



**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"/> Combined 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:
 Improve **Parent Involvement** and support of their child(ren's) academic achievement as a member of the school community. Measurement is based on the data below:

	READING		MATH
Plan	Elementary grades 3-5 from 83 % to 86%		Elementary grades 3-5 from 65 % to 72 %
	Middle School grade 6-8 from 77 % to 82 %		Middle School grades 6-8 from 52 % to 62 %
	High School grades 9-11 from 71 % to 77 %		High School grades 9-11 from 50 % to 60 %

Target Goal/Measure: Grades will score between or above 50%-75% in the proficient category on the NWEA MAP in **Reading** and **Math** after participating in the adopted curriculum and intervention strategies. Parents will become partners in their child's success by supporting the intervention programs including the Title I program. Regular education teachers, Special education teachers, Title I E.A. will communicate with 100% of parents/guardians initially through Title I Parent meetings, regular progress reports, and the scheduled Parent/Teacher conferences. Parents will be contacted for a conference at any point that a student is not participating or making progress.

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.

Stud , , Insert (or attach) data table (4.2, results) to support above target

2009-2010 EPSS

SBA	2008-09 All Students	2010 AMO*	Hispanic	Native American	ELL	Special Education	Economically Disadvantaged
Reading Gr.3-5	83%	67%	67%	67%	67%	67%	67%
Reading Gr.6-8	77%	61%	61%	61%	61%	61%	61%
Reading Gr.11	71%	64%	64%	64%	64%	64%	64%
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 READING	NWEA Beginning Step	NWEA Nearing Proficient	NWEA Proficient and Advanced
Cloudcroft Elementary	% F 09 W10 Grade K 25 No Scores Grade 1 0 0 Grade 2 6 3 Grade 3 3 0 Grade 4 0 3 Grade 5 8 4	% F 09 W10 Grade K 72 No Scores Grade 1 56 32 Grade 2 25 21 Grade 3 22 18 Grade 4 27 11 Grade 5 19 15	% F 09 W10 P A P A Grade K 4 0 No Scores Grade 1 45 0 68 0 Grade 2 67 3 60 16 Grade 3 75 0 76 6 Grade 4 52 22 64 23 Grade 5 54 19 56 26
Cloudcroft Middle School	Grade 6 0 3 Grade 7 0 0 Grade 8 7 3	Grade 6 27 12 Grade 7 27 18 Grade 8 23 22	Grade 6 64 9 33 52 Grade 7 67 6 61 21 Grade 8 63 7 75 0
Cloudcroft High School	Grade 9 8 13 Grade10 3 5	Grade 9 10 11 Grade10 21 28	Grade 9 63 20 62 14 Grade10 58 18 54 13

2009-2010 EPSS									
School MATH	NWEA Beginning Step			NWEA Nearing Proficient			NWEA Proficient and Advanced		
Cloudcroft Elementary	%	F 09	W10	%	F 09	W10	%	F 09	W10
	Grade K	16	No Scores	Grade K	55	No Scores	P A	P A	P A
	Grade 1	0	0	Grade 1	39	8	Grade K	30	0
	Grade 2	12	3	Grade 2	48	33	Grade 1	61	0
	Grade 3	9	0	Grade 3	56	42	Grade 2	40	0
	Grade 4	3	0	Grade 4	46	25	Grade 3	35	0
	Grade 5	4	0	Grade 5	50	48	Grade 4	41	11
							Grade 5	23	23
								37	15
Cloudcroft Middle School	Grade 6	6	3	Grade 6	52	48	Grade 6	36	6
	Grade 7	9	9	Grade 7	52	52	Grade 7	39	0
	Grade 8	3	6	Grade 8	43	47	Grade 8	47	7
								44	3
Cloudcroft High School	Grade 9	0	3	Grade 9	43	31	Grade 9	40	18
	Grade10	5	7	Grade10	45	35	Grade10	45	5
								50	8

ACTION PLAN (complete 1 semester at a time)

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data analysis: Leadership, School Strategic Planning, Student/Stakeholder Focus</p> <p>Use information to identify target groups (Who) Provide the source of the data (i.e. NMSBA, Short Cycle Assessment, Literacy Assessment)</p>	<p>READING Elementary: SBA results show an 8% increase from 75 to 83, surpassing our goal of 79%. Short cycle results for grade 3-5 show an increase from 81 to 86%.</p> <p>Middle School: SBA results show a decrease from 80 to 77, missing our goal of 83%</p> <p>High School: SBA results for grade 11 show an 10% decrease from 81 to 71% missing our goal of 84%.</p> <p>Scores from all schools well exceed the AMO for reading.</p> <p>MATH 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>READING Elementary: *M.O.Y DIBELS assessment shows that K and Grade 1 students are progressing to benchmark. Grade 2 slight fluctuation in intensive and strategic area, but up in benchmark. Grade 3 up in intensive and strategic area, and down in benchmark. *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 all grade levels.</p> <p>High School: *SCA results show a slight decrease in proficiency from Fall to Winter in both grades 9 and 10.</p> <p>MATH 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 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>	

Identify Strategy to be used with Target group to remedy AYP (Process Management) (What)

*All parents will be made aware that students who are not proficient in the areas of Reading and Math will be required to participate in intervention programs in these areas. Each student will be required to participate in up to one hour a day in a program above their core course. In elementary school, a student may be removed from another subject not being tested—in middle school this will be done in an extra period, in high school an elective will be replaced with an intervention elective.

Elementary:

*Documentation notebooks will be kept on each student in grades K-5. The notebook will include but is not limited to student work, grade reports, interest inventories, SBA scores, NWEA assessments.

*Elementary teachers will meet with 100% of parents of students at Parent/Teacher conferences on October 19. SBA scores as well as NWEA scores will be shared in Reading and Math.

*Progress reports will be sent home every week for students in grades 2-5.

*Intervention teachers will attend all conferences held with General Ed. teachers involving non proficient students.

Middle School:

*Documentation notebooks will be kept on each student in grades 6-8. The notebook will include but is not limited to student work, grade reports, interest inventories, SBA scores, and NWEA assessments.

*Middle school teachers will conference with all parents of students who have not shown proficiency on SBA and NWEA on or before Parent/Teacher conferences on October 19.

*All parents will be made aware that students who are not proficient in the areas of Reading and Math will be required to participate in intervention programs in these areas. Each student will be required to participate in up to one hour a day in a program above their core course. In elementary school, a student may be removed from another subject not being tested—in middle school this will be done in an extra period, in high school an elective will be replaced with an intervention elective.

Elementary:

*Winter SCA scores were shared with parents the week of Jan. 11.

Middle School:

*Winter SCA scores were shared with parents the week of Jan. 11.

High School:

*Winter SCA scores were shared with parents the week of Jan. 4.

**Person(s)
Responsible for
carrying out Plan**

*Progress reports will be sent home on a weekly basis.
 *Intervention teachers will attend all conferences held with General Ed. teachers involving non proficient students.
High School:
 *Documentation notebooks will be kept on each student in grades 9-12. The notebook will include but not be limited to student work, grade reports, interest inventories, SBA scores, NWEA assessments, and Next Step plans.
 *High school teachers will conference with all 9, 10, and 11 parents of students who have not shown proficiency on the SBA and NWEA by or during the week of Oct. 19-23.
 *Progress reports will be sent home every three weeks.
 *Intervention teachers will attend all conferences held with General Ed. teachers involving non proficient students.

Elementary School:
 Asst. Superintendent, principal, teachers, Title I EA, Special Education Coordinator, Special Education, teacher, Special Education EAs, parents.

Middle School:
 Asst. Superintendent, principal, teachers, Special Education Coordinator, Special Education, teacher, Special Education EAs, parents.

High School:
 Asst. Superintendent, principal, teachers, Special Education Coordinator, Special Education, teacher, Special Education EAs, parents.

Elementary School:

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

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

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

2009-2010 EPSS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan</p>	<p>Resources Available</p>	<p>Elementary: Textbooks: \$16,477. EI/MS/HS Title I: \$ 112,621. K-5 Special Education: \$6516. 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. 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: EI/MS/HS \$3857. (No Carryover added) Title I: \$33,552 K-5 Special Education: \$1014. All Title II: \$39,624. (After Carryover) Title III: \$ 0. All (Used by REC) School Health/Safety: Oper. \$ CATCH: \$350. 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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Plan	Resources Needed	<p>Elementary: (\$Expended) Textbooks: \$19954. EL/MS/HS 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: Above 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: \$79,069. 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>*August 13-14 Staff In-Service on EPSS, SBA, AYP, Student documentation notebooks. *October 12 Staff In-Service on EPSS, Sharing data with parents, Testing Training, Rigor and Relevance.</p>		<p>*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 building principals. *CPR/First Aid training in Feb. for CDL and activity drivers. Steve Grulke</p>	

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Plan	<p>Parent and Community Involvement</p>	<ul style="list-style-type: none"> *Attend Parent/Teacher conferences to receive proficiency information. *Parents will be encouraged to visit with students about their documentation notebooks. *Parents will be encouraged to review progress reports with their students and contact teachers with concerns. *Parents will be encouraged to attend conferences. *Elem/MS PAC Meeting? *HS PAC Meeting 2nd Wednesday of each month. 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *Elem/MS Spelling Bee Jan. 7 *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. *CHS\$CASH\$ Night-2/16 *CHS Awards-5/4 *Senior Awards' Night-5/10 *Graduation-5/29 	
Do	<p>Identify the deployment steps or activity to implement strategy (Process Management) (How)</p>	<ul style="list-style-type: none"> *Students will participate in Fall NWEA testing sessions. With SBA score, this will begin the documentation for the school year. *Teachers will meet with parents at conferences and share proficiency information. Documentation notebooks will be explained. *Teachers will help students form goals using this data. *Students will participate in appropriate programs. *Progress reports will be sent home on a regular basis. *Conferences will be scheduled as needed. 		<p>Elementary:</p> <ul style="list-style-type: none"> *Winter SCA scores were shared with parents the week of Jan. 11. <p>Middle School:</p> <ul style="list-style-type: none"> *Winter SCA scores were shared with parents the week of Jan. 11. <p>High School:</p> <ul style="list-style-type: none"> *Winter SCA scores were shared with parents the week of Jan. 4. *Progress reports will b sent home on a regular basis. *Conferences will be scheduled as needed. 	

State and Compare the results with the target goal (Measurement, Analysis and knowledge management) (How much)

READING

Elementary:

Fall MAP assessment shows that Kindergarten is beginning the year with a 4% proficiency, Grade 1 with 45%, and Grade 2 with 69%. Grades 3-5 have all accomplished the goal of achieving 50-75% proficiency.

Middle School:

Fall MAP assessment shows that grades 6-8 are all at the upper end of our 75% proficiency goal.

High School:

Fall MAP assessment show that grades 9-10 are both at or above the upper goal of 75% proficiency.

MATH

Elementary:

Fall MAP assessments 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%.

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%.

High School:

Fall MAP assessment shows that grades 9-10 are both at or above the 50% proficiency goal.

READING

Elementary:

Winter SCA assessment shows overall progression towards proficiency at all grade levels. Continue with current plan.

Middle School:

Winter SCA assessment shows overall progression at all grade levels. Continue with current plan.

High School:

Winter SCA assessment shows a slight decrease at both grade levels. Decrease can be attributed to fewer students being tested and five students testing under their capacities.

MATH

Elementary:

Winter SCA assessment shows overall progression towards proficiency at all grade levels. Continue with current plan.

Middle School:

Winter SCA 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.

High School:

Winter SCA assessment shows an increase in proficiency at both the 9 and 10 grade levels. We will carry on with our intervention plan.

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Act/Plan	<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>READING Data suggests that programs and interventions in place at the beginning of the school year are meeting expectations.</p> <p>MATH Our targets have been partially met. We are counting on our changes in intervention programs, strategies, and scheduling to give us the increases we need.</p>		
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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.
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.

2009-2010 EPSS

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.