

**2010-11 EPSS**

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

**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: Albuquerque Public Schools</b>	<b>School: Georgia O’Keeffe</b>	<b>Current Date:</b> Nov. 1, 2010	<b>School Year</b> <b>2010-11</b>
<b>Prior Year (2009-10)Status:</b> Progressing		<b>Current Year (2010-11)Status:</b> progressing	
<b>Area of Focus: READING</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 Reading as measured by the NMSBA will increase from \_\_\_83\_ % to 90.3%, which exceeds the 77% 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 \_\_\_83.3\_ % to \_\_\_90.3\_ % in Spring, 2011.*

**Target Goal/Measure**

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

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*All Students in Kindergarten 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 in Grades 1 and 2 will score at proficient or advanced as measured by the District Assessment DRA2 for Reading on each administration of the District assessment in Fall, Winter and Spring of 2010-2011.*

*All Students in Grades 3, 4 and 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.

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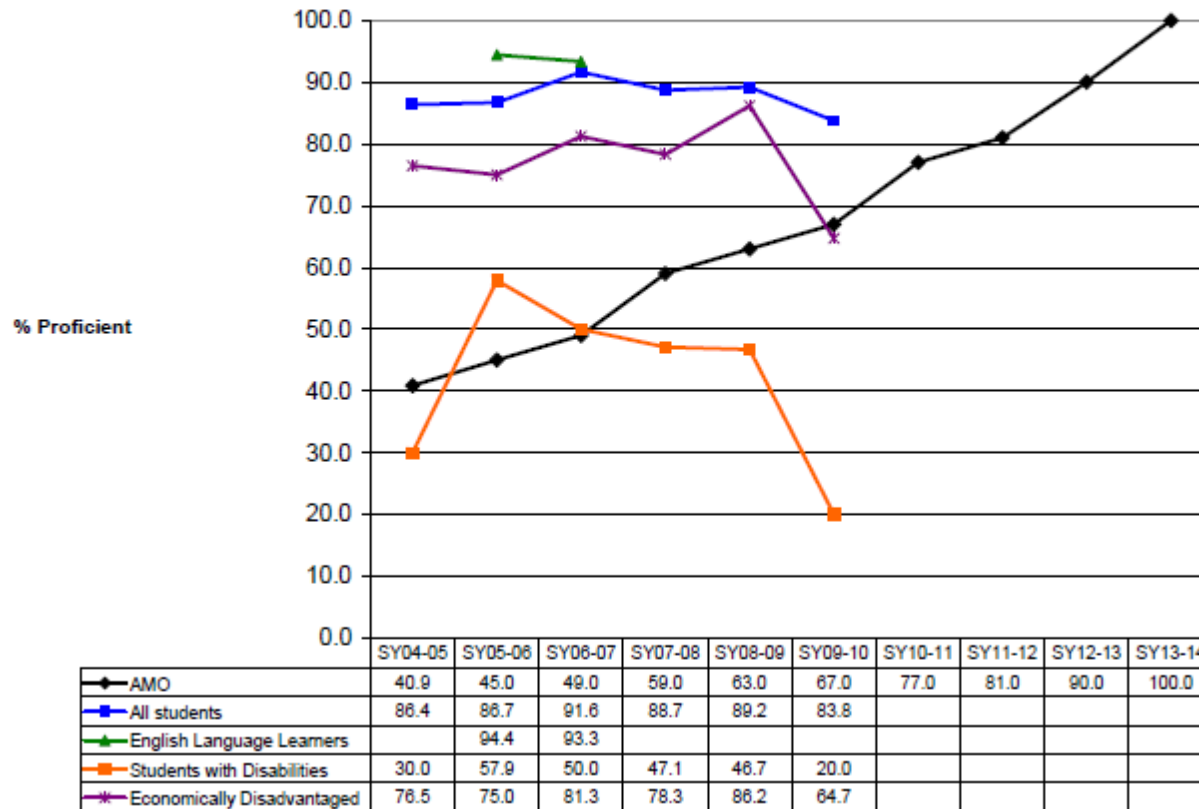
**Study**

Insert data table to support above target (s)

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

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

**Georgia O’Keeffe**



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*District Assessment Data Chart. We do not have current data for these categories. DBA’s and KDPR’s are being given in this window of testing and will be completed by October 29, 2010.*

**DBA RESULTS CHARTS**

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

**DISTRICT ASSESSMENTS DATA not available at this time**

Grade	Fall				Winter				Spring			
	Areas of Need	Emergent	NP	P	Areas Of Need	Emergent	NP	P	Areas of Need	Emergent	NP	P
Kindergarten												
All students	18	22	18	22	10	10	27	34	3	5	7	66

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

**DISTRICT ASSESSMENTS DATA not available at this time**

Grade	Fall				Winter				Spring			
	BS	NP	P	A	BS	NP	P	A	BS	NP	P	A
<b>First</b>												
All students	8%	8%	55%	28%	4%	13%	35%	46%	7%	14%	29%	49%

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

**DISTRICT ASSESSMENTS DATA not available at this time**

Grade	Fall				Winter				Spring			
	BS	NP	P	A	BS	NP	P	A	BS	NP	P	A
<b>Second</b>												
All students	4%	9%	27%	60%	2%	9%	18%	71%	2%	10%	42%	47%

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

**DISTRICT ASSESSMENTS DATA not available at this time**

Grade	Fall	Winter	Spring

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<b>Third</b>	BS	NP	P	A	BS	NP	P	A	BS	NP	P	A
All students	10%	32%	53%	5%	11%	30%	53%	7%	7%	25%	55%	13%

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

**DISTRICT ASSESSMENTS DATA not available at this time**

Grade	Fall				Winter				Spring			
<b>Fourth</b>	BS	NP	P	A	BS	NP	P	A	BS	NP	P	A
All students	9%	44%	44%	3%	9%	49%	40%	2%	16%	46%	32%	7%

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

**DISTRICT ASSESSMENTS DATA not available at this time**

Grade	Fall				Winter				Spring			
<b>Fifth</b>	BS	NP	P	A	BS	NP	P	A	BS	NP	P	A
All students	7%	36%	57%	0%	2%	23%	59%	16%	3%	42%	47%	8%

**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 show the gap between the Hispanic and Caucasian subgroups has been significantly closed showing both groups being proficient at 85%, our Hispanic sub-group gaining 8% points. Our economically disadvantaged students gained 3% points from 61% to 64 % proficient. All students in reading saw a decrease of 6% from 89% to 83%. School item plot analysis across grades 3-5 shows open ended responses in the area of critical thinking, integrating ideas and vocabulary are items most met with zero points earned. The implementation of Treasures in a standardized process with an emphasis on oral comprehension and vocabulary can support word identification strategies, and teaching strategies to comprehend text. 3-5 grade teachers are currently, through collaboration, desegregating the SBA item plots to discuss and analyze growth areas. Also, the implementation of school wide DRA is currently being done to gain baseline data from one common assessment for grade to grade growth and instructional direction.*

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**Fall DRA Data shows 86% of 3<sup>rd</sup> grade students tested scored proficient or advanced, 68% of 4<sup>th</sup> grade proficient or advanced and 82% of 5<sup>th</sup> grade proficient or advanced.**

**Third Grade SBA in reading shows 81% proficient or advanced**

**Fourth Grade SBA shows 75% proficient or advanced**

**Fifth grade SBA shows 88% proficient or advanced**

### **Data Analysis of District Assessment Results: Currently completing Kindergarten KDPR Reading Data**

#### **Fall:**

Summary of Results: The Kindergarten scores indicate...

- Strength Not sure it’s a strength, but the students are almost equally distributed making our literacy switches more homogeneous
- Area of Need More emphasis on oral language and vocabulary
- Not telling us
- What data do we need: more data on comprehension from oral stories
- Celebrations good data for building our literacy switches for same level instruction

#### **Winter:**

Summary of Results: The Kindergarten scores indicate...

- Strength: steady progress of student growth from AN,EM to NP, PR
- Area of Need: continued small group. literacy switches as strategies for growth – Daily 5
- Not telling us:How effective Daily 5 has been
- What data do we need: More on how small groups have impacted reading growth
- Celebrations: Growth 61 students NP and PR as compared to fall 40.

#### **Spring:**

Summary of Results: The Kindergarten scores indicate...

- Strength: 81% of the students scored at the proficient level and only 4% (3 students) of the students ended the year at Area of Need
- Area of Need: They met their previous Area of Need by using small group literary switches and use of Daily 5
- Not telling us: Would like to know more about emerging comprehension strategies.
- What data do we need: Continued support in developing Daily 5 and CAFÉ strategies.
- Celebrations: Huge growth in Reading proficiency and sight word knowledge this year.

### **First Grade DBA Reading Data : No new data, in the process of competing testing for all grade levels.**

#### **Fall:**

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

- Strength 55% of students tested were proficient, 28% were advanced.
- Area of Need 8% are at beginning steps
- Not telling us The data is not telling us specific deficit areas to pin point for improvement
- What data do we need: We need the use of the DRA rubric to identify the areas students are not at an independent level.

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- Celebrations We already have 83% of students proficient or advanced so students are coming in with strong skills.

### Winter:

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

- Strength: From 28% to 46% students scoring advanced, there was a growth in students from 8% to 13% in Nearing Proficient
- Area of Need: 4% of students are still scoring at beginning steps
- Not telling us: The data is not telling us specific deficit areas to pin point for improvement, the data is not showing that although they are low, these students are still making improvements
- What data do we need: We need beginning steps students are instructed in the intervention program from Treasures, called Triumphs. Students should be assessed using the Treasures classroom unit assessment to determine progress with their progressing and proficient peers.
- Celebrations: Students are making gains, moving from proficient to advanced.

### Spring:

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

- Strength: Continued growth of percentage of students at proficient or above to 78% by year end, only 7 students scored at Beginning Steps.
- Area of Need: Develop independent small group activities.
- Not telling us: Just using the DRA2 data doesn’t give them the specific diagnostic information for students.
- What data do we need: an item analysis of skills and strategies
- Celebrations: The Treasures program helped to focus on comprehension strategies; strong growth in the skill of retelling using Treasures program.

## Second Grade DBA Reading Data

### Fall:

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

- Strength 60% of students are advanced and 27% of students are proficient
- Area of Need 4% of students are at beginning steps
- Not telling us The data is not telling us specific deficit areas to pin point for improvement.
- What data do we need: The data we need is the use of the DRA rubric to identify the areas students are not at an independent level.
- Celebrations Our students are coming in with strong skills

### Winter:

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

- Strength: The number of students scoring advanced increased from 60% to 71%.
- Area of Need: The area of needs is the 2% of students at beginning steps.
- Not telling us: The data is not telling us specific deficit areas to pin point for improvement.
- What data do we need: The data we need is the use of the DRA rubric to identify the areas students are not at an independent levels.
- Celebrations: Students are making gains, moving from proficient to advanced.

### Spring:

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

- Strength: The number of students scoring advanced increased from 71% to 88%.
- Area of Need: Reading fluency
- Not telling us: The skills and strategies needed to move students forward
- What data do we need: Skills and strategies checklist for students.

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- Celebrations: Literacy switches and Accelerated Reader really helped students progress.

### Third Grade DBA Reading Data

#### Fall:

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

- Strength 58% of third grade students are either proficient or advanced
- Area of Need 10% of third grade students are beginning steps
- Not telling us The data is not telling us specific deficit areas to pin point for improvement.
- What data do we need: The data we need is the item analysis of classrooms by standard to determine areas of focus.
- Celebrations 58%\_third grade students are proficient or advanced

#### Winter:

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

- Strength: Students scoring advanced went from 5% to 7%.
- Area of Need: 11% of third grade students are beginning steps
- Not telling us: The data is not telling us specific deficit areas to pin point for improvement.
- What data do we need: The data we need is the item analysis of classrooms by standard to determine areas of focus.
- Celebrations: 60% of third grade students are now proficient or advanced

#### Spring:

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

- Strength: Students scoring proficient and advanced increased from 60% to 73%.
- Area of Need: The ability to summarize was low in every 3<sup>rd</sup> grade classroom.
- Not telling us: Whether the questions on the assessment linked well to the standard?
- What data do we need:
- Celebrations: Overall growth in all classes.

### Fourth Grade DBA Reading Data

#### Fall:

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

- Strength 42% of fourth grade students are proficient or advanced.
- Area of Need 9% of fourth grade students are beginning steps.
- Not telling us The data is not telling us specific deficit areas to pin point for improvement.
- What data do we need: The data we need is the item analysis of classrooms by standard to determine areas of focus.
- 
- Celebrations

#### Winter:

- Summary of Results: The Fourth Grade scores indicate... The 4<sup>th</sup> Grade scores indicate that students decreased in all areas of the band for the DBA.
- Strength: See area of need.
- Area of Need: The area of need is to further desegregate the data.
- Not telling us: The data is not telling us specific deficit areas to pin point for improvement.

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- What data do we need: The data we need is the item analysis of classrooms by standard to determine areas of focus.
- Celebrations:

### Spring:

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

- Strength: Students scored high using meta-cognitive strategies and were proficient in analyzing maps, charts, photos and analyzing characters’ perspectives.
- Area of Need: analyzing characters’ motives and contextual differences in different forms of literature
- Not telling us: whether the students are reading the questions/ assessment carefully or just do not know how to analyze what they read
- What data do we need: if students struggled with the format of the questions
- Celebrations: Many Nearing Proficient students were 1 or 2 questions away from scoring Proficient; the DRA2 scores indicated that many more students were reading at grade level

## Fifth Grade DBA Reading Data

### Fall:

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

- Strength 57% of our 5<sup>th</sup> grades were proficient.
- Area of Need 43% of our students were beginning steps and nearing proficiency. 0% were advanced. So, growth is needed for almost half of our 5th grade.
- Not telling us The data is not telling us specific deficit areas to pin point for improvement. It is not desegregated.
- What data do we need: The data we need is the item analysis of classrooms by standard to determine areas of focus. Also, nearing proficient students were given the DRA to determine where their needs are on the DRA rubric for focused instruction and to determine small group membership.
- Celebrations well, just barely over half, 57% are proficient.

### Winter:

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

- Strength: Good movement of students from 0% advanced from fall to 16% advanced to winter. Proficient students moved from 57% to 59%. But most growth is from proficient to advanced. Beginning steps went from 7% to 2%.
- Area of Need: A more specific diagnostic reading test to support beginning and nearing proficient improvement plans for students not making progress or gains.
- Not telling us: The data is not telling us specific deficit areas to pin point for improvement.
- What data do we need: The data we need is the item analysis of classrooms by standard to determine areas of instruction.
- Celebrations: All groups made gains from one performance band to another.

### Spring:

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

- Strength: Across all classes in the grade levels, scores were consistent.
- Area of Need: training in the Treasures reading program; aligning benchmark assessments to reading program
- Not telling us: Although students showed understanding of literary elements in the classroom that was not reflected on the assessment
- What data do we need: Why there is a gap between DBA and DRA2 scores
- Celebrations: 88% of their students scored proficient or above on the DRA2 assessment.

## **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:** Teachers in grades 3-5 will closely monitor proficiency levels during the next school year to determine what impact using a common assessment has had on proficiency levels. All grade levels will work to identify learning gaps through data analysis and monitor learning trends that exist from grade level to grade level year to year. We will analyze fall to spring data throughout the year as well as spring to spring data at the end of the year. Analysis of common and varied assessments results has been integrated into bi-monthly grade level collaborations as part of our formal data analysis. Teachers in grades 3 – 5 will also analyze SBA results to compare those results to spring proficiency levels to determine whether our DBA is a good predictive assessment. Fall DRA reading data showed us that 83% of our first grades were at proficient or advanced at the start of school, which tells us the use of Foundations, Daily Five reading strategy and literacy switches based on what kids needed to know for small group instruction has been successful in kindergarten. 87% of second graders were proficient or advanced on the fall DRA. Staff share that giving the DRA is valuable in terms of being able to hear their students read/fluency and to be able to gain baseline data for instruction and design reading groups based on where their student fell on the DRA rubric. Third and fifth grade students are at 58% and 57% proficient and advanced. Fourth grade students reading was lower at 47% proficient. The Treasures curriculum was just introduced to third and fourth grade and instruction may not have been consistent due to a shortage of and lack of reading materials.

**Winter:** First grade winter DRA results show a 4% drop of students in the beginning steps and an 18% increase from proficient to advanced based on fall to winter data. Students went from 8% to 13% in nearing proficiency. So, every first grade band made progress from fall to winter. Second grade data shows students gaining in all area. Proficient dropping and advanced gaining, with an increase of 60% to 71% moving to advanced. We have noticed that our students maintain consistency in their growth. Third, fourth and fifth grades DBA , third and fifth grade increased from proficient to advanced. This is key because the DBA gets harder in their winter assessment. Fourth grade decreased 1% in their advanced to proficient. Teachers felt there were questions on the DBA that didn’t pertain to the fourth grade standards, i.e. footnotes. Our students tend to be literal thinkers, so the DBA is difficult for them because it is in a different situational context. The fifth grade student band in the fall for beginning steps was 7% and we saw the data fall to 2% beginning steps in the winter. A great improvement. Third grade maintained, 53% in both fall and winter.

**Fall and winter kindergarten KDPR data shows great growth of student from AN.EM to NP.PR. Kindergarten teachers do reading switches based on data so student small groups are homogenous ensuring kids are taught at the current level of their skills. Small group**

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instruction is a strategy, the Daily 5, to focus on supporting growth in reading, both independently, in pairs and assessing fluency determined by teacher. Foundations has also supported student gains in letter recognition and oral comprehension.

Spring: Kindergarten KDPR results show an increase in students scoring in the proficient range from 61 to 73 students. We contribute part of this improvement to the literacy switches that occurred within the grade level. First grade spring DRA results show a 4% drop of students in the proficient and above level compared to winter scores. However, there was a 3% increase in the students scoring advanced on the spring assessment. Second grade data from winter to spring remained consistent with 88% of the students scoring proficient or advanced. Third grade results improved from winter to spring, with an increase of 8% more students scoring proficient or advanced in spring. Fourth and fifth grade results dropped from winter to spring. Fourth grade saw an increase in the percentage of students scoring advanced from 2% to 7%. Analysis of individual student results did show that many students missed scoring proficient by one or two questions. Teachers also felt that many high achieving students had the tendency to over-think questions, thereby causing them to make errors on the assessment. Fifth grade did not see a similar increase in students scoring advanced, however, the percentage of students scoring in the beginning steps level remained constant. Teachers commented that other assessments, including the DRA2, reflect a much higher level of students reading proficiently.

**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).

Foundations is used for our K-2 Phonics and Treasures is used 1<sup>st</sup> through 4<sup>th</sup> grades. Balanced literacy is used for 5<sup>th</sup> grade. Tier 1b is incorporated into the Treasures curriculum. Non progressing students based on DBA, DRA and unit assessments will be supported by double dosing and intervention from the reading intervention teacher. Assessment, strategies, observation and consultation in intervention planning is collaborative between the intervention teacher and 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 services. 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></p> <p><u>Tier I (Core Program):</u> Program: Foundations and Balanced Literacy Min/Day: 90 Days/Wk: 5 Target Population: All students Grade Levels: K - 2</p> <p><u>Tier I (Core Program)</u> Program: Treasures Min/Day: 90 uninterrupted block Days/Wk: 5 Target Population: All students Grade Levels: 1-4</p> <p><u>Tier I (Core Program)</u> Program: Balanced Literacy Min/Day: Integrated into a 90 minute literacy block Days/Wk: 5 Target Population: all students Grade Levels: 5<sup>th</sup></p> <p>Tier 1 (Core Program) Reading switches Min/Day: 30 Day/week: 2 – 3 Target Population: All students (beginning steps students worked with general ed. intervention teacher) Grade: K - 5</p> <p><u>Tier II</u> Program: Foundations Double Dosing/Treasures Progress Monitoring support Min/Day: 45 minutes Days/Wk: 5 Target Population: All students not scoring proficient on unit tests. Grade Levels: K - 5</p>	<p><b>Reporting Period - Fall:</b> <b><u>INSTRUCTIONAL STRATEGIES:</u> Not necessarily aligned to Program Strategies</b></p> <p><b>1. RACE</b> Define: – practice in responding to open ended and extended response questions using RACE strategy. Target Population: All Grade Levels: K-5</p> <p><b>2. Small Group Instructon</b> Define: Management model for providing students structured reading instruction in small groups. Target: All Grade Levels. K, 1.</p> <p><b>3. Differentiated Instruction</b> Define: fluid grouping for intervention/differentiated instruction. Target Population: All Grade Levels: K-5</p>
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**Reporting Period - SPRING: (Revise as Needed)**

Tier III

Program: SPIRE/Wilson

Min/Day: Defined by IEP requirements

Days/Wk: 5

Target Population: Students with IEP’s

Grade Levels: K - 5

**INSTRUCTIONAL STRATEGIES: Not necessarily aligned to Program Strategies**

1.

Define:

Target Population:

Grade Levels:

2.

Define:

Target Population:

Grade Levels:

3.

Define:

Target Population:

Grade Levels:

4.

Define:

Target Population:

Grade Levels:

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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**

**Plan**

**Resources Available**

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

**Reporting Period - FALL:**

**FUNDING SOURCES**

- **Standard APS Budget**

**PERSONNEL and MATERIALS**

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

**Reporting Period - SPRING:**

**Continued: Progressing**

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**Plan**

**Resources Needed**

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

**Reporting Period - FALL:**

Principal, Instructional Coach, Intervention Teacher; Operational discretionary funds, Grade level collaboration, leveled bookroom, reading goal team, Foundations curricular materials, Treasures curriculum, NM standards & Benchmarks resource guide, RACE rubric, GOK library/Librarian, Technology-promethean based lessons, Tumble Readables and Friends of the library.

**Reporting Period - SPRING:**

Principal, Instructional Coach, Intervention Teacher; Operational discretionary funds, Grade level collaboration, leveled bookroom, reading goal team, Foundations curricular materials, Treasures curriculum, NM standards & Benchmarks resource guide, RACE rubric, GOK library/Librarian, Technology-promethean based lessons, Tumble Readables and Friends of the library.

**Plan**

**Professional Development**

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

**Reporting Period - FALL:**

Date/Time: October 6, 1:00 – 2:00

Title: SBA Data Retreat

Audience: All Staff

Date/Time: October 20,

Title: Treasures in the classroom

Audience: 1 – 4

Date/Time: Bi-Weekly

Title: Grade Level Collaboration Meetings

Audience: Grade Level Teams K-5

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Date/Time: Monthly

Title: Goal Teams

Audience: Grade Level representatives on Math, Reading, EEO, Writing Teams

**Reporting Period - SPRING:**

Date/Time: January 4, 9:00-12:00

Title: Treasures Best Practices

Audience: Grades 1-4

Date/Time: March 30, 1:00-2:00

Title: RACE Open Ended Responses

Audience: All staff

Date/Time: Bi-Weekly

Title: Grade Level Collaboration Meetings

Audience: Grade Level Teams K-5

**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, Battle of the Books Teams, Brown Bag Book Exchanges, PTA mini-grants, parent classroom volunteers, Spooky Story Night.**

**Reporting Period - SPRING: Parent participation in the IC for data review and interpretation for community. Parent newsletter. PTA presentation, Battle of the Books Teams, Brown Bag Book Exchanges, PTA mini-grants, parent classroom volunteers, Spooky Story Night.**

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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 - FALL: Deployment Plan Tier 1 Program: Foundation/Balanced Literacy</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>	Grade level will create fluid groupings with the help of the reading interventionist.	Grade level teacher/intervention specialist	Running records	On-going
<b>2</b>	Create AIP’s	Grade level teachers	DBA/DRA2	On-going
<b>3</b>	Double Dose by ability groupings	Grade level teachers	DIBELS/program monitoring	On-going

	<b>Deployment Plan Tier 1 Program: Treasures</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>	Training Staff/materials	Instructional coach/principal	Complete class sets of materials/attendance	On-going
<b>2</b>	Monitor Fidelity	Principal/instructional coach	Classroom walk through checklist	On-going
<b>3</b>	Monitor student progress through grade level collaboration	Instructional coach/grade level/reading interventionist/reading goal team.	Analyze data,; curriculum based assessment, short cycle assessments, unit assessments.	On-going

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

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

	<b>Deployment Plan Tier 3 Program: SPIRE/Wilson</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>	IEP monitoring	Sped teacher, head teacher, general ed. teacher	Rdg unit assessments, DRA, DBA	On-going
<b>2</b>	Annual IEP Review	Sped. Teacher, IEP committee	SCA /progress towards goals	On-going
<b>3</b>	Brigance	Sped teacher	Brigance Reading Comprehension	On-going

	<b>First Instructional Strategy: RACE</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>	Teacher training in alignment of RACE questions to Blooms Taxonomy	Teachers, Instructional Coach, principal	Attendance, aligned open response questions	On-going
<b>2</b>	Grade level collaboration to set common vocabulary expectations for implementation of RACE	Teachers/ Instructional coach	Formal grade level vocabulary list	On-going
<b>3</b>	Grade level collaboration analysis of open ended questions that support the elaboration of written student responses	Teachers/ Instructional coach, principal	Data of responses that support elaboration	On-going

	<b>Second Instructional Strategy: Daily Five – CAFÉ</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>	Training in Daily Five management structure for reading	Inst. Coach, K-1 teachers	Use of strategies in the classroom as determined by principal walk through	On-going
<b>2</b>	In classroom modeling of Daily Five/Café	Instructional Coach	Completed Modeling	On-going
<b>3</b>	Assess exit questions to k-1 grade level to determine the impact of the Daily Five Strategies as a reading management structure.	Teachers, principal and Instructional coach	Feedback document from teacher evidence	Jan and May

**2010-11 EPSS**

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

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

	<b>Third Instructional Strategy: Differentiated Instruction</b>	<b>Critical Person Responsible</b>	<b>Measure(s)</b>	<b>Completion Date</b>
<b>1</b>	Data Analysis	Teachers, IC principal	DRA/DBA/SBA	On-going
<b>2</b>	Grade levels will create fluid groupings with the help of the reading intervention specialist	Teachers, principal, interventionist	Running records	May 2011
<b>3</b>	Double dose by ability groupings	teachers, intervention teacher, instructional coach	Program monitoring	May 2011

**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: READING 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. Fidelity to using the Treasures program in grades 1-4 contributed to some improvement in every grade level. Focused instruction on RACE and short answer responses contributed in some students improving assessment scores from proficient to advanced. Small group instruction, including use of the Triumphs program, and differentiated instruction resulted in improved scores for students originally scoring at Beginning Steps, especially in 2<sup>nd</sup> grade.**
- B. Focused instruction on short answer response and small group instruction.**
- C. We need to clarify what RACE instruction should look like and develop a continuum of expectations across all grade levels.**

**2010-11 EPSS**

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

**Focus Area: READING 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.
- 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

**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.

## 2010-11 EPSS

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

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

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### 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.