

**2010-11 EPSS**

**Albuquerque Public Schools/ School Name: Georgia O’Keeffe Elementary**

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

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

<b>District: Albuquerque Public Schools</b>	<b>School: Georgia O’Keeffe Elementary</b>	<b>Current Date: Spring June 2, 2011</b>	<b>School Year 2010-11</b>
<b>Prior Year (2009-10) Status:</b> Progressing		<b>Current Year (2010-11) Status:</b> Progressing	
<b>Area of Focus: MATH</b>			
<b>Target Population(s): All Students</b>			

**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 Math as measured by the NMSBA will increase from 75 % to 81.7%, which exceeds the expected AMO(Annual Measurable Objective) of 77% ,in Spring, 2011.*

**DISTRICT Goal:**

*The percentage of All Students in grades 3-5 scoring at proficient or higher in Math as measured by the NMSBA will increase from 75.2 % to 81.7% in Spring, 2011.*

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**Target Goal/Measure**

*GOALS for District Assessments for EACH Grade Level : Analysis of our current 2009-2010 SBA math data indicates a significant achievement gap between our special education subgroups and general education subgroups. Instructional improvements will be based on SCA data given 3 times per year, fall/winter/spring.*

*All Students in Kindergarten will score at proficient or advanced as measured by the District Assessment KDPR for Mat) on each administration of the District assessment in Fall, Winter and Spring of 2010-2011.*

*All Students in Grades 1<sup>st</sup> through 5<sup>th</sup> will score at proficient or advanced as measured by the District Assessment DBA for Math 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)

**2010-11 EPSS**

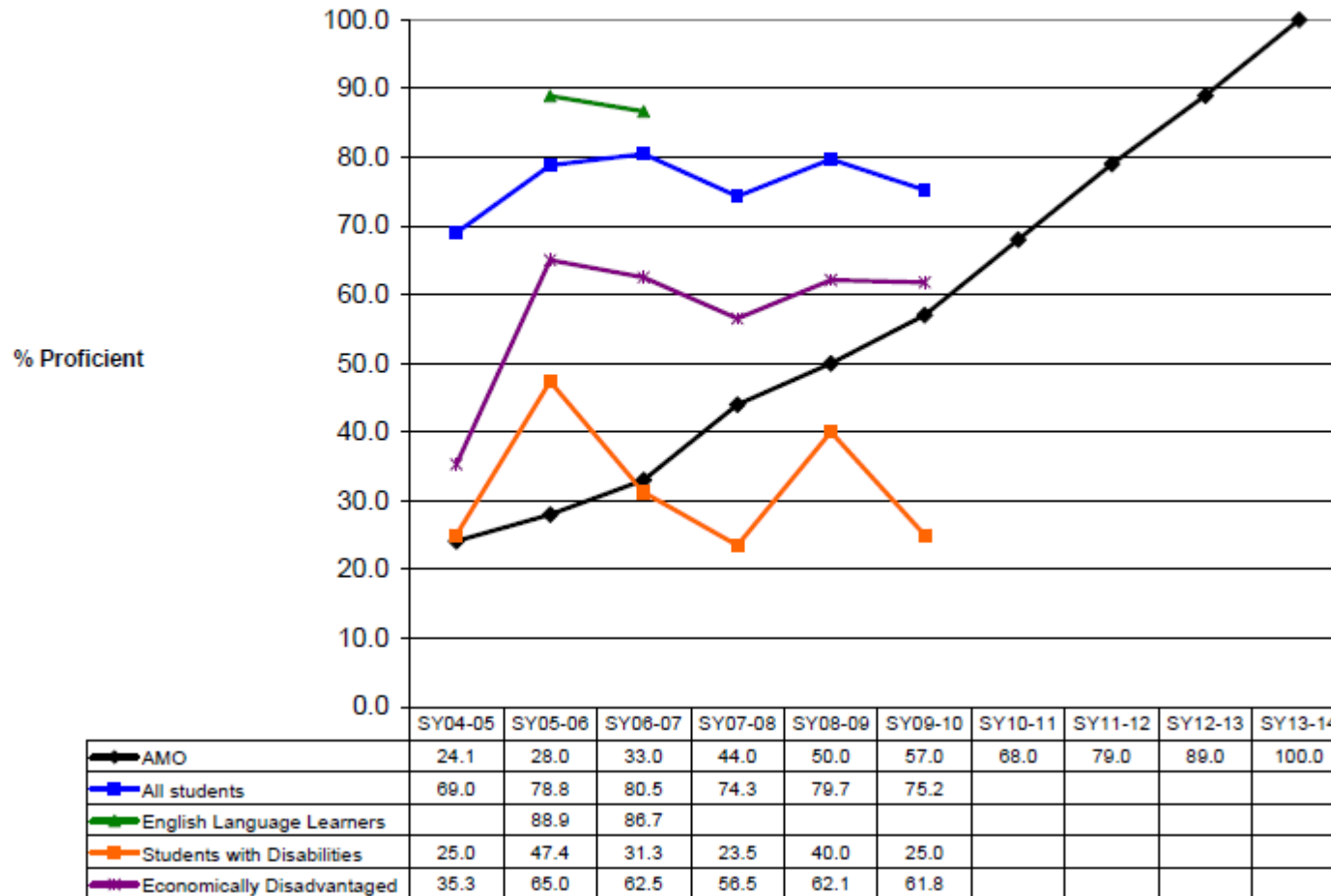
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*New Mexico Standards Based Assessment Data Chart (Results from PED AYP report)*

**New Mexico Standards Based Assessment - Math  
School Year 2004-05 through School Year 2009-10**

**Georgia O’Keeffe**



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*District Assessment Data Charts.*

**DBA RESULTS CHARTS**

**Math**

**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	9	12	21	37	2	1	5	65	0	1	2	78

**Math**

**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
All students	0%	15%	41%	44%	0%	14%	47%	39%	0%	13%	35%	52%

**Math**

**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
All students	0%	9%	43%	47%	1%	14%	58%	27%	1%	23%	51%	25%

**Math**

**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
All students	4%	29%	42%	25%	2%	40%	46%	12%	5%	23%	50%	22%

**Math**

**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
All students	8%	41%	43%	8%	2%	41%	46%	11%	2%	24%	55%	19%

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**Math** **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	4%	49%	37%	9%	2%	43%	45%	9%	8%	36%	42%	14%

**ACTION PLAN**

**STUDY**  
**Complete one reporting period at a time.**  
**Data Analysis**

**Data Analysis of NMSBA Results:**

*Reporting Period 1. October, 2010. An analysis of 2009-2010 New Mexico Standards Based Assessment results saw a decrease in math from a 79% to 75%. These results continue to indicate a gap with our Caucasian and Hispanic subgroups. Our Hispanic subgroup did increase from a 60% to 68%, resulting in the gap getting somewhat closer, which is due to our Caucasian subgroup dropping from an 85% to 79%. Both scores in our economically disadvantaged students and students with disabilities decreased. School item plot analysis across grades 3-5 show that open response tasks in math are items most met with lower points earned. 3-5 grade teachers are currently, through collaboration, desegregating the SBA item plot analysis to discuss and analyze growth areas. Required monthly open response tasks from grade levels are currently being done to gain data to support students with an understanding of open response tasks.*

**Third Grade SBA in Math shows 79% proficient or advanced.**

**Fourth Grade SBA shows 74% proficient or advanced.**

**Fifth Grade SBA shows 66% proficient or advanced.**

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**School Based Short Cycle Assessments – Math Open Response Tasks**

**Fall Results for Proficient or Advanced (collected by Math Goal Team 3x per year)**

<b>Grade Level</b>	<b>Understanding</b>	<b>Strategy</b>	<b>Communication</b>
<b>1<sup>st</sup> Grade</b>	<b>39%</b>	<b>36%</b>	<b>19%</b>
<b>2<sup>nd</sup> Grade</b>	<b>65%</b>	<b>54%</b>	<b>24%</b>
<b>3<sup>rd</sup> Grade</b>	<b>65%</b>	<b>67%</b>	<b>46%</b>
<b>4<sup>th</sup> Grade</b>	<b>49%</b>	<b>45%</b>	<b>40%</b>
<b>5<sup>th</sup> Grade</b>	<b>61%</b>	<b>52%</b>	<b>59%</b>

**School Based Short Cycle Assessments – Math Open Response Tasks**

**Winter Results for Proficient or Advanced (collected by Math Goal Team 3x per year)**

<b>Grade Level</b>	<b>Understanding</b>	<b>Strategy</b>	<b>Communication</b>
<b>1<sup>st</sup> Grade</b>	<b>64%</b>	<b>59%</b>	<b>37%</b>
<b>2<sup>nd</sup> Grade</b>	<b>82%</b>	<b>80%</b>	<b>48%</b>
<b>3<sup>rd</sup> Grade</b>	<b>65%</b>	<b>63%</b>	<b>58%</b>
<b>4<sup>th</sup> Grade</b>	<b>78%</b>	<b>77%</b>	<b>62%</b>
<b>5<sup>th</sup> Grade</b>	<b>82%</b>	<b>71%</b>	<b>56%</b>

**School Based Short Cycle Assessments – Math Open Response Tasks**

**Spring Results for Proficient or Advanced (collected by Math Goal Team 3x per year)**

<b>Grade Level</b>	<b>Understanding</b>	<b>Strategy</b>	<b>Communication</b>
<b>1<sup>st</sup> Grade</b>	<b>84%</b>	<b>85%</b>	<b>72%</b>
<b>2<sup>nd</sup> Grade</b>	<b>81%</b>	<b>77%</b>	<b>58%</b>
<b>3<sup>rd</sup> Grade</b>	<b>91%</b>	<b>83%</b>	<b>76%</b>
<b>4<sup>th</sup> Grade</b>	<b>84%</b>	<b>84%</b>	<b>63%</b>
<b>5<sup>th</sup> Grade</b>	<b>77%</b>	<b>74%</b>	<b>77%</b>

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### Data Analysis of District Assessment Results:

#### Kindergarten KDPR Math Data

##### Fall:

Summary of Results: The Kindergarten scores indicate...

- Strength Most of our kinder students scored in the NP/PR range. We have a strong group of kids who know their number values, counting skills.
- Area of Need Work on higher counting skills to 100.
- Not telling us
- What data do we need: More authentic assessments for individual skills
- Celebrations A strong group of kindergarten kids.

##### Winter:

Summary of Results: The Kindergarten scores indicate...

- Strength: Great growth from 12 emergent to 1 emergent. Area of need from 9 to 2. Students are progressing!
- Area of Need: Realign curriculum map to meet progressing students needs. Met skills a second trimester that were third trimester skills.
- Not telling us:
- What data do we need: More advanced standards for depth of knowledge
- Celebrations: Amazing growth to proficient from fall, esp. after two weeks of winter break.

##### Spring:

Summary of Results: The Kindergarten scores indicate...

- Strength: KDPR math scores show that 78 students are proficient at the close of the year.
- Area of Need: Further development of small group math instruction.
- Not telling us: Information doesn’t indicate skills or concepts not acquired
- What data do we need: Needed data would be specific items for students not scoring proficient
- Celebrations: Very high number of students in the proficient range, no kids are in Area of Need

#### First Grade DBA Math Data:

##### Fall:

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

- Strength : 85% of our 1<sup>st</sup> grade students were Proficient and Advanced, there were no Beginning Step students
- Area of Need : 15% of our 1<sup>st</sup> grade students scored Nearing Proficient
- Not telling us – What are the specific learning gaps in our Nearing Proficient students.
- What data do we need:
- Celebrations: No beginning steps students.

##### Winter:

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

- Strength: 86% of our 1<sup>st</sup> grade students were Proficient and Advanced, again there were no Beginning Step students
- Area of Need: 14% of our 1<sup>st</sup> grade students scored Nearing Proficient
- Not telling us: How does this data align with curricular measurements – discussed with collaboration.
- What data do we need:

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- Celebrations: No beginning steps students.

### Spring:

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

- Strength: 87% of students were in the Advanced/proficient range
- Area of Need: “time” concept is an area for continued lessons, they want to include this in everyday routines
- Not telling us: Information isn’t specific as to why “time” is a skill that is not acquired- developmentally appropriateness
- What data do we need: the specific process on how the test is given
- Celebrations: Math open response scores have increased and students are showing proficient understanding

## Second Grade DBA Math Data

### Fall:

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

- Strength : 90% of our 2<sup>nd</sup> grade students scored Proficient and Advanced, there were no Beginning Step students
- Area of Need : 9% of 2<sup>nd</sup> grade students are still Nearing Proficient
- Not telling us : How close are the proficient students to being advanced?
- What data do we need: How does this align with our curricular assessments?
- Celebrations - Zero BS students

### Winter:

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

- Strength: 85% of our 2<sup>nd</sup> grade students scored Proficient and Advanced
- Area of Need: 14% of 2<sup>nd</sup> grade students are Nearing Proficient, 1% of students are at Beginning Steps
- Not telling us: How close are the NP students to being advanced?
- What data do we need: How does this data align with our curricular assessments.
- Celebrations: 85% of the students scored Proficient and Advanced.

### Spring:

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

- Strength: Did well on standards requiring “regrouping”
- Area of Need: Clarification of the actual assessment
- Not telling us: Looking at the breakdown of percentages, you cannot see the NP students that are on the edge of Proficiency
- What data do we need: Needed random sampling throughout the year would be beneficial data
- Celebrations: 76% of grade level Adv/Pro, only 1% was Beginning Steps

## Third Grade DBA Math Data

### Fall:

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

- Strength : 67% of 3<sup>rd</sup> grade students are Proficient and Advanced
- Area of Need 4% of students are at Beginning Steps
- Not telling us : How close are the NP students to Proficient?
- What data do we need: What specifically did the students do to score 25% advanced?
- Celebrations : 67% Proficient and Advanced.

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### Winter:

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

- Strength: 58% of 3<sup>rd</sup> grade Students are Proficient and Advanced
- Area of Need: 2% of students are at Beginning Steps, Nearing Proficient scores went from 29% in the Fall to 40% in the Winter
- Not telling us: Why scores dropped across the board.
- What data do we need: Item analysis by standard done in collaboration.
- Celebrations: Teachers gathering materials to help support the learning gaps revealed in the data – discussed in collaboration.

### Spring:

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

- Strength: All classes scores well in the Spring DBA- They went from a 58% adv or proficient to a 72% adv or proficient
- Area of Need: all questions relating to factors is an area of further needed instruction
- Not telling us: Data doesn’t indicate if questions are strongly linked to standards assessed
- What data do we need: why did kids score low in regards to factors and multiples
- Celebrations: 72% of students scores Adv/Proficient

## Fourth Grade DBA Math Data

### Fall:

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

- Strength : 51% of 4<sup>th</sup> grade students are Proficient and Advanced
- Area of Need 8% of 4<sup>th</sup> grade students are Beginning Steps
- Not telling us : How close are the NP students to being proficient.
- What data do we need: How well do these scores align to curriculum/classroom data.
- Celebrations : 51% are Proficient and Advanced.

### Winter:

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

- Strength: 57% of 4<sup>th</sup> grade students are Proficient and Advanced
- Area of Need: 2% of 4<sup>th</sup> grade students are Beginning Steps
- Not telling us: How well does this data align to classroom data?
- What data do we need: Item analysis by standard done by the grade level collaboration.
- Celebrations: Our scores went up from 51% in the Fall to 57% in the Winter, Beginning Steps went down from 8% in the Fall to 2% in the Winter

### Spring:

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

- Strength: Class averages were in the 76 to 78 %, majority of students made gains
- Area of Need: need more work in algebra and in geometry
- Not telling us: Can’t determine the computational accuracy
- What data do we need: can’t tell if students understood strategy or made a simple computational error on a multiple choice assessment
- Celebrations: We went from a 57% Adv and Proficient to 74% Advanced or Proficient

## Fifth Grade DBA Math Data

10/6/2011PED-PSB baj 3/07

Revised for Albuquerque Public Schools 9/25/08

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### Fall:

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

- Strength : 46% of our 5<sup>th</sup> grade students are Proficient and Advanced
- Area of Need 4% of 5<sup>th</sup> grade students are Beginning Steps
- Not telling us How close are the NP students to being Proficient?
- What data do we need: Item analysis by standard done by the grade level at collaboration.
- Celebrations :

### Winter:

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

- Strength: 54% of our 5<sup>th</sup> grade students are Proficient and Advanced
- Area of Need: 2% of our 5<sup>th</sup> grade students are Beginning Steps
- Not telling us: How close are the NP kids to Proficient?
- What data do we need: Item analysis done by standard at the grade level collaborations.
- Celebrations: 5<sup>th</sup> grade scores went up from 46% in the Fall to 54% in the Winter, Beginning Steps went down from 4% in the Fall to 2% in the Winter

### Spring:

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

- Strength: Class based assessments indicated growth in students because of consistent review
- Area of Need: more focused teaching on math word problems
- Not telling us: the discrepancy between classroom assessments and district based assessment
- What data do we need: can’t tell if students understood strategy or made a simple computational error on a multiple choice assessment
- Celebrations: 5% increase in students that scored advanced from winter to spring

## 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.) EPSS was due before fall DBA data was available, therefore we have included analysis where we have studied Fall to Winter data.*

**Fall/Winter: The strengths that are noted are that the Proficient and Advanced percentages for 1<sup>st</sup> and 2<sup>nd</sup> grade were very similar for fall and spring, both being 85% and above. Fourth and 5<sup>th</sup> grade both saw an increase of 6-8% in their Proficient and Advanced scores. One area that we are studying through collaboration is the drop of Proficient and Advanced students from 67% from Fall DBA results to 58% from Winter DBA results. A concern with this is the 11% increase in the Nearing Proficient scores from 29% in the Fall to 40% in the Winter for 3<sup>rd</sup> grade. The data does not tell us if the students dropped from Advanced to Nearing Proficient or Proficient to Nearing Proficient. The data we need to further analyze this information is actual bands of students and where they scored in the Fall and where they scored in the Winter. Fall kindergarten KDPR Math results showed a strong group of students in math, 37 of who are proficient right off the bat. Only 8 students out of 81 had areas of need. We saw great gains from fall to winter with 8 students moving from area of need to proficient and nearing proficient leaving only 2 students in area of need.**

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**Spring: The strengths that are noted are that the Proficient and Advanced percentages for 1<sup>st</sup> and 2<sup>nd</sup> grade stayed above 75%. 1<sup>st</sup> grade had 0% in Beginning steps, 2<sup>nd</sup> grade had only 1% of students at beginning steps, 3<sup>rd</sup> grade had 5% of students at beginning steps, 4<sup>th</sup> grade only 2% at beginning steps, 5<sup>th</sup> grade had 8% of students at beginning steps. Overall all grade levels were under 10% of students at beginning steps. Third and Fourth grade saw over a 15% increase in their Proficient and Advanced scores. A concern with this data is the 2% increase in 5<sup>th</sup> grade students in Proficient and Advanced scores. The data does not indicate if the same students scored in this area of proficient or advanced. Spring kindergarten KDPR Math results showed a strong group of students in math 78 students were proficient. Only 3 students out of 81 had areas of need. We saw great gains from winter to spring in an increase of percentages.**

**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).**

**Everyday Mathematics (EDM) is used for our K through 5<sup>th</sup> grades as our Tier 1, Core Program. Tier 1b is incorporated into the EDM curriculum. Non progressing students, based on DBA results and unit assessments, will be supported in small groups and intervention from the classroom teacher and the math intervention teacher. Assessment, strategies, observation and consultation in intervention planning is collaborative between the intervention teacher and the classroom teacher and the SAT process. Progress monitoring is a follow up task of the intervention teacher. Once qualified, Tier 3 provides the LRE in all levels of service. Support is provided in the general education setting as well as self-contained, service levels from A through D.**

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<p><b>Reporting Period - Fall:</b> <b><u>PROGRAM STRATEGIES:</u></b> <u>Tier I (Core Program):</u> Program: <b>Everyday Mathematics (EDM)</b> Min/Day: 60 minutes Days/Wk: 5 days per week Target Population: All students Grade Levels: K-5<sup>th</sup> grade</p> <p><u>Tier Ib:</u> Program: <b>EDM Intervention/ Differentiation Component</b> Min/Day: 30 minutes Days/Wk: 3-5 days per week Target Population: students not meeting proficiency Grade Levels: K-5<sup>th</sup> grade</p> <p><u>Tier II:</u> Program: <b>EDM Intervention /Differentiation Component</b> Min/Day: 30 minutes Days/Wk: 3-5 days per week Target Population: students not meeting proficiency Grade Levels: K-5<sup>th</sup> grade</p> <p><u>Tier III:</u> Program: <b>Math U See</b> Min/Day: 90 Minutes/or as per IEP requirements Days/Wk: 5 Days a week/or as IEP requirements Target Population: Special Education Students Grade Levels: 1<sup>st</sup>-5<sup>th</sup> grades</p>	<p><b>Reporting Period 1- Fall:</b> <b><u>INSTRUCTIONAL STRATEGIES:</u></b> <b>Not necessarily aligned to Program Strategies</b></p> <p><b>1. <u>Curriculum Mapping/EDM Pacing guides,</u></b> Define: In alignment with our grade level standards, instructional teams will follow the outline and map that addresses target math goals. All grade levels are working to stay within a recommended pacing schedule. Target Population: All Students Grade Levels: K-5<sup>th</sup></p> <p><b>2. <u>RACE/ACE: Open Response Tasks</u></b> Define: Practice and support for students in responding to Open response tasks using the RACE/ACE strategy. Target Population: All Students Grade Levels: K-5<sup>th</sup></p> <p><b>3. <u>Grade Level Collaborations/Data Analysis</u></b> Define: Bi-monthly collaborations for instructional teams to align curriculum based assessments. Study Common Curriculum Data (school based and district based) to target students in need of intervention strategies and/or differentiated instruction. Grade Levels: K-5<sup>th</sup></p>
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**Reporting Period - SPRING: (Revise as Needed)**

<p><b><u>PROGRAM STRATEGIES:</u></b></p> <p><u>Tier II</u> Program: Min/Day: Days/Wk: Target Population: Grade Levels:</p> <p><u>Tier III</u> Program: Min/Day: Days/Wk: Target Population: Grade Levels:</p>	<p><b><u>INSTRUCTIONAL STRATEGIES: Not necessarily aligned to 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**

**Reporting Period – FALL**

**Principal – Lucinda Sanchez**

**Instructional Coach – Carol Jakowatz**

**Math Intervention teacher/Math Goal Team- Lisa Burnham (team leader)**

**Instructional Council – Karen Zarrella, Chair**

**Grade Level Teams – Kindergarten Chair-Denise Dennis**

**First Grade Chair- Shanna Fejer**

**Second Grade Chair-Shelly Montoya**

**Third Grade Chair-Barb Henry**

**Fourth Grade Chair- Karen Zarrella**

**Fifth Grade Chair-Ethel Goebel**

**Mathemagician Program Leader- Carol Leyendecker**

**Plan**

**Resources Available**

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

**Reporting Period - FALL:**

**FINDING SOURCES:**

- **Standard APS Budget**

**PERSONNEL and MATERIALS**

- **In-service from our instructional coach on data**
- **CFIP. Data retreat with APS - RDA Russ Romans, Data specialist**
- **Math and reading intervention part time teachers, funded through discretionary \$ of \$55 K.**
- **Instructional Council, goal teams, grade level teams**
- **Librarian.**
- **Special education staff**

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- **Counselor.**
- **EDM Curriculum Materials; Open Response Math Tasks; Mathemagician Task Cards.**

**Reporting Period - SPRING: Continued: Progressing**

**Plan**

**Resources Needed**

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

**Reporting Period - FALL: Instructional Coach, intervention teacher;Operational discretionary funds. All of the above.**

**Reporting Period - SPRING: Instructional Coach, intervention teacher;Operational discretionary funds. All of the above.**

**Plan**

**Professional Development**

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

**Reporting Period - FALL:**

Date/Time: October 6, 1:00-2:00 pm

Title: SBA Data Retreat

Audience: All Staff

Date/Time: Oct. 13, 1:00-2:00

Title: Mathemagician Suggested Uses

Audience: Math Goal Team

Date/Time: Monthly/Bi-monthly/Weekly

Title: Collaboration: Grade levels, Goal teams, and Staff Meetings

Audience: All Staff

**Reporting Period - SPRING:**

Date/Time: Monthly/Bi-monthly/Weekly

Title: Collaboration: Grade levels, Goal teams, and Staff Meetings

Audience: All Staff

**Plan**

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

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

**Reporting Period - FALL: Parent participation in the IC for data review and interpretation for community. Parent newsletter. PTA presentation**

**Reporting Period - SPRING: Parent participation in the IC for data review and interpretation for community. Parent newsletter. PTA presentation**

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**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.**

	<b>Reporting Period 1- FALL: Deployment Plan Tier 1 Program: Everyday Mathematics (EDM)</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>	Grade levels will follow pacing goals through the program	Principal, Teachers, Instructional Coach	Pacing Charts	Ongoing
<b>2</b>	Distribute Grade Level Vocabulary	Math Goal Team Leader	Vocabulary Lists	September, 2010
<b>3</b>	Grade Levels will develop Curriculum Maps through the program	Instructional Coach, Teachers	Curriculum Maps	Ongoing

	<b>Deployment Plan Tier 2 Program: Everyday Mathematics (EDM) Intervention /Differentiation Component</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>	Support Teachers in developing small group and intervention strategy groups	Teachers, Math Intervention Teacher	Intervention Plans	Ongoing
<b>2</b>	Collect and analyze progress monitoring to make instructional decisions for intervention	Teachers, Math Intervention Teacher	Progress monitoring data	Ongoing

**2010-11 EPSS**

**Albuquerque Public Schools/ School Name: Georgia O’Keeffe Elementary**

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

	<b>Deployment Plan Tier 3 Program: Math U See</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
1	IEP Monitoring	Special Education Teacher, Regular Ed. Teacher	IEP Goals and proficiency levels	Ongoing
2	Annual IEP Review	Special Education Teacher, Regular Ed. Teacher	IEP Goals and proficiency levels	Ongoing

	<b>First Instructional Strategy: <u>Curriculum Mapping/EDM Pacing guides,</u></b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
1	Instructional teams will follow the outline and map that addresses target math goals.	Grade Level Teams, Principal, I.C.	Curriculum Maps, Unit Grade level assessments	Ongoing
2	Grade Levels will stay within recommended pacing guides to provide opportunities for collaborative use	Grade Level Teams, Principal, I.C.	Unit grade level assessments, DBA (math)	Ongoing

	<b>Second Instructional Strategy: RACE/ACE: <u>Open Response Tasks</u></b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
1	Practice and support for students in responding to Open response tasks using the RACE/ACE strategy.	Teachers, Math Goal Team	Grade Level Open Response Tasks	Completed on a Monthly Basis
2	Provide Material and Strategy review as necessary	Math Goal Team, Principal, Trained teachers	Material forms with details of strategy	Ongoing
3	Share student open response data	Teachers, Principal, Instructional Coach	Collaboration and/or Grade level Minutes, Grade level Rubrics	Monthly

	<b>Third Instructional Strategy: Grade Level Collaborations/Data Analysis</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
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**2010-11 EPSS**

**Albuquerque Public Schools/ School Name: Georgia O’Keeffe Elementary**

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

<b>1</b>	Development of Common Assessments	Teachers, Principal, Instructional Coach	Common Assessments	Ongoing
<b>2</b>	Bi-monthly collaborations for instructional teams to align curriculum based assessments.	Teachers, Principal, Instructional Coach	Collaboration Minutes	Ongoing
<b>3</b>	Study Common Curriculum Data (school based and district based) to target students in need of intervention strategies and/or differentiated instruction.	Teachers, Principal, Instructional Coach, Math Intervention Teacher	Grade level data	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>				
<b>3</b>				

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

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

	<b>First Instructional Strategy:</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>

**2010-11 EPSS**

**Albuquerque Public Schools/ School Name: Georgia O’Keeffe Elementary**

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

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

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

**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. **Curriculum Mapping/EDM Pacing guides,** Pacing guided assisted in keeping grade levels within a recommended pacing schedule. Mapping helped address targeted goals.

**RACE/ACE: Open Response Tasks** This strategy helped with students writing about math and responding to math with understanding, strategy and communication elements

**Grade Level Collaborations/Data Analysis**

Bi-monthly collaborations for instructional teams helped align curriculum based assessments. We were able to Study Common Curriculum Data to target students in need of intervention strategies and/or differentiated instruction.

- B. Focused instruction on math open response tasks have assisted students in being able to communicate in math.
- C. Continued support for teachers in developing small group and intervention strategy groups.

**2010-11 EPSS**

**Albuquerque Public Schools/ School Name: Georgia O’Keeffe Elementary**

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

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**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.

**xNO** 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

## 2010-11 EPSS

**Albuquerque Public Schools/ School Name: Georgia O’Keeffe Elementary**

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

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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 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).

## 2010-11 EPSS

**Albuquerque Public Schools/ School Name: Georgia O’Keeffe Elementary**

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

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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.