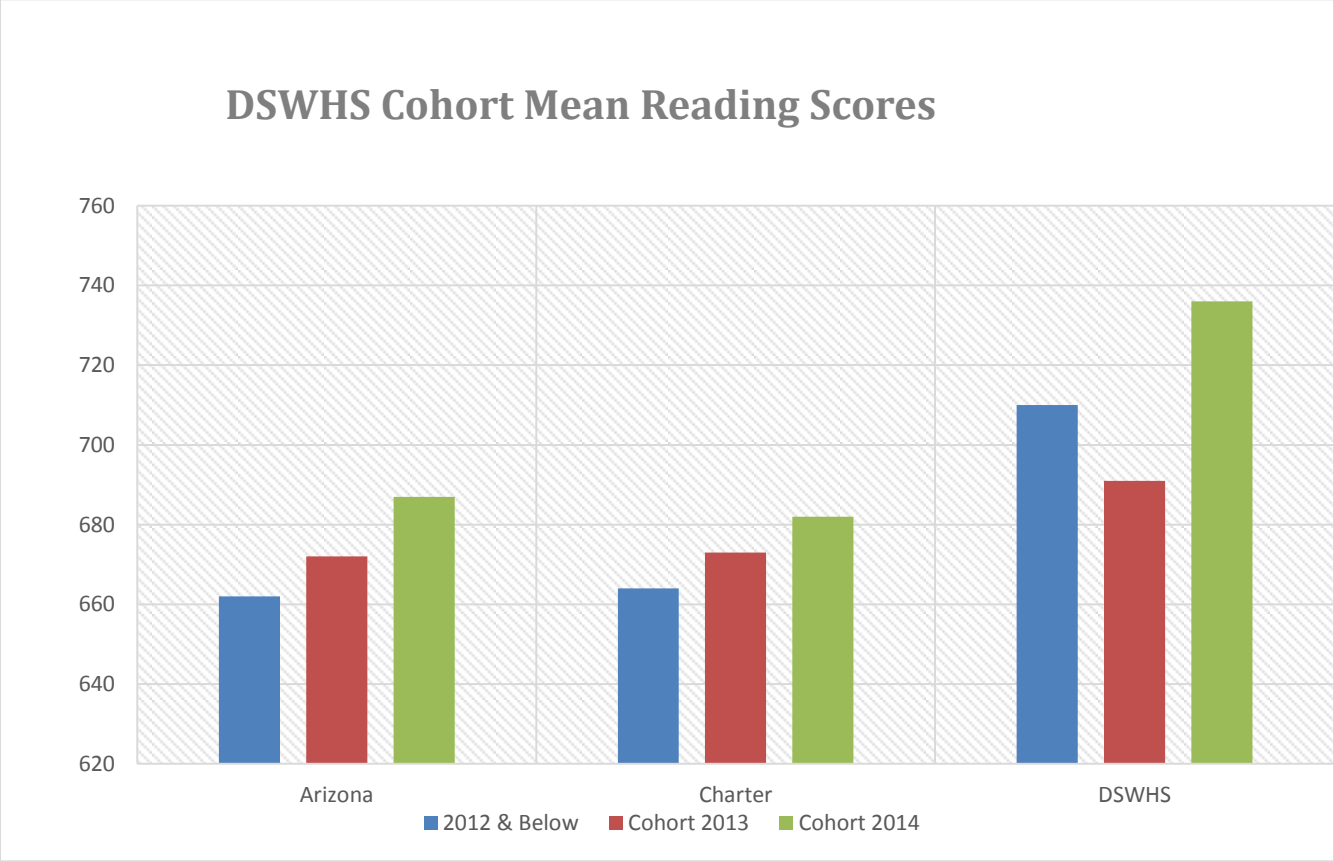
Dine Southwest High School (DSWHS) provides alternative high school services (9-12) in an on-line classroom environment. The school has completed nearly fifteen years of service to students in a remote part of the Navajo Nation. The academic program is designed to meet the needs of students who do not succeed in a traditional school setting. The Alternative Program allows students to work one-on-one with an educator, (maximum teacher/student ratio of 1:12) to develop an individualized study program. School staff have high expectations for student achievement by developing a learning program specific to the student's potential and learning style. In addition, the school offers a flexible school schedule with community support and a total commitment to have each student be a success. These programs are designed to help a student learn decision-making skills, develop problem-solving techniques, complete the educational requirements to graduate from high school, and explore vocational opportunities for post-graduation career opportunities.

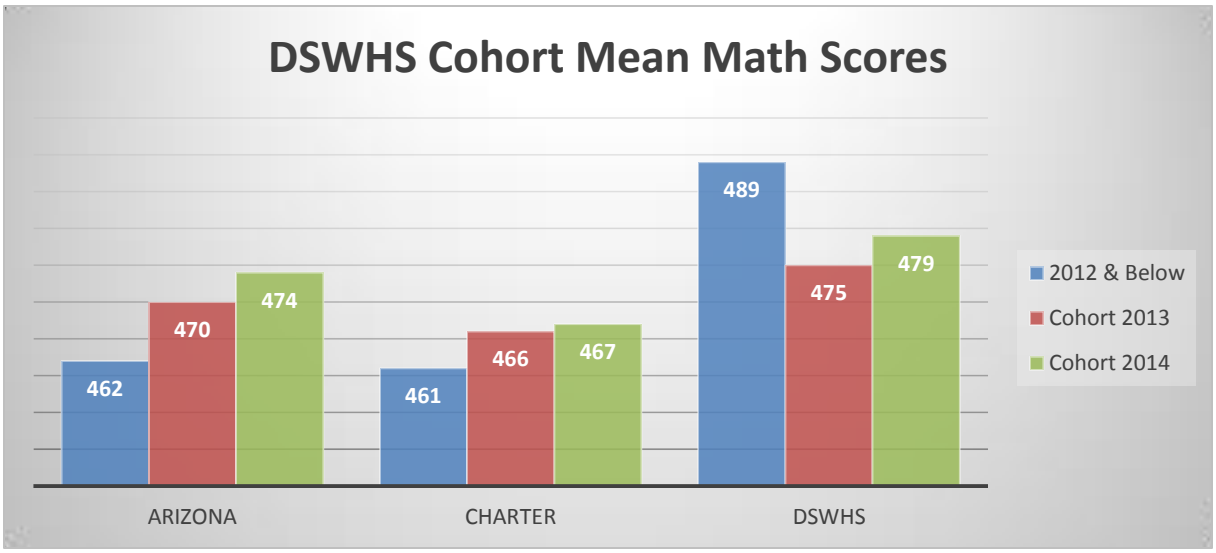
I. CURRICULUM

For the 2013-14 school year, DSWHS upgraded the curriculum and the delivery system. The educational services company "Backbone Technology" now provides the common core curriculum called A+ to the school via the Internet. The content provided by A+ curriculum is inclusive for grades 9-12 in math and reading. A+ creates an environment that provides an individualized learning environment by linking the student's skill level, curriculum content and assessment items specific to Common Core Standards. "ISkill", a computer assisted diagnostic tool, makes recommendations about curriculum interventions and seven types of assessments are used to diagnose the student's abilities and create individualized lesson plans. Students perform required tasks via on-line instruction with additional teacher support. Additionally, the school makes available correspondence instruction providers from the "American School of Correspondence". This supplemental coursework provides an array of instructional services, support, guidance and individual instruction as students carry out their correspondence-based course work.

The graph that follows helps to demonstrate that basic reading skills have been relatively high in the past few years and have trended upwards recently. We believe that the new curriculum combined with the delivery system have enticed students who hitherto would have attended other high schools, to come to DSWHS.



This graph shows the mean math scores over the past 3 years.



II. INSTRUCTION

The current instructional program at DSWHS is designed to address the education needs and career interests of the students. The curricula are academically rigorous, tied to Common Core standards and accountability systems. The program has a clear focus on academic learning combined with engaging and creative instruction and a goal of high expectations for all students. Learning is relevant and applicable to life outside of school and to future learning and work opportunities. Computer-assisted instruction with teacher support via learning labs is assisted with iProgress computer progress monitors for the following skills: Math computation and computer assisted Oral Reading Maze and computer assisted Oral Reading Fluency. In addition there are a minimum of 50 alternative forms per grade for all iProgress assessments. The offering of supplemental correspondence-based course is fully aligned with Common Core Standards are consistent with these objectives. The coursework is administered in a classroom environment, individualized study, self-paced courses, small group differentiated instruction from credentialed teachers associated with the correspondence coursework provider. Courses meet all Common Core Standards with assessments which are consistent with those currently in use by DSWHS for teacher delivered coursework. Teachers monitor entire student progress, correspondence and coursework process.

III. ASSESSMENT

DSWHS uses computer assessment program, iSTEEP (System to Enhance Educational Performance) to monitor and document student performance on non-proficient students in math and reading. Assessments are computer administered, timed, scored and interpreted implementing a universal screening assessment to gauge student reading and math abilities to use a baseline data. These screening assessments are given to all students within targeted grade levels with the goal of identifying students who may require further assessments and interventions to help guide instruction. The following demonstrates monitoring and documenting a non-proficient student in math.

Jane Doe (larisabigdine)

2012014 Students2013-2014 Students Algebra IA - FullAlgebra IA - FullWork on this course

Lesson Details

Assignment	Score	Date Finished	Mastery Attempts	Mastery Time	Total Time	Grade Weight
Algebra IA Assessment (A)	64.29%	10/29/2013	1	01:26	01:26	0.00%
1.1.1 Integers	100.00%	10/30/2013	1	00:02	00:13	1.28%
1.1.2 Adding Integers	90.00%	11/05/2013	1	00:43	01:47	1.28%
1.1.3 Subtracting Integers	100.00%	11/05/2013	3	00:43	03:03	1.28%
1.1.4 Multiplying and Dividing Integers	80.00%	11/06/2013	1	00:06	00:50	1.28%
Review Test 1	76.00%	11/06/2013	1	00:40	00:40	1.28%
1.2.1 Rational	80.00%	11/06/2013	3	01:33	02:01	1.28%

and Irrational Numbers						
1.2.2 Fractions, Decimals, and Percents	70.00%	11/07/2013	2	00:06	00:25	1.28%
1.2.3 Real Numbers	80.00%	11/12/2013	4	01:21	02:06	1.28%
1.2.4 The Number Line	100.00%	11/13/2013	3	00:28	01:07	1.28%
Review Test 2	64.00%	11/13/2013	1	00:17	00:17	1.28%

Interventions

1. Course Assessments – Each course has an assessment that the student take for each course. This gives the student valuable information and gauges their math errors during their initial assessment.
   a. If the student scores 40% or less, the teacher intervenes and gives the student a one-on-one skill development area of study.
2. Daily assessments – Students are given a pre-test for each lesson. Then they study and take a practice test. Upon completing the practice test, a student takes a mastery test, if a student scores less than 70%, they review the lesson again and we allow the student to take an additional opportunity to take the test to improve their grade. The tests are not the same because they are randomized. If a student does not increase a test score, the teacher then gives additional one-on-one review.
3. Weekly assessment - The previous lessons will be reviewed using a review test.

   a. If a student scores less than 70% on their review test, the teacher reviews the test with the student. A student can choose to improve their grade by studying the lesson again, ask questions, one-on-one with teacher and taking notes.
4. End of course assessments – Students are given a B assessment when they complete all the lessons.
   a. If a student shows improvement and growth from assessment A to B, then they can take the final test.
   b. If they do not show growth, they are given lessons specifically selected to be re-taught to students.
5. Student take the final test upon completion of additional lessons.

Benchmark assessments are given with every course. This is important not only for identifying students who are having difficulties but also for identifying possible areas of improvement in the cases where too many students fall below expectations. The school uses local criterion-referenced tests, performance assessment, classroom summative assessments, AIMS and Stanford 10 to evaluate academic performance. The implementation of iSTEEP program allows the school to implement a Response to Intervention (Rti) program to identify underperforming students.

IV. PROFESSIONAL DEVELOPMENT

For the 2013-14 school year, PD was focused on enhanced understanding of the school's new curriculum and delivery system. Staff meetings/workshops were held throughout the year with personnel from Backbone Technology. The school has made a commitment to long-term and ongoing training for teachers focused on academic content that helps maintain an academic focus, enhances teaching strategies and develops alternative instructional methods.

The school sets aside funding for continuing teacher education and for attendance at various conferences throughout the state. Teachers are encouraged to attend one or more events during the summer months and at least one during the school year.

V. ACCOUNTABILITY

In 2012 the school received an "NR" rating for academic performance. An NR rating is considered failing for purposes of academic accountability. In 2013 DSWHS received a "meets standards" score of 71.15. On the 2013 school report card the school was assigned a D-ALT score and the AMO status for the school was "met". The school is committed to attaining high accountability scores by continuing to improve curriculum, pursuing high standards of teacher professional development, and staying true to the belief of Dine language and culture as a foundation for each of our students.

VI. INCREASING GRADUATION RATE

Dine Southwest High School ensures that students in grades 9-12 graduate on time by monitoring, reviewing and updating graduation progress quarterly with each student. Students are given a copy of a curriculum/credit sheet at the beginning of the school year and they view or review updated credit sheet quarterly. The curriculum/credit sheet maps out a planned program of courses through graduation and it reflects the new graduation requirements.

This example below shows clearly the information that students need to plan and set goals for their academic success. This check sheet is flexible in that it can be tweaked to the needs of individual students including special needs students.

Diné Southwest High School Curriculum Check Sheet

Year first entered 9th grade: _____ Current grade: 12

Student: John Doe Graduating Class of: **2014**

I. English (4 credit hours)	In progress	Completed
9th Grade English - 1.00		1
10th Grade English - 1.00		1
11th Grade English - 1.00		
		1
12th Grade English - 1.00		
English 4		1
Total Credit Hours		4

II. Math (4 credit hours)	In progress	Completed
Pre-Algebra - 1.00		
Business Math/Trigonometry		1
Algebra 1- 1.00		
Algebra 1- 1.00		1
Geometry - 1.00		
Geometry - 1.00		1
Algebra 2 - 1.00		
Algebra 2		1
Total Credit Hours		4

III. Science (3 credit hours)	In progress	Completed
Science 1 - 1.00		
Intro to Science		1
Science 2 - 1.00		
Biology		1
Science 3 - 1.00		
Chemistry		1
Total Credit Hours		3

IV. Social Studies (3 credit hours)	In progress	Completed
U.S. History - 1.00		1
World Geography - 0.50		0.5
World History - 0.50		0.5
Economics - 0.50		0.5
U.S. Government -0.50		0.5
AZ History/Gov't	0.5	
Total Credit Hours		3

V. DINÉ Studies (1.5 credit hours)	In progress	Completed
Dine Bizaad/Culture - 1.00	0.5	1
Dine Government - 0.50		0.5
Total Credit Hours		1.5

VI. Electives	In progress	Completed
PE/Health/RAC sports Act.		2
Extended Day		1.5
Art/Drawing Painting		1
Auto Mechanics 1		1
Intro to Culinary		1.5
Art Media/Explorer		0.5
Office Aide		0.5
Total Credit Hours		8

TOTAL Credits Earned: **23.50**

AIMS Test Scores	Score	Retake:
MATH	M/512	
READING	M/669	
WRITING	M/491	

Credits Pending: _____

4/14/2014

Credits Deficient: **0.50**

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Many of the students who come to DSWHS are lagging in academic success and find themselves unable to graduate with their cohort class. Through credit recovery classes and the flexibility to work before and after regular school hours, many students are able to graduate with their cohort class or at the least, much sooner than was thought possible.

VII. ACADEMIC PERSISTENCE

Academic persistence and a success plan is an initiative of DSWHS to identify and intervene early in the students' academic progress to focus on increasing the retention, goal completion and graduation rates of students. The purpose of the early alert intervention is to provide students with feedback concerning their overall performance in individual courses (class attendance, completion of assignments, individual conferences with teacher; increase accessibility to resources for academic success with supplemental instruction, availability of one-on-one remediation, time management and study skills and delivery of educational programs to meet the diverse needs of our students; provide data to administrator and teacher; upgrade technology to provide quality academic experiences and efficient administrative and student support services; and assign computer laptop to individual students for the year and allow further use at home.

DSWHS engages students to be motivated by providing incentives for attendance, both short and long term. Students also earn incentives such as gift cards and other rewards intended to motivate and keep them on task with the short term goal of completing lessons and the longer term goal of eventually graduating. Special community meals on holidays keep

the students involved in activities that not only help them to understand the need to be an active participant in social events, but also to learn leadership qualities while giving back to the community.

Language and culture play a vital role in motivating students to keep attending DSWHS. Teachers, community members, and different guest speakers all help to promote the identity of each student thus giving them a sense of purpose and fulfillment.