



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

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| This is a <input type="checkbox"/> District <input type="checkbox"/> School <input checked="" type="checkbox"/> XXCombined EPSS | District: Cloudcroft | School: n/a | Date: 10/09 | School Year: 2009-2010 |
| Prior Year Status: (2008-09) None | | Current Year Status: (2009-10) None | | |

Overall Goal:
The percentage of students scoring at the proficient level on the NMSBA in the area of **Math** will increase as specified in the chart below:

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|-------------|---|------------------------------|------|----|------|
| Plan | • | Elementary grades 3-5 from | 65 % | to | 72 % |
| | • | Middle school grade 6-8 from | 52 % | to | 62 % |
| | • | High School grades 9-11 from | 50 % | to | 60 % |

Target Goal/Measure: All measured subgroups at all tested grade levels are meeting AYP at this time. All grades will score between or above 50-75% in the proficient category in math with the NWEA MAP K-5, 6-8, 9, 10. (Fall: Aug. 31 Winter: Nov. 30 Spring: April 26)

Special Education—Students with disabilities (not gifted) have individualized learning goals (and objectives, as appropriate) identified within their Individual Educational Plan (IEP). Students with IEP’s may participate in all regular education activities that do not conflict with special education services being provided, (Example: Reading Program) accommodations, modifications, goals (and objectives, as appropriate) stated in their IEP.

study **Insert (or attach) data table (4.2, results) to support above target**
Insert assessment data to inform target goals/measures (NMSBA when it become available, Spring 2009 Short-cycle Assessment Data, identified Curriculum Based Measures (CBM), Any other relevant data measures – graduation rate, SPP Indicator(s), attendance, discipline...)

2009-2010 EPSS

| SBA | 2008-09 All Students | 2010 AMO* | Hispanic | Native American | ELL | Special Education | Economically Disadvantaged |
|----------------|-------------------------|-----------|----------|-----------------|-----|----------------------|-------------------------------|
| Math Gr.3-5 | 65% | 57% | 57% | 57% | 57% | 57% | 57% |
| Math Gr.6-8 | 52% | 48% | 48% | 48% | 48% | 48% | 48% |
| Math Gr.11 | 50% | 53% | 53% | 53% | 53% | 53% | 53% |

| School | NWEA Beginning Step | NWEA Nearing Proficient | NWEA Proficient and Advanced |
|-------------------------------------|---|---|--|
| Cloudcroft Elementary | % F 09 W 10 Grade K 16 No Scores Grade 1 0 0 Grade 2 12 3 Grade 3 9 0 Grade 4 3 0 Grade 5 4 0 | % F 09 W 10 Grade K 55 No Scores Grade 1 39 8 Grade 2 48 33 Grade 3 56 42 Grade 4 46 25 Grade 5 50 48 | % F 09 W10 P A P A Grade K 30 0 No Scores Grade 1 61 0 92 0 Grade 2 40 0 55 9 Grade 3 35 0 55 3 Grade 4 41 11 53 23 Grade 5 23 23 37 15 |
| Cloudcroft Middle School | Grade 6 6 3 Grade 7 9 9 Grade 8 3 6 | Grade 6 52 48 Grade 7 52 52 Grade 8 43 47 | Grade 6 36 6 33 15 Grade 7 39 0 36 3 Grade 8 47 7 44 3 |
| Cloudcroft High School | Grade 9 0 3 Grade10 5 7 | Grade 9 43 31 Grade10 45 35 | Grade 9 40 18 56 11 Grade10 45 5 50 8 |

2009-2010 EPSS

ACTION PLAN (complete 1 semester at a time)

| | | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
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| Study | <p>Data analysis: Leadership, School Strategic Planning, Student/Stakeholder Focus</p> <p>Use information to identify target groups (Who)</p> <p>Provide the source of the data (i.e. NMSBA, Short Cycle Assessment, Literacy Assessment)</p> | <p>Elementary: SBA results show an 19% increase from 46 to 65, surpassing our goal of 50%. Short Cycle results for grades 3-5 show an increase from 50 to 66%.</p> <p>Middle School: SBA results show a 4% increase from 48 to 52, 5% short of our goal of 57%. Short Cycle results show an increase from 39 to 49%.</p> <p>High School: SBA results show a 6% increase from 44 to 50, 4% above our goal of 46%. Short Cycle results show a 1% increase from 53 to 54%</p> <p>Although we showed growth in math, our proficiency scores at the middle and high school are very close to the AMO required for this year.</p> | | <p>Elementary: *SCA results show an increase in proficiency from Fall to Winter at all grade levels.</p> <p>Middle School: *SCA results show an increase in proficiency from Fall to Winter at grade 6, the same score at grade 7, and a slight decrease at grade 8.</p> <p>High School: *SCA results show an increase in proficiency from Fall to Winter at grades 9 and 10.</p> | |

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| <p>Plan</p> | <p>Identify Strategy to be used with Target group to remedy AYP (Process Management) (What)</p> | <p>Elementary: *All students will participate in the core math program. *Non proficient students will participate in (supplemental or intensive intervention) to improve proficiency level to 57% in the first quarter. *The Title I Math intervention program will be targeted to students in grades 3-5 who are not proficient. (Tier 2 and 3) *Tier 3 students will also receive pull out service in math using appropriate programs. *CATCH K-5 PE program *School Health/Safety programs and training will ensure that our students are emotionally ready to learn.</p> <p>Middle School: *All students will participate in the core math program. *Non proficient students will participate in (supplemental or intensive intervention) to improve proficiency level to 48% in the first quarter. (Tier 2 and 3) *Tier 3 students will also receive pull out service in math using appropriate programs. *School Health/Safety programs and training will ensure that our students are emotionally ready to learn.</p> <p>High School: *All students will participate in the core math program.</p> | <p>Elementary: *"Investigations" will be used as the core math program K-5. *32 elementary students are participating in the targeted Title I "First in Math" program. (Tier 2 and 3) *Tier 3 students participating in "Accelerated Math". *All elementary students use math skills in our CATCH physical education program. *Students will be trained in bus safety procedures during this nine weeks.</p> <p>Middle School: *All students will participate in "Prentice Hall" math. *The "First in Math" program will be targeted to 30 students in grades 6-8 who are not proficient. (Tier 2 and 3) * Tier 3 students participating in "Excel Math" and Life Skills math. *Students will be trained in bus safety procedures during this nine weeks.</p> <p>High School: *All students will participate in "Prentice Hall" math. (Tier 1) *Freshman and sophomore language arts labs have been added to the high school schedule. (Tier 2)</p> | <p>Elementary: *"Investigations" will be used as the core math program K-5. *36 elementary students are participating in the targeted Title I "First in Math" program. (Tier 2 and 3) *Tier 3 students participating in "Accelerated Math". *All elementary students use math skills in our CATCH physical education program. *CPR/First Aid training</p> <p>Middle School: *All students will participate in "Prentice Hall" math. *The "First in Math" program will be Targeted to 30+ students in grades 6-8 who are not proficient. (Tier 2 and 3) *Tier 3 students participating in "AR Math" and Life Skills curriculum. *CPR /First Aid Training.</p> <p>High School: *All students will participate in "Prentice Hall" math. (Tier 1) *Freshman and sophomore algebra and geometry labs have been added. *Tier 3 students are receiving academic support in regular math classes. *Tier 3 support in pull out program available using "Destination Math". *CPR/First Aid Training *Part of the CTE program in Agriculture and Natural Resources is the ability to individualize a skill development program which supports math objectives. *The CTE program in Food Pro preparing for food prep competitions which supports math standards</p> | |
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| <p>Plan</p> | <p>Person(s) Responsible for carrying out Plan</p> | <p>*Non proficient students will participate in (supplemental or intensive intervention) to improve proficiency level to 53% in the first quarter. (Tier 2 and 3) *Tier 3 students will also receive pull out service in math using appropriate programs. *School Health/Safety programs and training will ensure that our students are emotionally ready to learn. *CTE-Agriculture Education and Mechanics program will re-emphasize math to students involved.</p> <p>Elementary: Asst. Superintendent, principal, teachers, Title I EA, Special Education Coordinator, Special Education teacher, Special Education EAs, volunteers.</p> <p>Middle School: Asst. Superintendent, principal, teachers, Special Education Coordinator, Special Education teacher, Special Education EAs, volunteers.</p> <p>High School: Asst. Superintendent, principal, teachers, Special Education Coordinator, Special Education teacher, Special Education EAs, volunteers.</p> | <p>*Tier 3 students are receiving academic support in regular math classes. *Tier 3 support in pull out program available using "Destination Math". *Students will be trained in bus safety procedure during this nine weeks. *Part of the CTE program in Agriculture and Natural Resources is the ability to individualize a skill development program which supports math objectives.</p> <p>Elementary: Asst. Superintendent, principal, teachers, Title I EA, Special Education Coordinator, Special Education teacher, Special Education EAs, volunteers.</p> <p>Middle School: Asst. Superintendent, principal, teachers, Special Education Coordinator, Special Education teacher, Special Education EAs, volunteers.</p> <p>High School: Asst. Superintendent, principal, teachers, Special Education Coordinator, Special Education teacher, Special Education EAs, volunteers.</p> | <p>at a variety of levels. *CPR/First Aid Training.</p> <p>Elementary: Amy Lane-Asst. Super. Fred Wright-Principal Teachers Kelli Martinez-Title I E.A. Susan Barrett-Special Ed. Coor. Tonia Beckler-Special Ed. Teacher Jan Richards-Special Ed. E.A. Lisa Royer Yvonne Barnes Susan Maynard-Speech Therapist Yvonne Shay-Contracted C.L. Provider</p> <p>Middle School: Amy Lane-Asst. Super. Fred Wright-Principal Teachers Susan Barrett-Special Ed. Coor. Tonia Beckler-Special Ed. Teacher Jan Richards-Special Ed. E.A. Lisa Royer Yvonne Barnes Susan Maynard-Speech Therapist</p> <p>High School: Amy Lane- Asst. Super. Roman Renteria-Principal Teachers Susan Barrett-Special Ed. Coor. Tammy Hulce-Special Ed. Teacher Joni Watson-Special Ed. E.A. Susan Maynard-Speech Therapist</p> | |
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2009-2010 EPSS

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| Plan | Resources Available | <p>Elementary: Textbooks: \$16477. EI/MS/HS Title I: \$ 112,621. K-5 Special Education: \$6516. All Title II: \$23,264. All Title III: \$160. All School Health/Safety: Oper. \$ CATCH: \$500. Middle School: Textbooks: Above Special Education: Above Title II: Above Title III: Above Title IV: \$1383. School Health/Safety: Oper. \$ High School: Textbooks: Above Special Education: Above Title II: Above Title III: Above Title IV: Above School Health/Safety: Oper.\$ CTE: \$3140.</p> | <p>Elementary: (\$Available) Textbooks: \$8240. EI/MS/HS Title I: \$ 112,621.40 K-5 Special Education: \$6516.. All Title II: \$23,264. All Title III: \$160. All School Health/Safety: Oper. \$ CATCH: ? Middle School: Textbooks: Above Special Education: Above Title II: Above Title III: Above Title IV: \$1383. School Health/Safety: Oper. \$ High School: Textbooks: Above Special Education: Above Title II: Above Title III: Above Title IV: Above School Health/Safety: Oper.\$ CTE: \$3140.</p> | <p>Elementary: (Available) Textbooks: EI/MS.HS \$-3857.(No Carryover added) Title I: \$33,552. Special Education: \$1014. Title II: \$39,624.(After Carryover) Title III: \$0 (Used by REC) School Health/Safety: Oper.\$ CATCH: \$350.00 Middle School: Textbooks: Above Special Education: Above Title II: Above Title III: Above Title IV: \$1383. School Health/Safety: Oper. \$ High School: Textbooks: Above Special Education: Above Title II: Above Title III: Above Title IV: Above School Health/Safety: Oper\$ CTE: \$</p> | |
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2009-2010 EPSS

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| Plan | Resources Needed | <p>Elementary: (\$Expended) Textbooks: \$19954. Title I: \$7967. Special Education:\$1905. Title II: \$7972. Title III: \$160.00 (shared) School Health/Safety: Oper.\$ CATCH: ? Middle School: Textbooks: Above Special Education: Above Title II: Above Title III: Above Title IV: School Health/Safety: Oper. \$ High School: Textbooks: Special Education: Above Title II: Above Title III: Above Title IV: Above School Health/Safety: Oper.\$ CTE:</p> | | <p>Elementary: (\$Expended) Textbooks: EI/MS/HS \$-3857. (No carryover added) Title I: \$79069. Special Education: \$1014. Title II: \$9375. Title III: \$0 (Used by REC) School Health/Safety: Oper. \$ CATCH: \$150. Middle School: Textbooks: Above Special Education: Above Title II: Above Title III: Above Title IV: \$1383. School Health/Safety: High School: Textbooks: Above Special Education: Above Title II: Above Title III: Above Title IV: Above School Health/Safety: CTE:</p> | |
| Plan | Professional Development (provide date, content and trainer scheduled for this strategy or associated activities (Faculty /Staff Stakeholder Focus) | <p>Elementary: *“First in Math” training-9/13, Barbara Asteak, Amy Lane, Kelli Martinez, Brenda Cravens. *Supporting Data-Driven and Evidence Based Practices to Improve Student Outcomes- 9/17, Jim Miles, Amy Lane. *Response to Intervention-10/9, REC IX, Amy Lane, Fred Wright, Charlie Cooper, Roman Renteria, Dawn Provencher. *Teacher In-Service Rigor and Relevance, Testing training, EPSS, Data Sharing-10/12, Amy Lane, K-12 teachers and EAs. *School Health/Safety: N/A</p> | <p>Elementary: *Elementary Numeracy Series- 10/17, REC IX, K-5 teachers. *Sheltered Instruction Observation Protocol-10/26-27. REC IX, Amy Lane,?</p> | <p>Elementary: *Elementary Numeracy Series- 11/1 Tularosa-O’Connor, Preslar, Griffith. *SIOP training on web link. Training to be determined. Amy Lane *Teacher observations. Amy Lane and Principal. *CPR/First Aid training in Feb. for CDL and activity drivers. Steve Grulke</p> <p>Middle School: *SIOP training on web link. Training to be determined. Amy Lane *Teacher observations. Amy Lane and Principal. *CPR/First Aid training in Feb. for CDL and activity drivers. Steve Grulke</p> | |

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| Plan | Parent and Community Involvement | <p>Middle School: N/A High School: N/A</p> <p>*Parents will be made aware that students will be focused into intervention classes, electives, programs, when they are not meeting proficiency. *Teachers will meet with parents at Parent/Teacher conferences to discuss testing data and goals for students. *Parents will receive progress reports on a regular basis. As concerns arise teachers will conference with parents. *Parents will be invited to celebrations of student achievement. *Parents will be used as volunteer math tutors. *Parent Advisory Councils will be organized at each building. *Title I Parent Involvement Policies on CMS website.</p> | <p>*Sept. 10 Elementary Open House. *Sept. 23 Title I Parent Meeting. *Oct. 19 Elementary & MS Parent Teacher Conferences. *Oct. 20 MS Portfolio Night *Week of Oct. 19-23 High School Conferences with non-proficient students. *Elem/MS PAC meeting ? *HS PAC meeting 2nd Wednesday of each month. *Elementary/MS First Nine Weeks Honor Roll, Oct. ? *Nov. 16 High School Senior Parent Night</p> | <p>High School: *Teacher observation. Amy Lane and Principal *SLOP training on web link. Training to be determined. Amy Lane *CPR/First Aid training in Feb. for CDL and Activity drivers. Steve Gulke</p> <p>*Elem/MS/HS Budget meetings Jan.19, 20,21, Feb.1,3. *Elem/MS Second Nine Weeks Honor Roll, Jan. 21. *Elem/MS/HS PAC meetings have been combined with Personal Skills Development meetings. Nov.4,11, Dec.2, Jan. 27, Feb. 3.</p> | |
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| Do | <p>Identify the deployment steps or activity to implement strategy (Process Management) (How)</p> | <p>Elementary: *Use spring NWEA data and SBA scores, to develop a list of students not proficient in math. *Identify students who would benefit from more intensive math instruction (Tier 2 and 3) develop schedules. *Begin intervention programs for identified students to work with teachers schedules.</p> <p>Middle School: *Use spring NWEA data and SBA score to develop a list of students not proficient in math. *Create a schedule of teachers to provide intervention services to identified students. (Tier 2) *Tier 3 students begin intensive service with special program teacher and EAs.</p> <p>High School: *Use spring NWEA data and SBA scores to develop a list of students in grades 9-10 who are not proficient in math. *Create a schedule of teachers to provide intervention services to identified students. (Tier 2) *Tier 3 academic support teachers begin servicing identified students.</p> | <p>Elementary: *Title I EA working with 32 students 3-5-“First in Math” 2-3 days X 30-40 mins. (Tier 2) *Educational Assistant working with students in grades 5 with “Accelerated Math”. M-F X 55 min. (Tier 3)</p> <p>Middle School: *Sixth, seventh, and eighth grade math teachers provide math intervention for students in grades 6-8. Teachers reteach, work on study skills, and help with missing assignments. “First in Math” being used as intervention supplement. Students are being pulled from band, PE, or study hall to receive intervention. Students are in intervention classes 2-3 days X 1 hour. (Tier 2) *Identified students in Tier 3 using “Excel Math” and Life Skills math for at least 55 mins. X 4-5 days.</p> <p>High School: *The high school has included 3 math labs in their schedule for freshman and sophomore students requiring intervention. There are presently 20 students total in these three labs. *Two of these 3 labs work on a rotating schedule to allow for all L.A. and math intervention to fit into the HS schedule. * Identified students in Tier 3 using “Destination Math” for at least 1 hr. X 5 days.</p> | <p>Elementary: *Title I EA working with 36 students 3-5-“First in Math” 2-3 days x 30-40 mins. (Tier 2) *Educational Assistant working with students in grades 5 4x 45 min.</p> <p>Middle School: *Sixth, seventh, and eighth grade math teachers provide math intervention for students in grades 6-8. Teachers reteach, work on study skills, and help with missing assignments. “First in Math” being used as intervention supplement. Students are being pulled from band, PE, or study hall to receive intervention. Students are in intervention classes 2-3 days X 1 hour. (Tier 2) *Title I EA working with student in grade 7 5x50 min. in “Accelerated Math”. Grade 8 5x50 min. with Life Skills Math.</p> <p>High School: *The high school has included 3 math labs in their schedule for freshman and sophomore students requiring intervention. There are presently 20 students total in these three labs. *Two of these 3 labs work on a rotating schedule to allow for all L.A. and math intervention to fit into the HS schedule. * Identified students in Tier 3 using “Destination Math” for at least 1 hr. X 5 days.</p> | |
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2009-2010 EPSS

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| Study | <p>State and Compare the results with the target goal (Measurement, Analysis and knowledge management) (How much)</p> | <p>Elementary: Fall MAP assessment shows that Kindergarten is beginning the year with a 29% proficiency, Grade 1 with 60%, and Grade 2 with 39%. Grades 3-5 are 35%, 51%, and 46% respectively, with the fourth grade being the only one to meet the goal of 50-75%. (See chart)</p> <p>Middle School: Grades 6-8 are 42%, 39%, and 54% respectively, with the eighth grade being the only one to meet the goal of 50-75%.</p> <p>High School: Fall MAP assessment shows that grades 9-10 are both at or above the 50% proficiency goal.</p> | | <p>Elementary: Winter MAP assessment shows overall progression towards proficiency at all grade levels. Continue with current plan.</p> <p>Middle School: Winter MAP assessment shows an increase at grade 6, same scores at grade 7, and a slight decrease at grade 8. We have a new math teacher in the seventh and eighth grade position. We are looking for improvement in scores during the next 9 weeks. Continue with current plan.</p> <p>High School: Winter MAP assessment shows an increase in proficiency at both the 9 and 10 grade levels. We will carry on with our intervention plan.</p> | |
| | <p>Act/Plan</p> <p>If target met, change target and chose another benchmark; if not revise target goal, strategy and deployment steps to reflect changes. (Process Management)</p> | <p>Our targets have been partially met. We are counting on our changes in intervention programs, strategies, and scheduling to give us the increases that we need.</p> | | | |

DEFINITIONS:

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.

2009-2010 EPSS

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.

