

High School Redesign Academy Model Framework

Carlsbad High School

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District Goals

Vision: Excellence Today Opportunity Tomorrow

Mission: Challenge and inspire students to develop the skills and aptitudes necessary to make a living, succeed in postsecondary education, and positively impact their world.

We accomplish our Vision and Mission by:

- Academic achievement is central focus.
- Preparing students with the skills necessary to succeed in career, college, and life will take courageous leadership.
- Creativity, instructional risk-taking and collaboration are a daily part of school life.
- Success is achieved through the application of learning, not through taking tests.
- Student interests are a critical component of instructional design.
- Partnerships with families, local businesses, the Carlsbad community and regional industries are crucial for the success of our students and teachers.



Grounding our High School Redesign Efforts

CMUSD commissioned a study in SY20219-2020 to:

- Assess the state of career pathway programs of study in the district
- Use economic data, interest surveys and onsite data collected to recommend a redesign of the high school around career related themes
- Recommend alignment efforts for the intermediate schools
- Recommend an action plan, timelines and progress monitoring for implementation of recommendations
- Assist the district in developing protocols to engage business and industry



Recommended Redesign Framework

Career Academies

- Move away from the traditional comprehensive high school
- Organize around 4 career-themed academies



Key Recommended Actions

1. Capacity and Support: Career Academy Coordinator and Site-level Work-Based Learning Coordinator
2. Expend programs of study to include Firefighter/EMT, Oil and Gas, and Cyber Security reflecting labor market need
3. Redesign middle school CTE program offerings and implement ongoing career awareness efforts with 5th grade students
4. Articulate secondary pathways with postsecondary programming and strengthen dual credit programming
5. Improve the reliability of CTE data and conduct annual review of CTE programs
6. Continue professional development of Project Based Learning and implement efforts to address ELA and math assessment results

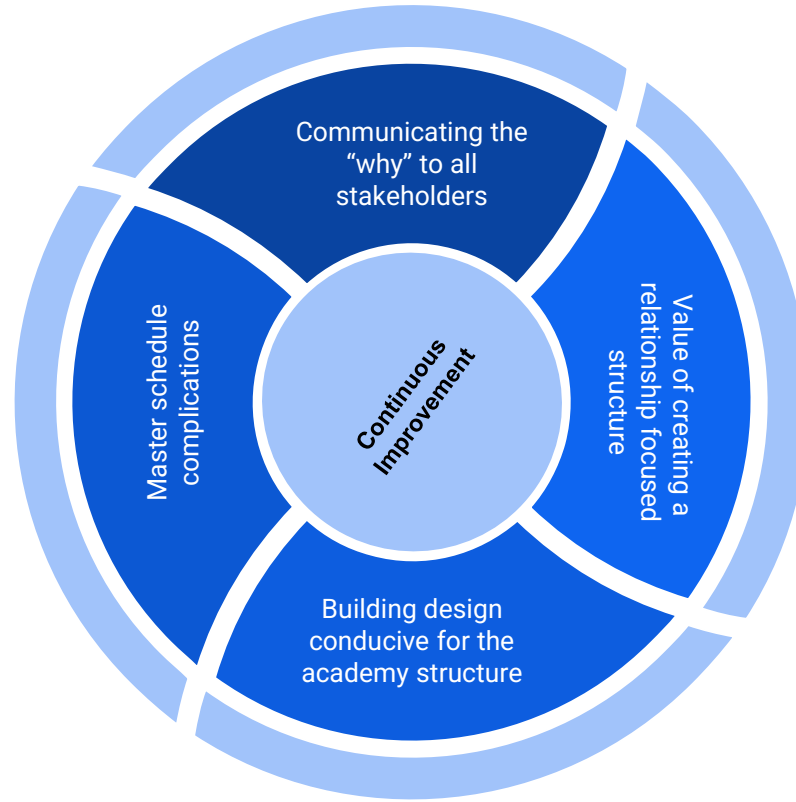


Accomplishments To Date

- Academy leads
- Energy class
- College and Career Readiness Center
- Strategic partnerships
- Academy reorganization (triads, faculty, and student cohorts)



What We Have Learned



Looking Forward - Actions

- Finetune the master schedule
 - Further purify academy cohorts
 - Common planning for teachers
- Academy culminating projects (Project-Based Learning)
- Stronger strategic partnerships
- Teacher prep program
- EMT/law enforcement program
- Energy program expansion



Funding Sources Utilized to Support Implementation

- Operational (FTE, general overhead, and supplies/materials)
- Operational Subsidy (Student travel)
- SB9 (program modernization; equipment and some facility upgrades)
- Perkins (Energy Lab Equipment)
- Next Gen CTE (Energy Lab Equipment and other CTE program supplies and equipment)
- Innovation Zone (CCR Advisor FTE, PD for CTE teachers and counselors, and development of Public Safety pathway.
- Industry Donations (Energy Lab Equipment and development of the pathway)
- CTE Infrastructure Bill



Considerations to Enable School Innovation

- Program requirements require “sufficient size, scope and quality”
 - Funding allotments should be more sustainable; more than 1 year, perhaps 3 year minimum
 - Some funding allotments are too small to have large-scale impact
 - For example, Perkins is only \$60,000. Energy lab costs is \$1.7 million for equipment
- Dual Credit opportunities should expand beyond state lines
 - Allow for flexibility to take advantage of industry partnerships beyond the state lines



Thank you!

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