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 X District ☐ School ☐ Combined EPSS	District: Ruidoso	School: na	Date: 7/09	School Year: 2009-2010
Prior Year Status: SI-2 Delay	**Current Year Status: Corrective Action**			

Plan

Overall Goal: (1.1,1.4,2.2,3.4,4.1,Leadership/Strategic Planning)

All schools will increase the number of students scoring proficient on the 2009-2010 reading NMSBA as follows"

Elementary grades 3-5 from	57.0% to	67% ;
Middle school grade 6-8 from	62.8% to	61%
High School grades 9-11 from	55.7% to	64%

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)

*Reading achievement will be emphasized so that graduation rate for Native American students will be at least the same as the general population (80%).

All schools will increase the number of Native American students scoring proficient on the 2009-2010 reading NMSBA as follows"

Elementary grades 3-5 from	45.8% to	67% ;
Middle school grade 6-8 from	40.0% to	61%
High School grades 9-11 from	36.0% to	64%

*Reading achievement will be emphasized so that graduation rate for Special Education students will be at least the same as the general population (80%).

All schools will increase the number of Special Education students scoring proficient on the 2009-2010 reading NMSBA as follows"

Elementary grades 3-5 from	11.3% to	67% ;
Middle school grade 6-8 from	20.4% to	61%
High School grades 9-11 from	<2% to	64%

***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.*

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

Reading	08-09 all	09-10 AMO*	His	Ntv Am	ELL	SPED	Econ Dis
gr.3-5	57.0	67.0	55.1	45.8	52.2	11.3	52.4
gr.6-8	62.8	61.0	58.7	40.0	49.3	20.4	52.4
gr.9,11	55.7	64.0	51.2	36.0	26.7	<2	41.8

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

(add information from any short cycle assessment)

Grade K
DIBELS/SCA **Boy/My/Eoy**

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

Grade 1
DIBELS/SCA **Boy/My/Eoy**

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

Grade 2
DIBELS/SCA **Boy/My/Eoy**

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

Grade 3
DIBELS/SCA **Boy/My/Eoy**

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

Grade 4
DIBELS/SCA **Boy/My/Eoy**

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

Grade 5
Open Court/SCA **Boy/My/Eoy**

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

Grade 6
Open Court/SCA **Boy/My/Eoy**

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

Grade 7
SRI/SCA **Boy/My/Eoy**

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

Grade 8
SRI/SCA **Boy/My/Eoy**

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

2009-2010 EPSS – District READING **Updated September, 2009**

Grade 9

SRI/SCA ***Pre/9wk/Sem***

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

Grade 10

SRI/SCA ***Pre/9wk/Sem***

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

Grade 11

SCA ***Pre/9wk/Sem***

	His	Ntv Am	ELL	SPED	Econ Dis	All
Proficient & Adv						
Nearing Proficient						
Beginning Step						

ACTION PLAN (complete 1 quarter at a time)

		Beginning-of-year	Mid-year	End-of-year	Summer
Study	**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	Native American and Special Education Students not scoring proficient as documented by the preceding data. NMSBA; 1st and 2nd 9 weeks/triannual Short Cycle Assessments; NWEA MAP grades 3 – 10; -Reading First assessment plan – DIBELS, TPRI, IDEL, etc. -Curriculum based assessments			

Plan	**Identify Strategy to be used with Target group to remedy AYP** (1.8,2.3,2.8,2.9, Process Management) (What)	*Utilize scientifically research based reading programs (Open Court K - 5) *Utilize the three-tier model for remediation with strategic and intensive students receiving additional reading instruction; (In addition to pre-teach/re-teach strategies: elementary: Open Court Interventions, Early Reading Interventions, Read Naturally, Read 180, etc. secondary: Read 180, Corrective Reading, KU strategies, etc.) *Continue Reading First program K – 3 *Continue Reading First program model gr. 4 – 5 *Implement 7 year Secondary Literacy Plan *Implement 7 year District Curriculum Matrix *Monitor progress on IEP goals quarterly *Vertical and horizontal curriculum alignment grades K – 14 *Supplementary Educational Services (SES) and Individual Academic Improvement Plans *Implement Student Assistance Team (SAT) monitoring system to ensure compliance with special education evaluation timelines and monitor assessment of Native American students eligibility for category of SLD			
Plan	**Person(s) Responsible for carrying out Plan**	*Superintendent *Associate Superintendent *Building Principals *Reading First Staff (Coaches, Interventionists) *Classroom/Reading/Language Arts/Bilingual teachers *Native American Liaisons *Special Education Case Managers *Special Education Coordinator			

Plan	**Resources Available** (4.5,4.6,4.7)	*Scientifically research based reading materials (Open Court, Early Reading Interventions, Read Naturally, Prentice Hall Literature, Holt, Rinehart & Winston, Read 180, Corrective Reading, etc.) *Summer School/Summer Transition Academy *Tutoring before/after school and during the school day *Tutoring at Mescalero Boys and Girls club daily after school (elementary) and two evenings per week at Mescalero Education Center (secondary) *Guided Practice after school *Peer Tutoring *Title I funding and other federal funds *RMSD curriculum aligned to NM Standards and Benchmarks *EPSS data notebooks/School Improvement Plans *District Reading/Language Arts Curriculum Committee *District Reading Leadership Committee K – 12 *Secondary Literacy Committee 6 - 12 *School-wide Title I plans *Bilingual Education plans *Indian Education program plans *Rural Low Income Schools funds *Native American Liaisons *Special Education Case Managers *Student Assistance Teams *Bilingual instructional staff			
Plan	**Resources Needed**	*NMSBA disaggregated data *Continued state and federal funding (Reading First, Title I, III, RLIS, IDEA, etc.) *Review and revise Short Cycle Assessments *Continued professional development support for reading programs *Funds for secondary Reading/Language Arts Coach *Supplemental reading materials (leveled readers, classroom libraries, etc.)			

Plan	**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)**	*July/August – National and State Reading First Conferences *Reading First Consultant – 6 days throughout school year *August – Read 180 training *On-going reading training through Reading First Coaches *On-going reading professional development through Open Court consultants *On-going secondary Literacy training through REC IX and PED *AP workshops June-July 2009 *ENMU classes in Reading sponsored by District *Professional Learning Communities *August - Kansas University strategies training through REC IX			
Plan	**Parent and Community Involvement (3.1,3.2,3.3)**	*School site Parent Advisory Councils *Family Reading Nights *Language Arts curriculum posted on RMSD website *Systems approach to parent communication: District website, Channel 15, Phone master, Power School, etc. *Orientation meetings and Open House activities at the beginning of school to communicate with parents regarding Reading/Language Arts programs *One Book One Community *Parent involvement on site based committees at each school site			
Do	**Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)**	*Pacing calendars developed by each grade level *Three Tier model of instruction (30 or 60 additional minutes per day of instruction for strategic or intensive students) *Summer School/Summer Transition Academy *Tutoring programs *Freshman Watch program *Availability of on-line classes, dual credit, and concurrent enrollment *Plato software for secondary students			

Study	**State and Compare the results with the target goal** (4.3, Measurement, Analysis and knowledge management) (How much)	*Pre: All teachers will receive appropriate training before school starts; Post: *Pre: Weekly pacing schedules will be established per grade level or course offering; Post: *Pre: Grade level teams will assess triannual Short Cycle Assessments and make program modifications and recommendations; Post: *Pre: Inclusion of Reading/Language Arts goals as part of PDP process; Post: *Pre: All Reading/Language Arts teachers trained to develop rigorous and relevant lesson plans correlated to performance standards; Post:			
Act/Plan	**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)				

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,
    - 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.