

## Oñate High School 2018-2021 LCPS Strategic Plan

District Priorities 2018-2021 Goal 1: Student Success	<b>2018-2021 Aligned Actions and Measurements</b>					(Current School Year Plan and Evaluation of previous year's plan due September 1)	
Focus Priorities	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress      FO = Fully Operational	
1. Implement 90-Day PED plans	1. Provide PD to staff on what the 90 day plan is. 2. Develop proficiency vision with math, English, and instructional team for the school year and 3 year plan. 3. Develop MEANINGFUL valid and reliable assessments using PARCC and KHAN Academy with core subject areas. 4. Launch cross curricular units between English and social studies. Articulate the 90 day plan to all staff, students and the school community. Confront the school challenges based on the data reviews for the 30, 60 and 90 day reviews.	PLC in the morning creating PARCC like questions, digging into the data of the answers and why students are answering the ways they are. Increase in PARCC math and English at the end of 2018-2019 school year. CWT to see standard- based instruction, lesson plans and content & language objectives, parent input surveys. Common planning opportunities for core subject teachers to increase the rigor/complexity and effectiveness of instruction.	Administration All Staff	90 day plan, CWT online form, school budget, PD towards 90-day plan, District Support			
2. Increase online instructional resources for teachers	1. Google classroom PD      2. Khan Academy PD 3. More classroom use of Canvas 4. Office 365 now that students have lcps.net accounts 5. Snap and Read Utilize the district's online instructional guides in canvas. Support teachers with All-In Learning access and clickers to support rigorous instruction, assessment and progress monitoring.	Use of strategies as seen by admin during CWT and NM Teach evaluations. Snap and Read usage by teachers. Creation of classes in Canvas and google classroom. Standards-based lesson plans that are aligned to district instructional guides. Data collected from progress monitoring from CFAs and daily useage from All In.	All Staff	District support to purchase All-In for our teachers. Districts' instructional guide.			

<p>3. Support language acquisition and academic outcomes for English Learners (EL)</p>	<p>1. Snap and Read transition tool  2. SIOP 3. International Welcome Center  4. Pairing and sharing with discussion during the lesson  5. Images, videos, pictures, gestures as prompts  Identify SIOP school team to attend district SIOP PD, Create our school SIOP plan for teachers to implement to further support instruction in all classrooms to support all students language acquisition and academic outcomes for ELs  Have continuing PD for all staff in SIOP, progress monitoring and support of our language learners. in all classes.  Provide devices for our mono-lingual Spanish speakers to translate when needed in all of their classes. Provide technology to classrooms for snap and read and google translate as an added intervention for (EL's).</p>	<p>IWC beginning the transition process. Use Snap and Read for EL students in the classroom. SIOP strategies of lesson preparation and building background knowledge. Emphasis on LANGUAGE Objective. Teachers using more images, video and pictures to open and introduce lessons to get EL involved and understanding what is being taught with a better introduction. Completion and on-going monitoring of our SIOP school plan  CWT in all classrooms to observe SIOP strategies and language objectives in the classroom.  Students being successful in all of their classes through support of having the devices in their classes.</p>	<p>All Staff</p>	<p>District provided/on-going PD in SIOP  Devices for students to use in classes</p>		
<p>4.. Strengthen gifted services to include targeted instruction, increased identification, and content integration</p>	<p>1. Vertical alignment  2. Moving from regular to honors to Pre AP to AP with the rigor and complexity changing at each and every level  3. Offer more honors, Pre AP and AP  4. Professional Development on gifted and what it requires and what it looks like  5. Intentional scheduling for our gifted students to meet their individual needs and areas in need of acceleration and challenging rigorous curriculum  Specific class each day where gifted students meet with their gifted peers working on their targeted areas of giftedness and social interactions.  Increase honors and VLA courses for students when needed accesseration, and also use to identify students who are not identified gifted to increase identification of gifted students.</p>	<p>Instructional team working on classes to offer and what may be missing in our alignment compared to the district alignment. PD from AES teachers on what gifted services truly look like and how to get students into gifted. Looking at data more frequently to place students into HONORS, PRE-AP, and AP classes.  Master schedule created to meet the scheduling needs of our gifted and honor students.  Gifted Seminar class taught by highly quialified gifted teacher to provide challenging and rigorous experiences.  Increase in the number of students identified and assessed for AES.</p>	<p>All Staff</p>	<p>Qualified AES teacher  Computer to work on scheduling  District support with expectations for AES  Synergy for scheduling</p>		

<p>5. Improve student behavior through systemic initiatives</p>	<p>1. Restorative Team Template  2. Respect  3. Mid Semester / Quarterly department awards for students  4. Survey students on what they want or need  Have PD at the beginning of the year for all staff in creating and keeping appropriate relationships with all students. On-going PD for teacher in relationships  Implement a Restorative Plan for improving student behavior through systemic initiatives. Which will focus on students learning new skills to work through social/emotional issues and interactions.  Create uniform expectations and behaviors for all middle schools in the classroom and whole school.</p>	<p>Restorative team meeting every 3 weeks. Discussion with team about discipline and what else could be done. Department awards for student of the 9 weeks. Classroom respect templates and school wide respect template. Completed PD with all staff and PD materials implemented into classrooms in the first two weeks of school. Restorative plan created and implemented. Common expectations and behaviors among all middle schools. Invitation for parents to come to these meetings or have discussion during SAC meetings.</p>	<p>All Staff Restorative Team Admin Team Parents of School Advisory Committee</p>	<p>PD from district for Restorative Team and admin  Time to meet</p>		
<p>6. Establish common expectations for Professional Learning Communities (PLC's) in all schools</p>	<p>1. Every Wednesday in the Fall and every Thursday in the Spring, core departments will PLC from 8:00-9:00.  2. Teachers and PLC's will use the Results Protocol for meetings. All teachers will work collaboratively with their vertical/horizontal departmental PLC group weekly to analyze data from PARCC assessments, NMSBA, and standards-based CFA's to find student levels of proficiency. Backward planning in subject areas that are aligned to the standards, district scope and sequence, and also enables teachers to create highly engaging student-</p>	<p>Attendance in meetings. End results of End of Course and PARCC related to teacher eval and school report card. Students growth and student proficiency. Agendas and weekly PLCs for all departments  Data Analysis, CWT, Lessons Plans</p>	<p>All Core Staff. Administration Instructional Leadership Team</p>	<p>PLC Calendar Computers LP, etc</p>		

<p>7. Prepare all students for college and career readiness</p>	<p>1. Increase the number of pathways  2. Financial literacy / Self Discipline class / Life skills class  3. More complex reading and writing across all content  4. More technical / vocational programs  5. Professional Online Portfolios for ALL students  6. Ramp up Rigor / Relevance / Complexity in the classroom All learning experiences will be backwards planned, rigorous, relevant in order to prepare all students for success on assessment to monitor their proficiency  Student learning experiences will also be focused on increasing their real-world skills and applying their content learning to vocational and real-world applications Increase Vocational and technical learning experiences for all students through our offerings of elective classes.</p>	<p>Discussion within the instructional team about pathways and what is relevant for OUR students. Discussion about all students having and creating an online portfolio. Look at office 365 to house the portfolios to stay with them for 4 years. Look at teaching and complexity of what is being taught and different levels of students and their needs. CWT, LPs, Master Schedule</p>	<p>Administration  Leadership Teams</p>	<p>Budget, materials for vocational items, PLC time</p>		
<p>8. Expand Virtual Academy to support traditional and non-traditional students</p>	<p>Cross enroll students in our school and in VLA for those in the Virtual Academy. Provide for those students extra-curricular activities if they want to participate in Athletics or Activities for Non-Traditional Students.  Identify students gifted or non-gifted who're in need of acceleration for a class that is not offered at our school in order to meet their academic needs. Flexibility of scheduling to assist and allow for students to take VLA courses.</p>	<p>Master Schedule, Students participating in extra-curricular activities, students in accelerated/ honors classes</p>	<p>Administration</p>	<p>Support from District VLA director. Synergy</p>		

## Oñate High School 2018-2021 Strategic Plan

District Priorities 2018-2021 Goal 2: Budgets & Facilities Management	2018-2021 Aligned Actions and Measurements <span style="float: right;">(Current School Year Plan and Evaluation of previous year's)</span>					
Focus Priorities	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
1. Improve state data reporting in all areas	1. Provide PD to staff on what the 90 day plan is. 2. Develop proficiency vision with math, English, and instructional team for the school year and 3 year plan. 3. Develop MEANINGFUL valid and reliable assessments using PARCC and KHAN Academy with core subject areas. 4. Launch cross curricular units between English and social studies. Articulate the 90 day plan to all staff, students and the school community. Confront the school challenges based on the data reviews for the 30, 60 and 90 day reviews.	PLC in the morning creating PARCC like questions, digging into the data of the answers and why students are answering the ways they are. Increase in PARCC math and English at the end of 2018-2019 school year. CWT to see standard- based instruction, lesson plans and content & language objectives, parent input surveys. Common planning opportunities for core subject teachers to increase the rigor/complexity and effectiveness of instruction.	Administration All Staff	Synergy, STARs Manual, Support from TSS Dual Language Dept Tableau Access		

<p>2. Determine facility needs to maximize student safety and engagement</p>	<p>Camera positons. New front entrance. Gate to secure back of school. Weekly Operational and Instructional Leadership meetings to discuss instructional enagement and overall school safety. Safety team walk-throughs to ensure the facilities and practices school-wide are up to state expectations for our school-wide safety plan to ensure the safety of everyone. Enter all work orders and follow through on their completion by the responsible department in PPD to ensure safety Ensure all staff, students and parents are knowledgable and provided training in thier roles in a our responses to any emergency that may take place at our school</p>	<p>Leadership calendar and minutes from meetings Safety team meeting minutes and completed school safety plan School dude work order complition data Complion of monthly required drills and reported to the district office safety department Fire inspection report from City Fire Marshals office</p>	<p>Operation Leadership team</p>	<p>Support from District Safety Department, PD resources for school safety, SRO</p>		
<p>3. Increase efficient use of financial resources</p>	<p>1. Snap and Read transition tool  2. SIOP 3. International Welcome Center  4. Pairing and sharing with discussion during the lesson  5. Images, videos, pictures, gestures as prompts Identify SIOP school team to attend district SIOP PD, Create our school SIOP plan for teachers to implement to further support instruction in all classrooms to support all students language acquisition and academic outcomes for Els Have continuing PD for all staff in SIOP, progress monitoring and support of our language learners. in all classes. Provide devices for our mono-lingual Spanish speakers to translate when needed in all of their classes. Provide technology to classrooms for snap and read and google translate as an added intervention for (EL's).</p>	<p>School Budget expenditures are in line with our 90-day and safety plan</p>	<p>Administration and Leadership teams</p>	<p>Funding from district office</p>		

<p>4. Increase safety measures</p>	<p>PREPAREDNESS training. Weekly Operational Leadership meetings to discuss overall school safety. Safety team walk-throughs to ensure the facilities and practices school-wide are up to state expectations for our school-wide safety plan to ensure the safety of everyone. Enter all work orders and follow through on their completion by the responsible department in PPD to ensure safety. Ensure all staff, students and parents are knowledgeable and provided training in their roles in our responses to any emergency that may take place at our school</p>	<p>Leadership calendar and minutes from meetings Safety team meeting minutes and completed school safety plan School work order completion data Completion of monthly required drills and reported to the district office safety department Fire inspection report from City Fire Marshals office</p>	<p>Operational Leadership team</p>	<p>Support from District Safety Department, PD resources for school safety, SRO</p>		
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Restorative team meeting every 3 weeks. Discuss All Staff Restorative Team Admin Team Parents of School Advisory Committee

## Oñate High School 2018-2021 LCSD Strategic Plan

District Priorities 2018-2021	(Current School Year Plan and Evaluation of previous year's plan)					
Goal 3: Communication, Trust, and Human Relations	<b>Focus Priority Status:</b>					
Focus Priorities	<b>Key Actions:</b> (List as many actions ad needed in each box.)	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results of Key Actions from last year's plan:</b> (Due September 1)	IP = In Progress FO = Fully Operational
1. Increase communication and engagement with stakeholders	1. Provide PD to staff on what the 90 day plan is. 2. Develop proficiency vision with math, English, and instructional team for the school year and 3 year plan. 3. Develop MEANINGFUL valid and reliable assessments using PARCC and KHAN Academy with core subject areas. 4. Launch cross curricular units between English and social studies. Articulate the 90 day plan to all staff, students and the school community. Confront the school challenges based on the data reviews for the 30, 60 and 90 day reviews.	PLC in the morning creating PARCC like questions, digging into the data of the answers and why students are answering the ways they are. Increase in PARCC math and English at the end of 2018-2019 school year. CWT to see standard- based instruction, lesson plans and content & language objectives, parent input surveys. Common planning opportunities for core subject teachers to increase the rigor/complexity abd effectiveness of instruction.	Administration All Staff	Office 365 Calendars, Computers, Social Media Sites, InTouch Access		
2. Implement review cycle for board policies, and communicate policy revisions with stakeholders	Be a part of the committee to review board policies and regulations for our district Communicate with all stakeholders the revisions and updates to all board policy and regulations through all forms of communication listed above and through our SAC and faculty meetings.	Messages send through social media and also our agendas and minutes from our SAC and faculty meetings.	Administration	District selection to be a part of the Review Committee Social Media Sites		



<p>3. Expand International Welcome Center (IWC) to support newcomers and families</p>	<p>1. Snap and Read transition tool  2. SIOP 3. International Welcome Center  4. Pairing and sharing with discussions during the lesson  5. Images, videos, pictures, gestures as prompts Identify SIOP school team to attend district SIOP PD, Create our school SIOP plan for teachers to implement to further support instruction in all classrooms to support all students language acquisition and academic outcomes for ELs Have continuing PD for all staff in SIOP, progress monitoring and support of our language learners. in all classes. Provide devices for our mono-lingual Spanish speakers to translate when needed in all of their classes. Provide technology to classrooms for snap and read and google translate as an added intervention for (EL's).</p>	<p>Meetings with Dual Language and IWC coordinator Newcomers schedules Newcomers received devices</p>	<p>IWC Coordinator and Administration</p>	<p>Support from Dual-Language Department and IWC from OHS Electronic Devices Synergy</p>		
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## Oñate High School 2018-2021 LCSD Strategic Plan

District Priorities 2018-2021 Goal 4: Quality in Human Resources	2018-2021 Aligned Actions and Measurements <span style="float: right;">(Current School Year Plan and Evaluation of previous year's</span>					
Focus Priorities	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results of Key Actions from last year's plan: (Due September 1)	Focus Priority Status: IP = In Progress FO = Fully Operational
1. Hire highly-effective teachers who meet identified district needs	1. Provide PD to staff on what the 90 day plan is. 2. Develop proficiency vision with math, English, and instructional team for the school year and 3 year plan. 3. Develop MEANINGFUL valid and reliable assessments using PARCC and KHAN Academy with core subject areas. 4. Launch cross curricular units between English and social studies. Articulate the 90 day plan to all staff, students and the school community. Confront the school challenges based on the data reviews for the 30, 60 and 90 day reviews.	PLC in the morning creating PARCC like questions, digging into the data of the answers and why students are answering the ways they are. Increase in PARCC math and English at the end of 2018-2019 school year. CWT to see standard- based instruction, lesson plans and content & language objectives, parent input surveys. Common planning opportunities for core subject teachers to increase the rigor/complexity and effectiveness of instruction.	Administration All Staff	HR to screen qualified candidates for positions Access to Frontline for candidate information		
2. Increase efficiency of turnaround time in the hiring process	Interview in a timely fashion after the positions have closed and the applicants have been screened by HR. Call references and enter the ePAR correctly into Visions so HR can do their process in the hiring process in offering the position.	Interview packets for all applicants, Interview schedule, ePARs entered into Visions	Administration	Access to Frontline, Visions, HR completing and successfully screening of qualified Applicants.		

<p>3. Strengthen new teacher orientation process to support first-day readiness</p>	<p>1. Snap and Read transition tool  2. SIOP 3. International Welcome Center  4. Pairing and sharing with discussion during the lesson  5. Images, videos, pictures, gestures as prompts  Identify SIOP school team to attend district SIOP PD, Create our school SIOP plan for teachers to implement to further support instruction in all classrooms to support all students language acquisition and academic outcomes for Els  Have continuing PD for all staff in SIOP, progress monitoring and support of our language learners. in all classes.  Provide devices for our mono-lingual Spanish speakers to translate when needed in all of their classes. Provide technology to classrooms for snap and read and google translate as an added intervention for (EL's).</p>	<p>New teacher participating in the NTEP.  New teachers matched with HQ mentors as seen through their applications and Evals  Individual teacher meetings notes</p>	<p>Administration  Mentors</p>	<p>Support from TLC and Academic Specialist</p>		
<p>4. Increase leadership capacity</p>	<p>Leverage leadership. Engery Bus book read. Make your bed book read. Work with idenified teacher leaders to seek out licensure in admin and also teachers who're licensed admin in an intern role to build capacity, their experience at the building level and our administration pool for our district. Have two leadership teams (Operational and Instructional) for more teacher leaders to be provided the opportunity to have a voice and make decisions for the whole school. Book study and book read opportunities throughout the school year.</p>	<p>Admin intenships for identified leaders  growth in the admin pool for our district  Agendas and minutes from Leadership meetings</p>	<p>Administration</p>	<p>Support from HR and district office in allowing interships with teacher leaders.</p>		

<p>5. Provide support for alternative licensure teachers</p>	<p>Ensure that all new alternative teachers names are given to the Teacher Learning Center so they can be schedule for the Teacher Jump Start meetings and also for the New Teacher Induction Program. Pair new alternative teachers with highly qualified mentor teachers at the school site to ensure they're supported. Meet with new alternative teachers on a consistent basis to ensure they're supported by admin in all areas Willing to be a guest speaker for the New Teacher Induction Program</p>	<p>Restorative team meeting every 3 weeks. Discussion with team about discipline and what else could be done. Department awards for student of the 9 weeks. Classroom respect templates and school wide respect template. Completed PD with all staff and PD materials implemented into classrooms in the first two weeks of school. Restorative plan created and implemented Common expectations and behaviors among all middle schools. Invitation for parents to come to these meetings or have discussion during SAC meetings.</p>	<p>All Staff Restorative Team Admin Team Parents of School Advisory Committee</p>	<p>Support from TLC and Academic Specialist</p>		
<p>6. Increase substitute teacher pool</p>	<p>Talk with our stakeholders about possibly seeking joining the district as a substitute teacher. Ensure that our students are well behaved and treat our guest teachers with respect when they have a guest teacher in their classroom, so guest teachers will continue to be a guest teacher.</p>	<p>Increase in Guest Teacher pool Decrease in misbehaviors for guest teachers</p>	<p>Administration Mentors</p>	<p>Support from HR when we refer candidates for the Guest Teacher pool to get them processed</p>		