

**School Support and Readiness Assessment & School Monitoring Visit
Summary
Beginning of Year
(SSRA/SITM-BOY)**

School: Hagerman High School

LEA: Hagerman Municipal Schools

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School Description

Hagerman Municipal Schools strives to create a vibrant learning community that offers quality education to all students. In partnership with the community, the school's mission is *to prepare students for success by fostering positive attitudes and essential skills that lead to responsible citizenship and academic excellence*. This is achieved through a caring, qualified staff who deliver a relevant curriculum in a technology-rich environment. Located in Hagerman, NM, the school serves approximately 102 students, with a predominantly Hispanic population. With 97% of students qualifying for free lunch, the school is committed to addressing the high needs that economic challenges may present to families. Small class sizes and a low student-teacher ratio further ensure personalized attention and support for every student.

School Successes and Celebrations

Hagerman High School has made significant progress recently, particularly in graduation rates and student achievement. According to NM Vistas data, the school has successfully improved its graduation rate, reflecting its efforts to keep students on track despite the economic challenges faced by many students who qualify for free lunch. While challenges remain in student proficiency, especially in reading and math, the school prioritizes student achievement through personalized instruction and small class sizes. The English learner (EL) program has also made great strides in supporting ELs toward tremendous success. Additionally, the school has strongly emphasized developing a robust Career and Technical Education (CTE) program to enhance college and career readiness, helping students prepare for their futures. These accomplishments underscore the school's commitment to improving academic success and supporting students on their path to graduation.

Year-End Goals, Action Steps, and Progress Monitoring

Hagerman High School has been designated Comprehensive Support and Improvement (CSI) for graduation.

School Performance Trend Data

Graduation Rate:

4-Year Cohort

- 2021-22 63.7%
- 2022-23 89%
- 2023-24 **%

SAT

English Language Arts

- 2021-22 11%
- 2022-23 24%
- 2023-24 37%

Mathematics

- 2021-22 9%
- 2022-23 24%
- 2023-24 7%

NM-ASR (New Mexico Assessment of Science Readiness)

- 2021-22 26%
- 2022-23 18%
- 2023-24 19%

Attendance Rate

- 2021-22 **%
- 2022-23 31%
- 2023-24 **%

Number of D/F Grades

English Language Arts

- 2021-22 6%
- 2022-23 8%
- 2023-24 10%

Mathematics

- 2021-22 2%
- 2022-23 38%
- 2023-24 17%

Science

- 2021-22 10%
- 2022-23 10%
- 2023-24 2%

Social Studies

- 2021-22 6%
- 2022-23 27%

- 2023-24 26%

Performance Goals:

Graduation

- Hagerman High School's goal is to continue the positive trend of increasing the graduation rate for the 4-year cohort. In 2023, they attained an 89% graduation rate and aim to maintain or exceed this rate in the future. They are dedicated to ensuring that at least 90% of students in the 4-year cohort are successfully graduating within the standard timeframe.

English Language Proficiency:

- English Language Proficiency among students at Hagerman Schools will increase by 15% for the academic year.

English Language Arts (SAT):

- The ELA Goal for Hagerman Schools is to increase the overall ELA proficiency rate by 15% for the 24-25 academic year.

Mathematics (SAT):

- The goal of Hagerman Schools in math proficiency is to increase the proficiency among all students by 15% for the academic year.

Science:

- Hagerman Schools students will increase their science proficiency, as measured by the NM ASR, by 15% for the academic year.

Desired Outcome, Action Steps, Monitoring:

Focus Area: School Culture – Graduation

Staff at Hagerman High School will collaborate to create a supportive and rigorous academic environment that ensures all students are on track to graduate on time with their 4-year cohort. This outcome will be achieved by consistently monitoring student progress, providing targeted interventions and personalized support, fostering strong relationships between students and staff, and engaging with families and the community to address barriers to student success.

By the end of each academic year, 100% of students will have the credits and skills necessary to advance to the next grade level, culminating in on-time graduation for all students in their cohort.

Action Steps

Grade monitoring of seniors.

Enhanced Tutoring Programs: Provide additional after-school and weekend tutoring for students needing extra help. Allow students to take credit recovery classes to stay on track to graduation.

- Attendance monitoring to ensure students are not adversely affected by irregular or poor attendance.

Monitoring

The school will monitor the number of students on track for graduation through course completion.

	BOY	MOY Goal	EOY Goal
9th	19	19	19
10th	25	27	30
11th	27	28	29
12th	19	22	25

Focus Area: Layer 1 Instruction/Interventions – English Language Proficiency

The goal is for ELs at Hagerman High School to continue progressing in English language proficiency. By addressing the challenges identified and implementing targeted strategies, the school can support students in achieving higher levels of English proficiency, ultimately improving their overall academic performance and success.

Action Step

Students will receive targeted interventions to meet their needs.

Monitoring

Track EL growth on MAPs (ELA and math) and HMH unit tests (science), looking for students to grow 5% from BOY to MOY and 5% from MOY to EOY.

Focus Area: Layer 1 Instruction/Interventions – English

The school has set an ambitious goal of achieving a 15% growth in ELA proficiency among student cohorts.

Current data - based on RIT scores

- 9th grade - 219
- 10th grade - 212
- 11th grade - 210
- 12th grade - 211

Growth Goals - 15% growth

- 9th grade - 234
- 10th grade - 227
- 11th grade - 225
- 12th grade – 226

Action Steps

MAP testing data for BOY testing will be reviewed, and students will set individual goals for

improvement.

Reading Plus Intervention - implement and use the Reading Plus program for all high school students to strengthen reading skills and comprehension.

Monitoring

Increase the average RIT (Rasch Unit) score on MAPs for ELA.

	BOY	MOY Goal	EOY Goal
9th	219	227	234
10th	212	220	227
11th	210	218	225
12th	211	219	226

Focus Area: Layer 1 Instruction/Interventions – Math

The goal for students in grades 9-12 at Hagerman High School is to improve the mathematics results on the NWEA MAP test to achieve a 15% growth target.

Current student data based on RIT scores

9th grade -225

10th grade- 215

- 11th grade 222
- 12th grade -222

Goal to improve by 15%

9th grade - 240

10th grade - 230

11th grade - 237

12th grade 237

Action Step

MAP testing data for BOY testing will be reviewed, and students will set individual goals for improvement.

Monitoring

Increase the average RIT (Rasch Unit) score on MAPs for math.

	BOY	MOY Goal	EOY Goal
9th	225	227	240
10th	215	220	230
11th	222	218	225
12th	222	219	226

Focus Area: Layer 1 Instruction/interventions – Science

Achieve a 15% increase in science proficiency measured by the NM-ASR to ensure that nearly one-third of the student body is proficient in science by the end of the next assessment cycle.

Action Steps

1. Conduct a thorough review of the science curriculum to ensure it aligns with state standards and the NM-ASR. Regularly updating the curriculum and instructional materials will help address gaps and keep content relevant and challenging.
2. Invest in professional development that equips teachers with the skills to differentiate instruction and use data-driven approaches to meet the diverse needs of their students. Training on inquiry-based and hands-on learning techniques can also enhance the effectiveness of science teaching.

Monitoring

Track the number of students proficient on HMH pre- and post-unit tests. They are looking for an 80% proficiency increase on each post-test.

DOMAIN 1: CULTURE & EQUITY

Promising Practices:

The school fosters a strong sense of community, bringing people together and providing valuable resources. Many staff members are locals who grew up in the community, creating a deep connection with the area. Students form close-knit bonds, building trust and camaraderie. Staff members are intentional about making school an enjoyable experience, primarily through their "Capturing Kids' Hearts" training, which focuses on relationship-building.

One example of this effort is early release days, where students join squads led by staff to engage in activities, review grades, and identify ways to improve. The school also rewards students with perfect attendance by waiving their final exams. Additionally, once a month, students participate in squad-based team-building exercises, and staff personally greet them at the door with a handshake, reinforcing a welcoming environment.

Opportunities for Growth:

The school could consider addressing the challenge of complacency, recognizing the potential to provide even more support for students. An opportunity for improvement could be found in giving students a stronger, more consistent voice. Inconsistencies from year to year have understandably led to frustration among students, and addressing these gaps with a more stable and responsive approach could significantly enhance their overall experience.

Potential Next Steps:

The administration will ensure consistency in the attendance tracking initiatives, including the "No Zero Heroes" program, student squads, data sharing with staff, and providing alternatives for shy students.

DOMAIN 2: LEADERSHIP

Promising Practices:

With a forward-thinking superintendent and a new staff focused on a shared vision, Hagerman High School is implementing several initiatives to foster growth and accountability. The 90-Day Plan promotes positive connections with students through nine positive contacts per week. To build stronger relationships, the school organizes half-day team-building activities for staff and students, known as "squads." The "No Zero Hero" attendance system encourages consistent student attendance by involving parents through follow-up phone calls and implementing potential consequences, such as no credit status for excessive absences. Moving the half-day Professional Learning Community (PLC) meetings to Wednesdays aims to improve staff and student attendance. A tracking sheet is also used to monitor students failing classes, ensuring timely intervention and support.

Opportunities for Growth:

The school could consider focusing on consistently following through with the changes implemented this year, as this will be key to continued progress. An opportunity for growth lies in building on the positive environment that already encourages continuous improvement and open-mindedness in finding more effective ways to achieve goals. Additionally, staff involvement in the 90-Day Plan is crucial for its success. However, it may be helpful to acknowledge that the number of new initiatives could feel overwhelming and explore ways to streamline or prioritize them.

Potential Next Steps:

Involve the Core team in developing the 90-Day Plan to empower staff to implement it effectively and enhance their skills for student growth.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**Promising Practices:**

Several key initiatives have been implemented to enhance student success. Monthly professional development sessions and bi-quarterly PLC meetings provide ongoing support for teachers, while common planning times allow for better collaboration.

To improve the graduation rate, students must complete a form if they are failing a class, have it signed by their parents, and attend after-school tutoring for credit recovery. Juniors and seniors can access after-school credit recovery programs, and students can track their missing and current credits using Google Sheets in Google Classroom. Credit recovery is also available online with a facilitator, following the same process as after-school recovery.

Teachers actively monitor students' progress, notifying them if they need to catch up and working with them to do so. EL instructional support has improved because of teacher professional development. Academic counselors meet regularly with students starting from the first year, and Edgenuity is used for one hour each day on campus for credit recovery.

Teachers are expected to bring relevant data to PLC meetings and provide students with

detailed feedback on assignments, identifying areas that need improvement to close learning gaps. Tutoring is available after school, during lunch, and during teacher prep periods to provide additional support.

Opportunities for Growth:

The school could consider utilizing PLC meetings to support students by analyzing MLSS (Multi-Layered Systems of Support) data to identify specific needs, with the administration thoughtfully assigning EL and special education teachers to the appropriate cohorts. An opportunity for growth could be increasing in-person instruction, as the current reliance on online teachers may not meet students' academic needs. Additionally, organizing field trips to colleges and CTE programs could be a valuable way to help students explore their future options and discover their motivations, encouraging them to engage more deeply in academics.

Another opportunity to enhance student success could be expanding college and career preparation efforts. Many students feel that their classes could be more sufficiently challenging, with math being the only exception, although they feel more support in that subject would be beneficial. Improvements in discipline and increased teacher accountability could help ensure a more unified approach across the school. Encouraging greater teacher involvement in classroom and extracurricular activities could foster stronger student connections. At the same time, a shift towards more traditional methods, such as pen and paper, may offer a balanced approach to learning.

Emphasizing small group instruction and introducing more varied strategies for daily student engagement could also lead to more active participation. Additionally, offering internships to students who have met their credit requirements could provide valuable work experience and motivate them to continue pursuing academic success while earning additional credits.

Potential Next Steps:

Establish explicit norms for PLC meetings that emphasize data analysis, enabling staff to identify timely interventions for students.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

Promising Practices:

Many teachers are alumni of the school, allowing them to connect as community members and effectively support struggling students. Parents are informed promptly if any issues arise with their children. Some classroom walkthroughs are documented in a shared Google document.

These walkthroughs are conducted by the dean of students, principal, and superintendent to assess various factors, including academic scores, passing rates, classroom management, behavior, attendance, and safety. Typically, one to two walkthroughs are completed each week to observe classroom management, content delivery, and lesson planning, ensuring that students remain engaged from start to finish.

Opportunities for Growth:

The school could consider encouraging consistency in posting lesson plans, fulfilling duties, greeting students at the door, and participating in state-mandated training. An opportunity for growth could be to set and communicate clear student goals, enabling more profound engagement with the curriculum and supporting more effective data analysis to improve student outcomes. Providing staff with constructive feedback could further support their professional growth and enhance student learning.

Potential Next Steps:

Develop and use a walkthrough form to monitor staff progress in implementing the Capturing Kids' Hearts professional development program.