

**School Improvement and Transformation Monitoring Visit Summary  
Beginning of Year  
(SITM-BOY)**

<b>School:</b> Health Leadership Charter	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Leticia Archuleta	<b>LEA Leader:</b> Dr. Joseph Escobedo
<b>SITM Team Leader:</b> Max Perez	<b>Date:</b> 9/11/2024
<b>School Description</b>	
<p>Health Leadership High School students primarily come from economically challenged and diverse communities. One hundred percent of Health Leadership High School students qualify for free and reduced lunch. The student population is over 92% minority students, with the senior class having 98.22% minority students. Data reflects 40% of students are English Language Learners. Many English language learners come from Spanish-speaking backgrounds. This is a great strength and resource for the school and the communities these future health professionals will serve, where bilingual workers are needed and valued.</p> <p>Health Leadership High School tailors its curriculum to industry-focused projects, collaborative learning, and academic student support in a nurturing environment. The school's three-pillar model emphasizes health, positive youth development, and individualized education, addressing gaps and supporting students with high-level trauma. The daily schedule includes project blocks, a Capstone, and an advisory class integrating social-emotional learning and equity practices.</p> <p>Health Leadership High School prepares students for healthcare careers through real-world work experiences, including paid practicums, which build responsibility, leadership, and confidence. Students are crucial in addressing healthcare workforce shortages, influencing community health initiatives, and inspiring future professionals. The curriculum incorporates Social Determinants of Health and offers practical courses and certifications like Community Health Worker and Certified Nursing Assistant. These efforts have increased student interest in health careers, equipping them with essential skills for future success.</p>	
<b>School Successes and Celebrations</b>	
<p>Health Leadership High School has achieved significant progress this year through an intentional approach in the NM DASH plan, which has improved participation in testing periods and boosted test scores. The school has expanded real-world health sector opportunities, growing from seven (7) paid internships in the school year 2022 to 167 in 2024, and offers dual credit programs in various health-related fields. Capstone projects and specialized science courses enhance students' knowledge and career readiness. The new facility</p>	

includes a school-based healthcare center that provides free medical services. Recognized as an Innovation Zone school, Health Leadership High School is noted for advancing student leadership and healthcare career preparation. Health Leadership has seen a steady incline in Stanford Achievement Test (SAT) ELA scores, with 3% proficient in 2021-2022 and 20% proficient in 2022 and 2023-2024. Math scores have moved from 0% to 6%.

### **NM DASH Development and Implementation**

The school's 90-day plan addresses graduation, academics, and attendance. The school has identified three contributing factors to low graduation rates. (1) core instruction, (2) student buy-in on testing to show their needs, and (3) intervention block to target students and differentiate learning.

The desired outcomes include:

- Graduation - 100% of students who are classified as seniors to start the 24-25 SY, will be discussed and tracked; using our HLHS credit tracker to ensure they are on pace to successfully graduate in May 2025.
- ELA, Math, & Science - 100% of staff at HLHS will be trained in the area of project-based learning to include the use of daily learning objectives, differentiation, and frequent checking for understanding.
- ELP - 100% of teachers will be trained in explicit vocabulary instruction within the project-based learning model.

### **School Progress**

#### **Three-year Data Trends**

#### **Graduation**

##### **4-year**

- 2021-2022 – Not Available
- 2022-2023 – 38%
- 2023-2024 – Not Available

##### **5-year**

- 2021-2022 – Not Available
- 2022-2023 – 57%
- 2023-2024 – Not Available

##### **6-year**

- 2021-2022 – Not Available
- 2022-2023 – 57%
- 2023-2024 – Not Available

**2025 Graduation Goal** - HLHS will continue to support the improvement of increased on-time and on-track graduation rates. This will be done through a credit tracker and graduate

profile that is reviewed and assessed regularly in advisory classes and during student-led conferences. Credit recovery embedded scheduling and evening reengagement classes will also address on-time and on-track graduation rates. Furthermore, teachers will meet monthly to discuss 9th-11th "staffing" students who require additional support. However, "Senior Staffing" with advisors and directors will happen bi-monthly to track their progress closely. Throughout the year, the student support department will train staff and students on the Restorative Justice model and explicit advisory curriculum focused on social-emotional learning.

By the end of the 24-25 SY, a minimum of 80% of our students at HLHS, who are identified as seniors, will graduate from using project-based learning and the restorative practice model.

### **Stanford Achievement Test (SAT)**

#### **ELA Score of 480 and Above**

- o 2021-2022 – 3%
- o 2022-2023 – 6%
- o 2023-2024 – 20%

#### **Math Score of 480 and Above**

- o 2021-2022 – 0%
- o 2022-2023 – 6%
- o 2023-2024 – 6%

**2025 ELA Goal** - By the end of the 24-25 academic year, 10-20% of students who take the SAT (11th) will demonstrate a level of proficiency in sections scores for evidence-based reading and writing.

By the end of 2024, 20% of students will show growth to move from Intervention or Urgent Intervention to On Watch or At/Above from 2023 STARS End Of Year ELA.

**2025 Math Goal** - By the end of the 24-25 academic year, 10-20% of students who take the SAT (11th) will demonstrate a level of proficiency in sections scores for evidence-based mathematics.

By the end of 2024, 20% of students will show growth to move from Intervention or Urgent Intervention to On Watch or At/Above from 2023 STARS End Of Year Math.

#### **Science - ASR**

- o 2021-2022 – 15%
- o 2022-2023 – 0%
- o 2023-2024 – 18%

**2025 Science Goal** - By the end of the 24-25 academic year, 10-20% of students who take the NM-ASR (11th) will demonstrate a level of proficiency in sections scores for evidence-based science.

By the end of the 2024 school year, 20% of students will grow one level in STARS ELA interim assessment, specifically in the area of informational text.

**Attendance Rate**

- o 2021-2022 – 51.35%
- o 2022-2023 – 29.74%
- o 2023-2024 – 31.0%

**STARS data**

**ELA**

Not Available

**Math**

Not Available

**STARS data BOY 2024-2025**

**ELA**

Not Available

**Math**

Not Available

**2025 ELP Goal** - By the end of the academic year, 10% of English Language Learners (ELLs) will demonstrate improvement in at least two of the four domains of the ACCESS test (listening, reading, speaking, and writing) by advancing at least one proficiency level compared to their previous year's scores.

By the end of the 2024 school year, 20% of students will grow one level in STARS ELA interim assessment, specifically in the area of language, including content-specific vocabulary.

**Goal Setting Process:**

Health Leadership High School established a Collaborative Leadership Team, including the principal, assistant principals, department heads, grade-level leaders, instructional coaches, and key staff members. This team leads goal-setting and ensures alignment across the school, focusing on broad priorities such as improving reading proficiency, increasing student engagement, reducing absenteeism, and enhancing school culture. Departments analyze data to identify trends and gaps in student performance. The school also uses a Multi-Layered System of Supports (MLSS) process, meeting monthly to review student data on academics, attendance, and behavior, and adjusting interventions to meet individual students' needs.

**Actions to reach ELA, Math, & Science:**

- September 6, 2024: School-wide training classroom environment and differentiation with Dr. Lujan

- September 2024-November 2024: Classroom walk-throughs using our HLHS Look-For forms to check for teacher understanding and next steps for 1:1 coaching
- November 25-26, 2024: School-Wide Project Based Learning training from Time Kubik.

**Actions to reach ELP:**

- September 6, 2024: School-wide training classroom environment and differentiation with Dr. Lujan
- September 20, 2024: BOY STARS Data Dives, specific to our EL's
- October 2024: Specific Academic Vocabulary Training with M. Jurado

**Actions to reach Graduation:**

- April 2024: Interviews and individual letters sent home to families regarding 24-25 classification
- Summer 2024: Credit Recovery
- August 29-On-Going: Bi-Monthly Senior Staffing On-Going: Dual Credit and Certification tracking(Knack)

The school leadership is working on organizing meaningful data to monitor progress toward their goals, including analyzing the implementation of professional development through walkthroughs. It will also involve tracking student movement across different levels on STARS (Beginning Of the Year, Middle Of the Year, & End Of the Year). Health Leadership will collect data on their capstone exhibitions mid-year to track student progress for course credit and graduation. The school will assess attendance weekly.