School Support and Readiness Assessment
Monitoring Visit Summary Report

School: ACE Leadership High School	**LEA:** Albuquerque Public Schools
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School Successes and Celebrations

ACE Leadership High School's staff and student body actively engage in work-based Career and Technical Education (CTE) learning. School leaders prioritize ensuring all students have access to work-based skills acquired through supervisory relationships, workplace interactions, and group work dynamics. This work will lead to a paid internship during students' senior year. ACE piloted the Work-Based Learning Wednesday program, where every student participated in a structured program that began with workshops, group service learning, and paid job shadow rotations; all 42 seniors engaged in a CTE paid internship. Impressively, 62% of these capstone internships are in CTE, with the other 43% focused on ACE industries; a total of eighty-six thousand dollars has been paid to students through this program.

School leaders have observed an improvement in the literacy instruction at ACE, as it has been embedded in all projects and classes. Additionally, they have noted that students see the value of skills that can be applied in real-life situations through their CTE courses. The math interventionist has delivered "push-in" instruction to work with students during class. The school has observed increased levels of engagement and perseverance, particularly in math. End-of-year math growth data shows that 75% of the student body demonstrated growth for the current school year.

As a result of purposeful rebranding, ACE experienced its first genuine lottery for enrollment next year, with more student applications than available spots. Currently, there is a waitlist of 41 students.

As part of the Innovation Zone, the LANL Foundation facilitates a high school transformation cohort focusing on core academics, CTE, work-based learning, and transition support. ACE was recently used as a model school for this cohort, which is a noteworthy celebration.

Progress Toward Next Steps Identified in SSRA Summary

SSRA Summary Next Step #1: Faculty will work to identify ways to use shared spaces more effectively and regularly.

Throughout the school year, teachers and students have strategically utilized portable space, the green room, and the breezeway as areas for critical small-group instruction. During the first

trimester, teachers used other spaces at times. By the end of the third trimester, all six projects and the evening school consistently used the additional provided space on regular rotations. An online reservation system was created to assist with planning and scheduling time in these spaces. ACE was able to purchase a plot of land adjacent to the school to expand project spaces.

SSRA Summary Next Step #2: Students will learn to use the provided annotation template, and the school will implement a daily Do Now routine for text-based analysis.

Staff implemented the ACE Literacy Framework during the 2023-24 school year. This tool is broken down into phases, and Phase One takes place this year. The goal of this phase is to include dynamic texts in every project (the school defines dynamic as grade-level, engaging material), regardless of the credits offered by the project. The literacy interventionist worked with each teacher to identify appropriate texts project-by-project and to plan for effective ways to use the texts to address literacy standards, even if no English Language Arts credits were awarded for the course.

This represents a wide-scale change in the school's approach to literacy. This new initiative has been designed to support teachers. Phase One includes annotation strategies and Do Nows and supports teachers through text selection and lesson planning. All but one project used at least two annotation activities this year.

SSRA Summary Next Step #3: Leadership will organize a retreat for teachers to collaborate on archiving projects.

The curriculum director, special education director, and interventionists convened in the first week of May to plan a professional development (PD) session focused on archiving the Anchor Project. They established a space and system for archiving essential components of each project. On May 15, ACE Leadership High School held a PD session under the Learning by Doing Pillar to outline the steps for archival. Teachers received time and live technical assistance from the curriculum director and math interventionists during this session.

As a result, all projects, resources, pacing guides, and project design sheets have been archived. Additionally, up-to-date reflections about each project have been completed and archived. The archiving process involves saving all aspects of planning, teaching, and assessing to a shared drive accessible to all staff members. They utilize a template with links to all relevant aspects of the learning projects. This systematic approach to archiving ensures the sustainability of their educational process.

SSRA Summary Next Step #4: Develop specific learning outcomes for the school so that students know what they will achieve and learn each year.

ACE Leadership High School dedicates consistent and routine time during weekly PD sessions, including the Wednesday PD sessions, to craft learning outcomes and success criteria for all projects. Wednesdays are utilized to collectively analyze student work through the lens of these learning outcomes, ensuring that teaching and assessment practices align with the intended educational goals. The Curriculum Director meets with each teacher weekly to review the

project's progress and plan further actions. This trimester, significant time has been devoted to reflecting on and analyzing how teachers provide students feedback regarding their learning outcomes and success criteria.

Students at ACE have multiple opportunities to demonstrate mastery of all learning outcomes and receive continuous feedback on their progress. According to the ACE Student Survey, 70% of students agreed or strongly agreed with the statement, "My classes provide me with multiple ways to show I understand."

Recognizing the need for a more organized system of learning outcomes, ACE has been developing Anchor Projects. These projects serve as a lever for improving the quality of instruction and are designed to be accessible to all project teachers. Anchor Projects are part of a foundational learning sequence incorporating industry skills aligned with the graduate profile. This approach enables teachers to easily connect with industry partners and provide engaging, in-depth learning experiences.

Archiving these Anchor Projects ensures they are available to teachers in a standardized format, setting a benchmark for project excellence. This organized system of archived projects aids in differentiating instruction to meet students' diverse needs and enhances the overall educational quality at ACE.

School Leader's Next Steps

The staff at ACE is hard at work, deepening the academic focus of their projects. The school will create an ACE Leadership Core Instruction Rubric with the newly formed Instructional Leadership Team. Currently, leadership does walk-throughs and meets with each teacher once a week. This is the heart of what the instructional leadership team will be doing next year. This will allow teachers to receive more individualized feedback and support. Team members are proficient at project-based learning and have ample experience. The team includes the instructional coach, the special education coordinator, the math interventionist, and school leadership.

Leadership will continue implementing and monitoring Phase One of the Literacy Framework to ensure all projects include dynamic texts. The expectation is for all teachers to be literacy teachers and use the Literacy Framework. The Instructional Leadership Team will provide support during weekly project meetings to plan for teaching texts. Teachers will also have access to archived projects with embedded literacy frameworks. This will be built upon each year and will offer support and resources to teachers. They recognize the importance of not becoming stagnant and being fluid with their text, so revisions will be included.

The school administration will support teachers accessing archived projects next year and archive any new projects. They will also explore aligning the projects' learning outcomes vertically. Learning outcomes will be standardized and scaffolded as they develop Anchor Projects over the next three years.