

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

School: New Futures High School	LEA: Albuquerque Public Schools
School Leader: Michelle Martinez	LEA Leader: Gabriella Blakey
SITM Team Leader: Andrea Fletcher	Date: 9/18/24
School Description	
<p>New Futures School is an APS' School of Choice' for pregnant and parenting students. New Futures supports pregnant and parenting students (biological parents) from grades 6-12, both males and females. The curriculum is aligned with district requirements, and students receive high school diplomas upon graduation. The staff is proud to work with students to plan the transition from high school into the best college and career pathways for every student. Transportation is also provided to students and their babies who live within the APS District.</p> <p>New Futures houses an on-site 5-star child care facility with certified and trained child development assistants (CDA) to promote growth and development for ages two weeks to three years old. This service allows students to succeed in their education while their babies are engaged in a curriculum that lays a foundation for curiosity, exploration, and life-long learning.</p> <p>The school offers a comprehensive curriculum, including dual credit, distance education/ credit recovery, English Language Development (ELD) classes, special education services, tutoring, and weekly advisory classes. Students attend four periods daily from 9:15 am to 4:00 pm, and the school runs on the quarter system, with new courses every nine weeks.</p>	
School Successes and Celebrations	
<p>The school has extensive wrap-around services that enable students to return to school and stay after becoming a parent. Women, Infants, and Children (WIC) visit the school weekly to renew eligibility and distribute vouchers. Parent-infant and toddler health courses promote sound nutrition and conscientious parenting skills to support new parents. Dime Time is a non-profit store with affordable clothing, furniture, and other necessities for New Futures students. The store is run by the Service-Learning class. Students learn real-life entrepreneurial practices, including cashiering, communication skills, and merchandising. This fall, the school is opening a school-based health program to serve students and their children and provide mental support. Additional resources include an on-site nurse and health assistant and a Community School Coordinator that supports community partnerships and coordination of student resources related to parenting and family engagement events.</p> <p>The school does an excellent job of connecting families and the community. There are 30 partnerships with community organizations to support students with attendance and resources. Literacy Events in which students, their children, and their families enjoy storytime, pizza, and the opportunity to learn together and take home free books. Lap Time Reading allows parents</p>	

to share storytime with their children at home and submit the reading logs to win prizes. Los Jardines Community Garden provides opportunities for students and staff to grow and harvest fruits and vegetables and supports social and emotional learning. Community events include Explora Family Night, Biopark trips, and festivals.

The graduation rate increased by 50% from 22/23 to 23/24 due to a very young parent group that began in 8th grade, indicating that the school is very successful when students are with them for four years.

There is a great deal of support for new parents. There is an intake process where the school goes to the home before returning to provide resources and support and plan for the transition. Babies are brought to the classes for nursing mothers so parents don't lose instructional time. The school has the highest score in the district for the Sense of Belonging metric in the Panorama Survey.

NM DASH Development and Implementation

The school formed a core team representing each services department, content area, and student subgroup, which then created the plan using school data analysis. The district facilitated a data day for all staff to identify critical actions to be included in their 90-day plans. Team members were responsible for sharing the approved 90-plan information with their respective departments.

90-day Plan Goals

In alignment with the long-term goal to reduce the percentage of students not earning a diploma within four years by half over 10 years, the four-year cohort graduation rate at New Futures HS will increase from 54.6% during the 2022-2023 school year to 59.1% during the 2024-2025 school year.

At the end of the Fall 2024 semester, 59.1% of 12th-grade students in the four-year graduation Cohort of 2025 at New Futures HS will be on track to earn their diploma by May 2025 as measured by credits earned.

Performance Challenges identified in the 90-day plan:

- One of the reasons for this is attendance and students' lack of sleep. New parents operating on low energy have a more challenging time remembering content.
- Students may lack confidence in their abilities
- There is little time set aside to talk about kids specifically.
- There is no consistent system for teachers and students to look at progress toward graduation and identify specific needs.
- There is a need for standards-based instruction and systems to address student academic gaps better for curriculum alignment.

Desired Outcome: 100% of teachers will analyze student progress toward graduation and identify individualized supports at least four times during the semester, as evidenced by collaboration agenda notes and lesson plans.

Actions:

- At least once a month, create a forum for teacher collaboration, and once a quarter time for data analysis.
- Credit recovery is available for all content areas
- Adopt-a-Senior to support graduating students.
- Resources, intervention, and support are available for students at risk of dropping out.
- The attendance team will meet biweekly.
- At least once a month, teacher collaboration and once a quarter data analysis.
- Southern Regional Education Board (SREB) Coaching
- 100% of teachers will utilize the Albuquerque Public Schools units of study and implement the standardized based core curriculum to support standard-based instruction as evidenced by lesson plans and classroom walk-throughs.
- More Rigorous Intervention (MRI) funding for Contractor Services, Professional Development, Educator Coaching, and a Marzano Workshop

School Progress

Graduation Rates

4-Year

Cohort of 2020 –37 %

Cohort of 2021 – 35.1%

Cohort of 2022 – less than 20 %

Cohort of 2023 – 54.6% (school reported)

5-Year

Cohort of 2019 – 34.5%

Cohort of 2020 –71.3 %

Cohort of 2021 – 62%

6-Year

Cohort of 2019 –79.4 %

Cohort of 2020 – 79%

Actions to Increase Graduation Rates

Every student is on a success plan monitored quarterly by their counselors. The principal, counselor, dean of students, and parents sign off on the plan. The plan includes barriers to academic success and possible strategies and identifies areas of success. Weekly advisory meetings focus on skills, habits, mindsets, positive parenting, and career connectedness.

Credit recovery is administered through Edgenuity. Students are in a dedicated lab with a certified math teacher for support. 70% completed their credit recovery courses last year.

The Adopt-A-Senior program is in place. Every senior has two adults in the building who monitor their progress with regular check-ins and provide motivation and support to seniors.

There is tutoring with child care two mornings a week. The school uses universal screeners for math and reading. Interventions are tailored based on the diagnostic results. A Google form is sent to teachers each week to identify students who need support for health issues, behavior, tutoring, transportation, etc. Staff leave comments about who addressed the concern and the outcome in the document. Counselors fill out forms for student failure concerns, which are tracked regularly. The school is monitoring progress towards graduation quarterly. Reentry meetings are held for students returning to school after childbirth. Students are screened for postpartum depression. The daycare manager helps students with separation anxiety.

The attendance team meets every other Tuesday and hones in on kids with three or more absences. They provide intervention for students and track progress towards goals. An attendance scoreboard is posted for students and staff. Attendance is holding steady at 71-73%.

Teacher collaboration meetings are occurring. Math and English Language Arts (ELA) use the district curriculum to ensure students use high-quality materials. To ensure that special education teachers also use the core curriculum, the principal aligned the school schedule so that the regular and special education teachers could teach Algebra I and II courses. Teachers have received training on powerful instructional practices from SREB. Each teacher has set a personal goal to be accomplished by the end of the quarter to use one of the practices in-depth. The SREB coach monitors implementation through classroom observations.

Progress Monitoring Actions

Currently, the average attendance rate is 73%. Several students will deliver babies during the fall semester and be out for a ten-day maternity leave, impacting attendance. Attendance is also affected by daycare policies that require children to be home for illness. To target graduation, the school has set a Middle of Year (MOY) goal of 80% attendance for seniors.

Due to interventions and targeted support during the Edgenuity class, the school expects to raise credit recovery course completion from 70% last year to 80% by MOY.

To ensure the core curriculum is used, the principal expects that 100% of reading and math teachers will use these materials, as evidenced in lesson plans and classroom walkthroughs.

To ensure teachers use powerful instructional practices, the expectation is that 50% of teachers will have met their SREB goal by MOY, as evidenced by classroom observation data.