



**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)</p> <p>READING</p> <p>The percentage of students scoring proficient in Reading of the Spring NMSBA will increase from 33.6 to 67%.</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>The percentage of students scoring proficient in Reading of the Spring NMSBA will increase by 10% to Safe Harbor. Based on overall data analysis, a ten percent increase seems to be an attainable, incremental goal.</p>
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2009-2010 EPSS

Insert (or attach) data table (4.2, results) to support above target

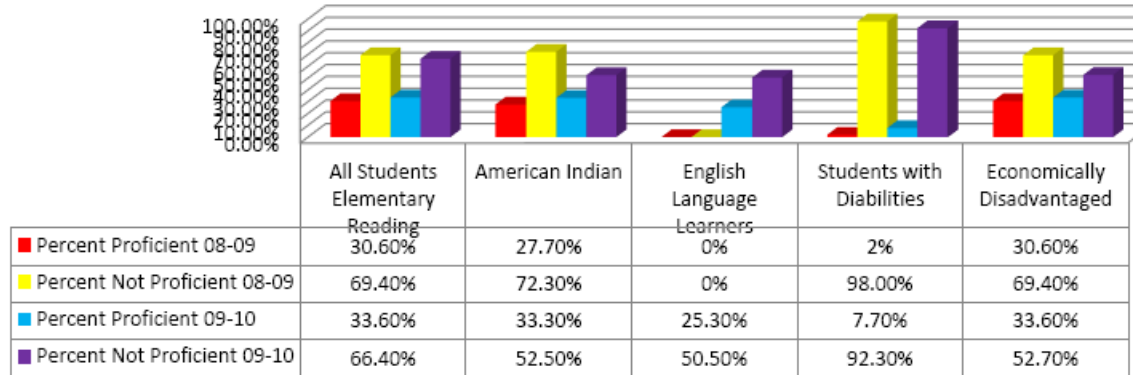
Insert assessment data to inform target goals/measures (Fall NMSBA when it become available, Spring 2008 Short-cycle Assessment Data, identified Curriculum Based Measures (CBM), Any other relevant data measures - attendance, discipline...)

READING - SPRING

Grade level	% Proficient or above	DIBELS – LNF	PSF	NWF	ORF	NWEA MAP
Kindergarten		63%	79%	80%		
First			94%	64%	70%	
Second					55%	57%
Third					39%	37%
Fourth					51%	34%
Fifth					47%	40%

Study

Elementary SBA Reading Data



 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).

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
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2009-2010 EPSS

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>Standardize instructional strategy for extended response questions (ACE) – -consistent use is visible with results being turned in by grade level -scores are going up on monthly data collection - results turned in using data collection template to goal teams and leadership -NWEA data on trimester -Open Court assessment trimester</p> <p>Standardize implementation of Response to Intervention programs throughout Dulce ES -impacted by schedule and time available – inconsistently meet the requirements of Tier 2 and 3 school-wide -not all teachers are clear on the expectations of RtI -use of Corrective Reading for Tier 2 for grades 3-5 -monitor fidelity of implementation with pacing guide -use of Reading Mastery for Tier 1 for grades K – 2 Use Earobics for Tier 2 grades K-2 -data collection template indicates results</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>	summer	
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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>	<p>Standardize instructional strategy for extended response questions (ACE) – -Vertical consistency could be looked at so across grade levels there is consistent use of ACE in classrooms and with rater reliability -Continue with the strategy and action steps; retrain all staff in August with specific expectations for instruction -In August review with all staff for rater reliability -New teachers will need to be trained in ACE and use in the classroom, including with PDSA's. This can be done in house using teacher strengths. Could be an expectation to include in lesson plan. -Determine when specific grade levels will stop using the acronym ACE during the year. Could color code for the students as a graphic organizer -Change ACE to RACE to include R – restate the question -Encourage pull outs to use ACE orally</p> <p>Standardize implementation of Response to Intervention programs throughout Dulce ES -Need a schedule adjustment for so there is time for specific tiers -Continue with Tier 1 as core; clarify Tier 2 and Tier 3 specific instructional strategies that all teachers are using with consistency -Need to clearly determine criteria for Tier 2 and 3 groupings at each grade level -Need to clearly determine specific interventions for Tier 2 and 3; for example, these interventions must be research based; tier 3 MUST be teacher directed -Identify reading skills expected for each grade level with alignment across grade levels and determine which skill is "introduced" and "proficient" and "mastered" at each grade level. -In August share expectations for all staff to use item analysis with assessments, specific scores for grouping students for Tier 2 (groups size max at 6) and 3 with fluid groupings (Tier 3 is intensive intervention with 1 – 3 students per group) -Need training on effective use of data analysis for all assessments -Leadership team – discuss what are ways to schedule grade level collaborative meetings (subs, use Thursday staff meeting times, others?) -Revise data collection template so goal teams and leadership team receive the information needed (for example, include IRL and GE; list strengths and gap areas)</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>		
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2009-2010 EPSS

Plan	<p>Person(s) Responsible for carrying out Plan</p>	<p>Reading Goal Team Grade Level s Principal/Assistant Principal Staff, Consultants Leadership Team</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>Open Court ELL Interventionist Reading Mastery Corrective Reading Programs Earobics Hooked On Phonics Accelerated Reading DREAMS and Save the Children Programs</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>		
Plan	<p>Resources Needed</p>	<p>Literacy Coach Collaborative Time More Earobics licenses More Research Based Reading Interventions Primary MAP assessment</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>RTI Training PLC Time Data/Item Analysis Training Earobics Training MAP Training JSA Training</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 		

2009-2010 EPSS

Plan	<p>Parent and Community Involvement (3.1,3.2,3.3)</p>	<p>Parent Night s Newsletters OCR Family Letter SAC Automated Calling System</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>		
Do	<p>Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)</p>	<p>Core Curriculum -Refine the tiers -Revisit criteria for tiers -Review data -Monitor/review/adjust flexible groups -Continue tiered curriculum -Quarterly assessment to adjust flexible grouping -Monitoring of fidelity -Continue Goal Team and grade level reporting -Revisit Pacing Guides RACE -Refine the RACE process -Revisit expectation, rater reliability and rubric -Develop class PDSA based on RACE results -Monitoring of fidelity -Goal Team and grade level reporting PLC -Sharing/modeling teaching strategies with peers. -Quarterly survey on needs. -Newsletters sharing strategies or suggestions to try. -Observation of peers.</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>		

Study	<p>State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)</p>	<p style="color: red;">Not to be completed until after your first quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>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 style="color: red;">Not to be completed until after your second quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>*****</p> <p>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 style="color: red;">Not to be completed until after your third quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>*****</p> <p>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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Act/Plan	<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:

2009-2010 EPSS

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.
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.