

**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"/> <b>XXCombined EPSS</b>	District: Cloudcroft	School: n/a	Date: 10/09	School Year: <b>2009-2010</b>
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 **Reading** will increase as specified in the chart below:

- Elementary grades 3-5 from 83 % to 86 %
- Middle school grade 6-8 from 77 % to 82 %
- High School grades 9-11 from 71 % to 77 %

**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 reading 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 graduation rate, SPP Indicator(s), attendance, discipline...)

2009-2010 EPSS

SBA	2008-09 All Students	2010 AMO*	Hispanic	Native American	ELL	Special Education	Econ Dis
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%

\*based on grade configuration AMO numbers

School	NWEA Beginning Step	NWEA Nearing Proficient	NWEA Proficient and Advanced
<b>Cloudcroft Elementary</b>	% 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
<b>Cloudcroft Middle School</b>	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
<b>Cloudcroft High School</b>	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

School	2009 -2010 DIBELS % Intensive					2009-21010 DIBELS % Strategic					2009-2010 DIBELS % Benchmark				
	K	1	2	3		K	1	2	3		K	1	2	3	
<b>Cloudcroft Elementary School</b>															
<b>B.O.Y.</b>	20	4	15	9		40	28	18	18		40	68	67	72	
<b>M.O.Y.</b>	8	4	20	15		21	4	9	21		71	92	71	64	
<b>E.O.Y.</b>															

2009-2010 EPSS

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

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p><b>Data analysis: Leadership, School Strategic Planning, Student/Stakeholder Focus</b></p> <p><b>Use information to identify target groups (Who)</b></p> <p><b>Provide the source of the data (i.e. NMSBA, Short Cycle Assessment, Literacy Assessment)</b></p>	<p><b>Elementary:</b> SBA results show an 8% increase from 75 to 83, surpassing our goal of 79%. Short Cycle results for grades 3-5 show an increase from 81 to 86%.</p> <p><b>Middle School:</b> SBA results show a decrease from 80 to 77, missing our goal of 83%.</p> <p><b>High School:</b> 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><b>Elementary:</b> *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><b>Middle School:</b> *SCA results show an increase in proficiency from Fall to Winter at all grade levels.</p> <p><b>High School:</b> *SCA results show a slight decrease in proficiency from Fall to Winter in both grades 9 and 10.</p>	

<p>Plan</p>	<p><b>Identify Strategy to be used with Target group to remedy AYP (Process Management) (What)</b></p>	<p><b>Elementary:</b>                  *All students will participate in a school-wide Title I "Comprehensive Literacy" program.                  *All students will participate in the core reading/language/writing programs. (Tier 1)                  *Non proficient students will participate in (supplemental or intensive intervention) to improve proficiency level to 67% in the first quarter. (Tier 2 and 3)                  *CATCH K-5 PE program                  *School Health/Safety programs and training will ensure that our students are emotionally ready to learn.</p> <p><b>Middle School:</b>                  *All students will participate in the core language/writing programs.                  *Non proficient students will participate in (supplemental or intensive intervention) to improve proficiency level to 57% in the first quarter. (Tier 2 and 3)                  *School Health/Safety programs and training will ensure that our students are emotionally ready to learn.</p> <p><b>High School:</b>                  *All students will participate in the core literature program.                  *Non proficient students will participate in (supplemental or intensive intervention)</p>	<p><b>Elementary:</b>                  *"Read Well" is being used as the core reading program at K-1. Harcourt, "Shurley Method", and "Step Up to Writing" are being implemented at 2-5. All teachers are being trained to use Literacy best practices within in the classroom with all students. <i>Read Alouds</i> are being perfected in all classes and <i>Shared Reading</i> is in initial stages. (Tier 1)                  *16 elementary students are participating in the "Wilson Reading Program". (Tier 2 and 3)                  * All elementary students use reading skills in our CATCH physical education program.                  *Students will be trained in bus safety procedures during this nine weeks.</p> <p><b>Middle School:</b>                  *"Holt" and "Step Up to Writing" are being used as the core reading programs. (Tier 1)                  *Approximately 20 students have been identified for additional intervention.                  *5 middle school students are participating in the "Wilson" or "Lexia" programs. (Tier 3)                  *Students will be trained in bus safety procedures during this nine weeks.</p> <p><b>High School:</b>                  *All students will participate in McDougall in Eng I-IV. (Tier 1)                  *Freshman and sophomore language arts labs have been added to the high school schedule. (Tier 2)</p>	<p><b>Elementary:</b>                  *DIBELS issues at grade 3 have been Identified as personal student issues.                  *"Read Well is being used as the core reading program at K-1. Harcourt, "Shurley Method", and "Step Up to Writing" are being implemented at 2-5.                  *Teachers continue training Comprehensive Literacy best practices for all students. <i>Shared Reading</i> training is continuing.                  *All teachers have been trained in DRA and have begun assessing students. (Tier 1)                  *_elementary students are participating in the "Wilson Reading Program". (Tier 2 and 3)                  *Elementary students continue to participate in improving reading skills in the CATCH program.                  *CPR/First Aid training</p> <p><b>Middle School:</b>                  *"Holt" and "Step Up to Writing" are being used as the core programs. (Tier 1)                  *Approximately 20 students have been identified for additional intervention. One student using "My Reading Coach". (Tier 2)                  *CPR/First Aid Training</p> <p><b>High School:</b>                  *All students will participate in McDougall in Eng I-IV. (Tier 1)                  *Freshmen and sophomore language arts labs have been added to the high school schedule. (Tier 2)                  *Tier 3 students are receiving academic support in regular English classes.                  *CPR/First Aid training                  *The CTE program in Agriculture Education and Mechanics includes ability to individualize a skill development program which supports reading objectives at a variety of levels.                  *The CTE program in Food Pro preparing for food prep competitions which supports reading standards at a variety of levels.</p>	
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<p>Plan</p>	<p>Person(s) Responsible for carrying out Plan</p>	<p>To improve proficiency level to 60% in the first quarter. (Tier 2 and 3)                  *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 reading to students involved.</p> <p><b>Elementary:</b>                  Asst. Superintendent, principal, teachers, Title I EA, Special Education Coordinator, Special Education teacher, Special Education EAs, volunteers, speech therapist, contracted professional development provider.</p> <p><b>Middle School:</b>                  Asst. Superintendent, principal, teachers, Special Education Coordinator, Special Education teacher, Special Education EAs, speech therapist, volunteers.</p> <p><b>High School:</b>                  Asst. Superintendent, principal, teachers, Special Education Coordinator, Special Education teachers, Special Education EA, Speech therapist, volunteers.</p>	<p>*Tier 3 students are receiving academic support in regular English classes.                  *Students will be trained in bus safety procedures during this nine weeks.                  *The CTE program in Agriculture Education and Mechanics includes ability to individualize a skill development program which supports reading objectives at a variety of levels.</p> <p><b>Elementary:</b>                  Asst. Superintendent, principal, teachers, Title I EA, Special Education Coordinator, Special Education teacher, Special Education EAs, volunteers, speech therapist, contracted professional development provider.</p> <p><b>Middle School:</b>                  Asst. Superintendent, principal, teachers, Special Education Coordinator, Special Education teacher, Special Education EAs, speech therapist, volunteers.</p> <p><b>High School:</b>                  Asst. Superintendent, principal, teachers, Special Education Coordinator, Special Education teachers, Special Education EA, Speech therapist, volunteers.</p>	<p><b>Elementary:</b>                  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><b>Middle School:</b>                  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><b>High School:</b>                  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

Plan	Resources Available	<p><b>Elementary:</b>  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.  <b>Middle School:</b>  Textbooks: Above  Special Education: Above  Title II: Above  Title III: Above  Title IV: \$1383.  School Health/Safety: Oper. \$  <b>High School:</b>  Textbooks: Above  Special Education: Above  Title II: Above  Title III: Above  Title IV: Above  School Health/Safety: Oper.\$  CTE: \$3140.</p>	<p><b>Elementary:</b>  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.  <b>Middle School:</b>  Textbooks: Above  Special Education: Above  Title II: Above  Title III: Above  Title IV: \$1383.  School Health/Safety: Oper. \$  <b>High School:</b>  Textbooks: Above  Special Education: Above  Title II: Above  Title III: Above  Title IV: Above  School Health/Safety: Oper.\$  CTE: \$3140.</p>	<p><b>Elementary: (Available)</b>  Textbooks: EI/MS/HS \$-3857.52(No carryover added)  Title I: \$33552.  Special Education: \$1014.24  Title II: \$39624. (After carryover)  Title III: \$0. (Used by REC)  School Health/Safety: Oper. \$  CATCH: \$350.00  <b>Middle School:</b>  Textbooks: Above  Special Education: Above  Title II: Above  Title III: Above  Title IV: \$0.  School Health/Safety: Oper. \$  <b>High School:</b>  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

Plan	<b>Resources Needed</b>	<p><b>Elementary:</b> (\$Expended)  Textbooks: :\$19954. EI/MS/HS  Title I: \$7967.  Special Education:\$1905.  Title II: \$7972.  Title III: \$160.00 (shared)  School Health/Safety:  <b>CATCH:</b>  <b>Middle School:</b>  Textbooks: Above  Special Education: Above  Title II: Above  Title III: Above  Title IV:  School Health/Safety:  <b>High School:</b>  Textbooks: Above  Special Education: Above  Title II: Above  Title III: Above  Title IV:  School Health/Safety:  CTE:</p>		<p><b>Elementary:</b> (\$Expended)  Textbooks: : \$19954. (-\$3857.52)  Title I: \$79069.  Special Education: \$5502.  Title II: \$9375.  Title III: \$160.00 (shared)  School Health/Safety:  <b>CATCH:</b> \$150.  <b>Middle School:</b>  Textbooks: Above  Special Education: Above  Title II: Above  Title III: Above  Title IV: \$1383.  School Health/Safety:  <b>High School:</b>  Textbooks: Above  Special Education: Above  Title II: Above  Title III: Above  Title IV: Above  School Health/Safety:  CTE:</p>	
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**Professional Development**  
**(provide date, content and trainer scheduled for this strategy or associated activities**  
**(Faculty /Staff Stakeholder Focus)**

**Elementary:**  
 \*Comprehensive Literacy-School-wide Title I- 8/09-5/09, Yvonne Shay, Principal, Teachers and EAs K-5.  
 \* DIBELS testing training-9/09, Sue Cook, Title I EA, K-5 teachers.  
 \*DRA training- 10/09, Yvonne Shay, Title I EA, K-5 teachers.  
 \*Supporting Data-Driven and Evidence Based Practices to Improve Student Outcomes-9/17, Jim Miles, Amy Lane.  
 \*Elementary Literacy Series- 10/7, REC IX, K-5 teachers.  
 \*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, Data Sharing-10/12, Amy Lane, K-12 teachers and EAs.  
 \*School Health/Safety-N/A  
**Middle School:**  
 \* Possible training for LA intervention teachers in use of progress monitoring tool.  
 \*Supporting Data-Driven and Evidence Based Practices to Improve Student Outcomes-9/17, Jim Miles, Amy Lane.  
 \*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  
**High School:**  
 Possible training for LA intervention teachers in use of progress monitoring tool.  
 \*School Health/Safety-N/A  
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 \*Teacher In-Service Rigor and Relevance, Testing Training, Data Sharing-10/12, Amy Lane, K-12 teachers and EAs.

**Elementary:**  
 \*Comprehensive Literacy-School-wide Title I- 8/09-5/09, Yvonne Shay, Principal, Teachers and EAs K-5.  
 \*Sheltered Instruction Observation Protocol-10/26-27, REC IX, Amy Lane ?.  
**Middle School:**  
 \* Possible training for LA intervention teachers in use of progress monitoring tool.  
 \*Sheltered Instruction Observation Protocol-10/26-27, REC IX, Amy Lane ?.  
**High School:**  
 \*Possible training for LA intervention teachers in use of progress monitoring tool.  
 \*Sheltered Instruction Observation Protocol-10/26-27, REC IX, Amy Lane ?.

**Elementary:**  
 \*Continuing Textbook adoption research to encourage synchronization with C.L. training. Amy Lane  
 \*Comprehensive Literacy-School-wide Title I training- 3/9-10, 4/22-23 Yvonne Shay  
 \*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  
**Middle School:**  
 \* Possible training for LA intervention teachers in use of DRA. Amy Lane  
 \*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  
**High School:**  
 \*Possible training for LA intervention teachers in use of DRA. Amy Lane  
 \*Teacher observations. Amy Lane and Principal  
 \*SIOP training on web link. Training to be determined. Amy Lane  
 \*CPR/First Aid training in Feb. for CDL and Activity drivers. Steve Grulke

2009-2010 EPSS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plan</b></p>	<p style="text-align: center;"><b>Parent and Community Involvement</b></p>	<p>*CTE-Implementing Data Driven Curriculum-9/17, Jim Miles, Amy Lane.                  *Teacher In-Service Rigor and Relevance, Testing Training, EPSS, Data Sharing-10/12, Amy Lane, K-12 teachers and EAs.</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 reading 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 &amp; 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 2<sup>nd</sup> Wednesday of each month                  *Elementary/MS First Nine Weeks Honor Roll, Oct. ?                  *Nov. 16 High School Senior Parent Night</p>	<p>*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.</p>	
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Do

**Identify the deployment steps or activity to implement strategy ( Process Management) (How)**

**Elementary:**  
 \*Use spring NWEA data, SBA scores, and DIBELS scores to develop a list of students not proficient in Reading.  
 \*Begin school-wide Title I Comprehensive Literacy program to instruct all K-5 students.  
 \*Identify students who would benefit from more intensive reading instruction (Tier 2 and 3) develop schedules.  
 \*Begin intervention programs for identified students to include additional service up to one hour a day.  
**Middle School:**  
 \*Use spring NWEA data and SBA scores to develop a list of students not proficient in Reading.  
 \*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.

**Elementary:**  
 \*Educational Assistant working with identified students in grades K,2,3,4-"Foundations". 3 days X 30m. to 1 hr.(Tier 2)  
 \*Special Education teacher working with identified K,1,2,4,5-"Wilson ". 4 days X 30-40m. (Tier 3)  
**Middle School:**  
 \*Fifth grade teacher providing intervention to identified fifth grade students up to one hour daily. Teacher reteaches, works on study skills, helps with missing assignments. Students are pulled from band, PE, or computers to receive intervention.  
 \*Sixth grade language arts teacher provides intervention to identified sixth grade students up to one hour daily. Teacher reteaches, works on study skills, helps with missing assignments. Students are pulled from band, PE, or computers to receive intervention.  
 \* Identified students in seventh and eighth grade receive intervention from the language arts teacher and Asst. Super. Teachers focus on "Step Up to Writing", missing assignments, comprehension, and test-taking

**Elementary:**  
 \*Educational Assistant working with identified students in grades K,2,3,4-"Foundations". 3 days X 30m. to 1 hr. (Tier 2)  
 \*Special Education teacher working with identified K,1,2,4,5-"Wilson ". 4 days X 30-40m. (Tier 3)  
**Middle School:**  
 \*Fifth grade teacher providing intervention to identified fifth grade students up to one hour daily. Teacher reteaches, works on study skills, helps with missing assignments. Students are pulled from band, PE, or computers to receive intervention.  
 \*Sixth grade language arts teacher provides intervention to identified sixth grade students up to one hour daily. Teacher reteaches, works on study skills, helps with missing assignments. Students are pulled from band, PE, or computers to receive intervention.  
 \* Identified students in seventh and eighth grade receive intervention from the language arts teacher and Asst. Super. Teachers focus on "Step Up to Writing", missing assignments, comprehension, and test-taking skills. Students are pulled from band, PE, or study hall to receive intervention. Students are in intervention classes 2-3 days X 1 hour.  
**High School:**  
 \*The high school has included 2 language labs in their schedule for freshman and sophomore students requiring intervention. There are presently 10-15 students total in these two labs.  
 \*These labs work on a rotating schedule to allow for all L.A. and math intervention to fit into the HS schedule.

<p><b>Study</b></p>	<p><b>State and Compare the results with the target goal (Measurement, Analysis and knowledge management) (How much)</b></p>	<p><b>High School:</b>                  *Use spring NWEA data and SBA scores to develop a list of students in grades 9-10 who are not proficient in Reading.                  *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><b>Elementary:</b>                  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. (See chart)</p> <p><b>Middle School:</b>                  Fall MAP assessment shows that grades 6-8 are all at the upper end of our 75% proficiency goal.</p> <p><b>High School:</b>                  Fall MAP assessment shows that grades 9-10 are both at or above the upper goal of 75% proficiency.</p> <p>Data suggest that programs and interventions in place at the beginning of the school year are meeting expectations.</p>	<p>skills. Students are pulled from band, PE, or study hall to receive intervention. Students are in intervention classes 2-3 days X 1 hour.</p> <p><b>High School:</b>                  *The high school has included 2 language labs in their schedule for freshman and sophomore students requiring intervention. There are presently 10-15 students total in these two labs.                  *These labs work on a rotating schedule to allow for all L.A. and math intervention to fit into the HS schedule.</p>	<p><b>Elementary:</b>                  Winter MAP assessment shows overall progression towards proficiency at all grade levels. Continue with current plan.</p> <p><b>Middle School:</b>                  Winter MAP assessment shows overall progression at all grade levels. Continue with current plan.</p> <p><b>High School:</b>                  Winter MAP assessment shows a slight decrease at both grade levels. Decrease can be attributed to fewer students being tested and five students testing under their capabilities. Continue with current plan.</p>	
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**2009-2010 EPSS**

<b>Act/Plan</b>	<p><b>If target met, change target and chose another benchmark; if not revise target goal, strategy and deployment steps to reflect changes.</b> (Process Management)</p>	<p>Our targets have been met, we will continue with the plan.</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.
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.

## 2009-2010 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.