

School Support and Readiness Assessment & School Monitoring Visit Summary Beginning of Year

(SSRA/SITM-BOY)

School: Mimbres Valley High School	LEA: Deming Public Schools
School Leader: Gasper Lozano	LEA Leader: Vicki Chavez
SSRA Team Leader: Andrea Fletcher	Date: 10/15/24

School Description

Mimbres Valley High School serves as an alternative high school/credit recovery for approximately 60 11th and 12th grade students from Deming High School, where it is housed. There are 4 certified teachers and one bilingual Educational Assistant. Most students are English Language Learners, with Spanish and Arabic as first languages.

School Successes and Celebrations

The principal is beginning his second year and is working to remove the stigma for students in the program, as many students felt negatively about being in the Mimbres Valley portion of the school. In the past, these students were segregated from the other students at Deming High School and now are able to have lunch with Deming High students and participate in school assemblies, for which they are grateful. A daily WIN (What I Need) class has been implemented to provide students guidance on their progress in assessments, grades, attendance and progress towards graduation. Students find this process very helpful.

Year-End Goals, Action Steps, and Progress Monitoring

The goal for graduation is to have 75% of cohort 2025 graduate, up from 62.8%. The desired outcome that will lead to increased graduation is for 100% (4 of 4) of teachers will follow structures to design and implement instruction based on the Gradual Release model, analyze student data and adjust instruction to spiral in missed instruction. The critical actions to achieve this outcome are:

- Provide Better Learning text to all teachers (done)
- Collect baseline PLC and classroom data (done)
- Determine professional development focus and delivery prep time for gradual release (done)
- Model data analysis process with exit tickets in PLC (in process)
- Conduct walkthroughs focusing on the gradual release components (in process)
- Teachers and admin receive Cognitive Coaching training
- Teachers will receive coaching and walkthroughs as needed on the gradual release component
- Instructional coaches will attend PLC meetings (in process)
- Admin and instructional coaches will observe reteach lessons (in process)
- Teachers will continue to implement Project Based Learning (PBL) in all content areas (in process)
- Teachers/ students will present PBL projects to the community

Actions to monitor:

- Currently 24 out of 32 seniors are failing one or more course and a third were failing midsemester. By Middle of Year (MOY), want no more than 13 of 32 seniors to be failing.
- To ensure students are actively engaged, the school expects to see guided learning and check for understanding 75% of the walkthroughs by MOY.
- 100% of teachers will design lessons using the Gradual Release model as evidenced in lesson plan review by MOY.
- 100% of teachers will implement a gradual release component effectively by MOY.

DOMAIN 1: CULTURE & EQUITY

Promising Practices:

Students feel very connected to each other and they like being in the main building with the regular high school students, as it makes them feel part of a bigger environment. The teachers in the school clearly love working with these students and parents reported feeling the school is generally safe. Students appreciated being able to have lunch with the other students at Deming High School, as they are able to connect with friends. Students identified one teacher who was particularly good at providing them with academic and emotional support and who was able to provide reliable information to keep them on track for graduation.

Opportunities for Growth: Students reported feeling very isolated, unsupported and less than other students in the Deming High School campus. Students wished they had understood much earlier (as freshmen) that they were not on track to graduate. Some expressed frustration that they are unable to return to Deming High School even if they are able to get on track. Students feel they need additional social and emotional support and opportunities to provide feedback to the school. Some students said they wish someone had just asked them what they were going through instead of blanket statements about the importance of attendance. They feel like they need more support from the adults in the building, both academically and emotionally.

Potential Next Steps:

Provide orientation for students and parents about entrance and exit pathways to Mimbres Valley High School and survey parents about their needs in terms of supporting their children. MVHS might also consider creating parent workshops on utilizing the district student information system and what the school offers.

MVHS is in the process of developing systems to identify students needing academic support much earlier in their academic career and should continue to refine those systems. The school should also consider ways to build social and emotional learning, supports and interventions into the school.

DOMAIN 2: LEADERSHIP

Promising Practices:

Opportunities for Growth:

Potential Next Steps:

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices: The school is using the two instructional coaches to gather classroom data and provide feedback on gradual release and lesson planning. MVHS has developed an assessment strategy where teachers are creating action plans after each nine weeks based on data. There is currently an assistant principal assigned to MVHS to visit the classrooms and oversee instruction.

Opportunities for Growth: Teachers feel there is little opportunity to collaborate because of their schedules and this feels they are often out of the loop about important campus activities and expectations for student learning. Students feel the rigor is very low and they are not being prepared for college or career. One student says it doesn't feel like we're doing school and others said it was unbelievable they were doing flash cards and coloring as a senior. Teachers find it difficult to teach a large number of English learners (EL) in one class period.

Potential Next Steps: Consider implementing sheltered instruction strategies for all students, specifically to benefit EL students. Consider if a schedule change would provide more opportunities for teacher collaboration. Work with teachers to develop more rigorous assessments to let them know if they are on track and to use to plan for instruction.

DOMAIN 4: TALENT MANAGEMENT

Promising Practices:

Opportunities for Growth:

Potential Next Steps:

DOMAIN 5: SUPPORT & ACCOUNTABILITY

Promising Practices:

Opportunities for Growth:

Potential Next Steps: