



**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 type="checkbox"/> District <input checked="" type="checkbox"/> School <input type="checkbox"/> Combined EPSS	District: Dulce Independent Schools	School: Dulce Elementary	Date:	School Year: 2009-2010
Prior Year Status:		Current Year Status:		

Plan	<p>Overall Goal: (1.1,1.4,2.2,3.4,4.1,Leadership/Strategic Planning) Parent</p> <p>Parent/community involvement and satisfaction will be improved by 10% as measured by the NMPED Quality of Education Survey and parent attendance data.</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>Using the NM PED Quality of Education Survey, questions 1, 3, 4, 8, 9, and 17 , there will be a 10% increase in the agree/strongly agree responses. During the 2008-2009 school, over 2,315 parents (duplicate count) attended school functions. It was discovered that the data is not specific enough to reflect the quality of the parent involvement.</p>
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Study	<p>Insert (or attach) data table (4.2, results) to support above target</p> <p style="text-align: center;">*** Enter # of parents that attended school functions***</p> <p style="text-align: center;">Quality of Ed Survey analysis.</p> <ul style="list-style-type: none"> -Dec -10 families -NMSBA – 1 parent -Mid- year EPSS review – 1 family <p>Insert assessment data to inform target goals/measures (Fall NMSBA when it become available, Spring 2008 Short-cycle Assessment Data, identified Curriculum Based Measures (CBM), Any other relevant data measures - attendance, discipline...)</p> <p>*****</p> <p>Update assessment data based on Short cycle assessment schedule (quarterly/trimester) to track and trend progress toward target goals/measures and to inform STUDY/ACT components of EPSS (The last two boxes of each quarterly/trimester EPSS reflection).</p>
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ACTION PLAN (complete 1 quarter at a time)

		1 st reporting period	2 nd reporting period	3 rd reporting period	4 th reporting period or summer	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>Improve parent attendance at monthly training nights -Parent attendance varies at each event -Kindergarten grade level shared classroom instructional processes with parents during the day Improve attendance at parent teacher conferences (3 times per year) - Some teachers gave students prizes if parents came. - Attendance at conferences increased during the year based on classroom roster sheets</p>	<p>Analyze the updated data from the previous quarterly/trimester Short Cycle Assessments plus any additional data relevant to Key Strategies.</p>	<p>Analyze the updated data from the previous quarterly/trimester Short Cycle Assessments plus any additional data relevant to Key Strategies.</p>		

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Plan	<p>Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)</p>	<p>Improve parent attendance -Design an itemized sign in sheet to evaluate/identify the type of parent attendance and involvement -Send flyers and use phone communication process as informational tool -Each Goal Team will sponsor 1 parent night per year – have these sessions/activities as parent friendly as possible -Have students share their work with their parents. -Monitor when these nights are held so they do not conflict with community events - Email to parents newsletter -Increase use of school dashboard -parent teacher conferences (3 times per year) -Use of daily planners, notes home, automated call system, emails, and the school dashboard. -Distribute Quality of Ed survey</p>	<p>Based on analysis from previous quarter/trimester adjust strategy and implementation plan.</p>	<p>Based on analysis from previous quarter /trimester adjust strategy and implementation plan.</p>		
Plan	<p>Person(s) Responsible for carrying out Plan</p>	<p>SAC Committee Leadership Team Goal Teams Principal All Staff Parents</p>	<p>Identify the person(s) responsible ensuring strategy(s) is deployed during current quarter/trimester.</p>	<p>Identify the person(s) responsible ensuring strategy(s) is deployed during current quarter/trimester.</p>		
Plan	<p>Resources Available (4.5,4.6,4.7)</p>	<p>Quality of Ed Survey Automated Phone System Dashboard Goal Teams E-mail Marquee Radio station Flyers</p>	<p>Identify resources available during the current quarter. trimester. <i>(Include funding source and \$ encumbered.)</i></p>	<p>Identify resources available during the current quarter. trimester. <i>(Include funding source and \$ encumbered.)</i></p>		

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Plan	<p>Resources Needed</p>	<p>Itemized Sign in Sheet Daily Planner for all grade levels SAC reports Data Monies Parent Friendly Audit Parent Pamphlets</p>	<p>Identify resources needed during current quarter/trimester.</p>	<p>Identify resources needed during current quarter/trimester.</p>		
Plan	<p>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>Motivational Speaker to encourage parent participation. Training on use of Daily Planners.</p>	<p>Identify the Professional Development relevant to Key EPSS strategies during the quarter/trimester. Indicate the following for each PD:</p> <ul style="list-style-type: none"> • Title • Date • Audience 	<p>Identify the Professional Development relevant to Key EPSS strategies during the quarter/trimester. Indicate the following for each PD:</p> <ul style="list-style-type: none"> • Title • Date • Audience 		
Plan	<p>Parent and Community Involvement (3.1,3.2,3.3)</p>	<p>Parent Nights hosted by the Goal Teams Newsletters Automated Calling System Dashboard Marquee</p>	<p>Identify Stakeholder and Community involvement opportunities during the quarter/trimester.</p>	<p>Identify Stakeholder and Community involvement opportunities during the quarter/trimester.</p>		

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Do</p>	<p>Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)</p>	<p>Improve parent attendance -Design an itemized sign in sheet -Send flyers and use phone communication process -Each Goal Team will sponsor 1 parent night per year</p> <ul style="list-style-type: none"> • Showcase student work • Collaborate dates with community <p>- Utilize email and school dashboard -Parent Teacher Conferences -Use of daily planners -Distribute Quality of Ed survey</p>	<p>Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.</p>	<p>Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Study</p>	<p>State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)</p>	<p>Not to be completed until after your first quarterly/trimester Short cycle assessment and review of student data. ***** What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> • <i>What's working?</i> • <i>What's not?</i> 	<p>Not to be completed until after your second quarterly/trimester Short cycle assessment and review of student data. ***** What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> • <i>What's working?</i> • <i>What's not?</i> 	<p>Not to be completed until after your third quarterly/trimester Short cycle assessment and review of student data. ***** What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> • <i>What's working?</i> • <i>What's not?</i> 		

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<p>Act/Plan</p>	<p>If target met, change target and chose another benchmark; if not revise target goal, strategy and teaching sequence to reflect changes. (1.7,2.11,3.5,4.3,4.4, Process Management)</p>	<p>Based on Results outlined in STUDY above 1) If Target goal met.... change target goal to further impact overall goal. 2) If Target goal not met.... a) Continue current strategy and update deployment for next quarter/trimester. b) Continue current strategy, but make improvements to deployment plan for next quarter/trimester. c) Abandon current strategy and identify new strategy for next quarter/trimester.</p>	<p>Based on Results outlined in STUDY above 1) If Target goal met.... change target goal to further impact overall goal. 2) If Target goal not met.... a. Continue current strategy and update deployment for next quarter/trimester . b. Continue current strategy, but make improvements to deployment plan for next quarter/trimester . c. Abandon current strategy and identify new strategy for next quarter/trimester .</p>	<p>Based on Results outlined in STUDY above 1) If Target goal met.... change target goal to further impact overall goal. 2) If Target goal not met.... a. Continue current strategy and update deployment for next quarter/trimester. b. Continue current strategy, but make improvements to deployment plan for next quarter/trimester. c. Abandon current strategy and identify new strategy for next quarter/trimester.</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:

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- 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.
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.