

SSRA Monitoring Visit Summary Report

School: Gallup Central Alternative HS	LEA: Gallup-McKinley County Schools
School Leader: Kristi Del Curto	LEA Leader: Mike Hyatt
SSRA Team Leader: Denise Woody	Date: April 18, 2024

School Successes and Celebrations

The school leader should provide the SSRA Team with recent successes and celebrations related to graduation or improved student performance outcomes. These will be included in the school's final summary. (1-2 paragraphs)

Principal Del Curto was eager to share progress that has been made at GCAHS since our SSRA team visited in October. Student attendance has remained consistently high (96%) and the level of student, staff, and community engagement and participation in events and activities has increased significantly since April of 2023, when Ms. Del Curto began serving as principal. They have utilized funds generated from a Community Schools Grant, Innovation Zone Grant and School Improvement Funds to purchase materials and supplies for their Culinary Arts and Construction/Carpentry Pathways Programs. These funds have enabled them to continue construction, move towards completion, and full utilization of an onsite Competition Kitchen, a Restaurant Kitchen and Café space and purchase electrical and solar kits for students enrolled in construction classes supporting the schools approach to a real-world approach to learning.

Students receive hands-on training as they work towards earning certification that will allow them to participate in internships and seek paid employment in the community. Culinary Arts students are engaged in every element of restaurant operation. The newly constructed restaurant/café is currently open, one day per week, to families, senior citizens, veterans and others. Construction students are learning to build structures that will eventually become Tiny Homes for the community. Teams of students are currently focused on learning how to install electric and solar panels, and plumbing systems in the structures. The visual evidence, shared through pictures, was impressive!

Progress Toward Next Steps Identified in SSRA Summary

Provide a comprehensive description of the school's progress toward the completion of the school's next steps co- identified with the school leader during the SSRA Site Visit. Provide specific details on progress and the data or evidence the school has collected that corroborates their assessment of progress. (1-2 paragraphs for each next step. Be sure to provide information on the school's perceived progress and the specific data or evidence cited.)

SSRA Summary Next Step #1-Domain 1-Culture and Equity: Work with teachers to build formal connections between and among career and academic courses through weekly planning and collaboration.

Significant progress has been made in this domain, with evidence provided. Teachers engaged in guided Curriculum Mapping sessions (Empower) to align academic courses and CTE Pathways learning requirements for the year. Teachers committed to 3 days of working to build maps and lesson plans. Instructional timelines were established that align to district requirements and assessment schedules. PLC meeting schedules have been established with formal meetings taking place at 3 week intervals. CBM/Interim assessment results are analyzed following each assessment cycle, as noted on the master calendar, with instructional plans reviewed to ensure continued alignment. Teacher communication during these sessions has increased understanding of expectations and practices and resulted in more consistency in support of students. As teachers work to establish consistent classroom expectations, disruptive behaviors have generally decreased, anecdotally.

Monthly Celebration Nights designed to improve negative perceptions and showcase positive aspects of the school community have been taking place since December. Prior to hosting these events, attendance at school

sponsored gatherings was very low (1-2 people). These celebrations are now enjoyed by 100+ people with 100% teacher participation. Celebrations include Gingerbread House Competition and Senior Awards Night in December. February they honored Board Scholars, hosted a Restaurant Showcase, and engaged parents in construction activities where CEU's were issued. In March, Navajo Heritage was celebrated with a guest storyteller and in April, Skills USA and a Spending Frenzy (in collaboration with local banks and businesses) took place. In May, graduates will be celebrated.

SSRA Summary Next Step #2-Domain 2-Leadership: Principal will work to identify priorities and take the initiative to implement changes to improve communication within the school and community.

Progress has been made in this domain with evidence provided. The school master calendar is developed and aligned to the district calendar. When Principal Del Curto became principal in April of 2023, staff members, students, parents, and community members expressed the desire to receive/have access to information relating to school priorities, activities, events, etc. in a timely and transparent manner. As a result, a variety of communication methods have been employed. A welcoming lobby entrance, which includes 2 large TV monitors, now welcomes students, staff, and visitors to the school. The master calendar has been added for public viewing and is routinely updated. Important information and reminders are updated weekly. In addition, the calendar is posted on the school website and is reviewed and updated on a weekly/monthly basis.

Formal monthly School Building Leadership Team meetings are included on the master calendar and are focused on student achievement, attendance, course completion and strategy review to ensure that students remain on-track for graduation. Professional Development needs have been identified and resulted in prioritizing student engagement strategies. WIG (Wildly Important Goal) has become a school-wide focus. WIG Posters have been posted in prominent places around the school to reinforce the focus that has been placed on implementation and use of the Gradual Release Model.

SSRA Summary Next Step #3: (Domain 3-Instructional Infrastructure) Leverage the success of career pathways by adopting some of the applied strategies and integrating into academic classes.

Significant progress has been made in this domain with evidence provided. Principal Del Curto, working in collaboration with the District Instructional coach, has identified the need to utilize common language and consistent expectations in both academic and pathways classes. Professional Learning Communities identify and discuss practices that have been successful in CTE classes to determine how they can be leveraged as "Best Practices" in academic classrooms. Recent data reflects the success that students are experiencing in the Pathways courses. Currently, 39 students have earned OSHA 10 Construction Certification, 12 students have earned ServSafe Food Handlers Certification, with 3 pending and 7 students currently have ServSafe Manager Certification pending. In addition, there are 13 student interns currently working (8 culinary and 5 construction). There were 8 students enrolled in Dual Credit courses last semester and 6 enrolled this semester.

SSRA Summary Next Step #4: (Domain 5-Support and Accountability) Principal and Instructional Coach will continue to monitor and support instructional priorities through the classroom observation and walkthrough process.

Consistent progress has been made in this domain with evidence provided. Following the District Walkthrough practice of 4-2-1 (4 walkthroughs, 2 feedback, and 1 face-to-face) each week, Principal Del Curto and the Instructional coach conduct classroom observations/walkthroughs documenting each walkthrough using an adopted form. Results are shared with each of 8 teachers in the school, with at least one face-to-face follow-up meeting conducted weekly. Principal Del Curto reports a 100% completed weekly walkthrough rate. Observations are focused on evidence of adopted strategies which include WIG (Gradual Release), higher-order questioning, engagement strategies discussed in PLC, and alignment of lesson plans to curriculum maps. Following each observation cycle, the number of teachers observed using WIG strategies is posted in the hallway. (This data has been posted for 4 weeks.)

The overall focus is to improve the graduation rate. Graduation rates for the past 2 years were 10.5% (2022) and 69% (2023). This year 81% (26/32 students) are on track for graduation. The school attendance rate is 96%. The counselor is tracking credits and monitoring credit recovery classes. The goal is to decrease the number of freshmen who are failing classes and provide the support they need to successfully complete their classes and not have to be enrolled in credit recovery. Teachers monitor student's grades consistently. If students fall below a 75% in any class, it is documented on a school wide spreadsheet and a series of steps are taken to make sure they

stay “on track”. (Parents are called, attendance required at tutoring, reports sent home, etc.) Next step plans have been developed for 100% of seniors, 90% of juniors, 80% of sophomores, and freshman will be completed in May. Monthly graduation audits with follow-up meetings with student/staff/principal/ parents are conducted if students are not on track for graduation. In addition attendance is tracked with follow-up calls and meetings if needed. Horizon data PSAT data and SAT data was submitted as evidence with growth shown in all areas. (SAT Math showed regression. Note: New first year math teacher who is receiving a lot of PD and Empower coaching to support her growth.)

School Leader’s Next Steps

Describe the school leader’s next steps for preparing for next year. (3-4 next high-leverage next steps, 1-2 paragraphs each). Next steps should be considerations for the school’s 2024-25 90-day plan.

As Principal Del Curto, completes her first full year at Gallup Central Alternative School, she is working in collaboration with her Building Leadership Team to begin planning for the 2024-2025 school year. The goals they establish, based on EOY data, the strategies they adopt, and the critical actions they take as they work towards their goals will be reflected in the School DASH Plan. They remain focused on building on the foundation they have put in place up to this point.

The collaboration and communication structures, that have been put in place, will be maintained and improved, when needs arise. They will build on steps taken to strengthen connections between teachers and students in CTE and Core academic classes to increase the level of student engagement, academic achievement, and promote positive outcomes for students. Curriculum maps will be adjusted, as teachers work together to refine and calibrate the maps they developed and implemented this year. Classroom walkthrough observation and feedback sessions will continue and be enhanced by the development and implementation of question sets (script) that the principal and District Instructional Coach are working to finalize. They plan to increase the systemic use of high-yield instructional strategies and monitor impact and fidelity through the classroom walkthrough process.

In addition to growing current programs, and celebrating success with the school community, they want to expand opportunities for students by introducing an additional Pathway next year, Welding, and by offering more students the opportunity to enroll in Dual Credit courses.

Principal Del Curto expressed excitement and enthusiasm as she works with students, staff, parents, and community members to celebrate graduates in May and begin planning for the 2024-2025 school year.