

# School Support and Readiness Assessment Summary Report

<b>School:</b> Technology Leadership High School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Cynthia Ramirez	<b>LEA Leader:</b> Joseph Escobedo
<b>SSRA Team Leader:</b> Matt Williams, Ph.D.	<b>Date:</b> January 30, 2024
<b>School Description</b>	
<p>Technology Leadership High School's "learning by doing" curriculum and tech industry-influenced learning outcomes provide 21<sup>st</sup>-Century skills development to all Tech Leadership students. The school has implemented and utilized social-emotional learning competencies to strengthen staff and student relationships and increase students' skills. The solid attention to social-emotional outcomes in and out of the classroom has allowed Tech Leadership to re-engage students at risk of dropping out. It encourages all learners to develop resiliency and emotional intelligence.</p> <p>Tech Leadership serves a disproportionately high percentage of students with disabilities, economic disparity, and social-emotional learning (SEL) needs that could lead to poor attendance, dropping out of school, or being suspended. Tech Leadership is committed to serving its student population with data-informed practices that monitor progress and allow Tech Leadership staff to implement strategies that reflect all students' current and evolving needs. The goal is for all students to graduate with a career or college despite their educational history.</p> <p>Students at Tech Leadership are grouped into cohorts, allowing for the following progression of skills:</p> <p>Cohort A: Entering Tech students focus on an introduction to technology skills by utilizing 3-D pens, Microsoft Office, Google, and Coding Development. The school integrates art to align with social-emotional standards and student identity development.</p> <p>Cohort B: Advances basic tech skills to apply project-based learning into 3-D printing, laser printing, website development, and entry into science and electrical technology along with dual credit. Students complete 250 hours of service learning per year.</p> <p>Cohort C: Focuses on advanced technology - MESA, robotics, Intro to Information Technology (IT) Certification, and paid internships. Service learning placements are related to career interests and the creation of college and career plans.</p> <p>Capstone/Cohort D: Focuses on real-time career and college engagement through Google IT Certifications and next-year CompTIA certifications, along with integrating website</p>	

development, 3-D printing, and other foundational technological skills within the Capstone Project.

The mission of Technology Leadership High School (TECH) is:

*To prepare students for college and careers in technology fields by collaborating with technology companies. TECH focuses on the academic, social, and emotional growth of the underserved youth in Albuquerque's Southeast Heights and International District.*

The vision of Technology Leadership High School (TECH) is:

*To empower students with a high-quality education bridged to tech-related skills as a pathway to accelerate employment towards a sustainable workforce within the Albuquerque tech field deeply rooted in reinvesting in our community to strengthen the Southwest Heights and International District through civic investment and economic development.*

### **School Successes and Celebrations**

Tech Leadership High School takes pride in fostering a family-like culture where every student is known by name. This commitment extends to support systems that address student and staff needs. The staff and students are actively shaping a common language that defines the essence of Tech Leadership HS, emphasizing a clear focus on the "Tech" aspect within the name. This focus is evident in integrating paid internships in local businesses and promoting real-world learning experiences for students. Service learning initiatives include Latinos in Action (LIA), partnerships with the Manzano Mesa Senior Center, the Humane Society, and collaboration with the School for the Blind and Visually Impaired, which underscore Tech HS's dedication to community partnerships.

The school also firmly commits to social and emotional well-being among the student body and staff. Students feel heard and cared for and actively participate in semester exhibitions, showcasing their projects and accomplishments. Beyond academics, the school has integrated athletic opportunities to provide more experiences to its students. Last semester, the school integrated geometry, biology, humanities, and 3-D printing for a miniature golf course project.

### **DOMAIN 2: LEADERSHIP**

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

#### **Promising Practices:**

Tech Leadership priorities demonstrate SEL implementation underpinned by a clear vision and well-defined goals. This creates a framework that fosters emotional intelligence, interpersonal skills, and overall well-being among the student body. The strength of the school's leadership team is evident in the trust afforded to directors and instructors. There are clear roles and

expectations for all school community members, which contribute to smooth day-to-day operations. The school places importance on student intake, wherein directors meet with students to determine supports and resources based on areas of need; a baseline for learning is determined.

A structured approach is evident in the regular meetings with leadership and grade-level cohorts. These meetings serve as platforms for collaborative planning, goal alignment, and the sharing of best practices and help to promote a unified approach to education at the school site. Data-gathering practices are also in place to review information about students. The school is proud of its use of technology to share important information about students and their work with staff members and stakeholders.

### **Opportunities for Growth:**

The school seems to have an opportunity to enhance its data-gathering practices by formalizing a systems approach. Establishing a structured, systematic method for collecting, analyzing, and utilizing data can lead to more informed decision-making in the classroom and beyond.

Another area in which a systems approach may be helpful is in SEL. There seems to be an opportunity to systematize the framework used at Tech Leadership HS. Ensuring new staff members are well-acquainted with the SEL framework: how, when, what, and why could create a consistent and shared understanding throughout the school community. This systematic approach would also contribute to effectively integrating SEL principles into the education environment.

Finally, there is an opportunity to increase the alignment of technology across various uses, including Project-Based Learning (PBL), the profile of a graduate, industry frameworks, and the onboarding of partnerships. One avenue for success here may be further integration and systemization of technology use. This could optimize operations and streamline critical communications across the school.

### **Potential Next Steps:**

Over the next 60 to 90 days, the school's leadership plans to streamline and systematize the onboarding process for staff and students, consolidating all relevant information into one accessible location. This plan also includes the onboarding of community and industry partners. With successful and clear onboarding systems, collaborative opportunities can be better leveraged for student achievement and school success.

There is also a plan to design and implement a centralized data system for tracking credits and student progress toward graduation. This plan includes student involvement as a credit recovery incentive to design a student-centered and effective system.

### **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:**

The school is committed to providing a dynamic learning experience through PBL tailored to student interests and needs. This individualized approach allows for a focus on every student's academics. Growth is the focus, with the ultimate goal being grade-level proficiency.

One innovative approach to the instructional infrastructure is the inclusion of student-led conferences three times a year. These conferences provide students a platform to share their academic progress, fostering a sense of ownership and responsibility. Additionally, these Performance of Learning (POL) exhibitions offer a public showcase where parents, guardians, and the community can witness student achievements and academic growth.

Leaders provide professional development (PD) to teachers and support personnel every Friday. This PD aims to build capacity to meet student needs in the classroom. Some of the topics for these meetings include how PBL and the state standards weave together, interventions in math and English language arts, students' instructional needs, and data analysis. Over the summer, staff is provided three weeks of PD to further these efforts.

As mentioned, the school offers personalized and targeted credit recovery to help students meet graduation requirements.

#### **Opportunities for Growth:**

There seems to be a valuable opportunity for the school to introduce SAT preparation as part of its offerings, perhaps through a designated time such as "Power Hour."

Additionally, it may benefit the staff at Tech Leadership to unpack and align state standards with the school's PBL practices. Enhancing this alignment could ensure students meet standards and deepen their understanding of the core content of high school through practical projects. This effort could be further pursued by forging connections with industry partners who may afford students real-world experiences and job opportunities. By aligning practices with local industries' needs, students can gain practical insights and experiences to prepare for future success.

#### **Potential Next Steps:**

Principal Ramirez plans to pursue aligning programs of study with standards, the Program of Guidance (POG), and industry frameworks. This alignment will ensure that the content and skills covered in various programs directly correlate with established educational standards and industry expectations.

One area of high leverage for the school is establishing a clear scope and sequence for the transition to college. Assisting students in understanding their access to dual-credit courses through a structured learning pathway is essential for a smooth transition to higher education.

Finally, the administration plans to implement a "Power Hour" for test preparation. This strategic initiative will be aided by the educational materials the school currently has on hand. These resources will enhance accessibility to tests such as the SAT and ensure students can effectively use their time to boost confidence and preparation for a successful life after graduation.