

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Siembra Leadership HS	LEA: Albuquerque Public Schools
School Leader: Jaqlyn Baldwin	LEA Leader: Scott Elder
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School Successes and Celebrations	
<p>Siembra Leadership High School has had several achievements and successes in the past year. In a few weeks, the school celebrates its largest graduating class, nearly doubling in size from 42 to almost 90 graduates. The school has also seen a substantial increase in its waitlist, growing from 270 to 440 students within a year without additional marketing or recruitment efforts. This year also marks the first time the school operates out of three separate buildings, reflecting its expanding presence and impact.</p> <p>Siembra also noted its expansion of the Business Capstone program to all grade levels, previously limited to grades 11-12 but now extended to include grades 9-12. This growth necessitated the addition of a Capstone Coordinator to support the program's development.</p> <p>The school has also taken steps to craft a comprehensive graduate profile that reflects its students' holistic development and preparedness for success beyond high school. To achieve this, the school has embarked on a deliberate process to define the knowledge, skills, and attributes students should possess upon graduation. By systematically identifying critical components of the graduate profile, Siembra aims to establish clear expectations and benchmarks for student achievement across various domains, including academic proficiency, social-emotional growth, career readiness, and community engagement. The development of the graduate profile will serve as a guiding framework for curriculum design, instruction, and assessment practices.</p> <p>Significant progress has been made through the Acellus credit recovery program. With the school's commitment to supporting students who enroll with credit deficiencies, Siembra proudly reported that 286 credits have been earned year-to-date through the Acellus program. Specifically, 34 math credits, 19 science credits, and 45 language arts credits have been achieved, demonstrating the effectiveness of this initiative in addressing various academic needs. The current senior class has earned 59 credits, and 113 students have chosen to participate in Acellus alongside their coursework at Siembra.</p> <p>Despite the challenges posed by a high influx of struggling students and varying levels of academic preparedness upon enrollment, Siembra Leadership High School maintains an impressive average graduation rate of 97%.</p>	

Progress Toward Next Steps Identified in SSRA Summary

SSRA Summary Next Step #1: Director Baldwin will develop an observation form to use when providing feedback and conducting follow-up sessions.

Siembra Leadership High School has made significant progress in enhancing its observation and feedback processes to capture a dynamic learning environment and improve instructional effectiveness. Building on their existing observation and feedback policy, the leadership team is exploring a shared approach involving staff and students for observation cycles. By incorporating student perspectives and utilizing the facilitation rubric, they aim to assess instructional quality, promote student engagement, and identify areas for growth. These observations will complement the curriculum director's formal tool, providing a broader perspective and real-time feedback to enrich teaching practices.

Weekly meetings with anchor teams and the entire staff focus on vertical alignment, curriculum development, and assessment within target project areas and grade levels. Rigor is emphasized in the non-traditional setting through a developed rubric for facilitators and participants, ensuring rigorous expectations in project-based learning, discussion, and intervention.

The Special Education Coordinator will implement an observation tool tailored to students with individualized education plans due to a significant increase in enrollment. The school leadership team provided evidence of progress and implementation by sharing documents such as the Facilitation Rubric, Increase Rigor and Engagement Plan, and Special Education Observation Checklist.

SSRA Summary Next Step #2: Director Baldwin sees an opportunity to reframe rigor as elevating students' thinking and engaging them in creating a higher level of questioning and problem-solving.

Siembra Leadership High School has made significant progress in reframing rigor through its dedication to enhancing student engagement and fostering a learning environment where students have agency and ownership in their educational journey. To achieve this, the school team has focused on implementing strategies to elevate student rigor and engagement, ensuring that learning experiences are relevant to students' interests and life skills. This emphasis on student-driven learning aims to empower students to take an active role in their education, delving deeper into the discovery mode of their learning process.

As part of this initiative, the Siembra team shared two documents that support the work. The plan to increase rigor and engagement focuses on the critical aspects of project-based learning and the Facilitation Rubric: Increasing Student Rigor and Engagement, adapted from the National Council of Teachers of Mathematics (NCTM) framework, emphasizes active participation, collaboration, and questioning as integral components of academic success. The rubric can evaluate students' performance and shape their learning behaviors by aligning assessment and observation with these principles. This approach for teaching staff reinforces the importance of discourse and interaction in the learning process, fostering a dynamic

learning community where students feel empowered to engage with each other and the material.

By implementing this rubric, Siembra aims to create a robust learning environment where students are actively involved, leading to increased rigor and achievement. By prioritizing student participation, collaboration, and questioning, the school can better cultivate a culture of academic excellence and growth, ensuring success for all learners.

SSRA Summary Next Step #3: Director Baldwin sees that the standards are interconnected and wants to find more ways to make these connections visible to students, faculty, and families.

The school team shared significant evidence of the work done around standards alignment. Siembra Leadership High School has made significant strides in expanding its learning outcomes and CTE pathways, aligning them with common core standards and entrepreneurial frameworks developed in collaboration with community partners. Since the last SSRA visit in November, the school has increased its learning outcomes to 18 per project, with each anchor project covering core content areas, CTE, and Siembra's internal entrepreneurial framework. These outcomes are introduced every two weeks within semester-long projects, with entrepreneurship outcomes developed in partnership with school staff and local entrepreneurs.

The anchor projects vary by grade level, with learning outcomes tailored to grade-level standards in common core, CTE, and entrepreneurship. Soon, they will include social-emotional learning (SEL). This approach ensures that each anchor project offers different projects for each grade level, allowing students to earn credits based on their progress. Siembra has also expanded its CTE pathways from one to four since the beginning of the school year, offering pathways in Business Capstone, Social Justice, Math Core, and Life Skills.

The school shared the Siembra Anchor Project CTE Course Sequence as evidence of its progress, demonstrating a comprehensive connection and alignment of academic, CTE, entrepreneurial, and SEL standards within anchor projects and credit attainment. The leadership team thoroughly explained this interconnected approach, emphasizing the vision and reality of its implementation for staff and students.

SSRA Summary Next Step #4: Director Baldwin is considering programs to support students transitioning out of high school and into the larger community.

The Siembra Leadership High School team shared significant progress around the programs focused on internships and transitions to support students' post-high school endeavors. With the support of a dedicated transition coordinator, the school assists students in obtaining paid internships, providing them with valuable real-world experiences and preparing them for life after graduation.

Siembra has invested in its staff to further support vocational preparation by employing eight individuals holding rehabilitation counselor's licenses, with three more currently obtaining their

licenses. This enables the school to offer vocational support, resources, and opportunities through its on-site staff, ensuring that students receive daily direct support as they prepare for their careers.

In addition to these efforts, Siembra prioritizes college and career readiness by integrating dual credit programs and work-based learning (WBL) opportunities into its curriculum. Dual credit programs offer students early exposure to college courses, fostering confidence and higher-education readiness. Meanwhile, WBL experiences such as internships and apprenticeships provide students with practical skills and insights essential for their chosen career pathways.

As evidence of their progress, the school shared various documents, including policies on paid internships and materials highlighting their college and career readiness initiatives. For example, Siembra collaborated with Central New Mexico Community College (CNM) to offer joint advanced entrepreneurship certificates, providing students with dual credit opportunities and valuable collegiate experiences under the support of their high school staff. Separately, Siembra had 25 students participate in CNM Ingenuity programs to enhance their resumes further and prepare them for success after graduation.

SSRA Summary Next Step #5: Director Baldwin would like to continue to focus on the Success Project component of the program at Siembra.

The Success Project at Siembra Leadership High School is something the school is very proud of and has significantly impacted students. As part of the initiative, all students will utilize a weekly goal sheet to set and track their weekly goals, covering various aspects such as mental health, academics, physical health, finances, and relationships. Students will report their progress to their success group each week, facilitated by success coaches, encompassing teachers, social workers, community engagement staff, and coordinators. The school has 21 Success Coaches, with plans to add three more in the upcoming school year. Of the 21 success coaches, eight are licensed rehabilitation counselors, highlighting the school's commitment to providing holistic student support. The Success Project includes a morning check-in and a more extended session after lunch to provide comprehensive support to students throughout the day.

Siembra Leadership High School is increasing its social worker team from six to seven members next year to strengthen student support services further. In the school calendar for the fiscal year 2025, two weeks are dedicated to student onboarding at the beginning of each semester to facilitate relationship building. Student staffing led by grade-level social workers occurs weekly, allowing staff to discuss student progress, celebrate achievements, address challenges, and coordinate additional student support.

In preparation for the upcoming school year, all staff will undergo professional development focusing on a weekly check-in process. The instructional leadership team plans to continue integrating weekly goal sheets and individualized learning plans to enhance student support and academic success further. Artifacts shared with the monitoring team to support evidence of their progress included Success Coach Assignments by Grade Level, Weekly Goal Sheets, and Grade Level Staffing Sheets, demonstrating Siembra's dedication to a supportive and nurturing

environment for students.

SSRA Summary Next Step #6: Director Baldwin is thinking about long-term support and near-term accountability to uphold the high expectations of students and teachers.

There is evidence of progress in establishing short-term and long-term accountability measures for staff and students. The school team shared that this is reflected in various achievements, including the increasing number of graduates and students participating in paid internships, running businesses, and earning dual enrollment credits.

A significant effort has been dedicated to supporting staff through initiatives aimed at professional growth, such as obtaining licensures, certifications in rehabilitation counseling, additional teaching endorsements, and providing tuition support for educational assistants transitioning to teaching roles. With nearly 50 staff members, the school leadership emphasizes collaboration and teamwork, which is evident in daily staff check-ins to discuss ongoing and upcoming tasks and plans. While these check-ins are conducted virtually, there are discussions about transitioning to in-person meetings next year to strengthen team cohesion further and ensure that all staff members feel engaged and supported in their roles.

School Leader's Next Steps

For the 2024-2025 academic year, Siembra Leadership High School remains steadfast in its commitment to sustaining and enhancing the graduation rate. A primary focus will be the sustainability of supports that have proven instrumental in fostering student success. They will continue prioritizing initiatives that have yielded positive outcomes, ensuring that resources and staffing align with students' needs.

In addition to sustaining existing supports, they aim to increase student engagement to improve attendance and graduation rates. This may include implementing personalized learning plans and enhancing data-tracking mechanisms for both staff and students. They want to continue facilitating rigor in their academic programs and maintain alignment across anchor projects, grade levels, and critical focus areas such as CTE and entrepreneurship. They recognize the importance of having a shared narrative around graduation rate calculation and the use of data to drive decisions, ensuring transparency and accountability among the school community and stakeholders.

Siembra Leadership High School aims to undertake three key initiatives to enhance its educational impact further. First, the school plans to develop its internal policy for calculating graduation rates, considering students' entry dates to honor their individual experiences. Second, they intend to capture data showcasing their success in graduating young people with Individualized Education Programs (IEPs) who are over age and under-credited. Lastly, the school is committed to working on legislative advocacy to reform the current method of calculating graduation rates, aiming to bring about positive change for schools.