



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
Educational Plan for Student Success
A Continuous Improvement Strategic Plan**

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This is a <input checked="" type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Combined EPSS	District: Espanola	School:	Date: June 15, 2007	School Year: 2007-08
Prior Year Status:		Current Year Status: Restructuring 2		

Plan	<p>Overall Goal: The percentage of students scoring proficient in reading on the 2007-2008 NMSBA will increase as follows: Grades 3-5 will increase from 37.36% proficient to 55% proficient; Grades 6-8 will increase from 23.22% to 53% proficient; Grades 9 & 11 will increase from 38.53% to 56% proficient</p> <p>Target Goal/Measure: (1.1, 1.5, 2.10, 3.6, 4.2, Leadership Strategic Planning) (Selection of a school wide goal must be based upon instructional need and must be supported by data. State clearly how this goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of Special Education, ELL or FRL(FARM) populations must have a goal representing these groups)</p> <p>Students scoring less than proficient will score within the proficient range on district adopted three times a year assessment NWEA-MAP. This includes ELL and Native American students at all grade levels.</p> <p><i>Special Education—Student with disabilities (not gifted) have individualized learning goals (and objectives, as appropriate) identified within their Individual Educational Plan (IEP). Students with IEPs may participate in all regular education activities that do not conflict with special education services being provided, (Example: Reading Program) accommodations, modifications, goals (and objectives, as appropriate) stated in their IEP.</i></p>
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Insert (or attach) data table (4.2, results) to support above target

Study

Reading 3-5	AYP Goal	All	Hispanic	Native Am	ELL	Sped
2003-04 4 th	41	38	38	29	36	9
2004-05	40.85	39.89	39.71	40.26	33.82	16.36
2005-06	45.00	37.36	36.19	69	26.24	17.12
2006-07	44					
2007-08	55					

Reading 6-8	AYP Goal	All	Hispanic	Native Am	ELL	Sped
2003-04	45	38	36	46	36	10
2004-05	34.14	21.17	19.82	37.93	17.82	11.11
2005-06	38.00	23.22	23.57	20.83	16.84	8.41
2006-07	42					
2007-08	53					

Reading 9 & 11	AYP Goal	All	Hispanic	Native Am	ELL	Sped
2003-04	44	30	30	19	26	12
2004-05	37.30	33.33	31.7		38.3	31.11
2006.07	41	38.53	37.37	55.56	26.47	19.23
2006-07	45					
2007-08	56					

ACTION PLAN (complete 1 quarter at a time)

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

Study	<p>Data analysis: (4.3,4.4, Leadership, School Strategic Planning, Student/Stakeholder Focus) Use information to identify target groups (Who) Provide the source of the data (i.e. NMSBA, Short Cycle Assessment, Literacy Assessment</p>	<p>Data indicates :</p> <ol style="list-style-type: none"> 1. Third grade did better than any other grade; 2. There is a significant gap between ELL and ALL students category in grades 3-7th grade in reading; 3. There is a significant gap between SPED and ALL, ELL, and Native American students in grades 4-9; 4. Native American Students do better in all grades in Reading up to 7th grade, with no significant gap in 8th and 9th grades; and 5. There is no significant drop in ELL students from grades 6-7, grade and Native American Students from grades 6-7. 6. The data indicates there is a correlation between student's decline in reading comprehension, abstract thinking, and problem solving in grades 4-6, which impacts student achievement in math. 				
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<p>Plan</p>	<p>Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)</p>	<ol style="list-style-type: none"> 1. NMSBA and Short-cycle assessment, (MAP)will be utilized to determine proficiency levels in Reading for students grades K-11. 2. Individual Academic Improvement Plans will be developed for students not meeting proficiency levels. 3. In grades K-3, interventions are used for intensive and strategic utilizing Reading Mastery and Read Naturally; 4. Professional Development for all Reading Coaches and Interventionists grades K-3, are facilitated by Reading First Director and PED's Regional Reading First workshops; and 5. NMSBA and MAP data will identify K-10 students not proficient in Reading; 6. Special Education sub group will be utilizing "Step Up to Writing," and other subgroups will use ACE strategy (Answer Question, Cite, and Expand); and 7. Provided a 30 minute Reading interventions beyond the core using Reading Mastery and Read Naturally; 8. Grades K-6, we are implementing Open Court with fidelity; 9. Seventh grade students will be enrolled in "Ramp Up," America's Choice; 10. Grades 8-9, A+ Learning Systems will be utilized for those students identified as intensive; and 11. Grades 10-12, intensive students needing interventions as determined by NMSBA receive an additional daily 90 minute intervention using teacher directed reading strategies. 			
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Plan	<p>Person(s) Responsible for carrying out Plan</p>	<p>Title I Director, Special Education Director Assistant Superintendent Superintendent RQC Director Reading First Bilingual Director</p>				
Plan	<p>Resources Available (4.5,4.6,4.7)</p>	<p>Reading Coach Reading Interventionist Special Education Teachers Title I Teachers Title I Funding Bilingual Funding LANL Foundation TESOL Teachers Reading First PED Consultant to assist Read Naturally Reading Mastery A+ Learning System MAP Reading Curriculum America's Choice Plato RQC ACE Rubric Jim Shipley and Associates SES Vendor(s)</p>				
Plan	<p>Resources Needed</p>	<p>Vertical alignment Vertical articulation In-service training Funding to purchase materials for professional development. Funding for purchase of remedial materials/software Reading Interventions for grades 4-12 Professional Development for teachers using Open Court and grade 4-6, teachers Reading Across the Content Area Professional Development for teachers using best practices in Reading Across the Content Area</p>				

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan</p>	<p style="text-align: center;">Professional Development (provide date, content and trainer scheduled for this strategy or associated activities)(1.6,1.10,2.1,2.4,2.5,2.6,2.7, Faculty /Staff Stakeholder Focus)</p>	<p>August 28, 2007 Alpine Training : How to disaggregate data; Fall 2007: How to effectively implement and progress monitor Academic Improvement Plans. Fall MAP: 8-23-07, 9-17, 2007. MSA: NMSBA data disaggregation for Administrators 9-4-07 and 9-18-07. RQC: Training monthly: August, September, and October. McCrel Training Balanced Leadership for Administrators through Northern New Mexico Network Support from Northern New Mexico Network support for TIF program.</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan</p>	<p>Parent and Community Involvement (3.1,3.2,3.3)</p>	<p>Back to School Family Institute Combination parent and teacher in-service sessions</p> <p>Parent-Teacher Conferences with those students not meeting proficiency to discuss academic improvement plan.</p> <p>Parent-Counselor conferences to discuss "Next Step Plans."</p>				

Do	<p>Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)</p>	<ol style="list-style-type: none"> 1. NMSBA and Short-cycle assessment, (MAP)will be utilized to determine proficiency levels in Reading for students grades K-11. 2. Individual Academic Improvement Plans will be developed for students not meeting proficiency levels. 3. In grades K-3, interventions are used for intensive and strategic utilizing Reading Mastery and Read Naturally; 4. All subgroups will utilize the ACE strategy (Answer Question, Cite, and Expand); 5. Morgan Dynamics at grades K-6 will be piloted at five schools; targeted special education student; 6. Grades K-3 will be provided a 30 minute Reading interventions beyond the core using Reading Mastery and Read Naturally; 7. Grades K-6, we are implementing Open Court with fidelity during a 90 minute core; 8. Seventh grade students will be enrolled in "Ramp Up," America's Choice for 60 minutes daily; and 9. Grades 8-9, A+ Learning Systems will be utilized for those students identified as intensive; and 10. Grades 10-12, intensive students needing interventions as determined by NMSBA receive an additional daily 90 minute intervention using teacher directed reading strategies. 				
Study	<p>State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)</p>					

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Act/Plan	<p>If target met, change target and chose another benchmark; if not revise lesson plans and reteach (1.7,2.11,3.5,4.3,4.4, Process Management)</p>					
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DEFINITIONS:

Data analysis: The process where all available data (NMSBA results, short cycle assessment results, teacher made assessments, demographic data, etc.) are reviewed to determine the *target group of students* and the specific needs of those target students that demonstrate less than proficient academic skills and knowledge.

Instructional Strategy: the *plan* of action designed to intentionally teach students the necessary skills and knowledge they need to be academically proficient

Intensive Intervention: The *program, practice or activity* that is chosen as the tool to provide the actual standards based content or skill needed by the students to be successful academically. This program, practice or activity is beyond what is already provided to all students in the regular core curriculum.

Target Goal: A target goal that identifies the specific group of students who must demonstrate academic gain.

STRATEGIC PLANNING CRITERIA:

1. The school’s EPSS planning process focuses on continually improving school performance to enhance learning for all students.
2. The district/school has specific student learning goals that are consistent with the mission, beliefs, and core values; are appropriate in terms of rigor and equity; meet student needs; and are aligned with state and federal mandates and standards where applicable.
3. The district/school EPSS planning process:
 - Involves representative stakeholders from the district/school;
 - Includes an analysis of student and stakeholder needs, demographics, and current performance levels;
 - Identifies a challenging set of goals and measures that focus on enhanced learning for all students;
 - Develops a continuous improvement approach that identifies the changes that will be made so that growth in student performance can be documented and replicated;
 - Facilitates alignment of department level and classroom level improvement plans, including transitions across grade levels;
 - Provides systematic assessment designed to document student performance and growth toward district/school goals;
 - Identifies strategies, interventions, and action plans;
 - Provides internal analysis of the system; and
4. There is a designated district/school level EPSS steering committee that is responsible for initiating, planning, and coordinating improvement efforts.
5. Budget priorities are based upon an assessment of human and fiscal resources needed to accomplish the mission, goals, and EPSS plan.
6. Leaders use the analysis of student performance results: short cycle assessments, standardized tests, CRT, etc.
7. Leaders consider the strength and weakness of faculty and staff, competitive environment, educational reform, and technological innovations when establishing the priorities for the school.
8. The district/school conducts staff development activities to support the district/school’s EPSS.

2007-2008 EPSS

REQUIREMENTS FOR DISTRICT EPSS:

1. The district EPSS must be revised to emphasize priorities that address student learning needs. The desired result of the revision is to develop a single, comprehensive EPSS that synthesizes information from the several existing plans reflective of the district's instructional priorities (the current EPSS, the corrective action plan, the five year action plan, district wide Title I plan, etc.) and includes the major goals and/or references to the documents that deal with non-instructional district priorities (such as the safety plan, parent and community involvement plan and others). Alignment, clarity and simplicity should be the aims of this complex undertaking. Input from stakeholders is a necessary aspect of the revision process. The district's EPSS goals must align, but are not limited to, the district's EPSS target areas.
2. The district must provide professional development activities designed to initiate/expand the utilization of a systems approach to continuous district improvement as evidenced in the EPSS. In addition, professional development should reflect an emphasis on the use of data to inform instruction.
3. The district is required to fully implement the use of short cycle assessments in order to assess student progress toward EPSS academic goals and provide the basis for adjusting instruction/programs prior to receiving the results of the end-of-the-year New Mexico criterion references test (NMSBA).
4. The district must maintain and analyze all basic and comparative data to drive district performance, with an emphasis on selection, management, analysis, and the use of information as the basis for decisions and improvement.
5. The district plan is an overall view of district initiated actions that affect the district as a whole, as a district wide adoption of a strategy as tutoring, summer school, etc.
6. The district's EPSS must articulate new initiatives for the district year, align across the systems to support the strategy and the goals that comply with the following criteria:
 - student centered,
 - supports student academic progress,
 - measurable using a data baseline,
 - data evidences by a standardized assessment,
 - assessed regularly for progress of implementation,
 - supported by an articulated strategy/activity, and
 - a collaborative effort with stakeholders participating in the development.