



Taos Municipal Schools
Taos High School
School Board Report
May 12, 2021

Pillar I – Educator Excellence

Tactical Plan (TP) Focus: Identify, plan and provide instruction to reduce learning gap resulting from Spring 2020's early closure by end of 20-21 school year.

School Indicator: Attendance, Summative/Formative Assessments & NM Elevate

Baseline Data															
Tiered Attendance															
Current Enrollment of THS (All Students 698)															
P1	8/13 to 10/2	Tier 1						Tier 2							
P2	10/3 to 11/4	5%						10%							
P3		Absenteeism Rate						Absenteeism Rate							
		# of Students						# of Students							
P4		P1	P2	+/-	P3	+/-	P4	+/-	P1	P2	+/-	P3	+/-	P4	+/-
Students Absent		72	55	-17	124	+69			36	38	+2	48	+10		
*American Indian					20							8			
*Students with Disabilities					24							11			
*English Language Learners					7							3			
Baseline Data															
Tiered Attendance															
Enrollment of THS (All Students 772)															
P1	8/13 to 12/18	Tier 3						Tier 4							
P2	10/3 to 11/4	15%						20% or greater							
P3	11/5-12/18	Absenteeism Rate						Absenteeism Rate							
		# of Students						# of Students							
P4		P1	P2	+/-	P3	+/-	P4	+/-	P1	P2	+/-	P3	+/-	P4	+/-
Students Absent		19	26	+7	27	+1			57	69	+12	70	+1		
*American Indian					4							7			
*Students with Disabilities					6							17			
*English Language Learners					15							5			

Tier I: The Whole School Prevention Tier: • whole school prevention strategies are universal attendance supports • may include activities such as whole school attendance campaigns, class attendance competitions, parental notification of student absences through robocalls or electronic communication, teacher emails or phone calls, Positive Behavioral Supports and Interventions (PBIS) to create welcoming school/ classroom climates, education nights, social contracts, extracurricular activities, and attendance incentives, among others.

Tier II: The Individualized Prevention Tier: • Advisors/ Counselors talk to the parent/family, • inform the parent/family of the student’s attendance history, • the impact of student absences on student academic outcomes, • the interventions or services available to the student or family, and the consequences of further absences.

Tier III: The Early Intervention Tier: • Attendance Success Coach notifies the parent/family in writing of the student’s absenteeism and the notice shall include a date, time, and place for the parent/ family to meet with school officials/staff to develop intervention strategies, • convene to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance, and • to the extent appropriate, given the student’s age, the student should be actively involved in the formulation of the attendance contract, the provisions of which should include a focus on both academic and extracurricular activities appropriate for and of interest to the student.

Tier IV: The Intensive Supports Tier: • Attendance Success Coach gives written notice to the parent/family, including a date, time, and place for the parent/family to meet with the school principal and the attendance team, • establish non-punitive consequences at the school level, identify appropriate specialized supports that may be needed to help the student address the underlying causes of excessive absenteeism, and, • apprise the student and the parent/ family of the consequences of further absences i.e. referral to the Children, Youth, and Families Department (CYFD) because of excessive absences (Section 13.A.2).

Pillar II – Student Achievement

TP Focus: Educators will provide effective remote and blended learning instruction during 20-21 school year.

School Indicator: Professional Development, Grade Reports, Progress Reports, Report Cards, Walkthroughs, and Mentorship

- 9th-11th grade are taking end of year MAPs tests in English and Math.

Courses	2020-21	2019-20	2018-19	2017-18	2016-17
AP Calculus AB	18	15	15	15	15
AP Computer Science A	2	2	2	2	2
AP Computer Science Principles	4	4	4	4	4
AP English Literature and Composition	42	39	39	39	39
AP Environmental Science	18	13	13	13	13
AP French Language and Culture	13	12	12	12	12
AP Macroeconomics	29	27	27	27	27
AP Spanish Language and Culture	58	54	54	54	54
AP Statistics	36	31	31	31	31
AP United States Government and Politics	27	27	27	27	27
AP United States History	17	13	13	13	13

- AP testing is about to begin with more students testing across more tests than ever before.
- ADC project continues with all stakeholders.
- English and Spanish curriculum adoption committees have selected new materials for the 21-22 school year.
- THS has four staff members leaving- Mr. Ned Dougherty, Mr. Raul Cavaller, Ms. Taylor Nolan, and Ms. Justine Carryer. We thank them for their service and wish them the best in their futures.

Pillar III – Community Communications & Relations

TP Focus: Provide effective communication to increase family and student engagement during the 20-21 school year.

School Indicator: Parent Meetings and Calls

Coffee and Conversation continues with two meetings per month for parents to get updates and support.

Rising 9th graders and parents attended a virtual welcome to THS to begin the orientation process.

25 community volunteers sat on Seal of Biliteracy panels and we have students being recognized for their accomplishments in Spanish and French.

Graduation planning continues and with the county in turquoise, four graduation tickets will be released per student for the Robing and Graduation Ceremonies.

THS received a grant to help support an activity group for students interested in earning their amatuer radio operators license. Thank you to our local HAM radio group for supporting this STEM activity. Each student will receive a radio.

Pillar IV – Safety Wellness

TP Focus: Actively Monitor Safety & Wellness throughout TMS to minimize risk of COVID-19 and support participation in remote learning Model.

School Indicator: Safety planning continues with the intent of increasing and improving outdoor spaces.

THS partnered with the community medical providers to host a COVID Vaccine Q&A for students and parents.

4 staff members have volunteered to attend a School Wellness training being offered- Mental Health First Aid (MHFA). This will open the door for more staff and student trainings in the coming year to support students’ emotional wellness.

THS Enrollment																							
Grade Level	19/20 EOY Enroll	20/21 BOY Enroll	April	VGHS		Taos Acad		Chrys		Cyber		Out of Town		Home School		UNM /HSE		No Reason		Connections		New	10-day drop
				+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-							
9	208	238	206																				
10	200	212	170																				
11	166	199	164																				
12	164	184	158																				
To	738	833	698																				

Chrysalis Enrollment												
Grade Level	19/20	20/21	April	VGHS	Taos Academy	THS	Cyber	Out of Town	Home School	New	10 Day Drop	
	EOY Enroll.	BOY Enroll.		+/-	+/-	+/-	+/-	+/-	+/-			
9	2	4	5									
10	3	2	1									
11	1	3	1									
12	1	1	3									
Total	7	10	10									

