

STRATEGIC PLAN FOR INDEPENDENCE HIGH SCHOOL
(Educational Plan for Student Success/EPSS)

School Year: 2006-2007

Goal, Strategic Objective, and Target:

Goal: Student Achievement: Students will attain high levels of performance in academic and career skills.

Strategic Objective: Meet or exceed Adequate Yearly Progress (AYP)
Align Standards Based Instruction, Curriculum and Assessment.

District Target: 100% of schools meet or exceed Adequate Yearly Progress (AYP) on the Standards Based Assessment (SBA).

- II. **School Goal:** The number of IHS students scoring at or above “Proficiency” will increase by a minimum of 23 % in math from 0% as measured by the New Mexico High School Student Success Assessment.

Data Analysis:

A. Strategy/Activity

1. Intervention will be provided in core academic areas. Included interventions are flexible scheduling, low teacher-student ratio, use of data to inform instruction, staff development, and continued work on aligning curriculum and instruction to assessment and the standards.
2. Students who scored below 9th grade level on the WRAT Math Assessment will be placed in Plato, a scientifically based computer math program and will be given frequent, short-cycle assessments.
3. 11th grade students will be encouraged to enroll in an Algebra II course and/or enroll in a mathematics course through CNM under the dual enrollment program..
4. All 10th and 11th graders will complete a mathematics review and practice assessment on computer and a scientifically based math program, Plato, within two months of the NMHSCE and the NMHSSA
5. Short-cycle assessment on NWEA Levels testing in math will be utilized with ELL and Students with Disabilities as well as the general education students. Teachers will utilize student test data to drive instruction and allow the teachers to focus on each student’s areas of weakness determined by the test.
6. Subgroup trend analysis of the NMHSCE and NMHSSA is ongoing.
7. Teachers will be trained in accessing current student data and will utilize that data to inform instruction
8. All students will take a pre and post math test of the WRAT Math Test to establish baseline data.
9. Math Teachers will monitor and follow intervention plan for each student.
10. Leading and lagging indicators will be continually monitored, analyzed, and used to make adjustments in instruction and in instructional setting.

B. Implementation

Mid-year review Date: January 2007	Planning	Progressing	Completed	Administrator name: David Latham Position: Principal
Annual review Date: June 2007 or when NMHSSA data becomes available	Planning	Progressing	Completed	Administrator name: David Latham Position: Principal

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
I.H.S. administrative staff: David Latham, I.H.S. Staff	*Desktop reference for tracking data *Plato Computer based math program		August 2006 through May 2007	Evaluated through*Short- cycle assessments *NWEA Levels *PLATO *Computer- assisted instruction	*Training in use of desktop data reference *Training in use of NWEA data *Training in use of Power Standards, Curriculum Maps, Short- cycle assessment, etc. *Required professional development trainings during prep time	*Tutoring groups for students *Parent participation in textbook selection *Principal's Advisory Council	Leading and lagging indicators including NWEA, SBA test Attendance Climate Survey Quality of Education Survey, etc.

STRATEGIC PLAN FOR INDEPENDENCE HIGH SCHOOL
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School Year: 2006-2007

Goal, Strategic Objective, and Target:

Goal: Increase level of achievement in reading 2006-2007 school year.

Strategic Objective: Meet or exceed Adequate Yearly Progress (AYP) in reading.

District Target: The number of students at IHS scoring at or above “Proficiency” will increase from 29% to 45% in reading.

School Goal: The number of students at IHS scoring at or above “Proficiency” will increase from 29% to 45% in reading.

Data Analysis:

C. Strategy/Activity

1. Target group includes students reading below grade level on SBA, will be provided an additional period in a Scientifically Based Reading Program.
2. Students will be provided with reading instruction in reading classes.
3. Students will be provided reading support in regular classrooms by classroom teachers.
4. The reading teacher will provide support to classroom teachers in professional development training.
5. Short cycle assessment on NWEA Levels testing in Reading will be utilized with ELL and Students with Disabilities. All general education students, ELL and many Students with Disabilities that have not demonstrated proficiency in reading will be tested in the fall and spring with NWEA’s Levels testing. Teachers will utilize student test data to drive instruction and allow teachers to focus on each student’s areas of weakness determined by the test. The levels test is aligned with the state curriculum and is scientifically based.
6. Subgroup trend analysis of the NMHSCE and NMHSSA is ongoing.

D. Implementation

Mid-year review Date: January 5, 2006	Planning	Progressing	Completed	Review by:
Annual review Date: May 18, 2006	Planning	Progressing	Completed	Review by:

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
I.H.S. administrative staff: David Latham, I.H.S. staff	Reading teacher PLATO Reading Lab Self Paced Curriculum Low student/teacher ratio	Remedial Reading and ELL support material Scientifically Based Educational Reading Materials	October 2006	Mid-year review: January 5, 2007 Deadline Review: April 2007 Final Evaluation: May 18, 2007	1. PLATO training 2. ELL in-service 3. Reading strategies in-service 4. Curriculum building in-service 5. In-service on PQRST Reading Method . Training in use of power standards	1. Phone calls home from teachers for attendance and academic progress 2. Scheduled parent-teacher conferences 3. Open houses 4. Curriculum night 5. Web site development and maintenance 6. CNM concurrent enrollment	Reading scores increasing 5% on pre- and post-test

STRATEGIC PLAN FOR INDEPENDENCE HIGH SCHOOL
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School Year: 2006-2007

Goal, Strategic Objective, and Target:

Goal: Students will increase critical thinking and problem solving abilities.

Strategic Objective: Align Standards Based Instruction, Curriculum, and Assessment.

District Target: 100% of schools meet or exceed Adequate Yearly Progress (AYP) on the Standards Based Assessment (SBA).

School Goal: Bolster existing curriculum requiring students to demonstrate higher level thinking skills will be demonstrated by correlated assessment.

Data Analysis:

1. Percent of students who score 1-4 on 6 trait writing assessments
2. District Short Cycle Assessments
3. Plato Proficiency levels

E. Strategy/Activity

- a. Teacher will be trained in curriculum development
- b. High level thinking skills
- c. Teachers will be trained in assessing current student data to modify instruction
- d. Use district supported material with district Power Standards in development of the curriculum
- e. Use NWEA Levels testing to determine further or on going adjustment in curriculum instruction
- f. Use tutorials to facilitate improvement in student performance

F. Implementation

Mid-year review Date: January 5, 2006	Planning	Progressing	Completed	Review by:
Annual review Date: May 18, 2006	Planning	Progressing	Completed	Review by:

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
I.H.S. administrative staff: David Latham, IHS Staff	PLATO Reading teacher Funding for textbook shift from Jefferson county curriculum Special education Site Special CNM on campus, including CNA program GRADS Self-paced curriculum Work study	\$6,000 for summer school	August 2006	1. Database prepared: 38 th day 2. Mid-year review: January 5, 2007 3. Deadline review: April 2007 4. Final evaluation: May 18, 2007	1. Higher level thinking skills 2. Curriculum Development	1. Phone calls home from teachers for attendance and academic progress 2. Scheduled parent-teacher conferences 3. Open houses 4. Curriculum night 5. Web site development and maintenance 6. CNM concurrent enrollment	Short-cycle assessments

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School Year: 2006-2007

Goal, Strategic Objective, and Target:

Goal: I.H.S. students will be successful in regard to credit hour production.

Strategic Objective: Increase student engagement and satisfaction.

District Target: 100% of schools meet or exceed Adequate Yearly Progress (AYP) on the Standards Based Assessment (SBA).

School Goal: 95% of seniors, as identified on the 40th day count, will graduate by the end of the 2006-2007 school year.

Data Analysis:

G. Strategy/Activity

1. Students with 20 or more credits on the 40th day will be identified as graduating seniors.
2. Students with 20 or more credits will receive preferential scheduling, including flexible programs of study such as off-campus courses, dual enrollment with CNM, work study credits, and independent study opportunities.
3. Graduating seniors will be assigned a senior advisor who will schedule weekly meetings or phone calls to measure the student's progress.
4. Assess student to determine levels in math and reading. Interventions will be provided in core subjects, including standards-based tutoring, standards-based alternative assignments, and scheduling assistance to provide an understanding of self-discipline in a self-paced course.
5. Develop presentations for seniors addressing Post-Graduation plans.
6. Personal Education Plan will be developed for students and closely monitored by staff.
7. Implement Academic Awards to engage students.

H. Implementation

Mid-year review Date: January 8, 2006	Planning	Progressing	Completed	Review by:
Annual review Date: May 18, 2006	Planning	Progressing	Completed	Review by:

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
I.H.S. administrative staff: David Latham, I.H.S. Staff	PLATO Reading teacher Counseling Services Funding for textbook shift from Jefferson county curriculum Special site Specialist CNM on campus, including CNA program GRADS Self-paced curriculum Work study	\$6,000 for summer program Stipend for night school Increased training on PLATO .5 Registrar \$20,000 for tracking credits. IHS counselor is need for mental health counseling and case management with outside counseling services \$1,500 for Academic Awards	August 2006	1. Database prepared: 38 th day 2. Mid-year review: January 5, 2007 3. Deadline review: April 2007 4. Final evaluation: May 18, 2007	1. PLATO training 2. ELL in- service 3. Reading strategies in- service 4. Building curriculum in- service 5. Professional conference opportunities 6. Eight required professional development trainings during prep time 7. Training in use of power standards	1. Phone calls home from teachers for attendance and academic progress 2. Scheduled parent-teacher conferences 3. Open houses 4. Curriculum night 5. Web site development and maintenance 6. CNM concurrent enrollment 7. DVR orientation 8. Principal's advisory council	Individual completion of academic program for each graduating senior

STRATEGIC PLAN FOR INDEPENDENCE HIGH SCHOOL

School Year: 2006-2007

School Goal #1: Math: The number of IHS students scoring at or above “Proficiency” will increase by a minimum of 23% in math from 0% as measured by the New Mexico High School Student Success Assessment.

Data Analysis:

For the 2005-2006 school years, six students qualified for measurement via AYP rules of sub-group confirmation, and not one of those students graded as proficient, for a total score of 0%. One student measuring at proficiency would have propelled I.H.S. to AYP compliance, within the margin of error identified by AYP guidelines.

Strategy/Activity:

1. Intervention will be provided in core academic areas. Included interventions are flexible scheduling, low teacher-student ratio, use of data to inform instruction, staff development, and continued work on aligning curriculum and instruction to assessment and the standards.
2. Students who scored below 9th grade level on the WRAT Math Assessment will be placed in Plato, a scientifically based computer math program and will be given frequent, short-cycle assessments.
3. 11th grade students will be encouraged to enroll in an Algebra II course and/or enroll in a mathematics course through CNM under the dual enrollment program..
4. All 10th and 11th graders will complete a mathematics review on computer and a scientifically based math program, Plato, within two months of the NMHSCE and the NMHSSA
5. Short-cycle assessment on NWEA Levels testing in math will be utilized with ELL and Students with Disabilities. All general education students, ELL, and many Students with Disabilities who have not demonstrated proficiency in math will be tested in the fall and spring with NWEA’s level testing. Teachers will utilize student test data to drive instruction and allow the teachers to focus on each student’s areas of weakness determined by the test. The levels test is aligned with the state curriculum and is scientifically based.
6. Subgroup trend analysis of the NMHSCE and NMHSSA is ongoing.
7. Teachers will be trained in accessing current student data and will utilize that data to inform instruction (October 10th In-service).
11. All students will take a pre and post math test of the WRAT Math Test to establish baseline data.
12. Math Teachers will monitor and follow intervention plan for each student.
13. Leading and lagging indicators will be continually monitored, analyzed, and used to make adjustments in instruction and in instructional setting.

School Goal #2: Reading

The number of students at IHS scoring at or above “Proficiency” will increase from 29% to 45% in reading.

Data Analysis:

For the 2005-2006 school years, seven students qualified for measurement via AYP rules of sub-group confirmation, and one of those students graded as proficient, for a total score of 12.19%. I.H.S. did not meet AYP compliance, within the margin of error identified by AYP guidelines.

Strategy/Activity

1. Target group includes students reading below grade level on SBA will be provided an additional period in a Scientifically Based Reading Program.
2. Students will be provided with reading instruction in reading classes.
3. Students will be provided reading support in regular classrooms by classroom teachers
4. The reading teacher will provide support to classroom teachers in professional development training.
5. Short cycle assessment on NWEA Levels testing in Reading will be utilized with ELL and Students with Disabilities. All general education students, ELL and many Students with Disabilities that have not demonstrated proficiency in reading will be tested in the fall and spring with NWEA’s Levels testing. Teachers will utilize student test data to drive instruction and allow teachers to focus on each student’s areas of weakness determined by the test. The levels test is aligned with the state curriculum and is scientifically based.
6. Subgroup trend analysis of the NMHSCE and NMHSSA is ongoing.

School Goal:

Bolster existing curriculum requiring students to demonstrate higher level thinking skills.

Data Analysis:

Conducted no formal assessment on percentage of students who scored proficient or near proficient on the six-trait writing process, conducted no assessment on number of students who earned credit from alternative curriculum, and conducted no formal assessment on employability skills.

I. Strategy/Activity

- a. Teachers will be trained in curriculum development
- b. High level thinking skills
- c. Teachers will be trained in assessing current student data to modify instruction
- d. Use district supported material with district Power Standards in development of the curriculum
- e. Use NWEA Levels testing to determine further or on going adjustment in curriculum.
- f. Use tutorials to facilitate improvement in student performance.

School Goal: 95% of seniors, as identified on the 40th day count, will graduate by the end of the 2006-2007 school year.

Data Analysis:

Graduation rate improved from approximately 42% to over 80% during the last school year.

Strategy/Activity

1. Students with 20 or more credits on the 40th day will be identified as graduating seniors.
2. Students with 20 or more credits will receive preferential scheduling, including flexible programs of study such as off-campus courses, dual enrollment with CNM, work study credits, and independent study opportunities.
3. Graduating seniors will be assigned a senior advisor who will schedule weekly meetings or phone calls to measure the student's progress.
4. Assess student to determine level, in math and reading, intervention will be provided in core subjects, including standards-based tutoring, standards-based alternative assignments, and scheduling assistance to provide an understanding of self-discipline in a self-paced course.
5. Development and Presentation of Senior Seminars addressing Pre-Graduation Stress Syndrome
6. Personal Education Plan will be developed for students and closely monitored by staff.