

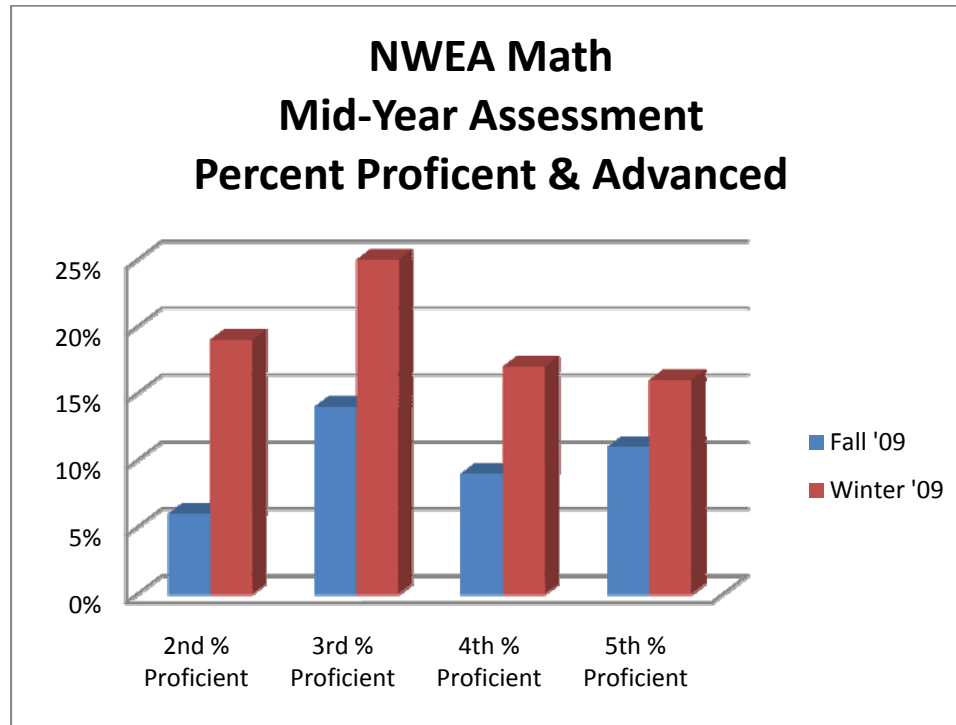


MATH
STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
Educational Plan for Student Success
A Continuous Improvement Strategic Plan

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>The percentage of students scoring proficient in Math of the Spring NMSBA will increase from 18.8 to 57%.</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 Math 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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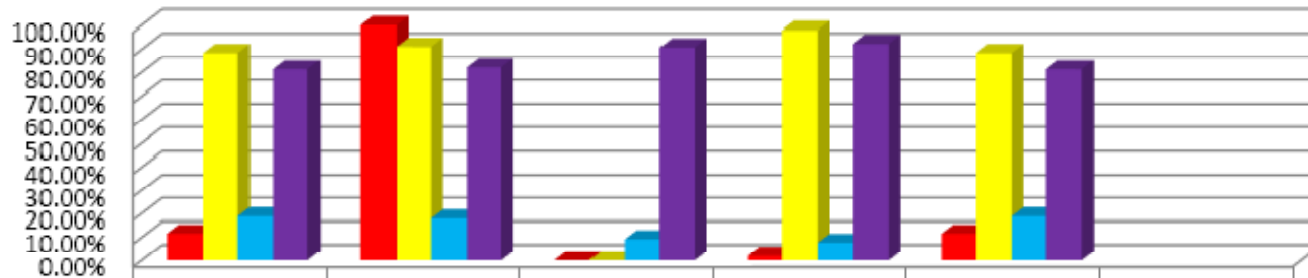
Insert (or attach) data table (4.2, results) to support above target

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...) 2009-2010 Fall-Winter NWEA MAP

	Pre	Fall '09		Mid	Winter '09		Post	Spring '10
	# of students	percent		# of students	percent		# of students	percent
5th Grade								
Advanced (234+)	0	0%		1	2%			
Proficient (219-233)	5	11%		6	14%			
Nearing Proficient (197-218)	35	76%		30	68%			
Beginning Step (<197)	6	13%		7	16%			
4th Grade	# of students	percent		# of students	percent		# of students	percent
Advanced (224+)	0	0%		0	0%			
Proficient (208-223)	5	9%		9	17%			
Nearing Proficient (186-207)	41	72%		39	72%			
Beginning Step (<186)	11	19%		6	11%			
3rd Grade	# of students	percent		# of students	percent		# of students	percent
Advanced (219+)	0	0%		0	0%			
Proficient (200-218)	7	14%		13	25%			
Nearing Proficient (177-199)	34	65%		34	65%			
Beginning Step (<177)	11	21%		5	10%			
2nd Grade	# of students	percent		# of students	percent		# of students	percent
Advanced (207+)	0	0%		0	0%			
Proficient (189-206)	3	6%		10	19%			
Nearing Proficient (167-188)	41	82%		36	69%			
Beginning Step (<167)	6	12%		6	12%			
1st Grade	# of students	percent		# of students	percent		# of students	percent
Advanced (199+)	0	0%		0	0%			
Proficient (172-198)	3	5%		10	17%			
Nearing Proficient (146-171)	42	69%		42	70%			
Beginning Step (<146)	16	26%		8	13%			

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).

Elementary SBA Math Data



	All Students Elementary	American Indian	English Language Learners	Students with Disabilities	Economically Disadvantaged
■ Percent Proficient 08-09	11.60%	8.9	0%	2%	12%
■ Percent Not Proficient 08-09	88.40%	91.10%	0%	98%	88.40%
■ Percent Proficient 09-10	18.80%	17.90%	9.20%	7.70%	18.80%
■ Percent Not Proficient 09-10	81.30%	82.10%	90.80%	92.30%	81.30%

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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
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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) – -effective strategy -grade level results indicate improvement since beginning of year</p> <p>Standardize use of Response to Intervention strategy (Accelerated Math and Touch math) In use school wide -Pacing guide is confusing -NWEA data -EDM trimester data</p> <p>Curriculum alignment K-5 and develop quarterly based assessments -Created weekly assessments aligned to pacing guides -Weekly math assessment results -Data collection template -MAPS</p>	<p>-ACE will be changed to the 4 D's</p> <p>-Effective Strategy Study continues on the use of Response to Intervention strategy Touch Math & continue looking for Upper Grade Math interventions</p> <p>-EDM Pacing guide is effective</p> <p>-NWEA DATA continue kindergarten assessment, but not for reporting purposes</p> <p>-Continue Everyday Math (EDM) Problems with the newly developed PRE, MID, POST assessment</p> <p>-Curriculum alignment K-5 and development of weekly assessments has been accomplished.</p> <p>-The weekly assessment process is in place but needs a second cycle PDSA.</p> <p>-Essential skills have been identified, but needs a second cycle PDSA by each grade level.</p>	<p>quarterly/trimester Short Cycle Assessment plus any additional data relevant to Key Strategies.</p>		
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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) – - 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.</p> <p>Standardize use of Response to Intervention strategy (Accelerated Math and Touch math) -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 math 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, number and percent of students proficient with each skill; list strengths and gap areas) Curriculum alignment K-5 and develop quarterly based assessments -Need to determine which SCPA will be used in math that allows for consistency across the grade levels (could be EDM pre/mid/post). Create written administration process then use to train staff in expectations. -Create a written document explaining the use of weekly assessments – clarify which problems will be used for data collection process (based on the "starred" items in</p>	<ul style="list-style-type: none"> - Pilot the 4 D's (Decide, Do, Draw, Define) using the PDSA the process. The goal of the pilot will be standardization of the instructional strategy for extended response questions. -Revisit with all staff rater reliability -The Continuos Improvement Support Team will be a support for the PDSA deployment. -Standardize use of Response to Intervention strategy -Continue looking for Upper Grade Math interventions -Develop a scheduled time for specific tiers (Differentiated Instruction) -Continue EDM along with other collaborative strategies as core – Tier I -Tier 2: Continue Touch Math Search for intermediate Tier 2 interventions -Revisit and revise essential curriculum -Use RFI funding to develop a standard's based report card K-5 in the summer of 2010. -Pacing guide was okay -Kindergarten: NWEA data continue assessment – not for reporting purposes 	<p>Based on analysis from previous quarter /trimester adjust strategy and implementati on plan.</p>	
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Plan	<p>Person(s) Responsible for carrying out Plan</p>	<p>Math Goal Team Principal/Assistant Principal Grade Levels Staff, Consultants Leadership Team</p>	<p>Identify the person(s) Principals Grade Level Team Math goal Team Leadership Team Assistant Supt.</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>Everyday Math Touch Math Renaissance Learning Math Boot Camp Lite DREAMS program</p>	<p>DREAMS: 21st Century extented school program Everyday Math Accelerated Math Touch Math I Teach New Mexico Math Priority Schools request for information (RFI)</p>	<p>Identify resources available during the current quarter. trimester. (Include funding source and \$ encumbered .)</p>		
Plan	<p>Resources Needed</p>	<p>Collaborative Time More Research Based Math Interventions Primary MAP assessment</p>	<p>Collorabative time Resources available for EPSS Retreat Funding for Summer salaries Funding for Professional Development Approval of RFI summer training</p>	<p>Identify resources needed during current quarter/trimester.</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan</p>	<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 Renaissance Learning Training MAP Training JSA Training EDM Training</p>	<p>-EDM Training –in house -Russ Fisher-Ives (Consultant with ITeach New Mexico): Will review alignment to essential curriculum and our tri-annual assessment -Accelerated Math Training -Continue with JSA training as planned -Train staff in the use of MAP NWEA reporting data -Train staff in the use of STAR progress monitoring -Train staff to use the online calling system</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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan</p>	<p>Parent and Community Involvement (3.1,3.2,3.3)</p>	<p>Parent Night s Newsletters EDM Family Letter SAC Automated Calling System</p>	<p>-Continue with Goal Team Parent Nights. -Continue newsletter updates on classroom instructional topics -Continue use of EDM Family Letter. -Teachers will begin using online calling system</p>	<p>Identify Stakeholder and Community involvement opportunities during the quarter/trimester.</p>		

<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>Core Curriculum -Refine the tiers -Reset criteria for tiers -Review data -Monitor/adjust flexible groups -Implement tiered curriculum -Quarterly assessment to adjust flexible grouping -Monitoring of fidelity -Goal Team and grade level reporting -Revisit Pacing Guides ACE -Refine the ACE process -Revisit expectations, rater reliability and rubric -Develop class PDSA based on ACE 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. Curriculum Alignment -Grade levels will design an EDM short cycle predictive assessment based on standards for use as pre/mid and post test. This will be given to the Math Goal Team for approval. -These assessments will be used by all grades. -PDSA the weekly assessments (grade level discussions of what worked/didn't).</p>	<p>Core Curriculum -Review data -Monitor/adjust flexible groups -Implement tiered interventions -Dynamic assessment to adjust flexible grouping --Goal Team and grade level reporting -PDSA process -Pilot the 4-D'S --Develop class PDSA based on 4-D'S results -Monitoring of fidelity -Goal Team and grade level reporting</p> <p>Professional Learning Community (PLC) -Sharing/modeling teaching strategies with peers -Quarterly survey on needs -Newsletters sharing strategies or suggestions for parent to try at home -Observation of peers</p> <p>Curriculum Alignment Teach use of the curriculum essential skills checklist</p>	<p>Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.</p>		
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Study	<p>State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)</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>Although we have had significant gains in SBA scores (8% in Math), we have not been able to effectively implement PLC. There have been some unplanned collaborative efforts.</p> <p>Curriculum Alignment -We are in the process of revising the program assessments to ensure alignment with the essential core curriculum. -The essential core curriculum checklist has been created and piloted, but it needs to be revised.</p>	<p>Not to be completed until after your third quarterly/trimester Short cycle assessment and review of student data. ***** ***** **</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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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)

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.

-We will continue with the strategies and revise the essential core curriculum checklist.

-We will revise the core curriculum program assessments - pre/mid/post

-We will make a more focused effort to get the PLC deployed.

-Search for intermediate Tier 2 interventions

-Pilot the 4-D'S

--Develop class PDSA based on 4-D'S results

-Teach use of the curriculum essential skills checklist

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

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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:
 - 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,

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- 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.