

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

<b>School:</b> House High School	<b>LEA:</b> House Municipal Schools
<b>School Leader:</b> Coby Norman	<b>LEA Leader:</b> Coby Norman
<b>SSRA Team Leader:</b> Amy Rhoads	<b>Date:</b> October 22, 2024
<b>School Description</b>	
<p>House High School is a close-knit learning community in a small rural district, centrally located to multiple surrounding small communities serving a predominantly farming population. With a current enrollment of 61 students, House High School stands out for its personalized approach to education. Enrollment is 29, with 9 - 9th graders, 8 - 10th graders, 5 - 11th graders, and 7 - 12th graders.</p> <p>About fifty percent of the students come from surrounding communities, drawn to the school for its supportive environment and commitment to helping students succeed. Many of these students attend The Learning Center (TLC), the alternative education program, which provides critical opportunities for credit recovery and supports those seeking to further their education.</p> <p>House High School has individualized instruction at the heart of its mission. From classroom teaching to targeted interventions, the focus is on meeting each student’s unique needs, empowering them to overcome challenges, and achieving academic success. Despite the growing competition from online schooling, they remain a valued option for students in the region, particularly those seeking a more personal and supportive learning experience.</p>	
<b>School Successes and Celebrations</b>	
<p>House High School has made tremendous strides in fostering student success and expanding opportunities, leading to many celebrations across the campus. The school has significantly expanded its offerings through career and technical education (CTE) grants, providing Agriculture as an elective with hands-on technical experiences in welding, plasma router CAM technology, and more. Equipped with a new trailer and tools, students are gaining industry-ready skills, with support from a partnership with Clovis Community College. Additionally, the school has repurposed its computer lab, giving students better access to technology and enhancing their learning experience.</p> <p>TLC now offers a rigorous online curriculum that aligns with New Mexico standards, especially in English and upper-level sciences. Piloted last year, this program has already attracted students from surrounding districts. The alternative learning center will also expand to include grades 6-8, providing greater access to middle school students. TLC supports students with more than academics—it also offers Zoom counseling services and</p>	

allows students to participate in campus electives, ensuring they receive a holistic education.

A key component of the school's success has been redesigning TLC and adding a director, thanks to CSI funding. This role focuses on data, testing, and prioritization of CTE programs, ensuring continued growth and improvement. A faculty-led planning group has been established to support strategic efforts on campus further, and a coordinator has been designated to manage the school's NM DASH plan, data, and testing processes.

Students have also achieved significant success. The newly added welding equipment has increased motivation for engagement and technical skill development at school, resulting in four students qualifying for the national wool competition in Dallas, Texas. Last year, House Future Farmers of America (FFA) took seven students to state competition in five events and finished in the top five in four, with every student earning the right to stand on the stage as a top five finisher. The Agriculture Science Program has become self-sustaining, with students auctioning off projects to fund future materials, ensuring its continued success. The accomplishments of the CTE program were even featured in the state's October CTE newsletter, a testament to the hard work and dedication of students and staff.

Through strategic planning, innovative programming, and a strong commitment to student achievement, House High School continues to celebrate growth and excellence across the campus. Students who arrive feeling hurt or wounded from previous experiences find a sense of purpose and belonging here. The small size and emphasis on one-on-one attention resonate throughout the school community, contributing to a nurturing environment.

The school has seen significant improvements in chronic absenteeism through efforts that motivate and engage students. Implementing near-peer tutoring (NPT) allows students to support one another, fostering character and responsibility. Additionally, the "Corral" system provides daily interventions tailored to each student's needs, with opportunities for those not requiring tutoring to participate in activities like archery, guitar lessons, art, and cross-country. This dynamic schedule is regularly updated based on student performance. Moreover, introducing new shop and agriculture equipment helps students connect classroom learning to essential life skills, transitions, and future success.

## **Year-End Goals, Action Steps, and Progress Monitoring**

### **Annual and 90-Day Plan Development -**

The core team met once during the summer (the core team includes the business manager, school leader, and special education, math, and English language arts teachers). They analyzed the graduation rate to determine root causes and identified course completion. The focus was then narrowed to more interventions for course completion. They discussed the possibility of an intervention period, online programming for TLC, and a whole child focus (according to well-being surveys, self-efficacy was low). They identified the need for more readily available student counseling to build a more positive culture for TLC students to emulate and participate in the culture on campus.

The lead developer received input from emails, calls, etc., as the plan developed. Another meeting was held in person in August to review and make any refinements. Once completed, the plan was reviewed with the secondary staff in their PLC (6-12, as the junior high mirrors the high school), including the main campus and TLC.

### **Current Data and Goal around CSI (Comprehensive Support and Improvement) Graduation Designation:**

Graduation data is as follows:

#### 4-Year

- 22-23 45.6%
- 23-24 \*\*%
- **24-25 Goal:** 60%

Additional data below is reported by the school:

#### SAT Data (proficient or advanced)

##### ELA.

- 22-23 56%
- 23-24 44%
- **24-25 Goal:** 55%

##### Math

- 22-23 44%
- 23-24 0%
- **24-25 Goal:** 50%

#### NM-ASR

- 23/24 63%
- **24/25 Goal:** 75%

Students completing capstones or other competency demonstration: 23/24 - 6; 24/25 - 2 (projected)

Students with D/Fs in a class: 24/25 - 0 (if they drop to a 70 or less in any class, they have to go to an intervention period; at TLC, the goal is looking at pacing toward course completion and having them come in or do virtual support.

#### Chronic Absenteeism

- 21/22 - 22%
- 22-23 - 22%

#### Attendance

- 22-23 69%
- 23-24. \*\*%

#### **Graduation Goals:**

**Summative:** Increase the 4-year graduation rate by 15% to 60% this year.

**Benchmark:** By December 19, at least 75% of students have completed enrolled courses or will be on track to complete courses within the allotted time frame.

**Baseline:**

- 2 - 25% of students currently on track for graduation
- 6 - 75% off track for graduation

**Progress Monitoring:** Quarterly whole campus tracking snapshots; weekly student course completion checks

**Baseline data:** No baseline data was collected; any student with a 70 or below attends interventions, so all students have to be passing; the pass rate is 100% for all students in traditional campus; no data for TLC

**Math, ELA, and Science Goals:**

**Summative:**

- Math - 50% of students proficient on the 2025 SAT
- ELA - 55% of students proficient on the 2025 SAT
- Science - 75% of students proficient on the 2025 NM-ASR

**Benchmark:**

- Math - 50% of students proficient 2025 Horizon Education SAT Prep
- ELA - 55% of students proficient 2025 Horizon Education SAT Prep
- Science - 75% of students proficient on science unit tests

**Progress Monitoring:** any student with a 70 or below goes to intervention, so all students have to be passing; the pass rate is 100% for all students in traditional campus; no data for TLC

**Baseline data:** There is no baseline data due to the rigorous process to monitor and tutor students who fall behind.

## **DOMAIN 1: CULTURE & EQUITY**

**Promising Practices:**

At House High School, leadership has sparked a shift toward enhancing the curriculum and instruction by creating a supportive environment that meets all students' social and individual needs. Prioritizing building strong relationships with every student ensures that those who may struggle elsewhere find a welcoming space to thrive. A robust support system has been implemented that keeps every student connected and valued through meaningful interactions with their peers and staff, creating a process at TLC where students are not allowed to become invisible. House High School has developed unique opportunities that combine student projects, booths, and parent-teacher conferences on a Saturday (Fall Festival) to encourage parents to engage with students and staff on campus, resulting in

fostered conversations about student progress at the Festival. Principal Norman is dedicated to improving communication between the school and families, further strengthening community connections.

**Opportunities for Growth:**

House High School has an opportunity to strengthen inclusive practices, fostering unity between the traditional campus and The Learning Center. To achieve this, the school can develop strategies that promote inclusion for all House secondary staff and students, ensuring equitable participation in academics, activities, and alignment with House High School's systems and processes.

**Potential Leader Next Steps:**

The school leader has established inclusive practices that allow TLC students to participate in whole-school activities, graduation ceremonies, and elective classes on the main campus. The goal is to maintain these opportunities and further advocate for additional inclusion in sports and FFA. House High School can continue to enhance the culture at the TLC campus, fostering growth that aligns with and strengthens the broader school community.

**DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**

**Promising Practices:**

House High School has implemented several promising practices to strengthen student success and improve its educational environment. Monthly PLCs focus on data analysis, allowing staff to adapt instruction based on individual student needs. Additionally, a structured intervention system provides immediate tutoring and support with flexibility, ensuring students receive the assistance they need as they progress.

The school's leadership has prioritized building staff capacity and establishing clear expectations, significantly enhancing PLC systems, instructional discussions, data collection, and student monitoring systems. At TLC, weekly check-ins focus on student progress and academic needs, creating a consistent support network.

These combined efforts have shaped a collaborative and motivating learning environment where students are encouraged to excel academically and have the resources to catch up and succeed.

**Opportunities for Growth:**

The school could continue building and formalizing systems for monitoring student outcomes and adjusting instruction based on student data to support individual learning needs better. The school could improve its process for collecting timely data on critical actions that have been taken, enabling more accurate assessments of the critical actions' impact on student achievement.

**Potential Next Steps:**

The school can continue to implement and improve a system for tracking TLC students' progress toward course completion to support their academic goals better. The school can follow up with the two lead staff members for the traditional campus and The Learning Center to ensure accountability in meeting expectations related to instruction and PLCs and adjustments based on data. This could be facilitated through a joint leadership meeting with the school leader.