

School Support and Readiness Assessment Summary Report

School: Health Leadership HS	LEA: Albuquerque Public Schools
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School Description	
<p>Health Leadership High School’s (HLHS) mission is <i>to equip students who are interested in health with the skills they need to become leaders in developing healthier communities. Through experiential and project-based learning, our students develop as deep and complex thinkers to have a broad understanding of the determinants of improving healthier communities. Our mission is to take a holistic approach in supporting youth to have successful careers by caring for their intellectual, physical, and emotional well-being as students.</i></p> <p>Health Leadership High School has a vision to <i>develop well-rounded, confident, responsible, and skilled individuals who aspire to achieve their full potential. The school provides hands-on experiences addressing real-time health challenges in their learning communities. Students are inspired to become future healthcare professionals and leaders.</i></p> <p>HLHS serves 236 students- 87% Hispanic, 2% Black, and 3% Native American. Over 40% of students are English Learners. HLHS is dedicated to providing hands-on learning geared toward students interested in a career in the medical field. The staff and school community take pride in providing access and opportunities to students within the medical area who may not otherwise have these opportunities. The school actively engages and works to create relationships with community partnerships to provide students with real-world experiences within the healthcare field. In addition to these learning opportunities unique to HLHS, the school also offers social and emotional support opportunities.</p>	
School Successes and Celebrations	
<p>Student advocacy and individualized support are evidenced and celebrated by all staff members. Teachers, staff, and leadership share a combined passion that all students will find success beyond high school. Teachers and school leaders have created an environment where students and families can seek guidance and assistance anytime.</p> <p>Community involvement has increased because of the school’s active pursuit of partnerships in and out of the medical field. Internship opportunities have been developed and continue to evolve through this endeavor. Health Leadership High School serves as a Community School dedicated to crafting a comprehensive strategy. This strategy entails the systematic gathering, evaluation, and ongoing monitoring of both qualitative and quantitative data, encompassing both recent and</p>	

historical information from both the school itself and the surrounding community. The information derived from this data analysis will play a pivotal role in shaping the school's strategic priorities. This process includes an in-depth root cause analysis that identifies multiple underlying factors, a needs assessment report driven by data, and a comprehensive assessment map/report outlining the assets within both the school and the community.

HLHS has been recognized nationally through multiple awards for their work in college, career pathways, and educational innovation. Student enrollment has consistently increased each year since its inception.

DOMAIN 1: CULTURE & EQUITY

To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

HLHS offers academic courses with full inclusion services. Teachers are aware, understand, and provide accommodations for all students on an individualized basis. Additionally, social-emotional learning supports are integrated into each school day. The school has established a system to identify the needs of each student. HLHS students say they want to be there because the teachers, staff, and leadership want them there.

Project-based learning (PBL) is the primary curricular approach to promote engagement, student learning, and college and career readiness. A Three Pillar Model is the basis for the school's organizational structure: Community Engagement, Curriculum and Instruction, and Student Support. Each area has a director who leads the respective initiatives while guiding and supporting teachers, including a Community Schools director to enhance the community engagement efforts at HLHS.

Opportunities for Growth:

HLHS has created and implemented a 90-Day Plan, a road map that clarifies priorities most important to the first 90 days of a school year. The plan can help ensure all stakeholders focus on a common goal. Continued implementation of the school's 90-Day Plan and innovative practices will help the school grow its programs. The school can continue to increase its partnerships actively.

Potential Next Steps:

All school leadership, teachers, and staff should clearly understand the 90-Day Plan. Schoolwide decisions, resource and budget allocation, staffing, professional learning, support, and accountability are based on the goals and critical actions articulated in the plan. The school leaders are implementing the plan with fidelity, monitoring the impact, and communicating progress to all stakeholders.

The school leaders will strive to identify and acquire the necessary resources to grow all students' career and college opportunities, including paid practicums/internships for all students. School leaders will build additional partnerships with local businesses and organizations surrounding their

new location. This outreach will solidify their public relations in the immediate area and promote the school for increased support and student enrollment. These partnerships promise to bring further support with resources such as internship opportunities with students, mentorship programs, and improved public relations.

DOMAIN 2: LEADERSHIP

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

Promising Practices:

The current school director and leadership team lead the school while working with teachers and students. The director and leadership know each student—their academic and social needs.

School site leaders have established a communication structure where professional development, collaboration, and improvement planning are accomplished regularly and systematically. One half-day professional development is blocked and scheduled, Tuesday huddles occur each week for teachers, and regularly scheduled leadership meetings align with the school’s mission and goals.

Three full-time social workers are on staff as well as university level social work interns that are available to students for academic challenges and social and emotional needs. Students know who the social workers are and have developed relationships with them. Students report feeling comfortable going to the social workers with concerns. These social workers check up on students regularly throughout the day and provide clinical support services as issues arise.

Attendance and engagement efforts are in place through the 90-Day Plan, and critical actions have been developed with the staff. The staff understands the importance of improving in these two crucial areas.

Opportunities for Growth:

School leadership, teachers, and staff should follow the 90-Day Plan with fidelity to the proposed outcome of increasing student engagement. With such a unique student population and a clear mission and vision related to the medical field, the school staff needs to identify alternative ways to engage students. Supporting language acquisition will be crucial for so many English Learners. Only with intentional practices can teachers engage students through reading, writing, speaking, and listening.

Implementing an attendance policy with a dual focus on fostering a culture of regular school attendance while also providing support and empathy for students who face unique challenges that may lead to their absence is crucial in ensuring every student's educational success.

Potential Next Steps:

Access to reliable transportation may be one factor inhibiting student attendance. School leadership will continue working with the district to resolve transportation challenges and increase access to specific district resources that are not always available to charter schools.

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:

There is an intentional focus on increasing the number of Certified Nursing Assistants, Early Childhood Education, Emergency Medical Technician, and Community Health Worker certificates. Three-year trend data shows incremental success with this.

PBL anchors the cross-curricular content to state standards that are embedded in each of the projects. Teachers from each content area communicate their respective instructional agendas and targets with each other. The students' final exhibitions of evidence of learning are utilized as a qualitative and summative measure of their work.

Short-cycle assessments are in place for math and reading including the NMASR for Science. The Developmental Assets Profile (DAP) is utilized systematically to support the non-academic social needs of all students. Data is analyzed and used for planning and improvement.

Opportunities for Growth:

Formative assessments are measures of learning that provide teachers with instructional information and guidance. Teachers can use standards-aligned formative assessments to measure student learning before their final exhibitions. This practice will help students and teachers understand and identify areas of growth or need before the final assessment.

Parents are interested in receiving information on post-graduation data, including college graduations and career successes. Providing access to this information in an easily accessible and understandable format may be a way to help empower parents and students and strengthen connections.

Concurrent enrollment or dual credit allows students to earn post-secondary credits while still in high school. There is an opportunity to resolve current issues with post-secondary partners and the awarding of dual credit when classes cannot be filled due to low enrollment.

Potential Next Steps:

School leadership can provide learning opportunities to empower teachers to feel more confident in understanding the core standards in both areas. Unpacking standards and identifying what students must know and be able to do are critical steps for teachers to ensure that Project Based Learning meets explicit learning outcomes. Teachers' comprehensive grasp of state standards fosters advanced cognitive abilities and establish connections to various career paths, including the medical field.

School leadership will provide professional development to address how to design and use formative and interim assessments and data within the PBL model. While any given project could

take weeks to complete, student learning deepens when assessments are given throughout that instructional block. These assessments can be an ongoing tool for students and teachers to reflect on the progress and quality of each project.

To make learning visible to students, the staff have indicated that they will model “learning by doing” as students are asked to. School staff will highlight their own work and professional growth with their students.

School leaders will work toward further preparing teachers and designing courses to ensure students have access to advanced coursework that can more easily articulate into the post-secondary itineraries of course progressions. Specifically, school leaders will work toward providing advanced levels of math and science.