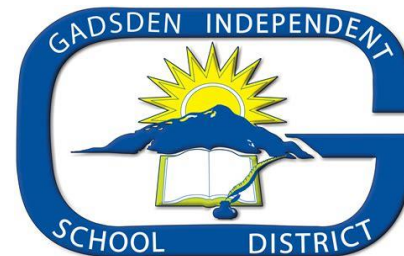




Liliana De La Garza
Principal

Alta Vista Early College High School
Gadsden Independent School District
96 Shrode Road
Anthony, NM 88021
575-882-6400
575-882-6420

"Mighty Owls - Soaring to New Heights"



Maria G. Legarreta
Assistant Principal

Staff Syllabus 2019-2020
NM DASH Focus Areas (Data, Accountability, Sustainability, High achievement)
Tier I Core Instruction
School Leadership and Systems

"The strategies for educating students to high standards are pretty much the same for all kids: teacher collaboration; a laser-like focus on what we want kids to learn; formative assessment to see if they learned it; data driven instruction; personal relationship building."- Molly Besinger-Lacy, Principal of Graham Road Elementary School.

Alta Vista Early College High School – Red, Black and White. We have Power, Soul, and Might.

Vision:

"Soaring to New Heights"

Mission:

Alta Vista Early College High School will provide a small, personalized, learning environment, consisting of parents, teachers, and the community, which prepares all students for success. Through a rigorous, relevant curriculum, positive and meaningful relationships, students will be exposed to innovative instructional practices and 21st century learning. Students will acquire the knowledge and skills necessary for success in higher education and future fields of work.

School Goals:

Every student-Every minute-Every day

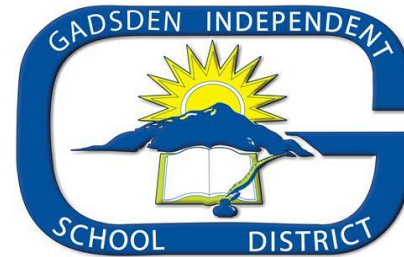
The purpose of Alta Vista Early College High School is to provide a challenging academic setting where all students complete core high school credits during the first two years and engage on a college level career technical or academic pathway and graduate with an Associate of Arts Degree or other industry recognized certificate.

Student Success:

- **15 graduates with Associate of Arts Degree**
- **5 graduates with Associate of Science**
- **1 graduate with Associate of Criminal Justice**
- **1.7, million awarded in scholarships**
- **19 Advanced placement assessments for Chemistry**
- **11 Advance placement assessments for Spanish**



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Alta Vista Early College High School Achievement

<u>Demographics:</u>	<u>SBA</u>	<u>Reading</u>	<u>Math</u>																																																
196 students	<table border="1"> <thead> <tr> <th>Year</th> <th>Proficiency %</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>42</td> </tr> <tr> <td>2018</td> <td>89</td> </tr> <tr> <td>2019</td> <td>48</td> </tr> </tbody> </table>	Year	Proficiency %	2017	42	2018	89	2019	48	<table border="1"> <thead> <tr> <th>ELA 10</th> <th>Proficiency %</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>42</td> </tr> <tr> <td>2018</td> <td>63</td> </tr> <tr> <td>2019</td> <td>52.62</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>ELA 11</th> <th>Proficiency %</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>62</td> </tr> <tr> <td>2018</td> <td>79</td> </tr> <tr> <td>2019</td> <td>86.53</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Reading</th> <th>Proficiency %</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>61</td> </tr> <tr> <td>2018</td> <td>64</td> </tr> <tr> <td>2019</td> <td>80.23</td> </tr> </tbody> </table>	ELA 10	Proficiency %	2017	42	2018	63	2019	52.62	ELA 11	Proficiency %	2017	62	2018	79	2019	86.53	Reading	Proficiency %	2017	61	2018	64	2019	80.23	<table border="1"> <thead> <tr> <th>Geometry</th> <th>Proficiency %</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>12</td> </tr> <tr> <td>2018</td> <td>54</td> </tr> <tr> <td>2019</td> <td>22.5</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Math</th> <th>Proficiency %</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>16</td> </tr> <tr> <td>2018</td> <td>32</td> </tr> <tr> <td>2019</td> <td>35.51</td> </tr> </tbody> </table>	Geometry	Proficiency %	2017	12	2018	54	2019	22.5	Math	Proficiency %	2017	16	2018	32	2019	35.51
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Collaboration for Success

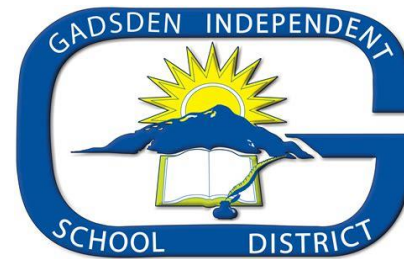
Leadership Team:	Departmental/Grade Level Teams:	Goal Teams:
<ul style="list-style-type: none"> • Leticia Myers • Paul Adame • Alicia Stevens • Dale W. Bohannon • Lluvia Hernandez • Liliana De la Garza • Maria G. Legarreta 	Math Department English Department Science Department Social Studies Department PE Department	NMDASH Team Master Schedule Team Safety Plan Team Administrative Team Extracurricular sponsors



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Focus Areas

Tier I Core Instruction:

"Kids need time for problem solving, critical thinking, applying knowledge through project-based instruction, working in teams, falling down and getting right back up to figure out what they didn't understand and why." Randi Weingarten

- Lesson alignment to standards in all subject areas (CCSS, NGSS, CCTC, NM standards)
- Use the current lesson template for all teachers to organize
- Purposeful activities to enhance student learning
- Use of technology resources during the instructional lesson
- Effective question techniques and strategies that incite text dependent responses
- Use the result of formative and summative assessments to guide lesson planning and instructional pacing

Actions:

- Provide Common Planning time for all departments
- Establishment of 1 admin walkthrough and 1 feedback session per teacher per week.
- Monthly PD cycle that integrates teacher learning, PLC planning, strategy implementation and PLC student work review.

School Leadership and Systems:

"A leader's job is not to do the work for others, it's to help others figure out how to do it themselves, to get things done, and to succeed beyond what they thought possible. Simon Sinek

- Foster a professional community and environment for current and incoming faculty and staff
- Maintain honest and open relationships and communication
- Faculty meetings with celebration focus
- Foster teachers' collaboration to enhance the learning experience of all students

Actions:

- Continue structured calendar walkthroughs
- Communicate to staff the focus for the month during walkthroughs
- Implementation of peer walkthrough as part of professional development and growth opportunity

Early Interventions:

"Students don't care how much you know until they know how much you care." (Anonymous)

- Intervene with students at risk with grades and attendance every two weeks.
- Constant and consistent communication with DACC instructors and representatives
- Constant and consistent communication with parents for struggling students.
- Use of academic and attendance contracts for struggling students.
- Assist parents and students in the use of PowerSchool and CANVAS as tools to monitor student's academic progress.