



**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: Jemez Valley Public School	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		

<b>Plan</b>	<p><b>Overall Goal:</b> (1.1,1.4,2.2,3.4,4.1,Leadership/Strategic Planning)                  All students will increase the number of students scoring proficient on the 2009-2010 reading NMSBA as follows"</p> <p>Elementary grades 3-5 from 50 % to AMO 67 %</p> <p>Middle school grade 6-8 from 51 % to AMO 61 %</p> <p>High School grades 9-11 from 57 % to AMO 64 %</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>All students K - 12 will improve their reading score as measured by the NMSBA, NWEA and SRI by at least 15% by the end of the current 2009 - 2010 school year using Tier 2 interventions and differentiated instruction as necessary. Special education students will score as proficient as measured by the NWEA in reading 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.</p> <p><i>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.</i></p>
	st : Insert (or attach) data table (4.2, results) to support above target

2007-2008 EPSS

Reading	0809 all	2010 AMO*	His	Ntv Am	ELL	SPED	Econ Dis
gr.3-5	50.3	67	50	30	n/a	n/a	43.7
gr.6-8	50.6	61	n/a	42.5	n/a	n/a	47
gr.11	57	64	50	67	n/a	n/a	55

\*based on grade configuration AMO numbers  
(district should substitute local grade configuration)

RIT	Fall 08	Spring 09	Proficient RIT	Fall 09	Spring 10	Spring 10 % proficient	SBA 09 % proficient
Grade level RIT scores are the Median RIT.							
JVES 1		172	173				
JVES 2		190	190				
JVES 3	185	196	200	179			57%
JVES 3 (4)	193	204	193 - 200	194			56%
JVES 4 (5)	198	212	200 - 205	200			44%
JVES 5 (6)	209	213	205 - 214	212			31%
JVMS6 (7)	205	210	214 - 213	212			57%
JVMS 7 (8)	210	216	213 - 217	216			50%
JVMS 8 (9)	211	216	217 - 220	209			n/a
JVHS 9(10)	218	220	220 - 227	213			n/a
JVHS11	221	227	233	224			57%

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

		Semester 1	Semester 2	Summer

The MAP 09 Data tell us...  
@ JVES: students' greatest needs are in:  
Gr. 1- 2: comprehension and writing;  
Gr. 3-5:  
- word meaning  
- literal & interpretive comprehension  
@ JVMS: students' greatest needs are in: (gr. 6-8)  
- literal & interpretive comprehension  
- word meaning  
@ JVHS: students' greatest needs are in: (gr. 9 – 12)  
- literal, interpretive and evaluative  
comprehension

The NMSBA 09 data tell us that :  
@JVES – **Critical thinking** and **story elements**  
need the most , along with **summarizing main ideas**  
at the third grade level.  
@JVMS – **Critical thinking** and **story elements**  
need the most work, along with **metaphor,**  
**symbolism, dialect, and irony** at the 8<sup>th</sup> grade level.  
@JVHS – **literature and media** are our areas of  
greatest need with 34% of all students scoring  
proficient or above. It should be noted that our **HS**  
**students outperformed the state in all areas of**  
**Reading this year.** Of special interest should be that  
our Native American students scored 67% proficient  
or above. In Writing our students scored 77%  
proficient or above, and Native American students  
scored 93% proficient.

In considering NMSBA along with NWEA results, our  
greatest efforts for SY 09-10 need to be in the areas  
of:

- responding to open ended questions;
- understanding and expressing story  
elements and nuances of story including  
metaphor and irony;
- comprehension strategies: literal,  
interpretive and evaluative; and
- most especially we need to work with our  
students to develop their abilities with higher  
order cognitive skills.

Plan	<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>In order to remedy AYP, target groups at each level should be the <u>students at Nearing Proficiency</u> levels in comprehension strategies.</p> <p>At gr. 9 – 12 focus should be on Benchmarks III-A and III-B (See NM Content Standards, Benchmarks, and Performance Standards Reference Guide Gr. 9 – 12, (no pages in document)</p> <p>At gr. 3 - 8 focus should be on Benchmarks III-A and III-B, K-4 and 5-8 Benchmarks I-D, pp75-78. (see NM Content Standards, Benchmarks, and Performance Standards Reference Guide Gr.K – 8, pp 89 – 92.)</p> <p>Steps should include:</p> <p>Tier 1</p> <ul style="list-style-type: none"> <li>• at all levels, use of Marzano’s high yield strategies in the exploration of literary and media content, as well as in reading for information;</li> <li>• at secondary levels, increased use of a variety of genres with appropriate small group discourse around literary elements, concepts and genres at grade appropriate levels of complexity;</li> <li>• at all levels emphasis should also be placed on vocabulary and word analysis skills as well as the use of ELL strategies, especially as enhances the high yield strategies mentioned above.</li> <li>• At gr. 6 – 12 the above strategies will be taught and used across all curricular content areas;</li> <li>• Students will receive extra support from core teachers using Differentiated Instructional strategies.</li> <li>• Brick and Mortar works K-6 to build vocabulary and word analysis</li> <li>• K-6 Scott Foresman 7-8 Elements of Language 9 – 12 Prentice Hall Literature &amp; Language</li> </ul> <p>Tier 2</p> <p>Students requiring extra support at gr. 6– 12 will receive extra focus on deficit skills via Skill Tutor, Compass Learning, and Write to Learn. They also have the option of attending tutoring after school or from home using the same programs. At gr. 9-12 students identified by SRI levels will take Read 180 in two hour blocks daily to improve reading and writing skills.</p> <p>Gr. 1 - 5 In-school Tutoring 30-60 minutes day</p> <p>Gr. 3 - 8 Achieve 3000 and Compass Learning</p> <p>Tier 3:</p> <p>Gr. K – 5: in-class and outside-class tutoring daily by qualified support teacher; 6-8: AGS reading; 9-12: RC English classes.</p>		
Plan	<p><b>Person(s) Responsible for carrying out Plan</b></p>	<p>Teachers Instructional Coach Building Principals Student Support Personnel Special Ed personnel where necessary</p>		

2007-2008 EPSS

Plan	<p><b>Resources Available (4.5,4.6,4.7)</b></p>	<p>Core curricula in Language Arts.            Computer software and labs: Skills Tutor, Kid and Teen Biz, Compass Learning, Write to Learn, and Read 180.            SRA Reading labs.            Weekly Reader supplementary materials.            Instructional Coach to support core and intervention programs with fidelity, and to support appropriate progress monitoring and assessment practices.            Instructional Coach support to heighten the effectiveness of the observations and learning.            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.            Additional secondary English teacher to teach Read 180 classes at the high school.</p>		
Plan	<p><b>Resources Needed</b></p>	<p>Funds to provide travel to the classrooms of highly effective literacy teachers at the MS and HS levels.            K-5 DIBELS NOKIA internet tablet to expedite the data input</p>		
Plan	<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>The necessary PD to accompany the above programs: Instructional Coach .            Instructional Coach: Marzano's high yield strategies, building academic background and vocabulary strategies, formative assessment practices, PDSA processes, , ELL and differentiated instruction and progress monitoring. On-going.</p>		
Plan	<p><b>Parent and Community Involvement (3.1,3.2,3.3)</b></p>	<p>Early childhood literacy practices: parent nights.            Bi-weekly progress reports mailed to families and discussed with students.            Student-led parent conferences at MS/HS levels.            HS Gear Up program.            Participation in curricular programs at meetings throughout the SY and through Parent Advisory Meetings, as well as principals' open door policy.</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 reading 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>          September 8 – October 16.          Nov 30-Dec 11 3-12          Jan 11-15 K-2          May 4-7 K-2          May 10-14 3-12</p> <p>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>Weekly exploration by all teachers of Depth of Knowledge questions at levels 1-4, creating the questions as well as analyzing student responses, will be held as part of early release PD time for two months August 19 – October 7, 2009. Teachers will continue to use a variety of levels of questioning to enable students to respond more appropriately and skillfully in the classroom as well as on standardized testing.</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>Instructional Coach support for teachers in implementation of High Yield classroom practices, Visual Tools, PDSA processes, ELL strategies, formative assessment and progress monitoring practices.</p>		
-----------	---	--	--	--

2007-2008 EPSS

<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 reading 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, Visual Tools, 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 in Jan. 09 to check progress toward strategic reading 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 chose another benchmark; if not revise lesson plans and reteach (1.7,2.11,3.5,4.3,4.4, 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:**

## 2007-2008 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,

**2007-2008 EPSS**

- 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.