



**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 School	School: n/a	Date: 11/01/09	School Year: 2009-2010
Prior Year Status: ES: Progressing; MS: SI-2; HS: Progressing		Current Year Status: ES: Progressing; MS: SI-2; HS: Progressing		

<b>Plan</b>	<p><b>Overall Goal: Parent involvement in their children’s education will increase by 15% as measured by parent attendance at parent-teacher conferences and other district out-reach activities preK-12.</b></p> <p>The percentage of students scoring proficient on the <b>2009-2010 reading</b> NMSBA will increase as follows”</p> <ul style="list-style-type: none"> <li>• Elementary grades 3-5 from 50 % to AMO 67 %;</li> <li>• Middle school grade 6-8 from 51 % to AMO 61 %;</li> <li>• High School grades 9-11 from 57 % to AMO 64 %.</li> </ul> <p>The percent of students scoring proficient or advanced on the <b>2009-2010 mathematics</b> NMSBA will increase by 15%.</p> <ul style="list-style-type: none"> <li>• Elementary grades 3-5 from 29 % to 44 % (AMO 57%);</li> <li>• Middle school grade 6-8 from 11 % to 26 % (AMO 48%);</li> <li>• High School grades 9-11 from 23 % to 38 % (AMO 53%).</li> </ul> <p><b>Target Goal/Measure:</b> (Selection of a <b>district</b> 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 <b>district</b> missing AYP as a result of Special Education, ELL or FRL(FARM) populations must have a goal representing these groups)</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. Maintain attention to indicator #13 – 63% of special education students will be in regular education classrooms for 80% of the time.</i></p>
<b>Student</b>	<p><b>Insert (or attach) data table (4.2, results) to support above target</b></p>

2009-2010 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)

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

READING							
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%

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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 1semester at a time)**

		Semester 1	Semester 2	Summer
Study	<p><b>Data analysis: Leadership, School Strategic Planning, Student/Stakeholder Focus (i.e. NMSBA, Short Cycle Assessment, Literacy Assessment)</b></p>	<p>See <a href="#">Math and Reading EPSS documents</a>.</p> <p>From Spring and Fall 2009: HS:</p> <ul style="list-style-type: none"> <li>• student-led parent teacher conferences: Mar. 09 100% attendance; Fall 2009 – HS student-led parent teacher conferences: 100% attendance.</li> <li>• athletic events are always well attended, though records haven't been kept as yet.</li> <li>• Gear Up Fall Kick-Off meeting Sept. 21, 2009, 29.4 % attendance.</li> <li>• College Night Oct. 15 about 15% attendance.</li> <li>• Aug. 25 Open House: 8%.</li> <li>• Fall Parent Meeting, Sept. 21: 20%. It should be noted that HS staff phoned all parents and dinner was provided.</li> </ul> <p>ES and MS:</p> <ul style="list-style-type: none"> <li>• Back-to-School Open House, with 75% parent attendance;</li> <li>• Back-to-School Bash Oct. 2, saw 350 parents and community members, plus students;</li> <li>• Halloween's Trunk or Treat event had 70 people giving out treats. (being a rural community this allows children to Trick or Treat safely in the school parking lot.)</li> <li>• Oct. 22-23 parent teachers conferences: K-8 averaged 94.7%.</li> </ul>		

Plan

**Identify Strategy to be used with Target group to remedy AYP (Process Management) (What)**

[See Math and Reading EPSS documents.](#)

Parents will be asked to support all intervention strategies by facilitating transportation to and from school as necessary and by helping students with homework as appropriate and guided by the teacher.

Elementary staff will hold a variety of evening activities throughout the year, including: math nights, trunk or treat, class performances monthly, spring butterfly event.

District-wide:

- a) Increase number of parents participating in Indian Ed Parent Council; (4 mtgs/yr)
  - b) Increase number of parents on Gifted Advisory (1 mtg/yr); 9.10.09 80% attendance;
  - c) Increase number of parents on EFA Committee (one mtg/yr);
  - d) Increase number of parents involved in Special Ed Advisory (one mtg/yr);
  - e) Increase number of parents in preK meetings and trainings (4 per year);
  - f) Increase participation in Head Start and other Early Childhood Education meetings (4 mtgs/yr);
  - g) Participation in Jemez Tribal Education Collaboration meetings, including retreat (4 meetings/yr);
  - h) Attend Parent Involvement Institute at APS along with district staff (one mtg/yr);
- Increase parent involvement with Gear Up students and those programs.
  - **Develop on-going preK – 12 data collection system for monitoring parent and community participation.**
  - Communication with parents at all grade levels includes weekly Progress Reports
  - Elementary teachers send home weekly newsletters voluntarily.
  - At the HS a variety of newsletter and announcements are included with the Progress Reports, all of which are mailed home.

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Plan	<p><b>Person(s) Responsible for carrying out Plan</b></p>	<p><b>Personnel responsible:</b> Instructional Coach, Asst. Superintendent, teachers, staff, counselors, principals.</p>		
Plan	<p><b>Resources Available</b></p>	<p><b>Resources available:</b> Parent-Community Involvement Toolkit; Instructional Coach; elementary-middle school PTA (which, this year is reaching out to HS parents as well); Gear Up parent coordinator; Director of Student Services (Asst Supt.); Systems Manager; Jemez and Zia Education Directors; Gear Up funds for parent meetings.</p>		
Plan	<p><b>Resources Needed</b></p>	<p><b>District Resources needed during current semester:</b> funding for district-wide incentives and parent activities; staff members willing to help with data collection and parent involvement activities.</p>		
Plan	<p><b>Professional Development (Faculty /Staff Stakeholder Focus)</b></p>	<p><b>Identify the Professional Development</b> relevant to Key EPSS district strategies during the semester. Indicate the following for each PD:</p> <ul style="list-style-type: none"> <li>• Determine Optimal Parent Engagement at each school level: ie ES, MS, HS</li> <li>• Dec. 2, 2009</li> <li>• Facilitator: Janet Dunham, IC</li> <li>• Audience: prek-12 teachers &amp; staff, parents</li> <li>• Next PD opportunities:</li> <li>• Parent/Community Involvement Toolkit</li> <li>• Dec. 9, 2009 and Feb. 17, 2010</li> <li>• Trainer: Janet Dunham, Instructional Coach</li> <li>• Audience: Gear Up and other parents, teachers, and students</li> </ul> <p>Follow-up with student-led conferencing skills and strategies with teachers and students (IC).</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	

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<p>Plan</p>	<p><b>Parent and Community Involvement</b></p>	<p><b>Stakeholder and Community involvement</b> opportunities that will occur district-wide during the semester:</p> <ul style="list-style-type: none"><li>• Student-led conferences (Oct. 22-23)</li><li>• Open Houses</li><li>• Back-to-School Bash</li><li>• Monthly elementary assemblies</li><li>• Trunk or Treat</li><li>• HS athletic events</li><li>• HS Fine Arts night</li><li>• HS Pumpkin Carving Contest</li><li>• HS Winter Break Concert</li><li>• College Nights</li><li>• PTA activities: first meeting Nov. 6</li><li>• See attached HS Parent Involvement Plan; ES/MS PI Plan will be provided second semester.</li></ul>		
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Do	<p><b>Identify the deployment steps or activity to implement strategy</b> ( Process Management) (How)</p>	<p>District's deployment plan and implementation sequence for each of the key strategies identified in the PLAN section of the EPSS that will take place during the semester:</p> <ul style="list-style-type: none"> <li>• Individual teacher implementation re contacting parents for intervention support with principal monitoring</li> <li>• ES evening events supported and monitored by principal</li> <li>• District-wide efforts a – h will be implemented by Asst. Supt.; these event dates will be determined collaboratively with the involved groups.</li> <li>• Gear Up parent involvement plans will be directly implemented by the GU Parent Coordinator and supported by the GU site coordinator.</li> <li>• K-12 data collection system will be developed and implemented by the Instructional Coach.</li> <li>• IC will work with pre K – 12 teachers re using other strategies than are currently being used, e.g., using strategies from the Parent-Community Toolkit.</li> <li>• Weekly progress reports are district-wide policy which is implemented and monitored by school principals.</li> <li>• Professional Development is the responsibility of the Instructional Coach.</li> </ul>		
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<b>Study</b>	<b>State and Compare the results with the target goal (Measurement, Analysis and knowledge management) (How much)</b>	<p><b>What does the data tell you</b> about the effectiveness of each district key strategy(s)?</p> <ul style="list-style-type: none"> <li>• When students are involved, parents are more likely to attend, as in performances, conferences.</li> <li>• Elementary parents are more likely to attend school functions than secondary parents.</li> <li>• Re Gear Up events: the parents of students who are "college bound" are most likely to participate and currently, those are small numbers.</li> </ul> <p>Our current data is ineffective for informing decision making and planning.</p>		
<b>Act/Plan</b>	<b>If target met, change target and chose another benchmark; (Process Management)</b>	<p>Based on Results outlined in STUDY above                  2) if we don't know if the Target will be met....</p> <ol style="list-style-type: none"> <li>a) Continue current strategies, but make improvements to deployment plan for next semester.</li> <li>b) Identify new strategies, e.g., systematic data collection re parental involvement and PD with Parent Community Toolkit and visioning process.</li> </ol>		

**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;

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- 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.