

**2010-11 EPSS**

**Albuquerque Public Schools/ School Name:** Seven Bar

**Focus Area: READING Target Population(s): All Students**



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

<b>District:</b> Albuquerque Public Schools	<b>School:</b>	<b>Current Date:</b>	<b>School Year</b> 2010-11
<b>Prior Year (2009-10)Status:</b> SI-2 2009-10		<b>Current Year (2010-11)Status:</b> CA	
<b>Area of Focus:</b> READING			
<b>Target Population(s):</b> All Students			

**PLAN**

**Overall Goal (Directly related to Annual Measurable Objective (AMO) and Standards Based Assessment (SBA) data)**

**AMO Goal(s):**

*The percentage of All Students in grades 3-5 scoring at proficient or higher in Reading as measured by the NMSBA will increase from 64.7 % to 77%, the expected AMO(Annual Measurable Objective),in Spring, 2011.*

*The percentage of all Students with Disabilities in grades 3-5 scoring at proficient or higher in Reading as measured by the NMSBA will increase from 27.8 % to 77%, the expected AMO(Annual Measurable Objective),in Spring, 2011.*

**DISTRICT Goal:**

*The percentage of All Students in grades 3-5 scoring at proficient or higher in Reading as measured by the NMSBA will increase from 64.7 % to 69.9 % in Spring, 2011.*

**Target Goal/Measure**

**GOALS for District Assessments for EACH Grade Level:**

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*All Students including Students with Disabilities in Grade K will score at proficient or advanced as measured by the District Assessment KDPR for reading on each administration of the District assessment in Fall, Winter and Spring of 2010-2011.*

*All Students including Students with Disabilities in Grade 1 will score at proficient or advanced as measured by the District Assessment DBA for reading on each administration of the District assessment in Fall, Winter and Spring of 2010-2011.*

*All Students including Students with Disabilities in Grade 2 will score at proficient or advanced as measured by the District Assessment DBA for reading on each administration of the District assessment in Fall, Winter and Spring of 2010-2011.*

*All Students including Students with Disabilities in Grade 3 will score at proficient or advanced as measured by the District Assessment DBA for reading on each administration of the District assessment in Fall, Winter and Spring of 2010-2011.*

*All Students including Students with Disabilities in Grade 4 will score at proficient or advanced as measured by the District Assessment DBA for reading on each administration of the District assessment in Fall, Winter and Spring of 2010-2011.*

*All Students including Students with Disabilities in Grade 5 will score at proficient or advanced as measured by the District Assessment DBA for reading on each administration of the District assessment in Fall, Winter and Spring of 2010-2011.*

For Special Education: Please note, Students with disabilities (not gifted) have individualized learning goals (and objectives, as appropriate) identified within their Individualized Educational Plans (IEP). Students with IEPs may participate in all regular education activities that do not conflict with special education services being provided, accommodations, modifications, goals (and objectives, as appropriate) stated in their IEP.

**Study**

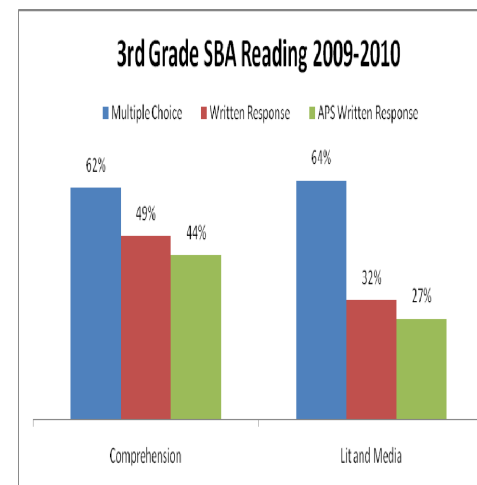
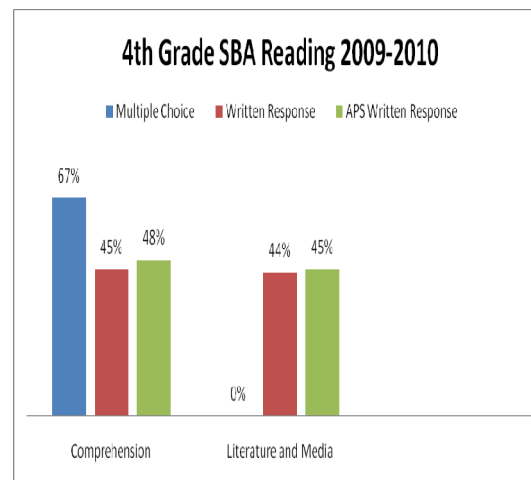
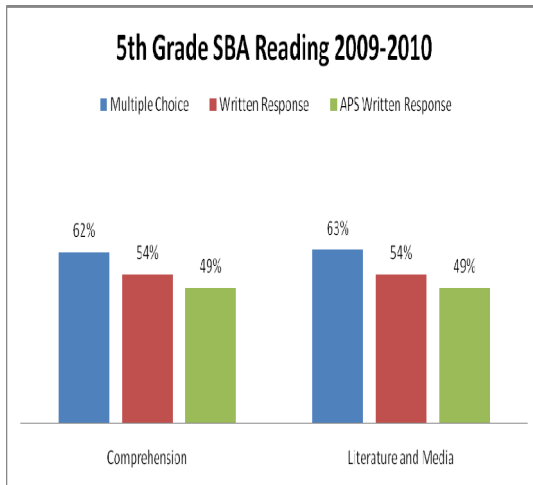
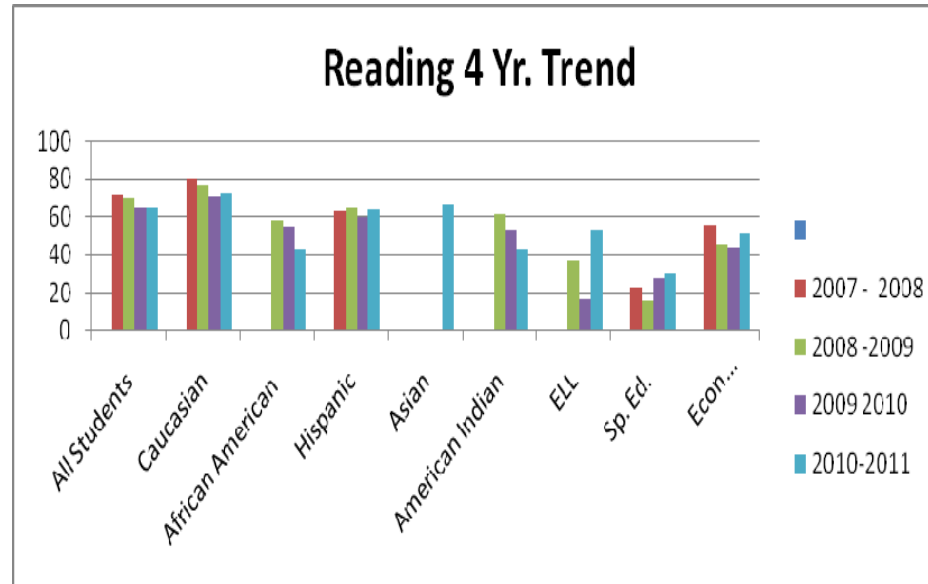
Insert data table to support above target (s)

*New Mexico Standards Based Assessment Data Chart (Results from PED AYP report)*

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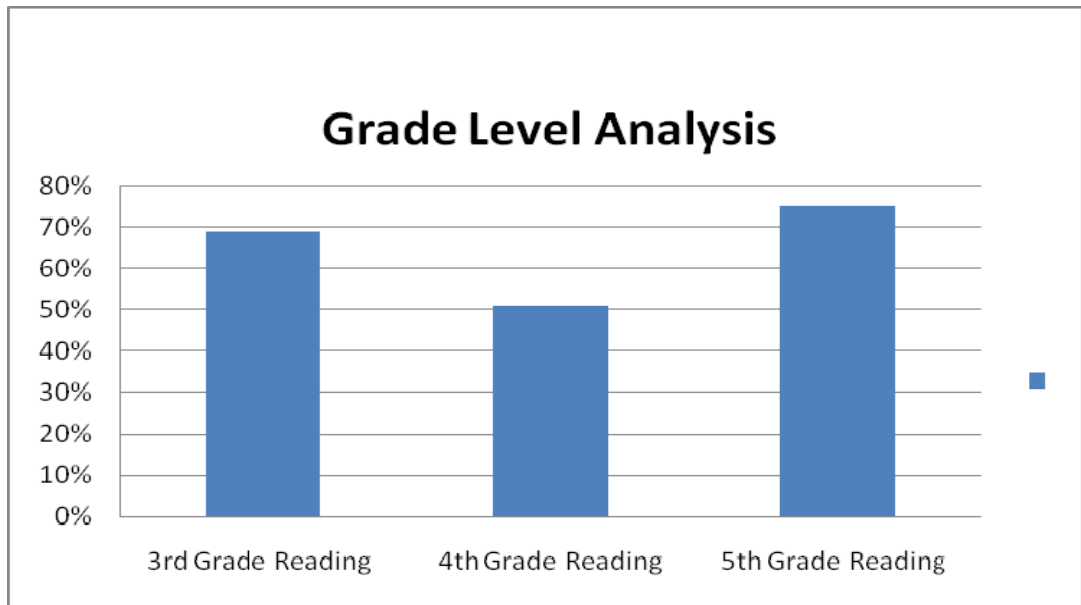
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*istrict Assessment Data Charts*

**DBA RESULTS CHARTS** DBA results not available at this time.

**Reading** **KDPR** 2010-2011 Percentage of Students in each category.

Grade	Fall				Winter				Spring			
	Areas of Need	Emergent	NP	P	Areas Of Need	Emergent	NP	P	Areas of Need	Emergent	NP	P
All students												
Sub group												
Subgroup												

**Reading** **DRA** 2010-2011 Percentage of Students in each category.

Grade	Fall				Winter				Spring			
	BS	NP	P	A	BS	NP	P	A	BS	NP	P	A
<b>First</b>												

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All students												
Sub group												
Subgroup												

**Reading** DRA 2010-2011 Percentage of Students in each category.

Grade	Fall				Winter				Spring			
	BS	NP	P	A	BS	NP	P	A	BS	NP	P	A
<b>Second</b>												
All students												
Sub group												
Subgroup												

**Reading** District Benchmark Assessment 2010-2011 Percentage of Students in each category.

Grade	Fall				Winter				Spring			
	BS	NP	P	A	BS	NP	P	A	BS	NP	P	A
<b>Third</b>												
All students												
Sub group												
Subgroup												

**Reading** District Benchmark Assessment 2010-2011 Percentage of Students in each category.

Grade	Fall				Winter				Spring			
	BS	NP	P	A	BS	NP	P	A	BS	NP	P	A
<b>Fourth</b>												
All students												
Sub group												
Subgroup												

**Reading** District Benchmark Assessment 2010-2011 Percentage of Students in each category.

Grade	Fall				Winter				Spring			
	BS	NP	P	A	BS	NP	P	A	BS	NP	P	A
<b>Fifth</b>												
All students												
Sub group												
Subgroup												

## ACTION PLAN

### STUDY

Complete one reporting period at a time.

### Data Analysis

## Data Analysis of NMSBA Results

*The data analysis is based on the graphs in AYP section. See above.*

### Analysis by Cohort over 4 Year Period

The percent proficiency for all students in grades 3-5 on the 2008-2009 NMSBA in Math was 59.7. We saw growth in our target populations over the 4 years. This indicated that the curriculum and instruction we are using with our target groups is working.

### Analysis by Item Plot

We observed that our students scored better on the multiple choice items, than the short answer or constructed response. We plan on continuing to emphasize non-fiction writing using the RACE strategy based on our analysis of the item plot data of short answer responses and open-ended responses

### Analysis by Grade Level

We noticed that our 3<sup>rd</sup> grade and 5<sup>th</sup> grade exceeded the AYP goal, but 4<sup>th</sup> grade scored significantly below the target. We are also looking at this data over the past 4 years to see if this is a trend. Then our Instructional Council and grade level in data dialogues will try to determine root causes for the significant difference in scores. Questions raised have been test format from 3 to 4<sup>th</sup> grade, consistency of program delivery, strength of particular student cohorts.

### Teacher by Teacher Analysis

We looked at class performance by teacher over a 4 year period. We noticed that we have particular teachers who consistently score below AYP targets. Walkthroughs and observations as well as professional development will continue to reinforce and support strategies that are effective to assist these teachers.

## Data Analysis of District Assessment Results—**not available at this time**

### Kindergarten KDPR Reading Data

Fall:

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Summary of Results: The Kindergarten scores indicate...

- Strength
- Area of Need
- Not telling us
- What data do we need:
- Celebrations

### Winter:

Summary of Results: The Kindergarten scores indicate...

- Strength:
- Area of Need:
- Not telling us:
- What data do we need:
- Celebrations:

### Spring:

Summary of Results: The Kindergarten scores indicate...

- Strength:
- Area of Need:
- Not telling us:
- What data do we need:
- Celebrations

## First Grade DBA Reading Data

### Fall:

Summary of Results: The First Grade scores indicate...

- Strength
- Area of Need
- Not telling us
- What data do we need:
- Celebrations

### Winter:

Summary of Results: The First Grade scores indicate...

- Strength:
- Area of Need:
- Not telling us:
- What data do we need:
- Celebrations:

### Spring:

Summary of Results: The First Grade scores indicate...

- Strength:
- Area of Need:

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- Not telling us:
- What data do we need:
- Celebrations

### Second Grade DBA Reading Data

Fall: **Not available at this time**

Summary of Results: The Second Grade scores indicate...

- Strength
- Area of Need
- Not telling us
- What data do we need:
- Celebrations

#### Winter:

Summary of Results: The Second Grade scores indicate...

- Strength:
- Area of Need:
- Not telling us:
- What data do we need:
- Celebrations:

#### Spring:

Summary of Results: The Second Grade scores indicate...

- Strength:
- Area of Need:
- Not telling us:
- What data do we need:
- Celebrations

### Third Grade DBA Reading Data

Fall: **Not available at this time**

Summary of Results: The Third Grade scores indicate...

- Strength
- Area of Need
- Not telling us
- What data do we need:
- Celebrations

#### Winter:

Summary of Results: The Third Grade scores indicate...

- Strength:
- Area of Need:

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- Not telling us:
- What data do we need:
- Celebrations:

### Spring:

Summary of Results: The Third Grade scores indicate...

- Strength:
- Area of Need:
- Not telling us:
- What data do we need:
- Celebrations

### Fourth Grade DBA Reading Data

Fall: **Not available at this time**

Summary of Results: The Fourth Grade scores indicate...

- Strength
- Area of Need
- Not telling us
- What data do we need:
- Celebrations

### Winter:

Summary of Results: The Fourth Grade scores indicate...

- Strength:
- Area of Need:
- Not telling us:
- What data do we need:
- Celebrations:

### Spring:

Summary of Results: The Fourth Grade scores indicate...

- Strength:
- Area of Need:
- Not telling us:
- What data do we need:
- Celebrations

### Fifth Grade DBA Reading Data

Fall: **Not available at this time**

Summary of Results: The Fifth Grade scores indicate...

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- Strength
- Area of Need
- Not telling us What data do we need:
- 
- Celebrations

### Winter:

Summary of Results: The Fifth Grade scores indicate...

- Strength:
- Area of Need:
- Not telling us:
- What data do we need:
- Celebrations:

### Spring:

Summary of Results: The Fifth Grade scores indicate...

- Strength:
- Area of Need:
- Not telling us:
- What data do we need:
- Celebrations

## DBA DATA ANALYSIS –

Instructional Council School-wide analysis: *(The Instructional Council would analyze all the grade level data to evaluate the effectiveness of Programs and Strategies school-wide.)*

Fall: **not possible until data is available**

Winter:

Spring:

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**Plan**

**Identify Key Programs/Strategy/Approach to be used with Target group to remedy AYP**

**Identify your Tier 1 (Core Programs), programs for Tiers 2 (Response to Intervention requirements) and Tier 3 (Special Ed. programs).**

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<p><b>Reporting Period - Fall:</b> <b><u>PROGRAM STRATEGIES:</u></b></p> <p><u>Tier I (Core Program):</u> Program: Treasures and Bookroom (Balanced Literacy) Min/Day: 90 minutes per day Days/Wk: 5 days/ week Target Population: All students Grade Levels: K - 5</p> <p>Program: Foundations Min/Day: 30 minutes per day within 90 minute literacy block Days/Wk: 5 days Target Population: All students Grade Levels: K – 2</p> <p><u>Tier II:</u> Program: Foundations with Double Dosing, Monitoring Notebook Data Collection, Core: Triumphs &amp; Guided Reading Plus Min/Day: 30 minutes Days/Wk: 3 – 5 days per week Target Population: Students in need of intervention for skill development Grade Levels: K - 5</p> <p><u>Tier III:</u> Program: Foundations, SPIRE, PCI , and Wilson Reading (replacement and/or supplemental program) Min/Day: 30 – 90 minutes per day Days/Wk: 5 days per week Target Population: Identified SE students as determined by IEP</p>	<p><b>Reporting Period - Fall:</b> <b><u>INSTRUCTIONAL STRATEGIES:</u> Not necessarily aligned to Program Strategies</b></p> <p>Monitoring Notebooks Define: Teachers will keep track of identified students’ progress in a notebook with more frequent assessments, adjustments, interventions ; Target Population: Targeted students based on district and state results Grade Levels: K – 5</p> <p>Guided Reading Plus and RACE Define: Teachers will use intervention time to add writing component to reading Target Population: Targeted students based on district and state results. Grade Levels: K – 5</p> <p>Before/After School Interventions: Native American student group participates in an after school program focusing on reading and writing. Other identified students at beginning steps participate in an after school intervention/tutoring program twice a week.</p>
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**Reporting Period - SPRING: (Revise as Needed)**

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<b><u>PROGRAM STRATEGIES:</u></b>	<b><u>INSTRUCTIONAL STRATEGIES: Not necessarily aligned to</u></b>
<p><b><u>Tier II</u></b> Program: Min/Day: Days/Wk: Target Population: Grade Levels:</p> <p><b><u>Tier III</u></b> Program: Min/Day: Days/Wk: Target Population: Grade Levels:</p>	<p><b><u>Program Strategies</u></b></p> <p>1. Define: Target Population: Grade Levels:</p> <p>2. Define: Target Population: Grade Levels:</p> <p>3. Define: Target Population: Grade Levels:</p> <p>4. Define: Target Population: Grade Levels:</p>

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**Plan**

**Person(s) Responsible for Carrying out the Plan.**

**Identify the persons responsible ensuring the strategy(s) is deployed during the current reporting period**

**Identify in Deployment Plan**

	<b>Kindergarten 7</b>	<b>Rm</b>		<b>Sp. Ed.</b>	<b>Rm</b>		<b>EA's</b>
	Bachman, Karen	K2		CC Baxter,Gail 1-2	215		Bookroom-Ours, Elizabeth
	Cvetic, Jennifer	K3		CC Kim Espinoza	P 2		Healthroom-Adler, Michelle
	DeMar, Kim	K4		CC Randi Sevigny RR	216		Library-Vittitow, Margaret
	Jaramillo, Frances	K5		CC Smalley,Nicole Int. C/D	204		Workroom-Carlon, Tammy
	Jones, Lisa	K1		CC Wesson,Rhonda 5th C/D	102		<b>Special Ed</b>
	Mollenkopf, Nikki	B7		ISP Inga Hays	B5		Bates, Kristina (AU int)
	Trujillo, Monica	C7		ISP Jaecks, Joan AU	B6		Ekler, Barbara (Hays)
	<b>1st Grade 7</b>	<b>Rm</b>		Salazar, Mary (Prim Au)	B4		Garcia, Rebecca (Au prim)
	Baca, Lorrie	107		ISP Taylor, Claire	D6		Grossman, Jordan (Wes/Wil).
	Hess, Karie	108		ISP Julia Wilson	D7		Hettick, Kay (Wilson)
	Kortan, Elaine	103		Nurse -Sallee, Kathy			Hovermill, Jodi (Au prim)
	Lewis, Madison	101		OT .5 Goyer, Debbie	B3		Lackey, Raymond (Bax/Smal)
	Pearson, Stacey	105		OT Haseman, Jean	B3		Linnik, Luda (Taylor)
	Prudencio, Sofia .5	C3		PT .5 Hubbard, Scott	B3		Pierce, Becky (Au Int)
	Sanchez, Yvonne	106		PT .5 Schubauer, Mary Beth	B3		Potter, Michelle (Hays)
	Youberg, Sherra .5	C2		QUEST Stark, Jennifer	214		Raiola, Tabetha (Wilson)
	<b>2nd Grade 7</b>	<b>Rm</b>		QUEST Torres, Suzie	212		Slocum, Barbara (Taylor)
	Bell, Alesia	D4		SLP Cooper, Gina ..8	211		Thompson/Garcia (Au pri)
	Cloud, Melissa	P4		SLP Vacancy .2	C1A		Jordan,Angel .5 (Espinoza ) P-1
	Lockey, Tanya	D3		SLP Rasoli-Dawson, Cheryl	C1A		Kindergarten

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	McDaniel, Rachel	C6		SW Fill, Melody	212		Cotter, Susan (Mollenkopf)
	Prudencio, Sofia .5	C3					Giere, Lisa (Jaramillo)
	Sanchez, Bella	D5		<b>Support</b>	<b>Rm</b>		Hines, Claudia (Jones)
	Witkowski, Donna	D2		<b>Principal</b>			Klipping, Bernie (DeMar)
	Youberg, Sherra .5	C2		Lacher, Nancy	Office		Lopez, Roxanne (Salas)
	<b>3rd Grade 6</b>	<b>Rm</b>		<b>Assistant Principal</b>			Santana, Teresa (Bachman)
	Baca, Miguel	208		Zuniga, Joe	Office		Shinault ,Holly (Cvetic)
	Evans,Dea	201		<b>Art</b>			
	Hand,Donnelle	206		Rosy Ward	P-12		<b>Custodians</b>
	Lewis,Tracy	205		Daniela Deluca	P-12		Bulger, Leon
	Metzler,Carolyn	202		<b>Counseling</b>			Lopez, Ralph
	Smalley, Nicole (SE)	204		Anderson, Veronica	C.Office		Montoya, Pablo
	Willis,Paula	203		Chinchilla, Rebecca .5	C.Office		Padilla, Ernest
	<b>4th Grade 5</b>	<b>Rm</b>		<b>Library</b>			
	Biedermann,Peggy	P3		Moulds, Barbara	Library		<b>Cafeteria</b>
	Crouch, Rory	C1-A		<b>PE</b>			Anthony Quillman
	Danen,Janina	P1		Atencio, Bruce	Gym		
	Morrow,Debbie	D1A		Weber, Peter	Gym		
	Ruckman,Kurt	D1		<b>Technology</b>			
	Salim,Lori	C1		Geores, Susan	Lab		
	<b>5th Grade 6</b>	<b>Rm</b>		<b>Instructional Coach</b>			
	Folkner,Susan	207		Nafus, Judy	Bldg		
	Lansa, Tawana	110		<b>Secretary</b>			
	Medina, Andrea	109		Kukowski, Beth	Office		
	Renegar, Julie	209		O'Leary, Christine	Office		
	Singleton,Lisa	104					
	Wesson, Rhonda (SE)	102					
	Carty,Tris	210					

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**Plan**

**Resources Available**

**Identify resources available During The Current Reporting Period. (Include funding sources and amounts encumbered).**

**Reporting Period - FALL:**

- Basic APS budget resources including core program components

**Reporting Period - SPRING:**

**Plan**

**Resources Needed**

**Identify Resources Needed During The Current Reporting Period.**

**Reporting Period - FALL:**

**Reporting Period - SPRING:**

**Plan**

**Professional Development**

**Provide date, content and trainer scheduled for this strategy or associated activities.**

**Reporting Period - FALL:**

Date/Time: Every Wednesday afternoon through May

Title: Collaboration time (specific to grade levels) including PLC and data dialogues-- backward designs on file in principal's office —teachers working with monitoring notebooks, reading curriculum, formative assessments, and targeted interventions for identified students.

Audience: All staff working with children

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<b>PLC -- Collaboration Schedule</b>								
	5th	4th	3rd	2nd	1st	Kinder	CC SE	ISP SE
Sept. 15	Rtl	Rtl	Rtl	Rtl	Rtl	Reading	rACE	Rdg--goals/res.
Sept. 22	Data Dialogue	Data Dialogue	Reading	Reading	Reading	Math	Math	Math prog
Sept. 29	Reading	Math	Data Dialogue	Math	Math	rACE	Reading	Docum.
Oct. 6	rACE	Reading	Math	Data Dialogue	Choice	Choice	Meas Goals	Choice
Oct. 13	Math	rACE	Choice	Choice	Data Dialogue	Rtl	Reg. Docum	Accmdtns
Oct. 20	Choice	Choice	rACE	Math	rACE	Data Dialogue	Choice	Goals & Stds
	5th	4th	3rd	2nd	1st	Kinder	CC SE	ISP SE
Oct. 27	Data Dia	Rtl	Reading	rACE	Math	Choice	rACE	Rdg Goal/res
Nov. 3	Rtl	Data Dia	Choice	Reading	rACE	Math	Math	Math prog
Nov. 10	Choice	Math	Data Dia	Rtl	Reading	rACE	Rdg	Docum.
Dec. 1	rACE	Reading	Rtl	Data Dia	Choice	Reading	Meas Goals	Choice
Dec. 8	Math	rACE	Math	Choice	Data Dia	Rtl	Reg Docum	Accmdations
Dec. 17	Reading	Choice	rACE	Math	Rtl	Data Dia	Choice	Goals & Stds

**Reporting Period - SPRING:**

Date/Time:

Title:

Audience:

Date/Time:

Title:

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Audience:

**Plan**

**Parent and Community Involvement Related to Targeted Groups**

Identify Stakeholder and Community involvement opportunities during the quarter/trimester.

**Reporting Period - FALL:**

- Parent involvement opportunities (Bring Your Parent to School Day)
- Home Reading Library—parents invited and sign up to receive a book sent home daily at child’s reading level to practice at home.
- Literacy nights to develop understanding of curriculum and how to assist at home
- Website with access to reading curriculum, parent links, and resources
- Parent meeting in the evening to highlight the website and demonstrate the links and how to use them
- Grade level brochures to communicate standards and curriculum
- Class newsletters and emails to assist parents
- Weekly and/or daily progress reports with teacher availability for conferences before and after school to address concerns
- Midterm progress reports to share progress
- Scheduled parent student conferences each trimester

**Reporting Period - SPRING:**

**DO**

**Identify the teaching sequence or activity to implement strategy (How)**

Create the teaching sequence and deployment plan for each of the key programs and strategies identified in the PLAN section of the EPSS.

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	<b>Deployment Plan Tier 1 Program: Balanced Literacy and Core Program</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
1	All teachers use literacy program with fidelity with integrity—90 minutes per day for all students.	Classroom teacher Principal	Adm. Walk-thrus, observations, checklists curriculum pacing guides	Ongoing
2	Identify students using program assessments and short cycle assessments who need additional time or skill work	Classroom teacher Principal	Adm. Walk-thrus, observations, checklists	Ongoing
3	All students K-2 receive Foundations instruction 30 minutes daily	Classroom teacher Principal Instructional Coach	Foundations Tests Adm. Walk-thrus, observations, checklists	Ongoing
3	Differentiation-- Reteaching/interventions using core program and resources for computer, games	Classroom teacher Principal Instr Coach support	Adm. Walk-thrus, observations, checklists SBA/A2L scores	Ongoing
4	Identify students from SBA/DBA not meeting AYP for more intensive intervention using core program materials.	Classroom teacher Intervention EA	Monitoring notebook SBA/ A2L scores AIMS /AIP	Monthly/bi-monthly
5	Provide more time and intensity for those students on deficits in small groups using core program materials.	Classroom teacher Intervention EA	Monitoring notebook AIMS /AIP	Monthly/bi-monthly
6	Monitor progress of identified students in monitoring notebooks.	Classroom teacher Principal	Monitoring notebook AIMS/AIP	Monthly/bi-monthly
7	Collaboration and PLC dialogues with grade level to discuss strategies, share resources—data dialogues monthly by grade level.	Grade level teams Principal Ins. Coach	Adm observations Monitoring notebooks AIMS/AIP	Monthly/bi-monthly
8	Monitor implementation with fidelity	Principal/Asst. Principal	Observation Checklist	Ongoing

	<b>Deployment Plan Tier 1 Program: Foundations for K-2 grades</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
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1	All students K-2 receive Foundations instruction 30 minutes daily	Classroom teacher Principal Instructional Coach	Foundations Tests Adm. Walk-thrus, observations, checklists	Ongoing
2	Differentiation-- Reteaching/interventions using core program and resources for computer, games	Classroom teacher Principal Instr Coach support	Adm. Walk-thrus, observations, checklists SBA/A2L scores	Ongoing
3	Identify students from /DBA not meeting AYP for more intensive intervention using core program materials.	Classroom teacher Intervention EA	Monitoring notebook SBA/ A2L scores AIMS /AIP	Monthly/bi-monthly
4	Provide more time and intensity for those students on deficits in small groups using core program materials.	Classroom teacher Intervention EA	Monitoring notebook AIMS /AIP	Monthly/bi-monthly
5	Monitor progress of identified students in monitoring notebooks.	Classroom teacher Principal	Monitoring notebook AIMS/AIP	Monthly/bi-monthly
6	Collaboration and PLC dialogues with grade level to discuss strategies, share resources—data dialogues monthly by grade level.	Grade level teams Principal Ins. Coach	Adm observations Monitoring notebooks AIMS/AIP	Monthly/bi-monthly
7	Monitor implementation with fidelity	Principal/Asst. Principal	Observation Checklist	Ongoing

	<b>Deployment Plan Tier 2 Program:</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
1	Identify students from SBA/DBA at beginning steps (BS) and nearing proficiency (NP) for more intensive intervention using core program materials.	Classroom teacher Intervention EA	Monitoring notebook AIMS /AIP	Ongoing
2	Provide more time and intensity (double dosing) for those students on deficits in small groups using Foundations.	Classroom teacher Intervention EA	Monitoring notebook AIMS /AIP/Fundations	Ongoing
3	Monitor progress of identified students in monitoring notebooks.	Classroom teacher	Monitoring notebook AIMS/AIP	Ongoing
4	Collaboration with grade level to discuss strategies, share resources—data dialogues	Grade level teams Principal Ins Coach	Monitoring notebooks AIMS/AIP	Ongoing

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5	Collect data and begin SAT process for Tier II interventions	Classroom teacher Grade Level Teams SAT	Monitoring notebooks AIMS/AIP	Cycle determined by SAT
6	Implement more intensive RtI strategies in smaller groups as indicated by SAT team	Classroom teacher Intervention EA Ins Coach	Monitoring notebooks AIMS/AIP	Cycle determined by SAT
7	PDSA by SAT and teachers to determine next steps for child. (referral to Special Ed, continued interventions, etc)	Classroom teacher SAT	Short cycle assessments Curriculum assessments Classroom assessments.	Ongoing
8	Monitor implementation with fidelity.	Principal/Asst Principal	Observation Checklist	Ongoing

	<b>Deployment Plan Tier 3 Program:</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
1	SE Teacher and Principal conference to determine student level of intervention and areas of need	SE teacher Principal	Short cycle assessments	Ongoing
2	Double dosing of curriculum or alternate core curriculum (Wilson, Foundations, SPIRE, PCI) to develop proficiency on deficit skills.	SE teachers, therapists, EAs.	IEP progress monitoring in monitoring notebook	Ongoing
3	For ISP students—identify and implement skills necessary for reading and alternate assessments.	Ed teams (teachers, therapists, EAs)	IEP progress monitoring in monitoring notebook	Ongoing
4	Monitor implementation with fidelity.	Principal/Asst Principal	Observation Checklist	Ongoing

	<b>First Instructional Strategy: Monitoring Notebooks</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
1	Teacher and Principal conference to determine students level of intervention and areas of need	Teacher Principal	Short cycle assessments Walkthrough	Ongoing
2	Double dosing, use of RtI time, curriculum interventions, or alternate core curriculum to develop proficiency on deficit skills.	Teachers, Instructional Coach, Principal	Progress monitoring in monitoring notebook Walkthrough	Ongoing
3	Identify, implement, and monitor skill development using progress monitoring necessary for reading.	Teachers, EAs, Principal, Instructional Coach	Progress monitoring in monitoring notebook Walkthrough	Ongoing

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	<b>Second Instructional Strategy: CAFÉ and Guided Reading Plus</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>	Staff development and support on CAFÉ and MNB to study and implement data-driven interventions based on DRA2, classroom data, and DBA results.	Principals Instructional Coach Classroom teachers District Support	Admin Walk-thrus, observations, Checklists	Ongoing thru Orientation PD, Grade level collaboration
<b>2</b>	Implement CAFÉ strategies into literacy block. Grade levels train and work on deployment strategies during collaboration time weekly.	Teachers Instructional Coach Principals		
<b>3</b>	Individual conferences principal/teachers/grade levels to look at data and determine growth goals for students and class.	Principals Teachers	AIMs data Admin Walk-thrus, observations, Checklists	November/December 2008
<b>4</b>	Differentiation for identified students (Tier 1A) /interventions for Tier I B and Tier II students based on assessments	Classroom teachers SAT team Collaboration teams	Data dialogues, Admin Walk-thrus, observations, monitoring notebooks	Ongoing
<b>5</b>	Monitor progress of students and move students in and out of interventions as needed based on formative assessments.	Classroom teachers	Data dialogues, Admin Walk-thrus, observations, Checklists , Benchmark assessments	Parent conference dates November/ February

	<b>Third Instructional Strategy: After School Program</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>	Students identified by SBA and DBA will participate in after school homework club to assist with skills.	Family and Community Outreach team	DBA scores	Ongoing

**Reporting Period – SPRING: (Revise as Needed)**

	<b>Deployment Plan Tier 1 Program:</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>				
<b>2</b>				

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3				
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	Deployment Plan Tier 2 Program:	Critical Person Responsible	Measure(s)	Completion Date
1				
2				
3				

	Deployment Plan Tier 3 Program:	Critical Person Responsible	Measure(s)	Completion Date
1				
2				
3				

	First Instructional Strategy:	Critical Person Responsible	Measure(s)	Completion Date
1				
2				
3				

	Second Instructional Strategy:	Critical Person Responsible	Measure(s)	Completion Date
1				
2				
3				

	Third Instructional Strategy:	Critical Person Responsible	Measure(s)	Completion Date
1				
2				
3				

**Study**

**State and Compare the results with the target goal.**

- A. What do the data tell you about the effectiveness of each key strategy?
- B. What is working?
- C. What is not working?

**Reporting Period - SPRING:**

- A.
- B.
- C.

**Act/Plan**

**If target met, change target and chose another benchmark; if not met, revise target goal, strategy and teaching sequence to reflect changes.**

**Use this section to explain your changes as appropriate from Reporting Period to Reporting Period. Please include changes in the “Do” section above.**

**Let the following questions guide your thinking on the extent to which you achieved your plan.**

- A. What data will you use to determine if the strategy was deployed?
- B. What data will you use to determine if the strategy was deployed with fidelity?
- C. What data will you use to determine if the strategy impacted the overall goal or target goal?

**Reporting Period – SPRING**

- YES** If yes, change target goal in order to further impact the overall goal; record changes in “Identify Key Programs/Strategy/Approach to be used with Target Group to Remedy AYP” section.
- NO** If no, check the appropriate action below:

- \_\_\_ Continue current strategy and update deployment plan for next reporting period
- \_\_\_ Continue current strategy, but make improvements to deployment plan
- \_\_\_ Abandon current strategy and identify new strategy

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**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

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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.