



**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> Corrales Elementary School	<b>Date Developed:</b> 9/07	<b>School Year</b> 2007-08
<b>Prior Year Status:</b> Met AYP		<b>Current Year Status:</b> SI-1	
<b>Area of Focus:</b> Math			
<b>Study</b>	<p><b>2007 Standards Based Assessment: Percentage of students proficient in MATH</b>  <b>Students with disabilities: 18.52%</b>  <b>Economically disadvantaged: 42.11%</b>  <b>All Students: 58.72%</b>  <b>AMO (Annual Measurable Objective): 33%</b></p>		
<b>Plan</b>	<p><b>Overall Goal:</b>  <b>All students will score proficient or above in math, 44%, as measured by the New Mexico Standards Based Assessment.</b></p> <hr/> <p><b>Target Goal/Measure:</b>  <b>Special Education / Economically Disadvantaged / All Students</b>  <b>Students will score proficient or above in math as measured by the NM Standards Based Assessment. Students will be assessed using the <i>Investigations</i> end of unit assessments or A2L to determine focus for instruction and baseline data. Progress monitoring will occur using teacher made assessments, <i>Investigations</i> end of unit assessments, or A2L to determine if intervention strategies are effective.</b></p>		

**ACTION PLAN (complete 1 Trimester at a time)**

		Reporting Period 1 September 14				Reporting Period 2 December 12				Reporting Period 3 April 30																																																																																																																																																																							
Date Completed:																																																																																																																																																																																	
<b>Study</b>	<b>Data analysis:</b>	<b>2007 Spring 3rd Grade MATH A2L Scores</b>				Subject: <b>Math</b>  Assess 2 Learn - Fall 2007-08 Corrales Elementary <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2"></th> <th colspan="2">Proficient &amp; Above</th> <th colspan="2">Not Proficient</th> <th rowspan="2"># of Student Tested</th> </tr> <tr> <th>GRADE</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="3">ALL</td> <td>3</td> <td>86</td> <td>98.9</td> <td>1</td> <td>1.1</td> <td>87</td> </tr> <tr> <td>4</td> <td>95</td> <td>97.9</td> <td>2</td> <td>2.1</td> <td>97</td> </tr> <tr> <td>5</td> <td>107</td> <td>100</td> <td>0</td> <td>0</td> <td>107</td> </tr> <tr> <td rowspan="3">CAUCASIAN</td> <td>3</td> <td>50</td> <td>100</td> <td>0</td> <td>0</td> <td>50</td> </tr> <tr> <td>4</td> <td>59</td> <td>98.3</td> <td>1</td> <td>1.7</td> <td>60</td> </tr> <tr> <td>5</td> <td>66</td> <td>100</td> <td>0</td> <td>0</td> <td>66</td> </tr> <tr> <td rowspan="3">AFRICAN-AMERICAN</td> <td>3</td> <td>3</td> <td>100</td> <td>0</td> <td>0</td> <td>3</td> </tr> <tr> <td>4</td> <td>1</td> <td>100</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>5</td> <td>5</td> <td>100</td> <td>0</td> <td>0</td> <td>5</td> </tr> <tr> <td rowspan="3">HISPANIC</td> <td>3</td> <td>28</td> <td>96.6</td> <td>1</td> <td>3.4</td> <td>29</td> </tr> <tr> <td>4</td> <td>27</td> <td>96.4</td> <td>1</td> <td>3.6</td> <td>28</td> </tr> <tr> <td>5</td> <td>33</td> <td>100</td> <td>0</td> <td>0</td> <td>33</td> </tr> <tr> <td rowspan="3">NATIVE AMERICAN</td> <td>4</td> <td>3</td> <td>100</td> <td>0</td> <td>0</td> <td>3</td> </tr> <tr> <td>5</td> <td>2</td> <td>100</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>3</td> <td>2</td> <td>100</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td rowspan="3">ELL</td> <td>4</td> <td>3</td> <td>100</td> <td>0</td> <td>0</td> <td>3</td> </tr> <tr> <td>5</td> <td>1</td> <td>100</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>3</td> <td>1</td> <td>100</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td rowspan="3">SPECIAL ED</td> <td>3</td> <td>8</td> <td>88.9</td> <td>1</td> <td>11.1</td> <td>9</td> </tr> <tr> <td>4</td> <td>10</td> <td>90.9</td> <td>1</td> <td>9.1</td> <td>11</td> </tr> <tr> <td>5</td> <td>10</td> <td>100</td> <td>0</td> <td>0</td> <td>10</td> </tr> <tr> <td rowspan="3">ECON DISADV</td> <td>3</td> <td>15</td> <td>100</td> <td>0</td> <td>0</td> <td>15</td> </tr> <tr> <td>4</td> <td>17</td> <td>94.4</td> <td>1</td> <td>5.6</td> <td>18</td> </tr> <tr> <td>5</td> <td>23</td> <td>100</td> <td>0</td> <td>0</td> <td>23</td> </tr> </tbody> </table>										Proficient & Above		Not Proficient		# of Student Tested	GRADE	#	%	#	%	ALL	3	86	98.9	1	1.1	87	4	95	97.9	2	2.1	97	5	107	100	0	0	107	CAUCASIAN	3	50	100	0	0	50	4	59	98.3	1	1.7	60	5	66	100	0	0	66	AFRICAN-AMERICAN	3	3	100	0	0	3	4	1	100	0	0	1	5	5	100	0	0	5	HISPANIC	3	28	96.6	1	3.4	29	4	27	96.4	1	3.6	28	5	33	100	0	0	33	NATIVE AMERICAN	4	3	100	0	0	3	5	2	100	0	0	2	3	2	100	0	0	2	ELL	4	3	100	0	0	3	5	1	100	0	0	1	3	1	100	0	0	1	SPECIAL ED	3	8	88.9	1	11.1	9	4	10	90.9	1	9.1	11	5	10	100	0	0	10	ECON DISADV	3	15	100	0	0	15	4	17	94.4	1	5.6	18	5	23	100	0	0	23
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<b>Plan</b>	<b>Identify Strategy to be used with Target group to remedy AYP</b>	<ul style="list-style-type: none"> <li>Standards-based intervention programs: <i>Fact Fluency and More</i></li> <li><i>Everyday Counts</i> math program</li> <li>Math Academy to support IEP goals and objectives</li> <li>Math Add + Vantage and Math Recovery Strategies</li> <li>Progress monitoring to support IEP goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Special Ed. teachers servicing 4<sup>th</sup> and 5<sup>th</sup> grade students are implementing the <i>Fact Fluency and More</i> program.</li> <li><i>Everyday Counts</i> is being used K-5 to support Investigations.</li> <li>K-5 Teachers have complete sets of the core math program and <i>Everyday Counts</i>.</li> <li>Add+Vantage assessments are used by one Special Ed. Teacher.</li> <li>Math Recovery assessments are given to identified first grade students.</li> <li>Continue progress monitoring.</li> </ul>	
<b>Plan</b>	<b>Person(s) Responsible for carrying out Plan</b>	Special education teachers Classroom teachers Instructional Coach Principal	Special education teachers Classroom teachers Instructional Coach Principal	
<b>Plan</b>	<b>Resources Available</b>	<i>Investigations in Number, Data, and Space</i> <i>Everyday Counts</i> <i>Fact Fluency and More</i> <i>Teaching Number in the Classroom</i>	<i>Investigations in Number, Data, and Space</i> <i>Everyday Counts</i> <i>Fact Fluency and More</i> <i>Teaching Number in the Classroom</i>	
<b>Plan</b>	<b>Resources Needed</b>			

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<b>Plan</b>	<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• District Math Professional Development workshops for <i>Investigations</i></li> <li>• Math Leader training</li> <li>• Monthly math study group</li> <li>• Collaboratively develop and share backward design plans for <i>Investigations</i> units during weekly grade level/ cross grade level collaboration</li> <li>• Special Education teacher has been trained in Fact Fluency and More</li> <li>• One special Education teacher, general ed teacher, and Instructional Coach trained in Add + Vantage Math</li> <li>• Math Recovery training – Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers attended District Professional Development workshops, 9/18/07 &amp; 11/5/07</li> <li>• Math leaders attended trainings; 9/6/07, 10/11/07, 12/6/07</li> <li>• Monthly math study groups have met: 9/19/07 &amp; 10/3/07</li> <li>• Grade levels have completed backward plans for first two units in <i>Investigations</i> Core Program.</li> <li>• Special Ed. teacher attended <i>Explode the Code</i> training, 10/9/07</li> <li>• Instructional Coach attended monthly Math Recovery trainings; 9/24/07, 10/22/07, 11/26/07</li> </ul>	
<b>Plan</b>	<b>Parent and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Family Math Nights –(3 times)</li> <li>• Family conferences</li> <li>• Standards-based newsletters</li> <li>• Annual IEP (Individual Education Plan) meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Family Math Nights; 9-26-07, 11-7-07</li> <li>• Newsletters sent home bi-weekly.</li> </ul>	

		<b>Reporting Period 1 September 14</b>	<b>Reporting Period 2 December 12</b>	<b>Reporting Period 3 April 30</b>
<b>Do</b>	<b>Identify the teaching sequence or activity to implement strategy</b>	<ul style="list-style-type: none"> <li>Teachers will implement <i>Investigations</i> math core program with all students</li> <li>Teachers will implement components of <i>Everyday Counts</i> math program with all students to provide practice of skills</li> <li>Assess students using ongoing and end of unit <i>Investigations</i>' assessments and A2L to determine focus for instruction</li> <li>Small group focused instruction for students not scoring proficient</li> <li>Math Academy to support IEP goals and objectives</li> <li>Implement intervention math programs: <i>Fact, Fluency &amp; More</i>; Add + Vantage Math strategies; Math Recovery strategies</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have attended cluster math professional development to support implementation of core math program.</li> <li>All students are given end-of-unit <i>Investigations</i> assessments.</li> <li>1<sup>st</sup>, 2<sup>nd</sup> grade students have been assessed on selected end-of-unit <i>Investigations</i> math assessment.</li> <li>3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students have been assessed using the A2L.</li> <li>Special Ed. teachers are implementing <i>Fact Fluency and More</i> and Add+Vantage strategies.</li> <li>Instructional Coach is tutoring one first grade student in Math Recovery.</li> </ul>	
<b>Study</b>	<b>State and Compare the results with the target goal</b>		The Instructional Council is using data from reporting periods 1 and 2 to determine student success using the math intervention programs listed above.	
<b>Act/Plan</b>	<b>If target met, change target and chose another benchmark; if not revise lesson plans and reteach</b>			

