



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

District: Albuquerque Public Schools	School: Corrales Elementary School	Date Developed: 9/07	School Year 2007-08
Prior Year Status: Met AYP		Current Year Status: AYP not met	
Area of Focus: Reading			
Study	<p>2007 NM Standards Based Assessment: Percentage of students proficient in READING: Students with disabilities: 14.81% Economically disadvantaged: 56.14% All Students: 73.62% AMO (Annual Measurable Objective): 49%</p>		
Plan	<p>Overall Goal: All students will score proficient or above in reading, 59%, as measured by the New Mexico Standards Based Assessment.</p>		
	<p>Target Goal/Measure: Special Education / Economically Disadvantaged / All Students Students will score proficient or above in reading as measured by the NM Standards Based Assessment. Students will be assessed using the DIBELS, DRA2, or the A2L to determine focus for instruction and baseline data. Progress monitoring will occur using teacher made assessments, the DIBELS, DRA2, or A2L to determine if intervention strategies are effective.</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:																			
Study	Data analysis:	2007 Spring 3rd Grade READING A2L Scores				Subject: Reading Assess2 Learn - Fall 2007-08 Corrales Elementary													
		Category	Proficient & Above	Not Proficient	# of Students Tested									Proficient & Above		Not Proficient		# of Students Tested	
		All Students	55.8%	44.2%	95									GRADE	#	%	#	%	# of Students Tested
		Economically Disadvantaged	52.6%	47.4%	19									3	84	98.8	1	1.2	85
		Spical Education	0%	100%	11									4	96	97.9	2	2.1	97
		2007 Spring 4th Grade READING A2L Scores												5	104	97.2	3	2.8	107
		Category	Proficient & Above	Not Proficient	# of Students Tested									CAUCASIAN					
		All Students	62.9%	37.1%	105									3	50	100	0	0	5
		Economically Disadvantaged	40%	60%	25									4	59	98.3	1	1.7	60
		Spical Education	20%	80%	10									5	85	98.5	1	1.5	86
2007 Spring 5th Grade READING A2L Scores				AFRICAN-AMERICAN															
Category	Proficient & Above	Not Proficient	# of Students Tested	3	3	100	0	0	3										
All Students	48.1%	51.9%	81	4	1	100	0	0	1										
Economically Disadvantaged	21.1%	78.9%	19	5	5	100	0	0	5										
Spical Education	50%	50%	2	HISPANIC															
				3	27	98.4	1	3.6	28										
				4	28	100	0	0	28										
				5	31	93.9	2	6.1	33										
				NATIVE AMERICAN															
				4	3	100	0	0	3										
				5	2	100	0	0	2										
				3	2	100	0	0	2										
				4	3	100	0	0	3										
				5	1	100	0	0	1										
				ELL															
				3	1	100	0	0	1										
				SPECIAL ED															
				3	9	100	0	0	9										
				4	10	90.9	1	9.1	11										
				5	9	90	1	10	10										
				ECON DISADV															
				3	13	92.9	1	7.1	14										
				4	18	100	0	0	18										
				5	22	95.7	1	4.3	23										

2007-2008 EPSS Albuquerque Public Schools/ School Name: Corrales Elementary

		Reporting Period 1 September 14	Reporting Period 2 December 12	Reporting Period 3 April 30
		<p>Special Education students did not score proficient as documented by the NM Standards Based Assessment. 14.1% of students with disabilities scored proficient in reading with the target being 28.71%.</p>	<p>The above data indicates the number of students who have been identified as Special Education and students who are Economically Disadvantage is increasing.</p>	

		Reporting Period 1 September 14	Reporting Period 2 December 12	Reporting Period 3 April 30
Plan	Identify Strategy to be used with Target group to remedy AYP	<ul style="list-style-type: none"> • Assess students using the DIBELS, A2L (Assess to Learn), or DRA2 (Developmental Reading Assessment) to determine strengths and areas of need in: phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension) • Student not scoring proficient will receive a minimum of 30 additional minutes of focused reading instruction • Special education students will receive a minimum of 60 minutes of specialized reading instruction daily • Reading Academy to support IEP goals and objectives • Reading instruction will include research based intervention programs: <i>Foundations, Patterns for Success, Read Naturally</i> (reading fluency computer program), <i>Early Success, Wilson Reading, Explode the Code</i> • <i>Achieve 3000</i> reading comprehension program • Progress monitoring to determine effectiveness of intervention 	<ul style="list-style-type: none"> • Students have been assessed using the DIBELS, A2L, and DRA2 <ul style="list-style-type: none"> • DIBELS (August, September 2007) • A2L (August, September 2007) • DRA2 (September, October 2007) • Students not scoring proficient are receiving additional reading instruction within the classroom. • Special education students are receiving specialized reading instruction daily: <i>Foundations, Patterns for Success, Read Naturally, Early Success, Wilson Reading.</i> • One class of Fifth grade students is using the <i>Achieve 3000</i> reading comprehension program. • Teachers met during grade level collaboration to identify students who are receiving Special Ed. services and who are not proficient in reading based on DRA2 and/or A2L scores, September 2007. 	

2007-2008 EPSS Albuquerque Public Schools/ School Name: Corrales Elementary

		Reporting Period 1 September 14	Reporting Period 2 December 12	Reporting Period 3 April 30
Plan	Person(s) Responsible for carrying out Plan	Special education teacher Classroom teacher Reading Specialist Instructional Coach Principal	Highly Qualified and Certified: <ul style="list-style-type: none"> • Special Ed. Teachers • General Ed. Teachers • Literacy Teacher • Librarian • Instructional Coach • Principal 	
Plan	Resources Available	<i>Foundations</i> <i>Patterns for Success</i> <i>Read Naturally</i> (computer program is on order) <i>Achieve 3000</i>	<i>Read Naturally</i> intervention program is Implemented, September 2007.	
Plan	Resources Needed	<i>Early Success</i> Reading Program, grades 1 and 2	<i>Early Success</i> reading program is being Implemented in Reading Lab.	
Plan	Professional Development	<ul style="list-style-type: none"> • <i>Wilson Reading</i> training for one special education teacher, 2007-08 school year • Special education teacher is currently participating in <i>Wilson Reading</i> certification training, 2007-08 school year • <i>Explode the Code</i> training for special education teachers (provided by district special education department), 2007-08 school year • <i>Foundations</i> ongoing support and training • <i>Patterns</i> ongoing support and on going training 	<ul style="list-style-type: none"> • One Special Ed. teacher has been attending <i>Wilson Reading</i> training. • One Special Ed. Teacher attended the <i>Explode the Code</i> training and is developing a program for children in Special Ed. • Educational Assistants have been trained in <i>Foundations</i>, 11/15 & 11/16 by the Literacy Teacher and Instructional Coach. • Instructional Coach and Literacy Leaders attended <i>DRA2</i> training, August 28, 2007. 	

		Reporting Period 1 September 14	Reporting Period 2 December 12	Reporting Period 3 April 30
Plan	Parent and Community Involvement	<ul style="list-style-type: none"> • Monthly Family Literacy Nights which include children in special education • Family Nights for students participating in the Reading Lab and including students in special education • Family conferences • Standards-based newsletters • Annual IEP (Individual Education Plan) meeting 	<ul style="list-style-type: none"> • Parents, including the parents of Special Ed. and Economically Disadvantaged students, helped organize Family Literacy Nights. • Parent Conferences held 11/15 & 11/16/2007 for all students, including Special Ed. and Economically Disadvantaged. • 100% attendance at all IEP meetings. • Reading lab night for parents, presented by the literacy teacher and by one first grade teacher. Teaching parents how to read with their children at home. 	

		Reporting Period 1 September 14	Reporting Period 2 December 12	Reporting Period 3 April 30
Do	Identify the teaching sequence or activity to implement strategy	<ul style="list-style-type: none"> Teachers will attend program trainings: <i>Foundations, Wilson Reading, Explode the Code</i> Assess all students to determine focus for instruction Plan focused reading lessons to support focus for instruction for all students Implement <i>Foundations</i> or <i>Patterns for Success</i> programs with all students Double dose students scoring below proficiency (30 additional minutes of focused instruction) Intervention program for students scoring 1 year or more below grade level on the DRA or at Intensive Intervention on the DIBELS - Reading Specialist Reading Academy – 60 minutes of focused instruction to support IEP goals and objectives using research based and district recommended intervention programs. 	<ul style="list-style-type: none"> Teachers have attended specialized Reading program trainings All students have been assessed using the A2L, DRA2, and/or DIBELS Students who scored below proficiency are Receiving double dosing of reading instruction Students in Special Ed. are receiving Instructional in Foundations and Patterns For Success Students are receiving focused reading Instruction 60 minutes or more. This Includes students in Special Ed. and Who are Economically Disadvantaged 	
Study	State and Compare the results with the target goal		See the chart above for A2L scores. The Scores reflect progress towards Proficiency	

		Reporting Period 1 September 14	Reporting Period 2 December 12	Reporting Period 3 April 30
Act/Plan	If target met, change target and chose another benchmark; if not revise lesson plans and reteach		<ul style="list-style-type: none"> The Instructional Council is using data from reporting period 1 and 2 to determine student success using the intervention 	