

School Support and Readiness Assessment Summary Report

School: Career Prep Alternative High School	LEA: Central Consolidated Schools
School Leader: Dane Gallaher	LEA Leader: Steve Carlson
SSRA Team Leader: Max Perez	Date: September 21, 2023
School Description	
<p>Career Prep Alternative High School is a part of Central Consolidated Schools and enrolls 135 students from surrounding high schools. The student population consists of 95% Native American students and some students who identify as white and Hispanic.</p> <p>Career Prep supports high school students in an alternative setting. The school’s mission is <i>“Career Prep will develop students who will be well rounded, goal-oriented individuals who are confident and can self advocate. They will use resources to develop skills necessary to be self-sufficient and successful members of their community.”</i></p>	
School Successes and Celebrations	
<p>The staff and leadership believe that the culture comes first and that if students don’t feel comfortable and welcome, they will not be successful. There is pride amongst the staff and students that teachers help each other and that the students feel supported and encouraged. The climate and the environment are welcoming, and students enjoy expressing their learning experiences and connection with the staff.</p> <p>In an alternative school, the staff and students understand the complexities of graduating students on time within the traditional four-year cohort. The faculty and leadership have identified a strong trend showing that the cohort data is improving from year to year. This trend is being tracked and managed by the administration, indicating that more students are graduating in shorter timelines.</p>	
DOMAIN 1: CULTURE & EQUITY	
<i>To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?</i>	
Promising Practices:	
Students arrive at Career Prep with varied prior learning experiences and perform at multiple	

proficiency levels across grade levels and content areas. At Career Prep, all students have access to grade-level content, and they are all individually monitored for progress toward graduation by the teachers, support staff, and leadership regularly. Teachers and staff are helpful and care about students; students believe they are supported. The staff describes their learning community as “family.” They gather around students and collectively support them to graduate.

Teachers post standards in every classroom and align their teaching accordingly. The Navajo Language and Culture classroom uses the Diné Standards provided by the Navajo Nation Department of Education. Students appreciated this program and viewed it as an anchor for their social and emotional wellness. The non-core areas utilize the State standards to guide instruction. Culturally relevant material and instruction are evident in classrooms and the school.

There is a schoolwide practice of greeting all students. Students take pride in being “survivors” in this non-traditional setting, as they consider this their second chance at graduation.

The staff is trained in trauma, suicide prevention and awareness, and culture (CLRE).

There are options for credit recovery, including night classes, lunchtime with some teachers, and support from individual teachers by request.

The staff and students believe the school is safe and secure.

Opportunities for Growth:

All groups reported their concern about substance abuse. There is an opportunity to provide intentional education and prevention to deter substance abuse.

Breaks in internet connection impact all functions of the school regularly. There is an opportunity to provide more access to stable technology and devices. The leadership and staff have collaborated to resolve these issues. They believe a large part of the problem lies outside of their control. They agree that there can be improvement in ensuring all students have access to a computer without the risk of severe financial liability.

Dual credit classes with one college had to cease as neither school could find a way to resolve the new double authentication requirement to access the courses.

Although students are supported at the school with academics, social-emotional learning, and other supports, the staff and leaders remain concerned about the socio-economics, unstable home lives, and the ability for students to have basic food, clothing, and shelter.

Potential Next Steps:

The leadership plans to have speakers provide presentations on substance abuse. There are also plans to require students who abuse substances to attend courses on substance abuse before returning to class.

Insurance policies are being studied for purchase to support students who are hesitant to check out laptops. Principal Gallaher will continue efforts to resolve the dual credit access issues.

Students needing clothing, shelter, or food will be provided resources through Hope, JOM, and McKinney Vento support.

DOMAIN 2: LEADERSHIP

To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?

Promising Practices:

Classroom observations reveal that every classroom environment is safe and secure. Students are open with staff, and the atmosphere is conducive to positive relationships among all school members.

Principal Gallaher visits classrooms consistently and often. The instructional staff appreciated the principal being in the classrooms almost daily and providing feedback. The teachers look forward to professional development aligned with their instructional and student behavior initiatives.

Principal Gallaher and the counselor review credit acquisition data regularly, and students know they can visit the counselor at any time to check their graduation status. In addition, the advisory class allows time for teachers to review grades and credits with students. These systems align with the goals and benchmarks in their 90-day plan.

Opportunities for Growth:

There is an opportunity to provide teachers with systematic professional development and collaborative learning opportunities to increase their knowledge of collaboration and student engagement. There is a desire by Principal Gallaher and instructional staff to implement more project-based learning.

There is an opportunity to improve access to technology so that learning and instruction are not fragmented. There are opportunities to work with post-secondary institutions to resolve the connection issues so students can access all courses.

There is a process for credit checks, review of grades, and progress toward graduation. There is

an opportunity to formalize and systematize these processes for students. Student Information System issues have created a situation where students are awaiting grade results from the final quarter of the 2022-23 school year. This malfunction impacts the progress reviews and students' ability to plan.

Potential Next Steps:

More professional development, support, and monitoring of the instructional staff for project-based learning across content areas with an integrated curriculum approach would be beneficial.

Principal Gallaher agrees that a system that includes a check-off procedure and a communication system that provides posters for guidance would be helpful.

The principal will work with the LEA to determine strategies for a resolution in the fragmented internet service and to resolve the issues around the new authentication requirements that are restricting student access to dual credit courses. He will also communicate with the LEA to resolve the delay in student progress reports from the 2022-23 school year.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Veteran teachers know the academic standards, and the newer teachers are wanting and willing to understand them better. Principal Gallaher and the instructional staff understand the importance of knowing and aligning with the standards. Many teachers are working independently to understand the standards better. Math and ELA teachers use IXL to review data to support students struggling at and below grade level.

Teachers collaborate on universal skills, pedagogy, and student progress regularly and informally because some are the sole teachers for the content area. Educational assistants (EAs) engage with teachers to support them. One EA that was observed was highly competent in their content area and enthusiastic about teaching, which evidenced the collaboration between teachers and support staff.

The attendance rate is better this year, and the staff monitors attendance data and addresses issues as they arise.

The cohort graduation data shows a trend toward more students graduating in a shorter period. This data affirms progress and a positive trend in graduation data.

Opportunities for Growth:

There are opportunities for staff to collaborate on standards and skills across the curriculum in professional learning communities (PLCs). Formalized processes and procedures targeting a better understanding and use of standards could benefit the instructional staff. These PLCs could also provide professional collaboration time to learn about engaging students in higher-level thinking and collaborative practices.

There is evidence of differentiation in structure. Teachers would benefit from professional development focusing on differentiated instructional practices in the core classroom.

Short-term student performance data is limited, and most teachers develop their common formative assessments to gauge learning progress. The SAT assessment and data are the primary summative data source. All teachers do not always analyze the details of the results.

Potential Next Steps:

Provide professional development so that staff understand standards, scope and sequence, and how to select high-leverage standards.

Providing time for data analysis and strategies to promote a more formal schoolwide data analysis process would benefit the school's efforts toward academic improvement.

Implementing and promoting positive engagement strategies consistently and schoolwide would build on the positive school climate and allow teachers to continue raising the rigor level.