

School Improvement and Transformation Monitoring Visit Summary Beginning of Year (SITM-BOY)

School: Deming Cesar Chavez Charter	LEA: Deming Public Schools
School Leader: Noel Nuñez	LEA Leader: Vicki Chavez
SITM Team Leader: Andrea Fletcher	Date: October 16, 2024
School Description	
<p>Deming Cesar Chavez Charter High School is a nine through twelve reengagement high school that supports students through career and technical education pathways, restorative justice, and small class sizes. About 110 students attend Monday through Thursday from 7:45 to 4:15, with an additional night program serving 70 students on Monday through Thursday from 5:30 to 7:00.</p> <p>The school’s mission is <i>to provide students an excellent education with effective life skills that builds a positive self-image</i>. Their vision is <i>to develop responsible, caring individuals who will take advantage of life’s opportunities</i>.</p> <p>Programs include cosmetology, career and technical education, driver’s education, core classes, and credit recovery.</p>	
School Successes and Celebrations	
<p>The school graduates many students in five and six years who have not been on track to graduate. The 2021 graduation rate for the 5-year cohort was 68%. The school has implemented vital attendance interventions this year, with the attendance clerk calling parents every morning, putting students on attendance contracts, and providing the appropriate interventions (modified schedule, laundry facilities, transportation, child care, etc.). Attendance has improved from 36% at the end of last year to 89.75% today.</p> <p>The school conducts monthly Row the Boat meetings with students to review progress towards goals. This year, the school has adopted a science and English language arts (ELA) curriculum to better align instruction with standards. The night school has transitioned from instruction by packet to direct instruction and added two more days a week, which students have appreciated.</p>	
NM DASH Development and Implementation	

The 90-Day Plan was created by the leadership team with the lens of improving the school designation by designing a plan with clear performance challenges and actionable steps to improve overall summative data and increase the rigor to better prepare students for higher-level learning. The school also considered key performance challenges that impact the school's overall outcomes, such as attendance, high mobility, and instructional practices that have not been aligned with the rigor of some of the assessments.

The school has set a graduation goal of increasing the 4-year graduation rate from 52% to 62% for students graduating in 2025. To achieve this goal, the desired outcome is for 100% of teachers to post and refer to daily content learning objectives aligned to grade-level standards and actively engage students in the four language domains during instructional time. To achieve this:

- Teachers will meet individually with the instructional coach for lesson planning and instructional planning focused on implementing the four language domains during instruction.
- Teachers will receive weekly classroom walkthroughs with specific feedback weekly.

The principal has found it challenging to be in classrooms and has only been in classrooms twice. He is committed to seeing every core teacher weekly for the rest of the semester.

School Progress

Graduation Trends:

- 2020 39.4%
- 2021 52.8%
- 2022 52%

Actions to monitor:

- The administration will observe all core teachers each week and collect data on how many times students talk. The goal is to see students talking 60% of the time by the middle of the year (MOY).
- 100% of teachers will have content learning objectives posted aligned to grade-level standards, as evidenced in classroom walkthroughs by MOY.
- 60% of the 2024 4-year cohort will be on track for graduation based on course completion by MOY.
- Attendance will improve from 89.75% today to 92% by MOY.