

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Bernalillo High School	LEA: Bernalillo Public Schools
School Leader: Alyssa Sanchez-Padilla	LEA Leader: Matthew Montaña
SSRA Team Leader: Matt Williams, Ph.D.	Date: May 30, 2024
School Successes and Celebrations	
<p>Bernalillo High School has had many successes this year, including solid participation and success with extracurricular activities. Twenty students participated in the Skills USA Competition, earning medals in Agriculture Science, First Aid and CPR, and Construction and Electricity. They also won first place in the Governor's Stem Challenge. The school has been awarded a grant through the Division of Vocational Rehabilitation for students with disabilities to participate in internships. Additionally, the leadership has created a larger team of 10, including department chairs, meeting bi-monthly to discuss school issues and initiatives.</p> <p>The school has been fostering the working relationship from the tribes. The school has developed strong partnerships and has received positive feedback from tribal liaisons and Education Directors.</p> <p>The school is seeing much more receptivity and stronger relationships than before. Principal Sanchez-Padilla was recently awarded Administrator of the Month in Bernalillo Public Schools from a parent nomination. She was recognized for pursuing what is best for the students of BHS and overcoming the challenges that had been barriers previously.</p> <p>Principal Sanchez-Padilla has created a Bilingual Advisory Committee/Bilingual Parent Group called "Escuela de Padres." Eleven parents attended the first meeting, which will be expanding the services provided for the 24-25 school year.</p> <p>The leadership reset the school with school-wide safety protocols and implemented four school trainings, which contributed to the school correctly following protocols for several security issues.</p>	
Progress Toward Next Steps Identified in SSRA Summary	
<p>SSRA Summary Next Step #1: Principal Sanchez-Padilla will present the collaborative work of her staff to the cabinet and School Board.</p> <p>The principal presented to the cabinet in December 2023 and provided information about current data, analysis of the data, and proposed changes to improve student outcomes. She</p>	

presented information, including responses to common questions, addressed concerns, and approved proposed schedule changes.

Principal Sanchez-Padilla presented to the School Board during a work session in January, which included the campus administrators, a school counselor, and a classroom teacher. The information given to the board included the rationale for the proposed changes, a review of the data used to initiate changes, and a discussion of the following steps toward schedule changes.

In addition, she presented at the Tribal Leadership Summit, sharing the data and rationale behind the schedule adjustment to make it more student-centered. Parents could attend virtually, and there are plans to share the presentations with parents at the middle school. In February, 8th-grade students came to campus to walk the halls of the high school, and pre-registration was done for the upcoming year. An incoming parent night was held in April.

A new schedule will begin in August, moving from a five-by-five accelerated block to a seven-period day based on data and the number of students failing and requiring remediation and retaking classes.

SSRA Summary Next Step #2: There are plans to implement credit recovery initiatives and wellness team interventions and enforce the attendance policy. These systems will elevate student performance expectations.

The leadership created a credit tracking system and used new graduation plans designed by the counseling office to track student progress. They also made another credit tracking system for seniors not on track for graduation, assigning these students to different adults in the school to be one-on-one mentors to get them back on track to graduate in May. One hundred sixty-nine of two hundred ten students graduated.

The school implemented next-step plans for all students, which had never been done at the BHS. Leadership educated and trained staff and 8th-grade feeder schools (Spartan Learning Academy, Santo Domingo, and Cochiti). All 850 students now have next-step plans.

SSRA Summary Next Step #3: Native American liaisons and student success coaches will focus on struggling students, ensuring they receive assistance and interventions.

Leadership solicited support from Pueblos through ongoing communication and relationship building. They presented a traditional seven-period day proposal to tribal education directors at the Native American Tribal Summit. The principal supported efforts with the schedule moving forward into the next school year.

SSRA Summary Next Step #4: Plans for professional development will provide Peer Leadership Communities (PLC) opportunities to identify and understand essential standards.

Leadership worked with teachers to solicit buy-in to district initiatives for lesson alignment. Work was done with lesson alignment and breaking down standards, but not as in-depth as planned. The district will incorporate a Data-Driven Instruction (DDI) model in the upcoming

school year. Currently, two departments are in the process of developing a scope and sequence. The district is doing the work of the other departments because of the resistance they encountered. The school will be doing much more DDI coaching for next year.

Three English Language (EL) teachers have successfully used ACCESS data and data from instructional materials to inform teaching practices. Leadership saw growth in teacher usage from last year. Houghton Mifflin Harcourt (HMH) is the program that assesses student reading levels and proficiencies to determine a growth level over time. The leadership team met to decide what would be considered growth. They hoped to see growth in a range of .3 - .5 in their raw scores with two students who could test out this year.

SSRA Summary Next Step #5: Organize and facilitate data retreats for each department, emphasizing strengthening teachers' capacity to conduct data analysis.

There was more resistance among the staff to the use of data than initially anticipated. In December, the organization started using the IXL learning platform as an interim assessment tool but encountered difficulties. During the first assessment in December, not all staff members were clear on expectations to ensure students took the test seriously, and there were inconsistencies in ensuring students were all testing simultaneously. Subsequently, the IXL representative was brought in to train the teacher leaders for the next assessment in March. This impacted the implementation of data retreats, so they did not materialize. The need for significant training in IXL became apparent, along with substantial challenges related to staff resistance to data.

SSRA Summary Next Step #6: The leadership team plans to engage teachers in aligning standards and lessons and integrating exit tickets as part of the instructional process.

Each department has a collection of lesson alignment documents to demonstrate its efforts to increase buy-in for the district initiative. There is an emphasis on consistency and involvement in all Professional Learning Community (PLC) groups while providing feedback and support to PLC leaders.

The LAFA initiative was split into two parts: lesson alignment, which involved unpacking standards to create lesson objectives, and formative assessment, which incorporated exit tickets and criteria for mastery. All teachers were required to participate in this process, with at least one weekly engagement per content. Administrators provided feedback, noting an initial 20% buy-in, which increased to 90% by the end of the year despite some departments initially struggling.

There was a noticeable shift in culture throughout the year; some teachers began to appreciate the value of the LAFA initiative and the significance of lesson planning and content internalization. The culture progressed from complete resistance to 50% compliance, 30% being properly informed to teach, and 20% focusing on professional improvement, signaling a shift from the status quo.

SSRA Summary Next Step #7: Principal Sanchez-Padilla plans to create clear

expectations for staff, emphasizing transparency and understanding.

The leadership team was refocused, and an ongoing conversation was initiated around its role. Roles were assigned to team members, and key individuals started holding others accountable for their work and their pursuit of improved outcomes. Currently, end-of-year interviews with department chairs are being conducted to identify changes for the next school year.

SSRA Summary Next Step #8: The principal 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.

Established norms guided the leadership team to develop and maintain the agenda, create work task forces to gather essential data, and provide reports for potential adjustments. Many discussions focused on credit attainment in the current master schedule, ultimately leading to changes in the school schedule for the next academic year.

An attendance team developed a comprehensive attendance and tardy plan, including a flowchart and interventions for students with high absenteeism. The health and wellness team functioned effectively, meeting weekly to track referrals and provide support, such as social work and counseling, to 37 students.

The administration has worked diligently to reduce the number of disciplinary referrals at the high school. At the beginning of the year, there were significant time constraints due to administrative understaffing and a high volume of disciplinary issues. However, the school has successfully decreased the number of student referrals. Consistent identification and addressing student behaviors aligned with behavior expectations have been key focal points. As a result, the severity of behaviors referred to the administration has decreased over time, and data reliability has notably improved. Furthermore, an enhanced attendance focus increased numbers from February to April.

The campus also created and implemented a data-tracking database providing real-time discipline data. The tracking reveals a total of 386 referrals to administration. These referrals are categorized as follows: 97 in August, September, and October; 123 in November, December, and January; 141 in February, March, and April; and 25 in May. The leadership noticed that despite an increase in referrals, there was a decrease in physical violence throughout the year.

School Leader's Next Steps

The school leader will refine the master schedule and matrix to implement a seven-period day to improve overall structure and efficiency and take a more student-centered approach. An advisory class will be introduced to meet bi-monthly to support student development, increase credit attainment awareness, and increase a sense of community. A classification system based on earned credits will be constructed to improve student tracking and ensure timely graduation. An open house is planned for August to assist with the transition to these changes.

The leadership team will delve deeper into understanding graduation rates. It will share its findings with all stakeholders to promote transparency and collective goal-setting. Cohort progress will be measured regularly, and data discussions will be continuously focused. A data retreat with the EL staff in August will further emphasize the importance of data analysis in driving student success.

Efforts to collaborate and build relationships with the tribes and pueblos will continue. They will include semester meetings set up with the Indian Education directors to review the progress and status of initiatives. This collaboration ensures that educational efforts are inclusive and respectful of cultural contexts.

Professional development (PD) will be a key focus, with sessions planned to cover DDI coaching, analyzing student work within PLC meetings, and using IXL effectively. Parameters for IXL will be established, and a testing window will be constructed before the start of the school year to streamline assessment processes. The school leadership will work to connect the LAFA and DDI initiatives to share the "why" behind the continued work and mitigate teachers' resistance. Leadership will provide differentiation based on teacher needs.

Reflecting on this year's implementations, feedback from department chairs, and new initiatives will guide planning for the upcoming year. Continuous discussions about the value and purpose of data will remain a priority to create a culture of informed decision-making and continuous improvement.