content.

SSRA Next Step #5: Principal will establish clear expectations of what he wants to see and that inform the look fors in the classroom walkthroughs conducted by the him and assistant principals. Walkthrough observations will include face-to-face feedback sessions with teacher next steps and a follow-up observation by the administrator.

Principal Brooks and his assistant principal are using the Six Steps for Effective Feedback for their observation and feedback process. Neither administrators have determined a strategy to prioritize coaching cycles as they would like. Right now, the majority of feedback is via email.

SSRA Next Step #6: Principal will engage the leadership team and use Professional Learning Community (PLC) time to address strategies for reteaching standards that short-cycle assessments indicate need to be addressed.

While a cycle of work has been identified for PLC meetings, one of which includes analysis and action planning based on student data, some teachers are not complying with the expectations. Principal Brooks reports that due to scheduling conflicts, he and his assistant principal are not in attendance as much as he believes they need to be.

SSRA Next Step #7: Principal will engage the leadership team and use PLC time to address strategies to increase student engagement.

The principal and assistant principal are unable to routinely attend the PLC meetings, so this action has not been formally addressed.

School Leader's Next Steps

For the upcoming 2024-25 academic year, the school leadership team will focus on aligning the proposed next steps with the structure and focus of the annual NM DASH and 90 Day Plan. For example, the next steps of identifying chronically absent students and assigning an adult mentor will become a critical action in the plan.

Several actions are planned to strengthen the work that happens within the PLC structure. Principal Brooks will schedule PLC meetings so that he and the assistant principal will attend on a regular basis to monitor teachers' processes and practices to improve learning outcomes for students. The [NM Multi-Layered System of Supports Implementation Guide](#) is a critical resource to guide the work related to Data-Driven Decision-Making and strategies for addressing student engagement.

Fostering a culture of commitment and accountability continues to be a challenge for Principal Brooks. Continued lack of compliance by some teachers sends a message that important expectations are optional rather than required. Working with district leaders for guidance, support, and leadership accountability will be important for the school to strengthen student outcomes.