



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

*Use the mouse to move from field to field.*

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		

<b>Plan</b>	<p><b>Overall Goal:</b>                      Improve parent engagement and support of their child(ren's) academic achievement as a member of the school community. Measurement is based on the data below.</p> <p><b>Target Goal/Measure:</b> (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 will score between % and % in the proficiency category on the MAP in reading and math after participating in interventions, summer school, or elective courses as measured by the A+. Parents will become partners in their child's success by supporting the intervention program. The Intervention teacher will communicate with 100% of parents/guardians through a monthly report and call/or arrange a conference with any parent where the child is not participating or making progress.</p>
-------------	--

2007-2008 EPSS

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	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
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					

Math 3-5	AYP Goal	All	Hispanic	Native Am	ELL	Sped
2003-04 4 <sup>th</sup>	37	35	36	29	36	13
2004-05	24.13	22.83	23.24	11.69	17.58	9.09
2005-06	28	23.82	24	18.84	17.32	12.61
Math 6-8	AYP Goal	All	Hispanic	Native Am	ELL	Sped
2003-04	37	26	25	31	30	8
2004-05	10.58	5.39	4.93	8.62	2.52	3.7
2005-06	15	5.12	5.18	6.25	3.47	2.8
Math 9 & 11	AYP Goal	All	Hispanic	Native Am	ELL	Sped
2003-04	35	29	29	13	29	18
2004-05	18.29	10.47	10.49		9.93	<2
2005-06	22	12.61	12.37	7.41	7.65	3.85

2007-2008 EPSS

**ACTION PLAN (complete 1 quarter at a time)**

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<b>Study</b>	<b>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</b>	1. Teachers will document the communication with the parents of students in the interventions. Teachers will complete spreadsheet quarterly to attain goal of 100%.				
<b>Plan</b>	<b>Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)</b>	<ol style="list-style-type: none"> <li>Teachers will document communication with 100% of parents/guardians as identified in their Professional Development Plans (40 Day);</li> <li>Communications with parents/guardians on student performance and need for the intervention. (By October 4, 2007. )</li> <li>100% of parents of students not scoring proficient on the NMSBA and/or NWEA will be contacted.)</li> </ol>				
<b>Plan</b>	<b>Person(s) Responsible for carrying out Plan</b>	Principals, Teachers, Counselors, Social Workers and Parents				
<b>Plan</b>	<b>Resources Available (4.5,4.6,4.7)</b>	Rio Grande Sun, Parent Advisory Councils, and Technology				

2007-2008 EPSS

<b>Plan</b>	<b>Resources Needed</b>	<ol style="list-style-type: none"> <li>1. Development of a plan document to be used by all intervention staff for student goals. (electronic)</li> <li>2. Florence will do (3) radio PSAs on the interventions and summer school in two languages.</li> <li>3. Superintendent/designee will meet with the Tribal Council to present the EPSS document and seek support. 95% support of the Tribal Council is expected.</li> <li>4. Parent Advisory</li> <li>5. Committee will receive orientation and be invited to any parent meetings. (95% of the Parent Advisory Committee will attend.</li> <li>6. Website</li> </ol>				
<b>Plan</b>	<p style="text-align: center;"><b>Professional Development</b> (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>	<ol style="list-style-type: none"> <li>1. Provide an orientation meeting for all parents/guardians of students not performing at the proficient level on the NMSBA or NWEA in reading and/or math. Principals/Teachers will explain the goal sheet for the students and obtain 100% of the signatures.</li> </ol>				

2007-2008 EPSS

Plan	<p><b>Parent and Community Involvement</b> (3.1,3.2,3.3)</p>	<ol style="list-style-type: none"> <li>Attend the orientation meetings, parent information nights, sign goal sheets for student interventions in reading and/or math, and receive progress reports on student performance in the interventions. (100%)</li> <li>Tribal Council will be provided the District Educational Plan for Student Success.</li> </ol>				
Do	<p><b>Identify the teaching sequence or activity to implement strategy</b> (1.9,2.1,2.8,2.12, Process Management) (How)</p>	<ol style="list-style-type: none"> <li>During parent/guardians conferences teachers will explain the intervention program, MAP assessment, program, the gains expected, and student/parent responsibility. One hundred percent (100%) of parents and students will sign a goal sheet collaboratively regarding attendance and work in the interventions</li> </ol>				
Study	<p><b>State and Compare the results with the target goal</b> (4.3, Measurement, Analysis and knowledge management) (How much)</p>					
Act/Plan	<p><b>If target met, change target and chose another benchmark; if not revise lesson plans and reteach</b> (1.7,2.11,3.5,4.3,4.4, Process Management)</p>					

## 2007-2008 EPSS

### 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.

### 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.

## 2007-2008 EPSS

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.