



**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: Jemez Valley Public Schools	School: na	Date: 9/8/09	School Year: 2009-2010
Prior Year Status: ES: Progressing; MS: SI-2; HS: Progressing			Current Year Status: ES: Progressing; MS: CA; HS: Progressing		

The percent of students scoring proficient or advanced on the 2009-2010 mathematics NMSBA will increase by 15%.  
 Elementary grades 3-5 from 29 % to 44 % (AMO 57%);  
 Middle school grade 6-8 from 11 % to 26 % (AMO 48%);  
 High School grades 9-11 from 23 % to 38% (AMO 53%).

**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)  
 All students K - 12 will improve their score as measured by the NMSBA and NWEA by at least 15% by the end of the current 2009 - 2010 school year using Tier 1 and 2 interventions and differentiated instruction as necessary. Special education students will score as proficient as measured by the NWEA in math by participating in intensive, specialized instruction in Tier 3. Parents will support their child's success by actively supporting Tier 2 and 3 interventions. General education and Tier 2 personnel will communicate with 100% of parents through quarterly progress towards goals reports. General education, Tier 2, and special education personnel will arrange conferences with parents for any child not participating or making progress in Tiers 2 and 3.

*Special Education—Students with disabilities (not gifted) have individualized learning goals (and objectives, as appropriate) identified within their Individual Educational Plan (IEP). Students with IEP's 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.*  
 Maintain attention to indicator #13 – 63% of special education students will be in regular education classrooms for 80% of the time.

Math	0809 all	2010 AMO*	His	Ntv Am	ELL	SPED	Econ Dis
gr.3-5	52	57	57.1	30	~	~	45.3
gr.6-8	16.8	48	~	14.6	~	~	14.5
gr.11	20	53	20	26.7	~	~	20.0

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Schools MATH	Fall 07 NWEA	Spring 08 NWEA	Proficient RIT NWEA	Fall 08 NWEA	Spring 09 NWEA	Spring 09 % NWEA proficient	SBA 09 % proficient
JVES 2	n/a	n/a	191	192	204	75%	
JVES 3	n/a	n/a	n/a	192	198	43%	52
JVES 3 (4)	188	200	201 - 210	198	204	44%	56
JVES 4 (5)	202	208	210 - 220	209	215	48%	48
JVES 5 (6)	205	206	220 - 228	212	216	44%	16
JVMS6 (7)	209	213	228 - 234	219	219	48%	9
JVMS 7(8)	211	216	234 - 237	219	218	41%	26
JVMS 8(9)	217	221	237 - 236	219	216	26%	n/a
JVHS 9(10)	222	222	236 - 240	228	220	24%	n/a
JVHS11(12)	230	233	244	232	227	22%	20

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

	Semester 1	Semester 2	Summer
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<p><b>Study</b></p>	<p><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></p>	<p>Spring MAP 2009</p> <ul style="list-style-type: none"> <li>@ JVES: students' greatest needs are in             <ul style="list-style-type: none"> <li>- number sense &amp; operations;</li> <li>- measurement</li> <li>- 45% of these students are at the Proficiency level</li> </ul> </li> <li>@ JVMS: students' greatest needs are in             <ul style="list-style-type: none"> <li>- number sense &amp; operations; and</li> <li>- measurement</li> <li>- 23% of these students are at the Proficiency level</li> </ul> </li> <li>@ JVHS: students' greatest needs are in             <ul style="list-style-type: none"> <li>- numbers &amp; operations;</li> <li>- geometry</li> <li>- measurement</li> <li>- .22% of the students are at the Proficiency level</li> </ul> </li> </ul> <p>The 09 NMSBA data tell us that:          JVES: students in gr. 3-5 are performing above the AMO requirement of 50% except at gr. 5, which scored at 48%.          JVMS: these students show the greatest needs of all; with an AMO of 41% our scores were gr. 6 – 16%, gr. 7 – 9%, and gr. 8 – 26%. All strands need improvement.          JVHS: with an AMO of 46%, our students scored 20%, needing support in all strands. To be celebrated, our Native American HS students scored 27%.</p>	<p>-</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plan</b></p>	<p><b>Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)</b></p>	<p>Students at <u>Nearing Proficiency</u> levels in Mathematics will form the Target Group to remedy AYP. The major strategy to be used will be to place these students in intervention classes using <b>Skills Tutor</b> and <b>Compass Learning</b> computer programs, as well as direct instruction in small groups to provide skills practice outside of regular classroom instruction. In addition, students will receive extra support from core math instructors using <b>Differentiated Instructional</b> strategies. Students will also be provided with <b>tutoring</b> from math instructors at times outside of regular instruction for 240 minutes per week, i.e. Tuesday and Thursday, 3:15 – 5:15.</p> <p>Tier 1          K-5 EDM 60-90 minutes per day          6-8 Saxon- 53 minutes/ period          9-12 Saxon 55 minutes / period          Open ended Response ACE; sheltered and differentiated instruction.</p> <p>Tier II          ES In school tutoring 30-60 minutes; Compass Learning          MS 50 min Compass Learning, Skills Tutor, small group instruction          HS After school tutoring; Skills Tutor; intervention class.</p> <p>Tier III          ES – EDM Based on IEP          MS – AGS math-(3-4 reading level); Compass Learning          HS – Globe Fearon Pre-Algebra; Skills Tutor</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plan</b></p>	<p><b>Person(s) Responsible for carrying out Plan</b></p>	<p>Teachers          Instructional Coach          Building Principals          Student support personnel          Special Education personnel where necessary</p>		

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plan</b></p>	<p style="text-align: center;"><b>Resources Available (4.5,4.6,4.7)</b></p>	<p>The necessary computer programs:</p> <ul style="list-style-type: none"> <li>- Skills Tutor,</li> <li>- Compass Learning,</li> <li>- Teen Biz.</li> </ul> <p>Pinpoint Math: Everyday Math intervention program for grades 1 – 7 and accompanying PD.</p> <p>Instructional Coach: classroom support in computer programs, progress monitoring and formative assessment, as well as best practices in math instruction for all teachers of math, pre-K – 12. IC to also provide math content PD to teachers pre-K – 10 where necessary, including PD for Geometer’s Sketchpad.</p> <p>Instructional Coach: to provide support and PD in collaboration with iTeachnm consultant, Russ Fisher- lves, iTeachNM grant and consultant for Math Boot Camps in summer 09 and 10 days of on-going PD throughout the 09-10 SY.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plan</b></p>	<p style="text-align: center;"><b>Resources Needed</b></p>	<p>PD funds to provide travel to the classrooms of highly effective mathematics teachers at the ES, MS, and HS levels.</p> <p>Instructional Coach support to heighten the effectiveness of the observations and learning; to support on-going practices in PDSA, EPSS development, data analysis, formative assessment practices, and progress monitoring.</p>		

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<b>Plan</b>	<p><b>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)</b></p>	<p>PD: Everyday Math and Math concepts w/Instructional Coach; available Northern Network PD opportunities in math, e.g. Connected Math, Everyday Math. MC2 -Connected Math-Summer Training Boot Math Camp-SBA alignment training Professional Development in an alignment of math curriculum District wide in addition to the feeder schools PK-12. Instructional Coach: continue to provide structure and PD K-12 on early release days for teachers to meet regarding student progress in relation to EPSS goals; to organize goal team meetings for vertical articulation and progress monitoring. (Instructional Coach, MS math teacher, gr. 5 teacher participated in summer boot camp. Gr. 4 teacher participated in two EDM workshops/conferences in the summer 09)</p>		
<b>Plan</b>	<p><b>Parent and Community Involvement (3.1,3.2,3.3)</b></p>	<p>Family Math Nights @ JVES Weekly progress reports mailed to families, discussed with students.K – 12. Student-led parent conferences at ES/MS/HS levels. Class meetings held with parents @ HS. HS college nights 2 times per year HS Gear Up program activities for 10<sup>th</sup> grade students and their parents. First parent meeting Sept. 9, 2009.</p>		

<p>Do</p>	<p><b>Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)</b></p>	<p>Classroom teachers will differentiate math instruction at each grade level to suit individual and small group needs within core curricula, ie Tier 1. Tier 2 activities will be provided in addition, via computer software, supplemental intervention programs, and tutoring.</p> <p><u>MAP Testing Window</u>          Sept. 8 – Oct. 2 K - 12          Jan 11-25 K-12          May 3-7 K-2          May 10-14 gr. 3-12          2<sup>nd</sup> grade will take MAP test rather than Early Primary in Spring</p> <p>Goal teams to review SBA 09 data to Spring MAP 09 to correlate proficiencies</p> <p>Use of on-going Continuous improvement cycles (PDSA)to improve student learning results in classrooms</p> <p>Daily Math ACE problems with a weekly formative assessment to improve upon open ended response questions.</p> <p>Student progress with Tier 2 interventions will be monitored weekly or bi-weekly so that adjustments might be made if necessary as the first semester moves forward.</p> <p>IC support for teachers in implementation of High Yield classroom practices, PDSA processes, ELL strategies and formative assessment practices.</p>		
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<b>Study</b>	<b>State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)</b>	<ul style="list-style-type: none"> <li>• IC and administrative monitoring of teacher implementation of math programs with fidelity.</li> <li>• Student support director to monitor EA, IEP, and 504 implementation.</li> <li>• IC support for teachers in implementation of High Yield classroom practices, PDSA processes, ELL strategies, and formative assessment practices.</li> <li>• WFSG logs and Goal Team Meeting logs kept and turned in to IC re weekly sessions to ensure alignment with EPSS goals.</li> <li>• NWEA (short cycle) assessments on Jan. 27 to check progress toward strategic math goals.</li> <li>• Weekly PDSA progress monitored toward achievement of classroom strategic goals.</li> <li>• Student progress with Tier 2 interventions will be monitored weekly or bi-weekly so that adjustments might be made if necessary as the first semester moves forward.</li> </ul>		
<b>Act/Plan</b>	<b>If target met, change target and choose another benchmark; if not revise lesson plans and reteach (1.7, 2.1, 3.5, 4.3, 4.4, Process Management)</b>			

**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.

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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

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- a collaborative effort with stakeholders participating in the development.