

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Career Preparatory Alternative High School	LEA: Central Consolidated School District
School Leader: Dane Galleher	LEA Leader: Steve Carlson
SSRA Team Leader: Matt Williams, Ph.D.	Date: April 24, 2024
School Successes and Celebrations	
<p>Career Preparatory Alternative High School (CPAHS) continues advancing students' class standing and progress toward graduation. All students are making strides in credit attainment, with credit recovery options available during the school day and evening sessions. For students enrolled in night school, 102.5 credits were recovered. Despite starting the year with 28 seniors, CPAHS now counts 52 potential graduates, with 25 already graduating and more expected by June.</p> <p>In a district where staffing challenges persist, CPAHS is fully staffed with certified teachers who connect with students and recognize the school's unique offerings. With all teachers returning for the upcoming year except for one retiree, the school staff demonstrates a clear commitment to student success.</p>	
Progress Toward Next Steps Identified in SSRA Summary	
<p>SSRA Summary Next Step #1: Address student substance abuse through guest speakers and required substance abuse courses.</p> <p>During the second semester, CPAHS organized a presentation by the Family Crisis Center in Farmington on topics of dating violence and substance abuse, with 35 seniors in attendance. The school also implemented an online program from the 3rd Millennium covering vaping, THC, and other relevant topics. The program issues certificates of completion on the multi-topic course. Ten students completed the program when assigned to in-school suspension (ISS) for infractions. This restorative approach aims to reduce out-of-school suspensions (OSS), with CPAHS already observing a decrease compared to the previous year.</p> <p>SSRA Summary Next Step #2: Address student technology needs that hinder access to dual credit.</p> <p>Principal Gallaher is trying another avenue for student access to computers. The school obtained a MacBook cart, and students in the Navajo Heritage class were the recipients. They will continue to pursue this effort in the upcoming months and next school year.</p>	

SSRA Summary Next Step #3: Provide resources through Hope, Johnson-O'Malley (JOM), and McKinney Vento to students needing clothing, shelter, or food.

CPAHS continues collaborating with district officials to locate and utilize support for clothing, food, and other resources. Ten students have been taken shopping for food and clothing using McKinney Vento support. During breaks, the school provided food bags to support food security, with 20 students each break totaling 40 bags. The Hope grant was leveraged to support ten students. Hope allows school personnel to take students shopping for needed items at a \$200 limit per person.

SSRA Summary Next Step #4: Provide professional development, support, and monitoring of the instructional staff for project-based learning across content areas with an integrated curriculum approach.

School leadership has engaged a Solution Tree coach to facilitate staff consensus-building and enhance collaboration on schoolwide instructional strategies and commitments. Through collaborative meetings involving all teachers and administration, instructional expectations were identified, set, and emphasized. These practices involve embedding vocabulary into lessons, problem-solving strategies for students, engagement techniques, and bell-to-bell instruction. Currently, 70%- 80% of staff are fully implementing these strategies, reflecting a significant step towards a cohesive instructional environment at the school.

SSRA Summary Next Step #5: Provide graduation guidance and communication. Create a system that includes a check-off procedure and posters.

The Solution Tree coach assists school staff with adjustments to the guidance system. CPAHS has outlined and drafted student expectations and plans for schoolwide marketing and implementation next year. The school is beginning to create a one-page checklist for students that outlines graduation requirements.

SSRA Summary Next Step #6: Work with the LEA to determine strategies for resolving fragmented internet service and issues related to new authentication requirements restricting student access to dual credit courses.

Some progress was made regarding connectivity, with some schools in the district being provided with a fob that can enable the dual-step sign-in. There has been an ongoing problem talking to CNM. This year, an Advanced Placement (AP) class was added, and CPAHS met with Dine College to explore the possibility of one of their classes being taught on campus.

SSRA Summary Next Step #7: Provide professional development so that staff understands standards, scope and sequence, and how to select high-leverage standards.

CPAHS started the school year with a two-day Solution Tree training session followed by

onsite visits from Solution Tree coaches. All staff participated in Professional Learning Community (PLC) sessions on various topics throughout the kickoff. Subsequently, teachers and administrators meet monthly to collaborate about implementing high-leverage strategies; consensus-building has been critical to this endeavor. The bilingual department has been focusing on a sequence for K-12 and developed an understanding of relevant characters/prominent figures as part of a district-wide initiative on cultural awareness. Core content pacing guides have been set by the district after teacher input. Teachers have been engaged in training on unpacking standards. Solution Tree has supported PD in scaffolding, depth of knowledge (DOK), engagement, and culturally relevant learning.

SSRA Summary Next Step #8: Provide time for data analysis and strategies to promote a more formal schoolwide data analysis process.

CPAHS has begun the data analysis process. Principal Galleher has designated data days, and teachers use time during early release Fridays to meet and discuss data. Currently, the school is focused on collecting a dataset as a baseline for analyzing student learning needs. This work has been and is presently being done once a month.

SSRA Summary Next Step #9: Implement and promote positive engagement strategies consistently and schoolwide to build a positive school climate and allow teachers to continue raising the level of rigor in lessons and expectations.

Engagement was a focus of the formal walkthroughs, which were documented in the fall and spring using a building-developed form. Most teachers had two walkthroughs with formal feedback per semester. Some only had one. The walkthroughs were followed up using the Six Step to Effective Feedback protocol. This year, the principal started informal walkthroughs two times a day. The principal gave limited feedback unless something stood out, which appeared to be a coaching moment. The principal observed various levels of engagement, from ritual compliance to full engagement of students driving their education. The principal shared the successes in staff meetings with staff and asked teachers to share engagement and student talk processes. These walkthroughs are followed by a feedback form provided to the teacher for review.

School Leader's Next Steps

The school leader's focus areas for the next academic year are leadership, systems, and interventions.

The school plans to maintain focus on educating students about the risk of vaping and other substance abuse, expanding the 3rd Millennium program to address students with fighting or physical infractions. Additionally, during monthly meetings, the school will prioritize two data points—attendance and credit attainment—every quarter. This data will be gathered and updated through a tracking system to communicate student progress to teachers and stakeholders. Principal Gallaher will continue to foster a partnership with Dine College to give students

options for college credit. CPAHS will develop a culture of achievement by marketing and publicizing student graduation requirements and common behavioral expectations. The principal will also investigate how to scale up schoolwide Computers on Wheels (COWs) so students can check out and use MacBooks throughout the day.

The school will continue to build staff capacity around engagement strategies through book studies (e.g., *Teaching the Unteachable Student*, Nigel Francis). They will implement in-house PD with staff presentations and shared best practices for the students they serve. Teachers will use PLC meeting times to address standards and teaching effectiveness. The principal will use observation and feedback coaching cycles (OFCCs) and walkthrough data to track the implementation of engagement strategies. The leadership team will track and review this implementation data to comprehensively monitor school-level initiatives' progress.