

School Support and Readiness Assessment Summary Report

School: Gordon Bernell Charter School	LEA: Albuquerque Public Schools
School Leader: Beth Dorado	LEA Leader: Scott Elder
SSRA Team Leader: Michelle Starnes	Date: May 20, 2024
School Description	
<p>Gordon Bernell Charter School honors the legacy of Gordon Bernell, who, along with his family, transformed lives through his benevolent and inspiring presence at the Bernalillo County Detention Center. With its unique ecosystem, Gordon Bernell Charter School has a second campus inside the Bernalillo County Detention Center, with an enrollment of between 30 and 60 students. The high school is nestled in the center of Albuquerque near the historical district of the North Valley, serving approximately 140 students. A third component of the school is the addition of the Adult Education Center, which serves a diverse population of adults earning their GED.</p> <p>Gordon Bernell Charter School considers and values Individualized Learning Plans (ILPs) that outline academic goals. These plans are founded on social-emotional learning and self-awareness, rooted in a compassionate culture, and navigated through the principles of trauma-informed care. Their student-centered approach seeks to honor student agency and prepare students for a world of interdependence, community engagement, and responsibility.</p> <p>Gordon Bernell Community School’s Mission Statement reads as such: <i>Gordon Bernell Community School believes in the transformative power of individualized education, compassion, and community engagement for students of all ages in and outside of incarceration. Through both the high school diploma pathway and an adult education program, Gordon Bernell empowers all students to build a future on a foundation of academic competency and professional readiness. The mission has always been “transforming lives from the inside out.”</i></p>	
School Successes and Celebrations	
<p>The fundamental principle at Gordon Bernell is an approach to learning that centers on relationships. This has served as the vision since the school opened in 2008 and is an apparent value that is heard and seen throughout the school.</p> <p>The grand opening of the Gordon Bernell Charter School Career Development Center will serve as a pillar in the community, in concert with the newly purchased program that will guide students through aptitude and career discovery, the ability to earn industry-recognized</p>	

certifications and work-based experiences. These experiences will serve as a bridge for students to gain skills that will prepare them for post-secondary success.

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 leadership team and teachers have diligently aligned the math and language arts instruction to state standards. Pre-assessments determine a baseline for teachers in creating rubrics that include success criteria for staff and students. These efforts will be monumental as teachers utilize this data to inform instruction and co-create ILPs with students.

Every teacher has an advisory role to support, communicate, and track student progress. They ensure students are on track for graduation and find resources supporting students' and their families' well-being. The advisory teachers at Gordon Bernell assist students in planning for college or careers after graduation through frequent communication and by informing students of internship opportunities. Building relationships is a crucial component of student success.

Opportunities for Growth:

There is an opportunity to elevate academic expectations and instruction by fostering accountability and closely monitoring the implementation of ILPs. This accountability will assist the leadership team in ensuring standard-aligned instruction occurs in every classroom. There is also an opportunity to support teachers in having high expectations while being supportive of individual needs.

The inability to customize the Student Information System (SIS) has made it difficult for teachers to use data to inform instruction. Empowering students to actively track their data and growth through meaningful conversations with their teachers is one domain ready to be leveraged by the leaders and staff at Gordon Bernell. A data tracker has been created to track student attendance and progress. While some may initially view this tool as a compliance measure, there is a powerful opportunity to shift mindsets and focus toward making meaning out of the data.

Potential Next Steps:

Leadership will create a customized data dashboard to house attendance, credit acquisition, and assessments, which will be used to inform instruction and track program implementation. Once this data is accessible to teachers and staff, professional development will be necessary to ensure that meaningful data analysis is central to informing instruction, tracking graduation, and implementing and monitoring programs.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

Interviews and classroom observations divulged the collective belief and practice of student-centered instruction. Student-to-student interactions, student-to-staff interactions, and staff-with-family interactions were respectful, compassionate, and empowering. These observations gave substance to the vision that Gordon Bernell is centered on building authentic relationships.

Collaboration is common among staff, formally and informally, as they support students in their journey through high school. Teachers on teams support one another. This unified focus bodes well for future school-wide initiatives.

Opportunities for Growth:

Support, accountability, and instructional infrastructure strengthen instruction when a system of observation and feedback coaching cycles (OFCCs) is established. There is an opportunity for the school leader to ensure that the new instructional program is implemented with fidelity for every student as they co-create the ILPs with student input. Through frequent check-ins, Director Dorado will be able to identify the needs of teachers and provide support in building their capacity for data-driven instruction in their classrooms as they make meaning of newly accessible data.

Potential Next Steps:

Director Dorado will intentionally structure professional development and Professional Learning Community (PLC) systems to focus on curriculum implementation and teacher growth opportunities.

The leadership will form an observation and feedback cycle to monitor curriculum implementation and instructional practices. They will support teachers in ensuring that ILPs are collectively reviewed.