

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Mrs. Jennifer Amis

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Arrowhead Park Early College High School

(As it should appear in the official records)

School Mailing Address 3600 Arrowhead Drive

(If address is P.O. Box, also include street address.)

City Las Cruces State NM Zip Code+4 (9 digits total) 88011-5129

County Dona Ana

Telephone (575) 527-9540

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Web site/URL

<https://sites.google.com/a/lcpsmail.org/a/pechs/home>

E-mail jamis@lcps.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Greg Ewing

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail gewing@lcps.net

District Name Las Cruces Public School District Tel. (575) 527-5800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Senora Maria Flores

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 25 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 7 High schools
 - 0 K-12 schools
- 40 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☒ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	67	41	108
10	50	33	83
11	54	41	95
12 or higher	52	55	107
Total Students	223	170	393

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 3 % Black or African American
 - 62 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 35 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2015	398
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 3 %
12 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Arabic

7. Students eligible for free/reduced-priced meals: 41 %
Total number students who qualify: 162
8. Students receiving special education services: 7 %
27 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>3</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	19
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	99%	99%	99%	99%	99%
High school graduation rate	97%	92%	98%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	108
Enrolled in a 4-year college or university	75%
Enrolled in a community college	10%
Enrolled in career/technical training program	5%
Found employment	7%
Joined the military or other public service	2%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Our school is committed to providing a challenging and engaging learning environment that inspires students to achieve the highest standards of academic and personal development.

16. For public schools only, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students apply to attend Arrowhead Park Early College High School as they are preparing to enter ninth grade. Within the application they submit a letter of interest describing their desire to attend and outlining their career and educational goals. This letter becomes a part of their permanent student file and is revisited and updated annually, or as needed for advisement. They also submit letters of recommendation from two eighth grade teachers. A member of the Arrowhead staff interviews each student who has applied to attend. In this meeting students are asked questions about their current academic progress and favorite projects. They are also asked about struggles and what they do to seek out help when they need it. This meeting, which also includes parents, provides families the opportunity to ask final questions about Arrowhead with the purpose of choosing the best high school setting for their child.

PART III – SUMMARY

In response to a high school completion rate of 56% in 2008 and a county-wide shortage of skilled workers, business, industry, and educational partners came together to seek solutions. From this group's research, the early-college-high-school model emerged as an innovative way to address both goals. From planning to completion in 18 months, the first-ever early college in New Mexico, Arrowhead Park Early College High School (APECHS) opened in July, 2010.

Through seminar classes that teach students how to advocate for their needs and communicate with faculty, APECHS gives students the tools they need to engage in critical conversations with adults.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

All high school courses are taught at an honors level and are based on state-approved standards: English, math, and history are based on the National Common Core Standards and science courses align with New Mexico State Science Standards. Courses in all subject areas are vertically aligned through bi-monthly department professional learning community (PLC) meetings.

APECHS works to engage students in learning while also promoting civic learning. Therefore, in summer freshman Jumpstart classes, students are taught what it means to be a Trailblazer, developing an awareness of what it means to be one who bravely seeks out new challenges in order to achieve dreams. To enrich the core experience, APECHS encourages and has high attendance in several other civic learning opportunities, such as National Honor Society and other clubs.

English teachers work to develop strong, college and career-ready readers and writers. From English/Language Arts I through English 111 (dual credit), students hone reading and analytical skills as well as composition skills. As students progress through their English courses, they work to evaluate the evidence that they are using to support their claims. Moving into future English coursework, students build on their evaluation, citation, and claim-development skills which further ensures college and career preparedness.

In support of strengthening composition skills, ELA teachers promote the writing process and allow students to revise and resubmit essays as many times as needed until students feel satisfied. Students are encouraged to visit the campus writing center, modeled after our partner university's writing center, to help them with revision.

To promote pride as writers, 12th grade writers reflect on their experiences in English and compile their writing in a publication called "Letters to a Young Freshman". This is used as a textbook for our 9th grade students. In this fashion, our students create and share their own literature. Additionally, students develop portfolios in each grade level, culminating in an English 111 portfolio that not only showcases their success in 111, but also reflects over their entire writing career.

Fifty percent of all incoming ninth-grade students enter APECHS having completed Algebra I at the eighth grade level. Arrowhead utilizes the college Math Placement Exam (MPE) for students to place in the appropriate course above the Algebra I level, which is Algebra II or a college equivalent such as Intermediate Algebra or College Algebra. Following the completion of College Algebra, the majority of students continue to Trigonometry and Pre Calculus. Others enroll in high school Geometry and Financial Literacy in order to fulfill their required four math credits for high school graduation. Continuing in the math sequence, Advanced Placement Calculus is offered. Students have the opportunity to go beyond Calculus I and II through dual credit coursework.

Along with the challenging math sequence offered, high-quality career and technical education (CTE) courses provide students with the opportunity to apply their academic math skills. Additionally, the math department uses projects and blended learning opportunities to continue to build foundational skills and enhance math instruction. All math instructors also provide one-to-one tutoring opportunities (both mandatory and/or volunteer) on a daily basis.

The sciences at Arrowhead uphold the mission of academic excellence by promoting critical thinking, effective written communication, and scientific citizenship. Courses are designed to promote scholarly growth of science skills across the curriculum. APECHS prepares students at each level by creating a strong academic foundation through lessons and common assessments that provide scaffolded support to all learners. All levels focus on technical writing skills such as lab reports, infographics, and other forms of communication, which often have a cross-curricular emphasis. As students complete Integrated Science, Biology, Chemistry and other elective sciences, they are building fundamental skills including scientific

thinking and communication, laboratory skills, data collection and interpretation. Strong vertical alignment in the department prepares students for subsequent college-level science courses.

The History faculty provides cross-curricular opportunities with the school's STEM and Medical emphasis. Students synthesize and analyze data through both primary and secondary source documents. In addition, students research and present their findings in formal research papers in each class. Through problem-based learning experiences, students build foundational history skills that are scaffolded through their high school experience. The History coursework supports the literacy initiatives on campus through focused research, historical and technical writing, specific academic vocabulary and oral presentation skills.

Through their History studies, students complete 3.5 credits in History, satisfying New Mexico graduation requirements. One of these courses is delivered in a blended-online environment, providing students both History curriculum and 21st century skills through a virtual classroom experience.

Through the senior-level Principles of Democracy course, students attend a naturalization ceremony for the newest citizens in our community. Seniors also organize and run a school-wide mock election, working concurrently with the presidential election process. After students researched and collected information about the two major candidates, they created profiles to display throughout the school. After class debates, the student council registered voters for election. The student body then voted the week before the National Election, recreating the process of the national presidential election. A participatory knowledge of the democratic system is integral to producing civic-minded, well-informed future voters.

All Arrowhead curriculum supports college and career readiness. Through challenging core offerings that connect with students' career interest in STEM and Medical occupations, students have the opportunity to apply their academic skills.

Arrowhead also seeks to ensure students are successful once they get to college. This includes ongoing mentorship with both college students and faculty and annual visits to our partner-college campus.

Because academic preparation alone does not prepare students for the 21st century workplace, students experience a sequence of high-quality career and technical education courses. This career preparation work focuses on both high-need industry certifications as well as the development of the soft-skills necessary for successful transition to our community workforce. All students have the opportunity to complete the WorkKeys National Career Readiness Certificate (NCRC). Additionally they experience mock interviews, resume development, job shadowing, and participation in local economic and business initiatives. Ongoing communication with our community partners about their needs informs our work.

2. Other Curriculum Areas:

Beginning in ninth grade, students select a general path-of-study in STEM or the Health Occupations career fields. Both general pathways fully integrate 21st century industry-standard equipment and skills. Specific CTE elective courses complement students' academic studies and provide them with the opportunity to apply and practice their learning through real world problems, case studies, and projects. APECHS employs the use of Project Lead The Way (PLTW), a national industry endorsed curriculum, in both STEM and Medical Pathways as a foundation for all students.

In the STEM pathway, students take Introduction to Engineering (9th grade) and Principles of Engineering (10th grade), as foundational courses. Next they select courses based on their career goals, specialty electives including: Drafting, Environmental Sustainability, Computer Science, Forensic Science, and Creative Media Technology. All of these high school electives fully align with degree programs in our partner post-secondary institutions, providing students with the essential skills necessary to continue toward industry certifications and/or degree completion. All STEM ninth graders are also enrolled in CS110 Computer Literacy, their first dual credit course, providing them with an equal start in basic skills toward technological expertise.

In the Medical Pathways, students begin in ninth grade with a PLTW course, Biomedical Science. Through

a case study, students are immersed in an introduction to many aspects of medical sciences. All students then progress on to Medical Interventions (10th grade), where they expand on their foundational knowledge in health occupations and deepen their understanding of biological sciences through practical and guided research. Students continue their study of science through Anatomy, Physiology, and Chemistry. They have the opportunity to complete various stackable credentials including certified nursing assistant, electrocardiogram (EKG), and phlebotomy certification, all leading to job preparation and/or continued education.

All ninth-grade students participate in Seminar I. This course has been strategically identified to support students' success through study skills, leadership training, goal building opportunities, and career development activities. This course is intentionally delivered in a blended format; students are supported while learning to engage in and complete an online course. The physical space of the classroom provides for independent and collaborative learning opportunities, targeting mastery of essential skills. The Seminar curriculum is comprised of four courses, providing students with targeted information appropriate for their progression toward graduation and college completion.

All students are required to finish at least two fine arts courses to complete an associate program and prepare for entrance into a four-year university. In addition, students are frequently encouraged to participate in community groups with performances and state competitions.

Foreign Language is another essential elective area. Although this is not a high school graduation requirement in our state, students wishing to continue their post-secondary education will enroll in at least two levels of foreign language. Students may enroll in foreign language through the dual credit program and also through online instruction. Spanish is offered on the Arrowhead campus each semester. German is another high-demand language that is offered through an articulated correspondence program. This year, APECHS became a member of the German American Partnership Program (GAPP). Through this partnership, APECHS hosted a group of 16 students from Germany. Students may also pursue other languages through enrollment at our partner institution including French, Japanese, Chinese, and Arabic.

Health Education and Physical Fitness are also included in the high school curriculum and required for the completion of a New Mexico High School Diploma of Excellence. APECHS students complete their PE credit during a summer session at the local university facility. Simultaneously, 9th grade students take their Health class, another graduation requirement. Through this course, they focus on healthy lifestyle development. Both of these courses are intentionally designed to support student success, "7 Habits of Highly Effective Teens" curriculum, and the Trailblazer mission.

3. Instructional Methods, Interventions, and Assessments:

APECHS faculty uses a variety of instructional approaches which include problem-based learning, technology-based support and universal design for learning. Courses are not only vertically aligned but often work across content areas.

Problem-based learning is implemented in both the medical and STEM pathways. For example, students in the medical pathway conducted project researching genetic markers, alleles for cancer and the lymphatic system. This project allows students to research facts and statistics and created informational-fliers. They then collaborate with peers in the Medical Interventions course who shared information on genetic markers and alleles for cancer. Students then were able to see clay models created and presented by sophomore students in Anatomy and Physiology of the lymphatic system. Students in the STEM pathways also engage in cross-curricular learning opportunities. For example, in students' engineering course, they designed and created a solar oven. This was coupled with the writing of a technical report in their English class that documented their scientific and design process. This project involved collaboration with community experts and their peers. This project, designed by all staff, also included targeting college and career skills for current and future coursework.

Technology-supported learning is integral to instruction at APECHS. Students have access to computer/iPad technology in every classroom. Teachers utilize interactive white boards. The majority of

course content, supplemental materials, exams, and notes are available online. Students utilize Google Suite to assist with writing, collaboration on assignments, data collection, file storage and sharing, as well as presentation tools. Students also have access standard and advanced real-world lab equipment (DNA gel electrophoresis, PCR, and other molecular biology equipment), 3D Printer, Anatomage anatomy visualization system (virtual cadaver table), 3-D printing, and a simulated medical clinic with interactive mannequins. This allows for real-world learning that both supports explicit instruction in the classroom and provides students the skillset for 21st century employment.

APECHS is continuously striving to improve the skills of students performing below and above grade level. A school wide initiative is tutoring where support is available before school, during lunch, and after school. One innovative intervention for students not proficient in writing is the Writing Center. This center, staffed by English faculty and National Honor Society student tutors, supports students through the writing process.

Within the classroom, instructors use both formative and summative assessments to improve student and school performance. Formative assessment strategies include questioning, graphic organizers, think-pair-share, observations, peer and self-assessments. Summative assessments such as quizzes, hands-on projects, essays, labs, and hands-on, practical exams are also used strategically within the classroom.

Arrowhead participates in district and state required testing requirements: ACCESS, Partnership for Assessment of Readiness for College and Careers (PARCC), and End of Course (EOCs). ACCESS assesses acquisition of academic English and language proficiency for students who are limited English proficient and provides instructors with information to support instruction and testing. PARCC and EOC data are used not only to inform instruction for future cohorts but also determines proficiency for graduation purposes.

Monitoring the achievement data of students, especially subgroup populations, specifically Special Education (SPED), English Language Learner (ELL) and Economically Disadvantaged (ED) allows for APECHS to build support mechanisms.

In addition to tutoring and accommodations, students also participate in Seminar classes during their freshman and sophomore year. These classes provides individualized support through goal setting and tracking, weekly grade checks for all classes, and teaching various study, reading, and organizational strategies.

ELL students are supported by staff trained in strategies using Sheltered Instruction Observation Protocol. Staff with Teaching English to Students of Other Languages endorsement also support staff members with strategies.

Support is provided to students with disabilities (SWD) through one-on-one tutoring, support with transitioning to the post-secondary-setting, and collaboration with staff on instructional and testing accommodations as determined by the Individual Education Program or 504 plan.

Students who are economically disadvantaged (ED) are connected to resources in the community, such as access to health center, food pantries and liaison for support for homeless students. Free and reduced breakfasts and lunches are also provided for students. APECHS also lends students access to technology. A safe quiet space and internet access before school and after school is available. Students also do not pay for any textbooks or supplies.

One of APECHS's key goals is to continually set high expectations for both rigor and relevance for all students. Curriculum is connected to real-world skills and academic structures built to allow students' ability to scaffold their own learning. In order to be successful in maintaining high levels of achievement, rigor is established in the high school courses to support students to be successful in their collegiate (dual credit) courses. Students also have the opportunity to take Advanced Placement classes. Arrowhead students, scoring in the upper 10 to 15%, may take classes at the Honors College which offers challenging seminar courses.

1. School Climate/Culture:

APECHS administration and teachers engage and motivate students by promoting a school culture of individual responsibility for learning, while fostering an understanding of community and growth. Creating a school culture that is accepting and inviting to all students is paramount. Through school celebrations for student success, an annual Commitment to Graduate ceremony for students, academic honors awards, student and parent meetings, and open house events designed to meet the non-academic needs of students, Arrowhead is committed to developing well-rounded citizens. The emotional maturity of the students also requires that students have opportunities to serve as leaders both inside and outside of school.

APECHS's mascot, a Trailblazer, symbolizes the value of accomplishing goals, but also of finding a place for positive contributions within the school community. Arrowhead works to instill the value of collaboration; students often take leadership and mentoring roles to benefit their school community. As testimony, NHS members staff the school-based tutoring center to help struggling writers. Arrowhead also makes meaningful and deliberate decisions to promote the idea that the success of the whole is more valuable than the success of an individual. As evidence, upperclassmen welcome the freshmen during their first summer session, leading freshmen in team-building activities, showing them around campus, and offering peer-led tutoring to strengthen the home-like atmosphere APECHS students love. In this positive environment, the student body is accepting of diversity. Additionally, APECHS' culture is based on a growth mindset. The concept of "yet" gives opportunity to explore the 'yet'; as in, "I don't understand this... yet." This concept allows each individual learner to realize that everyone learns, matures, and progresses at different rates.

Administration works daily to establish an atmosphere where teachers feel valued and supported. They identify what teachers are doing right and minimize criticism. When supplies are needed, administration finds ways to obtain what is necessary. Teachers are also respected by administration to make decisions for their classroom and students. This feeling of value and respect is transferred to the students.

2. Engaging Families and Community:

At Arrowhead, the focus on working with families and community is key to the school climate and culture. Work with families begins before 9th grade students even enroll. Starting each November, administration provides middle school counselors information about the school. Faculty is also available to answer any questions. APECHS then works with the middle schools to schedule open-house meetings. APECHS creates flyers and gets these meeting logistics out to all 8th graders in the district. After these meetings, APECHS meets individually with every interested 8th grade student and their family. The goal of these meetings is to clarify the mission of the school and ensure all questions are answered.

Once students are enrolled, Arrowhead conducts grade-level meetings every semester with families and students. Depending on the grade-level, important registration, testing and other administrative information is reviewed. APECHS also uses these meetings to celebrate student academic success and progress.

One of the key goals at Arrowhead is to create meaningful connections with both the higher education community and the business community. The higher education partners, such as NMSU, DACC, and Central New Mexico Community College, work with APECHS to ensure a smooth transition from high school to college.

Furthermore, The Bridge of Southern New Mexico, a non-profit organization, remains committed to championing APECHS's work within the community and state. The Bridge fosters deeper connections with the business community to increase student success. As a result, Arrowhead's business-partnership model has now been replicated across the state with great success. The Bridge is also helping "bridge" instruction for students with the real needs of local employers and positioning APECHS students as "preferred"

candidates for jobs. For example, connections with the healthcare community build soft skills and create realistic student expectations for success in the workforce.

Individual student organizations are also engaged with the community. HOSA partners with organizations such as the Alzheimer Association, Leukemia and Lymphoma Association, Dona Ana County Health Department, and Memorial General Hospital Flu Shot clinic to support the mission to recruit and retain qualified students to the health professions. The National Honor Society also engages in service learning and assists in the community. The Mock Trial club works with local lawyers to build courtroom skills for competition, and the Robotics club liaisons with NASA, White Sands Missile Range, and NMSU professors. These efforts build leadership skills.

3. Professional Development:

Teacher and administrator Professional Development (PD) at APECHS is built on the cornerstones of Professional Learning Communities (PLC), book study, site-based PD, and self-directed PD.

Teachers participate in PLCs bi-monthly to improve group and individual practice. PLCs not only develop skills within a subject area but also involve inter-departmental collaborations. Often, they include a book study with hands-on implementation of strategies. The English Department just finished Jago's "Papers, Papers, Papers" and employed strategies that support the Common Core Standards for ELA.

This year, teachers participated in site-based PD that explored embedding three instructional concepts: Universal Design for Learning (UDL), Design Thinking for Teachers, and Growth Mindset. Teachers participated in both large group discussions and small group implementations of UDL. The last concept, growth mindset, is based on Carol Dweck's book and is taught in classrooms.

In past years, site-based PD focused on Dougherty's "Assignments Matter", Marzano's "The Art and Science of Teaching", Graham and Harris' "Writing Better", Marzano's "Academic Vocabulary", and Daggett's concepts of rigor and relevance. These book-based PDs are studied in-depth over the year and then fully embedded into instruction.

Teachers utilize critical feedback from the teacher evaluation process and administrator walk-throughs as a starting point to develop self-identified professional development. Many teachers focus on project-based-learning through Project Lead the Way (PLTW.) One instructor is a Master Teacher for PLTW. Several are also pursuing additional degrees - one teacher is completing a doctoral dissertation, another is pursuing an MBA, and another is completing an MA in History. One teacher is National Board Certified and two teachers are pursuing this certification.

Every year, staff participates in College Board and Advanced Placement (AP) training. This year, staff attended the state Early College Summit and collaborated with other early colleges. Staff has been involved in GK-12, funded by National Science Foundation (NSF), where they place graduate student fellows in K-12 classrooms. The English Department has brought in the Writers in the Schools (WITS) from NMSU.

Teachers attend and present at local, national, and international conferences, and APECHS has four educators who received the LCPS' Dr. Sandra K. Nakamura Professional Development Excellence Award. Teachers lead professional development in the district through presenting at the Beginning Teacher Induction Program and the LCPS bi-annual training. Two teachers teach NMSU Education students, fostering better trained teachers for our future. At the national level, educators from APECHS have presented at conferences sponsored by National Science Teacher Association (NSTA), New Mexico Association for Technology in Education (NMSTE), GAPP Partnership, International Society for Technology in Education (ISTE), and Universal Design for Learning (UDL-IRN).

4. School Leadership:

Arrowhead enjoys a culture of shared leadership. The principal oversees the overall operations of the school. Given her unique and extensive background as both a comprehensive-school administrator and a district-level director of secondary education, she combines the vision of secondary education with the career-pathway mission of the school. She pioneers the vision and mission for the school, oversees the day-to-day operations of the campus, and focuses on sharing leadership -- input and decision making -- with stakeholders at every level. With faculty, she employs a shared leadership model that values all and provides time for both input and reflection before making final decisions. She continually monitors the school's direction and employs teams to navigate changes as they are needed.

The principal also develops the master schedule. Annually, this process begins at the departmental level, then moves to the administrative level, with extensive input and recommendations from faculty. She builds the master schedule so that all teachers' strengths are optimized, and students experience success in a variety of settings with a variety of teachers. The principal thoughtfully considers team collaboration time as well as opportunities for college and career exploration.

APECHS does not have a traditional administrative structure. Under the shared leadership of the principal, the school has a dean of students who serves as both the assistant principal and college and career counselor. The dean of students completes faculty evaluations and undertakes some of the traditional duties of an assistant principal, including grade-level meetings, and assisting with standardized testing. He also oversees the activity calendar at the school, focusing on supporting the extra-curricular needs of the students. Additionally, the dean of students works on scheduling, registration and academic advising for the student body. Collaborating with college advisors, he creates college schedules so that students complete both high school and higher-education degree requirements.

Finally, APECHS' mission supports a shared-leadership model at the departmental level to ensure all teachers have the autonomy to meet the individual needs of their classes. Instead of department heads, all departments meet bi-monthly and share in the decision making process related to textbooks, horizontal and vertical alignment, and creating common formative assessments.

As another part of the leadership structure, a School Advisory Committee comprised of parents, staff, and students, meets quarterly. They offer perspectives on school environment and propose recommendations to the principal.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The faculty of APECHS works to ensure academic success starting at the planning stage by guiding students through Next Step Planning (NSP), a personal plan developed by each student at the end of each grade in collaboration with teachers and parents. This plan targets students' postsecondary interests and aligns their classes to be on track for graduation. To ensure success, students research personal career interests, plan post-secondary education, explore financial-aid opportunities and examine industry certification.

Arrowhead built a student-support system, Response to Intervention (RtI), which addresses both the academic and social-emotional needs of students in three tiers. At the Tier I level, coupled with the core curriculum, strategies such as redo opportunities, online resources, and tutoring opportunities support all students. To address social-emotional needs, Trailblazer expectations are emphasized with school-wide recognition programs and good-news postcards to celebrate students' success. Tier II interventions include targeted supplemental support such as bi-weekly parent contact and progress reports, peer tutoring, and ongoing parent/teacher/student conferences. Different instruction modalities are offered as well, such as online learning. Tier III interventions include intensive support in core areas, mandatory tutoring, and student contracts. Each year, staff trains in RtI, evaluates it for possible changes, and adds new instructional interventions.

APECHS has special-needs populations - gifted students and students with disabilities - who are supported by case managers. In their annual Individualized Education Plans, parents, teachers and providers are all invited to set educational goals and objectives personalized to the individual student.

In addition to the home base provided by freshman and sophomore seminar classes, junior and senior seminars meet regularly to help upperclassmen navigate their myriad of needs, such as preparing for transition to college, selecting colleges for application, obtaining and completing college admissions applications, evaluating college entrance exam requirements, obtaining and completing financial aid (FAFSA) and completing scholarship applications. Beyond college preparation, junior and senior seminar also provides students with various employment opportunities as well as extra-curricular experiences. Seminar classes also provide support resources for high school and college standardized testing as well as opportunities for students to participate in school and community volunteer experiences.

Arrowhead's Mental Health and Crisis Intervention Team supports student social emotional needs on a daily basis. Members lead classroom presentations on topics including stress management, resilience skills, and personal health. The evidence-based curriculum, Signs of Suicide (SOS), was introduced to teachers and parents and a pilot group of students in health classes. An onsite School-Based Health Center, operated by community medical professionals, provides supplementary medical and behavioral health care for students and staff.

Over 15 extra-curricular clubs, representing a wide range of interests, are available for all students to join, providing opportunities for local and national competition, career and personal development, community service, socialization, recreation, and travel.