

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

<b>School:</b> Dulce High School	<b>LEA:</b> Dulce Independent School District
<b>School Leader:</b> Dr. William Royal	<b>LEA Leader:</b> Ina Montoya
<b>SITM Team Leader:</b> Dr. Matt Williams	<b>Date:</b> September 23, 2024

**School Description**

Dulce High School is located on the Jicarilla Apache reservation in Northern New Mexico near the Colorado border. The elevation on the Jicarilla Apache reservation ranges from 6,000 to 9,000 feet, with the landscape varying from rugged pine-covered mesas and piñon juniper woodlands to low sagebrush flats, several lakes, and the Navajo River. DHS serves about 167 students, 8% with disabilities and 23% identified as English Learners (ELs). The student body consists primarily of Native American students from Jicarilla Apache and Navajo tribes.

**Dulce's mission:**

*To join parents and the community in assisting students in developing their skills so they may become independent and self-sufficient. We take PRIDE in our school, staff and students who show personal responsibility in their daily effort.*

**Dulce's vision:**

*To employ research-based methods, systems and resources to ensure that all students learn a curriculum based on real-life. It is the responsibility of parents, staff, administration and the community to raise expectations of all our students, so they may become viable citizens in the future, representing the school, community and global world now and for the rest of their lives. Dulce High School is a place of learning for staff, students and the community.*

**School Successes and Celebrations**

Principal Royal attributes the constant visibility of staff in class, hallways, and the campus as a successful tool in ensuring students are in class on time and ready to learn. With the visibility of staff, it has eliminated many minor behavioral infractions. The school has implemented two new career pathways this year. The Automotive and Health Sciences Pathways have new instructors and resources.

There is a structured focus on identifying and communicating with seniors and juniors regarding their graduation requirements. Principal Royal touts the intensive contact with students at least 2-3 times/semester as the primary reason for helping students stay on track to graduate. Leadership has developed a data spreadsheet to keep track of student withdrawals and dropouts.

Principal Royal has focused on communicating growth versus mere proficiency for academics. Academic contracts and expectations are in place for some students and have been signed by students and supported by their parents. The nurse, nurse's aide, and behavioral health counselor are in the process of providing proactive training to meet the needs of students while teachers are looking at positive student behaviors.

### **NM DASH Development and Implementation**

#### **Goal Setting Process:**

- **Who:** The school board set the goals for the district through support and training from CES. School staff supported the goals established by the school board.
- **How:** Leadership reviewed data and determined speculated goals.

The desired outcomes the school wishes to see in the changed behavior of their adults are:

- **Graduation:** Improve on-time graduation rate to >90%.
- **ELA:** Improve student growth and proficiency.
- **Math:** Improved Northwest Evaluation Association (NWEA) and Scholastic Aptitude Test (SAT) Data with upward tier movement for student growth and increased student proficiency levels.
- **Science:** Improved (New Mexico Assessment for Science Readiness (NM-ASR) and NWEA Data upward tier movement and increased levels of student proficiency.
- **Growth in English Language Proficiency:** Improved WIDA ACCESS 2.0 for ELLs (ACCESS) Testing data with more students "testing out."

### **School Progress**

#### **Data Trend:**

- **Graduation:**
  - 4-year
    - 21/22 – 51%
    - 22/23 – 72.6%
  - 5-year
    - Cohort 2019 – 69.9%
    - Cohort 2020 – 67.9%
    - Cohort 2021 – 66%
  - 6-year
    - Cohort 2019 – 68.9%
    - Cohort 2020 – 79%
- **SAT:**
  - English Language Arts (ELA) score of 480 and above 23/24
    - 0%
  - Math score of 530 and above from 23/24

- 0%

**Goals:**

- Graduation: 90% of cohort students will graduate in 2024/25
- ELA: DHS will improve the SAT ELA Proficiency rate from 0% to 6% for the Spring 2025 SAT administration.
- Math: DHS will improve the number of SAT Math proficient students from 0% to 7% for the Spring 2025 SAT Administration.
- Science: DHS will improve the number of students proficient on the NM-ASR from 27% to 37% for the Spring 2025 administration.
- Growth in ELP: DHS will improve EL proficiency scores from 0% to 10% for the 2024-2025 WIDA Access results.

**Root Cause Analysis (RCA) Summary:**

- **Graduation:** Frequent and chronic absenteeism reduces students' instructional time and classroom engagement toward credit accumulation.
- **ELA:** Most students lack the foundation reading, usage, and writing skills to attain grade-level standards in ELA.
- **Math:** Many students lack the foundational skills to master grade-level math standards.
- **Science:** Building linkages from the curriculum standards to students' reality in sciences.
- **Growth in ELP:** The alignment of the WIDA competencies with the ELA standards is not strong. Students often remain in the ELP status beyond the window.

**The Critical Actions the school wishes to see in the changed behavior of their adults are:**

- Actions to Reach Graduation Goals:  
Audit student transcripts for credit accumulation and graduation trajectory progress.
- Actions to Reach ELA Goals:  
Review NWEA data and stronger WIDA curriculum alignment.
- Actions to Reach Math Goals:  
Review of NWEA and SAT Data.
- Actions to Reach Science Goals:  
Improved ASR and NWEA Data upward tier movement and increased student proficiency levels.

- Actions to Reach Growth in ELP Goals:  
Improve WIDA testing data on practice WIDA items and stronger curriculum alignment.

**Monitoring:**

- Graduation:  
Transcripts audits will be used to monitor the on-time graduation trajectory through credit accumulation.

At the end of Q1 and end of Semester 1 for each class grade:

- Grade 12 – 90% on time graduation trajectory through credit accumulation
- Grade 11 - 90% on time graduation trajectory through credit accumulation
- Grade 10 – 95% on time graduation trajectory through credit accumulation
- Grade 9 – 95% on time graduation trajectory through credit accumulation

If students fall below the on-time graduation trajectory, they will meet with the academic counselor and parents to adjust their course schedule, schedule credit recovery through Edgenuity, and create a personal plan to return to the correct trajectory with ongoing monitoring of class grades and credit accumulation.

- Math, ELA, and Science:  
From Spring 2024 data, DHS' target will be for Winter NWEA results to improve as follows
  - Growth Percentiles from Spring 2024 to Winter 2025
  - 0-20th from 19% to 17% (-2%)
  - 21-40th from 19% to 17% (-2%)
  - 41-60th from 17% to 20% (+3%)
  - 61-80 from 13% to 15% (+2%)
  - >80 from 32% to 35% (+3%)
- ELP WIDA testing in January annually.  
DHS has 37 ELP students for 2024-2025. DHS had 33 ELP students for 2023-2024. The target is to exit 10% (4 Students) of the ELP through the WIDA testing.

**Leader's Next Steps:**

Principal Royal plans to:

1. Conduct classroom walkthroughs in every classroom every other week and will focus on High-yield strategies. The principal will identify which four strategies he prioritizes in collaboration with the Cooperative Educational Services (CES) coach. He plans to focus on questioning, wait time, and multiple student responses to build student engagement as an example.
2. Utilize a Multi-Layered System of Supports (MLSS) Intervention Log where all teachers will log interventions. Dr. Royal will monitor this log weekly to monitor students' progress.
3. Work with core teachers to align formative assessments and, within Professional Learning Community (PLC) meetings, promote common planning, review student data, and adjust strategies to meet student needs.
4. Monitor data from walkthroughs based on priorities, student performance on NWEA, and credit attainment of 9th through 12th grade students.
5. Work with the leadership team to clarify desired outcomes, root cause analysis findings, and critical actions in the 90-Day Plan.