

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Century High School	LEA: Los Lunas Public Schools
School Leader: Claire Toledo	LEA Leader: Dr. Ryan Kettler
SSRA Team Leader: Eileen Reed	Date: May 20, 2024
School Successes and Celebrations	
<p>Century High School's (CHS) signature celebration was reaching its spring 2024 goal of graduating 80 students. Despite a beginning-of-the-year analysis showing that only 18 out of 102 students were on track to graduate, the school set the ambitious goal of graduating 80 students. School leadership and faculty engaged in support and monitoring efforts, including a poster with photos of students who moved into the "on track to graduate" category. Students and faculty monitored the photos, serving as a source of motivation and celebration.</p> <p>CHS is particularly proud of its year-long work to strengthen the school-to-work pipeline. Guided by student interest surveys and other inputs, CHS introduced an entrepreneurship class. This initiative saw students actively participating in various activities, including assisting a facility for individuals experiencing homelessness in building a brand and designing a mural, t-shirts, and posters. Students also organized a craft fair where they sold their creations and gained hands-on experience in business-related transactions.</p> <p>Other school-to-work pipeline activities included bringing in industry-related guest speakers and arranging opportunities to learn more in-depth information about a given industry. For example, after hosting three events related to employment in the wind industry, students visited a wind turbine construction facility. A grant allowed students to experience a Caterpillar simulator, including virtual reality goggles. The goal is to expand this course next year so that students can earn an industry certification.</p>	
Progress Toward Next Steps Identified in SSRA Summary	
<p>SSRA Summary Next Step #1: To further support student engagement and increased attendance, school leaders will identify student interests, expand elective and career-aligned courses, and increase dual credit class offerings.</p> <p>CHS has made substantial progress in this area. After conducting student interest surveys, CHS launched several after-school electives focused on student interest. Principal Toledo has also launched Project Lead the Way to increase STEM learning opportunities and offer innovative learning experiences, such as a leadership and construction simulation lab.</p> <p>CHS strengthened its partnership with the University of New Mexico (UNM) Valencia campus</p>	

to increase dual credit opportunities for students. CHS increased online course access for dual credit and has doubled the number of students enrolled in dual credit courses to fifteen. Most notable is the increase in courses related to healthcare, given students' interest in nursing and other healthcare-related occupations.

SSRA Summary Next Step #2: Organize a leadership team based on staff strengths and create clear roles and responsibilities.

During the initial SSRA site visit, Principal Toledo recognized that the approach to school leadership was based on membership teams comprised of the entire faculty. This was partly due to the small student enrollment and faculty size when she assumed her leadership position in 2021. With the rapid growth in enrollment and faculty membership, it was determined that the school would benefit from more formal teams with focused roles and responsibilities. As a first step, Principal Toledo has established a core leadership team. This team actively planned and led schoolwide professional development that generated inputs for the school's NM DASH and 90 Day Plan. Principal Toledo intends to have a retreat with new staff this summer to create an organizational chart with roles and responsibilities for the administration, dean, instructional support coach, secretary, and registrar.

SSRA Summary Next Step #3: Develop expectations for lesson planning and content delivery using the resources and tools provided by the district.

Based on classroom walkthroughs and observations, CHS leaders identified a need to increase student engagement. Principal Toledo contacted the district for professional development and teacher coaching assistance.

The district provided digital learning coaches and an Apple Learning Specialist. Each teacher picked a goal around the Five Elements of Learning (Teamwork, Communication & Creation, Personalization of Learning, Critical Thinking, Real World Engagement) and participated in three coaching cycles. After two coaching cycles, Principal Toledo saw improvement in engagement during classroom walkthroughs. Teacher professional development will continue next year to deepen understanding and application of the Five Elements of Learning engagement framework. These elements will be incorporated into the lesson plan expectations.

School Leader's Next Steps

Principal Toledo plans to formalize and systematize the various activities related to the school's college and career initiatives. The goal is to have a cadence of planned and calendared activities that are not one-time events.

Principal Toledo plans to continue to grow the core team and further articulate roles and responsibilities. There will also be a continued focus on engaging instruction, including teacher professional development and coaching to ensure mastery of the Five Elements of Learning.

Principal Toledo plans to engage the core team in developing an early warning system for

students struggling to stay on track for graduation. She also plans to strengthen the orientation and onboarding of new students by assigning a teacher as a "champion" who meets regularly with those students. These efforts will help CHS improve its graduation rate and post-secondary outcomes in conjunction with the systems established this year.