

Taos Municipal Schools

**Educational Plan for Student Success
District Wide Plan**

2008-2009 School Year

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TABLE OF CONTENTS

	Page
Vision and Mission Statement.....	3
Executive Summary.....	4 - 5
Analysis of Data.....	6 – 8
2008-2009 EPSS Goals.....	9
Goal 1.....	10 – 21
Goal 2.....	22 – 32
Attachment – Percent Proficiency in Math.....	33
Attachment – Percent Proficiency in Reading.....	34

VISION

All students will be prepared to succeed as productive individuals in society.

MISSION

The mission of the Taos Municipal Schools Central Administration is to use effective and positive communication to support and foster student learning.

EXECUTIVE SUMMARY

Taos Municipal Schools is a District located in north central New Mexico with a 2008-2009 School Year enrollment of **2,719** students in grades pre-kindergarten through twelfth grade. The District has three elementary schools (Ranchos, Enos Garcia, and Arroyos del Norte Elementary Schools), Taos Middle School, Taos High School, Chrysalis Alternative School, Cyber Magnet School, and one off-site membership program, Casa de Corazon Residential and Day Treatment Center. The staff consist a total of 393 employees as follows:

- **65 Level I Teachers**
- **96 Level II Teachers**
- **41 Level III Teachers**
- **171 Non-Certified (Educational Assistants, Bookkeepers and Secretaries, Custodial and Maintenance, Student Nutrition, Bus Contractors and other support staff)**
- **20 Administrators**

Taos Municipal Schools Student membership as of the 40th day numbered 2,719 with the following demographics:

- **185 Native Americans**
- **28 Asian**
- **18 Black**
- **2,101 Hispanic**
- **387 Caucasian**

Population according to gender is as follows:

- **1,283 Females**
- **1,436 Males**

The District EPSS was developed and will be implemented with team commitment, support, and focus. The Instructional Council was instrumental in the development and consists of the Director of Instruction and Coordinators of Special Education, Federal Programs, Health Services, and Student Nutrition. The Director of Human Resources and the Data Specialist provided data to support the EPSS. These administrators as members of the Administrative Council will work with the Instructional Council and school principals to fully implement and support the District EPSS.

In order to develop a relevant and effective EPSS, the Instructional Council analyzed the 2008 data from the MAP (spring data) and the 2007-2008 New Mexico Standards Based Assessment (NMSBA). This data revealed a District portrait of both strengths and challenges for students, teachers, and parents.

As per the 2008-2009 School Accountability Report (Statistics based on data from 2007-2008), the following school ratings and designations were given to the following schools:

- **Arroyos del Norte did not meet AYP and was given a SI-1 designation**
- **Enos Garcia Elementary did not meet AYP and received an SI-2 designation**
- **Ranchos Elementary School did not meet AYP and received a progressing designation**
- **Taos Middle School did not meet AYP and received a R-1 designation**
- **Taos High School did not meet AYP and received a R-1 designation**
- **Chrysalis Alternative School did not meet AYP and received a CA designation**
- **Taos Cyber Magnet School met AYP and received a progressing designation**

In analyzing the data, goals were identified and targeted to directly address the academic (reading and math) areas. Taos Municipal Schools will also be analyzing the data for participation rates, attendance, and graduation rate, which present challenges for the school community of our District.

The goals outlined in this EPSS will be implemented with a variety of strategic actions and activities that support individual District schools to meet all students' educational needs, including students with disabilities and those who are culturally and linguistically diverse.

ANALYSIS OF DATA

The New Mexico Public Education Department (PED) uses the following indicators to measure Adequate Yearly Progress (AYP): Content area, test participation, and performance data are examined by three grade spans: Elementary, Middle and High School. The grade spans are the same for all districts and may not correspond with the configurations of the schools in the district. The grade spans contain the following grades: Elementary (K-5), Middle (6-8), and High School (9-12). A district shall be identified as Not Making AYP when it does not make AYP in either subject areas (reading/language arts or mathematics) in ANY grade span OR fails to meet either additional indicator (attendance or graduation) in ANY grade span.

For two consecutive years, the areas of improvement for the Taos Municipal School District were in reading and/or math in all three-grade spans (Elementary, Middle, and High School).

Analysis of the spring 2008 Measures of Academic Progress (MAP) for the Taos Municipal Schools District (TMSD) revealed the following areas of strength:

Grades 3, 4, and 5

- ✓ **Grades 3 and 4 exceed the national growth rate in General Science and Concepts & Processes.**
- ✓ **Grade 5 exceeds the national growth rate in Math, Reading, General Science and Concepts & Processes**

Grades 6, 7, and 8

- ✓ **Grade 6 exceeds the national growth rate in Math, Reading, General Science, and Concepts & Processes.**
- ✓ **Grade 7 exceeds the national growth rate in Math and Reading.**
- ✓ **Grade 8 exceeds the national growth rate in Math, Reading, and Concepts & Processes.**

Grades 9, 10, and 11

- ✓ **Caucasian students in grades 9 & 10 exceeded the national growth rate in Math, Reading, and General Science.**

Analysis of the 2007-2008 New Mexico Standard Based Assessment for the Taos Municipal Schools District revealed the following areas of strength:

Grades 3, 4, and 5

- ✓ **All students met the AYP Participation Rate at 98.5%.**
- ✓ **Students with disabilities met the AYP Participation Rate at 95.6%.**
- ✓ **English Language Learners (ELL) met the AYP Participation Rate at 100%.**
- ✓ **Economically disadvantaged students met the AYP Participation Rate of 98.5%.**
- ✓ **Student Attendance Rate surpassed AYP with 94.6%.**
- ✓ **Caucasian students met AYP in Reading and Math.**

Grades 6, 7 and 8

- ✓ **All students met the AYP Participation Rate at 98.5%.**
- ✓ **Students with disabilities met the AYP Participation Rate at 99%.**
- ✓ **English Language Learners (ELL) met the AYP Participation Rate at 100%.**
- ✓ **Economically disadvantaged students met the AYP Participation Rate of 98.5%.**

Grade 11

- ✓ **All students met the AYP Participation Rate at 100%.**
- ✓ **Economically disadvantaged students met the AYP Participation Rate of 100%.**
- ✓ **All students met AYP in Reading.**
- ✓ **Caucasian students met AYP in Reading and Math.**
- ✓ **Economically disadvantaged students met AYP in Math and Reading.**

Analysis of the 2007-2008 New Mexico Standard Based Assessment for the Taos Municipal Schools District revealed the following areas for growth:

Grades 3, 4 and 5

- ✓ **All students did not meet AYP Proficiency Goal in Math and Reading.**
- ✓ **Hispanic students did not meet AYP Proficiency Goal in Math and Reading.**
- ✓ **Students with disabilities did not meet AYP Proficiency Goal in Math and Reading.**
- ✓ **English Language Learners (ELL) did not meet AYP Proficiency Goal in Math and Reading.**
- ✓ **Economically disadvantaged students did not meet AYP Proficiency Goal in Math and Reading.**

Grades 6, 7 and 8

- ✓ **All students did not meet AYP Proficiency Goal in Math.**
- ✓ **Hispanic students did not meet AYP Proficiency Goal in Math and Reading.**
- ✓ **Native American students did not meet AYP Proficiency Goal in Math and Reading.**
- ✓ **English Language Learners (ELL) did not meet AYP Proficiency Goal in Reading.**
- ✓ **Students with disabilities did not meet AYP Proficiency Goal in Math and Reading.**
- ✓ **Economically disadvantaged students did not meet AYP Proficiency Goal in Math.**
- ✓ **Native American students did not meet participation rate (94.5%).**

Grade 11

- ✓ **All students did not meet AYP Proficiency Goal in Math.**
- ✓ **Hispanic students did not meet AYP Proficiency Goal in Math and Reading.**
- ✓ **Native American students did not meet AYP Proficiency Goal in Math or Reading.**
- ✓ **Students with disabilities did not meet AYP Proficiency Goal in Math and Reading.**

2008-2009 EPSS Goals

Goal 1: The Taos Municipal Schools (TMS) will increase the percentage of students scoring at proficiency in Math MAP as follows:

1. Students in grades 3-5 will increase proficiency from 47.7% to 50% as measured by the Measurement of Academic Progress (MAP).
2. Students in grades 6-8 will increase proficiency from 16.3% to 41% as measured by the Measurement of Academic Progress (MAP).
3. Students in grades 9-12 will increase proficiency from 33.81% to 46% as measured by the Measurement of Academic Progress (MAP).

Goal 2: The Taos Municipal Schools (TMS) will increase the percentage of students scoring at proficiency in Reading MAP as follows:

1. Students in grades 3-5 will increase proficiency from 49.9% to 63% as measured by the Measurement of Academic Progress (MAP).
2. Students in grades 6-8 will increase proficiency from 45.4% to 57% as measured by the Measurement of Academic Progress (MAP).
3. Students in grades 9 -12 will increase proficiency from 67.8% to 70%% as measured by the Measurement of Academic Progress (MAP).

Goal 1: The Taos Municipal Schools (TMS) will increase the percentage of students scoring at proficiency in Math by at least 19%.

1. Students in grades 3-5 will increase proficiency in Math from 31.5% to 50% as measured by NMSBA.
2. Students in grades 6-8 will increase proficiency in Math from 26.6% to 41% as measured by NMSBA.
3. Students in grade11 will increase proficiency in Math from 35.4% to 46% as measured by NMSBA.

Goal 2: Taos Municipal Schools (TMS) will increase the percentage of students scoring at proficiency in Reading by at least 13%.

1. Students in grades 3-5 will increase proficiency in Reading from 55.3% to 63% as measured by NMSBA.
2. Students in grades 6-8 will increase proficiency from 47.5% to 57% as measured by NMSBA.
3. Students in grade 11 will increase proficiency from 57.5% to 70% as measured by NMSBA.



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

Use the mouse to move from field to field.

This is a <input checked="" type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Combined EPSS	District: Taos	School:	Date: 7/11/2008	School Year: 2008/2009
Prior Year Status: None (Met AYP)		Current Year Status: SI-1 Delay		

Plan	<p>Overall Goal 1-1: (1.1,1.4,2.2,3.4,4.1,Leadership/Strategic Planning)</p> <p>The Taos Municipal Schools (TMS) will increase the percentage of students scoring at proficiency in <u>math</u>.</p> <p>Target Goal/Measure: (1.1, 1.5, 2.10, 3.6, 4.2, Leadership Strategic Planning) (Selection of a school wide goal must be based upon instructional need and must be supported by data. State clearly how this goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of Special Education, ELL or FRL(FARM) populations must have a goal representing these groups)</p> <p>The percentage of students scoring proficient on the 2008 (Spring) Math MAP will increase as follows:</p> <ul style="list-style-type: none"> Elementary grades 3-5 from 47.7% to 50% Middle school grade 6-8 from 16.3% to 41% High School grade 9 -11 from 33.81% to 46% <p>The percentage of students scoring proficient in Math will increase by at least 19% as measured by the NMSBA.</p> <ul style="list-style-type: none"> Elementary grades 3-5 from 31.5% to 50% Middle school grade 6-8 from 26.6% to 41% High School grade 11 from 35.4% to 46%
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Insert (or attach) data table (4.2, results) to support above target

Study

Math (MAP)	2008 Spring (all)	2009 AMO*	Caucasian	Hispanic	Native American	ELL	SPED	Economically Disadvantaged
gr. 3-5	47.7%	50%	47.2%	31.5%	35.5%	22.3%	20.4%	47.7%
gr. 6-8	16.3%	41%	46.7%	13.5%	0%	10.1%	5.8%	16.3%
gr. 9-11	33.81%	46%	23.5%	24.5%	25.6%	5.6%	6.75%	33.81%
Math (NMSBA)	2008 Spring (all)	2009 AMO*	Caucasian	Hispanic	Native American	ELL	SPED	Economically Disadvantaged
gr. 3-5	31.5%	50%	46.3%	31.5%	35.5%	22.3%	20.4%	31.5%
gr. 6-8	26.6%	41%	49.2%	13.5%	0%	10.1%	5.8%	26.6%
gr. 11	35.4%	46%	75.7%	24.5%	25.6%	5.6%	6.75%	35.4%

Data analysis:
 (4.3,4.4, Leadership,
 School Strategic
 Planning,
 Student/Stakeholder
 Focus) Use information
 to identify target
 groups (Who) Provide
 the source of the data
 (i.e. NMSBA, Short
 Cycle Assessment,
 Literacy Assessment

The data was collected and analyzed from the spring 2008 Measures of Academic Progress (MAP) and the 2008 New Mexico Standards Based Assessment (NMSBA). Specific data analysis of subgroups was reviewed. Based on the Math data analysis, the following target groups were determined as priority for 2008-2009:

MAP – Short Cycle Assessment

Grades 3 -5

1. Caucasian Students
2. Hispanic Students
3. Native American Students
4. English Language Learners
5. Special Education Students
6. Economically Disadvantaged Students

Grades 6 - 8

1. Hispanic Students
2. Native American Students
3. English Language Learners
4. Special Education Students
5. Economically Disadvantaged Students

Grades 9 - 11

1. Caucasian Students
2. Hispanic Students
3. Native American Students
4. English Language Learners
5. Special Education Students
6. Economically Disadvantaged Students

New Mexico Standards Based Assessment (NMSBA)

Grades 3 - 6

1. Caucasian Students
2. Hispanic Students
3. Native American Students
4. English Language Learners
5. Special Education Students
6. Economically Disadvantaged Students

Grades 6- 8

1. Hispanic Students
2. Native American Students
3. English Language Learners
4. Special Education Students
5. Economically Disadvantaged Students

Grade 11

1. Hispanic Students
2. Native American Students
3. English Language Learners
4. Special Education Students
5. Economically Disadvantaged Students

Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)

Posttest data from the 2007-2008 New Mexico Standards Based Assessment (NMSBA) will be provided to all principals identifying students who are at beginning step and nearing proficiency. Measures of Academic Progress (MAP) data will also be provided in the fall, winter and spring. All students not proficient will be targeted.

Elementary Schools

RTI is being implemented at the Tier I and Tier III levels in Math. Tier II interventions in Math are presently being worked out by grade level teams. A systematic way of identifying Tier I and Tier II students as well as a method for logging Tier I interventions school wide has been put in place. Our need for Tier II interventions far exceeds the Three-Tier Model, which states that only a small percentage (5-10%) of students will need this level of intervention. Teachers are using a variety of strategies in the classroom to help struggling students. First, we are implementing a strong math curriculum, Math Expressions, with fidelity, which is one of the requirements of Tier I. Teachers are also using a variety of appropriate research-based instructional strategies to help struggling students. In addition, students in grades 2-5 take the MAP three times a year as part of a universal screening/ assessment at Tier I. We are also a pilot site for the new DIBELS/IDEL math screening tool. Tier II strategies outside the classroom also include the use of Accelerated Math in the classroom and during the Computer Activity time. Additionally, the district is considering using Title I staff differently in an effort to provide Tier II Math interventions. Tier III include Special Education resources and BMS (Behavior Management Specialists). Tier I interventions in Math include re-teaching, small group instruction, additional instruction in targeted areas as indicated by the MAP (such as math vocabulary) memory drills (math facts), peer tutoring, math manipulatives, after school tutoring, and parent involvement.

Middle School

RTI at Taos Middle School is provided through two methods; the first through core classes with differentiated instruction and the second as an additional class (math study skills). The three tiers in math are organized by the following:

- Tier I: Holt Course 1-3 Pre-Algebra, Algebra, Geometry, RRPSE – Read, Restate, Problem Solve, Explain, Focus on gap areas indicated by the NWEA MAP data spring 08 – Numbers and Operations, Measurement, PDSAs aligned to gap area to determine effectiveness of high yield strategies in the classroom
- Tier II: Offer additional intervention classes to students that are scoring below proficiency, Holt intervention online learning
- Tier III: 6th grade Spectrum Math, Holt-Math in Context and Math Odyssey

High School

RTI at Taos High School is provided through two methods; the first through core classes with differentiated instruction and the second as an additional class (math study skills). This includes:

- Asking students to explain their thinking on problems on which they show misconceptions
- Going back over problems, or topics which assessment has shown several students have misunderstood
- Requiring students to come to after-school tutoring if they need additional help
- Reforming work groups to get peer to peer support

However, the largest single effort is based around the use of the Math class and Math lab. These classes are targeted to students whose Math skills are below 6th grade math level and uses a middle school math curriculum to establish the concepts required for success in high school math curricula. This course is open to all students, and currently has 9th, 10th and 11th grade students.

		<p>Chrysalis Alternative School</p> <p>Many of the students have participated in a variety of RTI programs in their original school placements. These interventions have included formal math interventions, behavioral/mental health support for students and families, change of placements in classes, grade levels, and credit recovery programs. Students are also screened by a certified special education math teacher and are placed in learning groups that meet their learning needs. Each group is very small and curriculum that is presented is targeted to specific math needs. Currently, math classes are modified using the grade level program texts, with hands-on demonstration and instruction. The curricula and programs listed (Destination Math and I Can Learn Math Systems) will significantly enhance these intervention methods. Upon reaching Chrysalis, the smaller learning community, skill placement, and close monitoring of progress and need, make yet another RTI for these students before the options of suspension, expulsion, homebound placement, or institutional placements in RTC, Correctional facilities, or hospitalization. It should be noted that the Chrysalis School is a program for those students who are very at risk and have had participated in other RTI programs at other schools. Many of the issues facing these youth, are not only academic, but behavioral and emotional in nature. Other interventions include adult mentors, social and psychological support services, mediation and resolution training and practice, positive communication and interaction strategies and activities, work-study and job placement with close supervision, and over 20 community agencies support and participation for these high risk youth. Many also qualify for special education services and have an IEP which is strictly adhered and followed.</p>		
Plan	<p>Person(s) Responsible for carrying out Plan</p>	<ol style="list-style-type: none"> 1. Superintendent 2. Director of Instruction 3. Principals 4. Federal Programs Coordinator 5. Special Education Coordinator 		

**Resources Available
(4.5,4.6,4.7)**

1. Qualified and dedicated staff
2. Systematic approach that is founded on Baldrige Principles
3. Strong and committed Instructional Council
4. Evolving commitment to systems change and reform by the Administrative Council
5. District wide Math Curriculum Committee
6. Math and Science Academy (MSA) participants
7. Interactive Math Program (IMP)
8. Utilizing scientifically research based curriculum and materials
 - All elementary schools
 - *Math Expressions*- Houghton Mifflin
 - *Accelerated Math* – Renaissance Learning Publishing Co.
 - Modified curriculum of above programs for targeted subgroup
 - Middle School
 - *Math Odyssey* - Stipes Publishing Co.
 - *Holt Math, Courses 1-3*
 - *Math in Context, Level 1-3 (Holt, Rinehart & Winston)*
 - High School
 - *Connected Math* (Prentice Hall)-CMP
 - *Integrated Math Program* – Key Curriculum Press
 - Alternative School (6-12)
 - *Destination Math* – River Deep Publishing
 - *I Can Learn Math* – WP Math Publishers
 - *Systems-Carnegie Math* – Harcourt School Publishers
 -
9. Supplemental instructional programs
 - Extended School Year (ESY)
 - K-3 Plus (Summer 09)
 - Saturday School (weekly)
 - Summer Bridge (Summer 09)
 - Discovery (daily)
 - ENLACE - Afterschool tutoring (daily)
Oct. 2008 – Jan. 2009
 - Title I Supplemental Educational Services (SES) (Nov. 08 – April 09)
 - Rocky Mountain Youth Corp (RMYC)

Plan	Resources Needed	<ol style="list-style-type: none">1. Time and adequate financial resources to align curriculum vertically and horizontally2. Time to develop a plan for implementation of math curriculum3. Time and financial support to train staff with adequate substitute coverage4. Accurate and timely disseminated and disaggregated data for all appropriate staff and stakeholders5. Continued funding for extended day and extended year programs6. Additional math teachers to provide RtI7. More training for staff on RtI8. Math coaches		
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Professional Development
(provide date, content and trainer scheduled for this strategy or associated activities)(1.6,1.10,2.1, 2.4,2.5,2.6,2.7, Faculty /Staff Stakeholder Focus)

1. Data Analysis - NWEA MAP
 - Climbing the Data Ladder – Oct. 15, 2008
Trainer - Barbara Mullins
Northwest Evaluation Association
Online Delivery and Design Coordinator
 - NNMNRE Technical Consultant on Data
Trainer – Anna Espinoza
 - Jan. 2008-May 09
Trainer - Barbara Mullins
Northwest Evaluation Association
Online Delivery and Design Coordinator
2. Math training
 - a. *Math Expressions*
 - i. Oct. 22, 2008
 - ii. January 8-16, 2009
 - iii. February 2009
Trainer – Jill L. Lewis
Educational Consultant, Western Region
Houghton Mifflin Harcourt Publishing, School Division
 - b. *Math Odyssey* Dec. 2008-May 2009
Trainer – MaryAnn Buckon
 - c. *Holt Math*
 - i. Dec. 2008-Apr 2009
Trainer – Scott Hammond
 - d. *IMP Training*
 - i. July 08-June 09
Trainer – Lisa Snow
 - e. *Destination Math,*
 - i. Nov. 08-May 09
Trainer - Audrey Schepp
 - f. *I Can Do Math*
 - i. Dec. 08-May 09
Trainer – Training and Support (support@icanlearn.com)
 - g. *Systems Can Math*
 - i. Nov. 08-May 09
Trainer – Jennifer Jenson
 - h. *Accelerated Math*
 - i. Nov. 15-19, 2008 (Jan. 2009 – April 2009)
Trainers – Cindy Jackson

		<ol style="list-style-type: none"> 3. Other professional development as identified through district wide needs assessment of staff and other members of the learning community 4. Promote building capacity of programs to support the importance and seriousness of Measures of Academic Progress (MAP) 5. Best practices and strategies in Math instruction 6. Other professional development to include Math and Science Academy (MSA) and Response to Intervention (RtI) 7. Other professional development as identified through district wide needs assessment of staff and other members of the learning community 8. Promote building capacity of programs to support the importance and seriousness of Measures of Academic Progress (MAP) 9. Best practices and strategies in Math instruction 		
Plan	Parent and Community Involvement (3.1,3.2,3.3)	<ol style="list-style-type: none"> 1. Disseminate information to the educational community through public forums, parent meetings, PSAs (local media), Title I Parent Orientation, Celebration of Learning, PTSA, Title I Parent Advisory Committee, Indian Education Committee Meetings, IDEA Advisory Committee, Gifted Advisory Committee and Dual Language Advisory Committee 		

DC

Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)

Elementary Schools

All students will be identified using the NMSBA, MAP and/or DIBELS/IDEL data. Students who are not proficient in math (and are not otherwise receiving Tier III interventions) will be identified. Lists of students needing Tier I or Tier II interventions will be developed for each classroom teacher. Teachers will use a Tier I log to track their interventions as well as student progress. Students will be monitored at intervals of 2 to 6 weeks. Teachers will also refer students to the SAT process as needed. During this period of transition, some students may need Tier II interventions immediately and will be appropriately referred through the SAT process right away, following the PEDs guideline that "a referral for a comprehensive multidisciplinary evaluation should not be delayed for any students who is obviously disabled or in a crisis." Other forms of assessments are being used, including curriculum assessments, teacher observation, teacher generated assessments or student work. Interventions will be provided in the classroom for Tier I. Tier II interventions are being provided by Title I staff, in the student's respective classroom, and/or after school. The time allocation will depend upon the intervention being used. Tier II interventions will usually be 45 to 60 minutes per day and in some cases once or twice a week. Highly qualified regular education, Title I and SPED teachers, tutors, parent volunteers and after school tutors will provide the interventions. Data from NMSBA, MAP, curriculum assessment and student work will be collected to determine the effectiveness of the strategies and programs being implemented. Data will be analyzed every two weeks to see progress and to guide classroom instruction. MAP will be administered three times a year. Data reports will be available for teachers. Leadership Teams/Departments will meet at least twice a month to monitor and evaluate School EPSS progress. School administrators will do classroom walk throughs, check lesson plans, get parent/teacher input and there will be grade level collaboration and PDPs. All staff is receiving extensive training in Math Expressions, some teachers are participating in the Math and Science Academy, data analysis, RtI strategies via workshops and/or conferences like the PEAK and other NMPED workshops.

Middle School

The process for identifying students in need of intervention is triangulated. MAP is administered 3 times a year and are combined with NMSBA and teacher analysis (individually and via goal teams to determine student placement. The criteria used to determine who will be targeted is the proximity to proficiency on NMSBA, MAP and classroom achievement as compared to peers. Students in math study skills classes are provided a maximum of 15:1 student-teacher ratio. Intervention classes are 50-70 minutes daily. Highly qualified math teachers are teaching math study skills classes. Data being collected comes from the MAP, NMSBA, and classroom PDSAs. MAP data is collected 3 times a year and PDSAs are done weekly. Staff goal teams receive data as available and review it monthly (or biweekly meetings) at the beginning of each month. Meetings consist of Professional Learning Communities whose objective is to work together and support one another in best practices and review and analyze data for differentiated instruction. Classroom walk throughs are done by school administrator(s) and Performance Based Compensation (PBC) consultant. The JSA coach surveys the school by using the school systems checklist and coaching feedback reports monthly. The data from these examinations is shared with staff. Ongoing support will be provided in the following areas:

- There are three trained Technical Support Team Mentors guided by the JSA coach working with teachers on high-yield strategies and best practices
- Data/Test Coordinator will train staff on an ongoing basis on how to use MAP data to guide instruction on an ongoing basis
- Project CRISS (Creating Independence through Student-owned Strategies) and Pieces of Learning.

High School

NMSBA, MAPs, teacher observations and assessments, feedback from counselors and discussions with parents and students will be used to identify students who need interventions. Students who

score below 6th gr. MAPS median are primary targets Other students are selected for shorter term assistance. Mathematics and math lab are classroom settings where students have to take both sessions in a given year. Other settings include tutoring sessions, either one on one or multi-student, plus differentiated settings. Classes are 2-50 minute periods, five days a week. Tutoring sessions are available after school (5days per week) plus Saturday school. Certified math staff, supported by educational assistants and Special Education teachers provide intervention. Short term interventions are monitored by teachers. NMSBA and MAP data (collected three times a year) is being collected to monitor the effectiveness of the math program. Currently, the primary responsibility falls upon the instructor.

Further review occurs during departmental meetings or peer group meetings. Teacher collaboration and departmental meetings are primary QC method in ensuring that all staff are implementing intervention with fidelity. Support and training is offered via on sight math coaching provided by NMSU/MC2, plus PD visits arranged by MC2 and funded through Title I and Title II.

Chrysalis Alternative School

Staff often work in partnership with other district programs and community agencies to provide intervention. Interventions are provided by certified and non-certified staff that is highly trained and experienced in small learning community intervention and strategies. The Social Worker and the Head Teacher screen each student to determine what math group a student needs to be placed in (High Need, Moderate Need, and At or Above grade proficiency. Formal diagnostic tools for student academic placement include the Woodcock Johnson Test of Achievement, Brigance Tests of Development, MAPs and NMBSA. If a student's screening scores of basic academic skills are at the High o Moderate Need, then students are placed appropriately in those learning groups (4-5 students with 2 staff members) receiving instruction at their skills level or need – not grade level are monitored daily or weekly by the math instructor. All students keep their own portfolio. If a student continues to demonstrate little or no progress within six – eight weeks of intervention, the instructor will share the progress report with the other staff for further review and evaluation. The staff may make a recommendation to pursue a SAT process review and ultimately refer the student for formal educational diagnostic evaluation provided by the Exceptional Programs Department. If a student qualifies for a special education program, the IEP process is developed and initiated within the school program as per District, State, and Federal guidelines and procedures.

Study	State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)			
Act/Plan	If target met, change target and chose another benchmark; if not revise lesson plans and reteach (1.7,2.11,3.5,4.3,4.4, Process Management)			

Overall Goal 2-1: (1.1,1.4,2.2,3.4,4.1,Leadership/Strategic Planning)

The Taos Municipal Schools (TMS) will increase the percentage of students scoring at proficiency in Reading.

Target Goal/Measure: (1.1, 1.5, 2.10, 3.6, 4.2, Leadership Strategic Planning) (Selection of a school wide goal must be based upon instructional need and must be supported by data. State clearly how this goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of Special Education, ELL or FRL(FARM) populations must have a goal representing these groups)

Plan

The percentage of students scoring proficient on the 2008 (Spring) Reading MAP will increase as follows:

Elementary grades 3-5 from 49.9% to 63%

Middle school grade 6-8 from 45.4% to 57%

High School grades 9-11 from 67.8% to 70%

The percentage of students scoring proficient in Reading will increase by at least 13% as measured by the NMSBA.

Elementary grades 3-5 from 55.3% to 63%

Middle school grade 6-8 from 47.5% to 57%

High School grade 11 from 57.5% to 70%

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

Study

Reading (MAP)	2008 Spring All	2009 AMO*	Caucasian	Hispanic	Native American	ELL	SPED	Economically Disadvantaged
gr. 3-5	49.9%	63%	47.2%	45.3%	64.3%	24.2%	22.6%	49.9%
gr. 6-8	45.4%	57%	46.7%	42.5%	22.6%	17.7%	15.6%	45.4%
gr. 9	67.8%	70%	61%	54.7%	41.2%	37.7.4%	10.5%	67.8%

Reading (NMSBA)	2008 Spring All	2009 AMO*	Caucasian	Hispanic	Native American	ELL	SPED	Economically Disadvantaged
gr. 3-5	55.3%	63%	73.1%	52.1%	46.1%	47.8%	28.0%	55.3%
gr. 6-8	47.5%	57%	64.6%	46%	26.5%	29.8%	10.8%	47.5%
gr. 11	57.5%	70%	83.8%	50.7%	54.5%	NA	11.4%	57.5%

<p>Study</p>	<p>The data was collected and analyzed from the spring 2008 Measurement of Academic Progress (MAP) and the 2008 New Mexico Standards Based Assessment (NMSBA). Specific data analysis of subgroups was reviewed.</p> <p>Based on the reading data analysis, the following target groups were determined as priority for 2008-2009:</p> <p><u>MAP – Short Cycle Assessment</u></p> <p><u>Grades 3 -5</u></p> <ol style="list-style-type: none"> 1. Caucasian Students 2. Hispanic Students 3. English Language Learners 4. Special Education Students 5. Economically Disadvantaged Students <p><u>Grades 6 – 8</u></p> <ol style="list-style-type: none"> 1. Caucasian Students 2. Hispanic Students 3. Native American Students 6. English Language Learners 7. Special Education Students 8. Economically Disadvantaged Students <p><u>Grades 9 - 11</u></p> <ol style="list-style-type: none"> 1. Caucasian Students 2. Hispanic Students 3. Native American Students 4. English Language Learners 5. Special Education Students 6. Economically Disadvantaged Students <p><u>New Mexico Standards Based Assessment (NMSBA)</u></p> <p><u>Grades 3 – 6</u></p> <ol style="list-style-type: none"> 1. Hispanic Students 2. Native American Students 3. English Language Learners 4. Special Education Students 5. Economically Disadvantaged Students <p><u>Grades 6- 8</u></p> <ol style="list-style-type: none"> 1. Hispanic Students 2. Native American Students 3. English Language Learners 4. Special Education Students 5. Economically Disadvantaged Students <p><u>Grade 11</u></p> <ol style="list-style-type: none"> 1. Hispanic Students 2. Native American Students 3. English Language Learners 4. Special Education Students 5. Economically Disadvantaged Students 	
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**Data analysis:
(4.3,4.4,
Leadership,
School Strategic
Planning,
Student/Stakeholder Focus)
Use
information to
identify target
groups
(Who)Provide
the source of
the data (i.e.
NMSBA, Short
Cycle
Assessment,
Literacy
Assessment**

Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)

Posttest data from the 2007-2008 New Mexico Standards Based Assessment (NMSBA) will be provided to all principals identifying students who are at beginning step and nearing proficiency. Measures of Academic Progress (MAP) data will also be provided in the fall, winter and spring. All students not proficient will be targeted.

Elementary Schools

Response to Intervention (RtI) is being implemented at Tiers 1, 2, and 3. Open Court, a strong reading curriculum is being implemented with fidelity, which is one of the first requirements of Tier 1. All staff has received intensive training in this curriculum over the past several years. Additional training has been provided to all teachers this school year with additional training for all new staff. Our focus this year is the Writing component of Open Court. Teachers have received training as well as coaching support from the curriculum presenters. Teachers are also using a variety of strategies in the classroom to help struggling students at the Tier 1 level. Open Court provides Intervention materials and a Workshop component during which interventions take place. Our need for Tier 2 interventions far exceeds the Three-Tier Model that states that only a small percentage (5-10%) of students will need this level of intervention. Our Title I staff is being utilized exclusively to meet the high-level of need. Students meet in small groups. In some cases students are pulled out of the classroom for an additional reading instruction. Tier I interventions include small group instruction, peer tutoring, reading volunteers, after-school tutoring, and parental involvement. Grade level teams/departments meet following the MAP or DIBELS/IDEL administration and they identify students who are at risk or who fall below the determined percentile in Reading (and are not otherwise receiving Tier III interventions. Lists of students needing Tier I or Tier II interventions are developed for each classroom teacher. Teachers are use a Tier I log to track their interventions as well as student progress. Students are progress-monitored at intervals of 2 to 6 weeks. Teachers also refer students to the SAT process whenever they feel that there is a real need to do so.

Middle School

RtI at the middle school is provided through two methods; the first is provided through core classes with differentiated instruction and the second as an additional class using Read Right and Read 180. The following interventions are being used:

- Tier I: Prentice hall-Timeless Voice Timeless Themes, Six + 1 Writing Traits, ACE-Focus on gap areas indicated by the NWEA MAP data (spring 2008), PDSAs aligned to gap area to determine effectiveness of high yield strategies in the classroom
- Tier II: Additional intervention classes are offered to students that are scoring below proficiency
 1. Sixth Grade -Read Right and Read 180
 2. ELL/SPED subgroups in 7/8 – Read 180 as well as a resource writing class
- Tier III: Read Right to students scoring consistently below proficiency on NMSBA and MAP who are not enrolled in Read 180

High School

At the high school, RtI consists of identifying students in need of intervention using NMSBA and MAP data. Students who score below eighth grade level or 209 on MAP are placed in an extra lab class in language arts skills. These lab classes are focused on the skills required to achieve the Standards and Benchmarks. The approach focuses on inter-disciplinary reading, vocabulary building and real-life skills connected with language arts. Teachers are working to develop a collection of such reading and are meeting often to share approaches. Diagnostic tools such as the BOTEL and the GATES MACGINNITIE as well as NMSBA are being used to pinpoint specific needs for each student. Reading Interventions being used include EQ (Emotional Intelligence) strategies which provide relational and contextual motivation and develop vocabulary. Use of multi-disciplinary reading material is proving valuable. Having students read aloud by themselves to the teacher has also proven invaluable in diagnosing which specific students need what kind of help. Training on how to diagnose student needs has also been helpful in identifying students.

Chrysalis Alternative School

Many of the students have participated in a variety of RtI programs in their original school placements. These interventions have included formal reading interventions, behavioral/mental health support for students and families, change of placements in classes, grade levels, and credit recovery programs. Two intervention programs (Sound and Symbol Interventions in Reading, Writing and Comprehension/A-Z) will be used for those students who are performing 2 or more grade levels below their actual grade placement. Sound and Symbol is more for those students who have significant gaps in language arts and need to build a more complete and substantial foundation. This program will be presented in 1:1 or very small group settings on a consistent daily basis, following the curriculum strictly and targeting specific areas of need, as profiled in the evaluation of skills. A-Z Learning Systems will be used as a supportive program for students in a computer setting with careful and strict monitoring by the assigned trained teacher or educational assistant. Both program assistants are well suited and matched for each other and are scientifically researched and developmentally designed for students with language arts difficulty. Read 180 and Jamestown Reading compliment the Sound and Symbol Program.

Upon reaching Chrysalis, the smaller learning community, skill placement, and close monitoring of progress and need, make yet another RtI for these students before the options of suspension, expulsion, homebound placement, or institutional placements in RTC, Correctional facilities, or hospitalization.

2007-2008 EPSS

Plan	Person(s) Responsible for carrying out Plan	1. Superintendent 2. Director of Instruction 3. Principals 4. Federal Programs Coordinator 5. Special Education Coordinator		
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Plan	Resources Available (4.5,4.6,4.7)	<ol style="list-style-type: none"> 1. Qualified and dedicated staff 2. Systematic approach that is founded on Baldrige Principles 3. Strong and committed Instructional Council 4. Evolving commitment to systems change and reform by the Administrative Council 5. District wide Language Arts/Reading curriculum committee 6. Utilizing scientifically research based curriculum and materials <p><u>All elementary schools</u></p> <ul style="list-style-type: none"> o <i>Open Court – SRA McGraw-Hill</i> o <i>Accelerated Reading – Renaissance</i> o <i>Project Read - Language Circle Enterprises, Inc.</i> o Modified curriculum of above programs for targeted subgroups <p><u>Middle School</u></p> <ul style="list-style-type: none"> o <i>Read Right, McGraw Hill</i> o <i>Read 180, Scholastic</i> o <i>Creative Writing Program</i> o <i>Timeless – Prentice Hall</i> o <i>Voice Timeless Themes</i> <p><u>High School</u></p> <ul style="list-style-type: none"> o <i>Newsbank - Web- based access to comprehensive resources for research</i> <p><u>Alternative School (6-12)</u></p> <ul style="list-style-type: none"> o <i>Sounds and Symbol, Dillon Publishing</i> o <i>Interventions in Reading, Writing and Comprehension</i> o <i>Reading and Writing A-Z, Voyager Expanded Learning</i> o <i>Read 180, Scholastic</i> o <i>Jamestown Reading, Glencoe</i> <p><u>Supplemental instructional programs</u></p> <ul style="list-style-type: none"> o <i>Extended School Year (ESY)</i> o <i>K-3 Plus (Summer 09)</i> o <i>Saturday School (weekly)</i> o <i>Summer Bridge (Summer 09)</i> o <i>Discovery (daily)</i> o <i>Title I Supplemental Educational Services (SES) (Nov. 08 – April 09)</i> o <i>Rocky Mountain Youth Corp (RMYC)</i> 		
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2007-2008 EPSS

Plan	Resources Needed	<ol style="list-style-type: none"> 1. Time and adequate financial resources to align curriculum vertically and horizontally 2. Time to fully implement the reading/language arts curriculum 3. Time and financial support to train staff with adequate substitute coverage 4. Accurate and timely disseminated and disaggregated data for all appropriate staff and stakeholders 5. Continued funding for extended day and extended year programs 6. Additional Reading/Language Arts teachers to provide RtI 7. Reading/Language Arts coaches 8. More RtI training 		
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Plan	Professional Development (provide date, content and trainer scheduled for this strategy or associated activities) (1.6,1.10,2.1, 2.4,2.5,2.6,2.7, Faculty /Staff Stakeholder Focus)	<ol style="list-style-type: none"> 1. Data Analysis - NWEA MAP <ul style="list-style-type: none"> ▪ Climbing the Data Ladder – Oct. 15, 2008 ▪ NNMNRE Technical Consultant in Data • Oct. 2008-May 09 Trainer - Barbara Mullins Northwest Evaluation Association Online Delivery and Design Coordinator 2. Training <ol style="list-style-type: none"> a. <i>Open Court</i> <ol style="list-style-type: none"> i. October 14-17, 2008 ii. January – May 2009 Trainers – Marilyn Steed and Oralia Al-Afyouni b. <i>Accelerated Reader</i> <ol style="list-style-type: none"> i. Nov. 2008-May 2009 Trainer – Cindy Jackson c. <i>Project Read</i> <ol style="list-style-type: none"> i. Nov. 2008-Apr 2009 Trainers – Sally Blair, Martha Stegar d. <i>Sound and Symbol</i> <ol style="list-style-type: none"> i. Aug. 08-Apr 09 Trainers – Mary Gilroy, Erin Pironzack, Sally Blair and Martha Steger e. EQ – Emotional Intelligence <ol style="list-style-type: none"> i. July 08 – Apr 09 Trainer – Amy Franklin f. Teaching the Sentence <ol style="list-style-type: none"> i. July 08 – Apr 09 Trainer – Mary Gilroy <ol style="list-style-type: none"> 1. Other professional development as identified through district wide needs assessment by staff and other members of the learning community 2. Promote building capacity of programs to support the importance and seriousness of Measures of Academic Progress 3. Best Practices and strategies in Reading/Language Arts instruction 4. Other professional development to include Response to Intervention (RtI) 		
Plan	Parent and Community Involvement (3.1,3.2,3.3)	<ol style="list-style-type: none"> 1. Disseminate information to the educational community through public forums, parent meetings, PSAs (local media), Title I Parent Orientation, Celebration of Learning, PTSA, Title I Parent Advisory Committee, Indian Education Committee Meetings, IDEA Advisory Committee, Gifted Advisory Committee and Dual Language Advisory Committee 		

Do

Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)

Elementary

NMSBA, MAP scores, curriculum assessments, SRA Decoding Assessments, and DIBELS/IDEL are used to determine which students are to be targeted. Interventions take place in the classroom or in small group settings, such as the Title I classrooms or through Native American Education staff and Special Education staff. The time used to provide Tier I intervention varies depending on the intervention the classroom teacher is using. Tier II interventions range from 4-5 days a week, 30 to 45 minutes a day. Classroom teachers, Native American tutors, Title I teachers/tutors, the "grandma" program, reading volunteers, and after-school tutors provide the intervention. Students are progress-monitored at 2 to 6 week intervals, MAP and DIBEL/IDEL are given 3 times per year. Data reports are available to staff 3 times a year. TMS will ensure that all staff is implementing strategies/interventions with fidelity by classroom walkthroughs by administrators, lesson plans, parent/teacher input and district grade level collaboration. Teachers are provided with extensive, on-going Open Court training.

Middle School

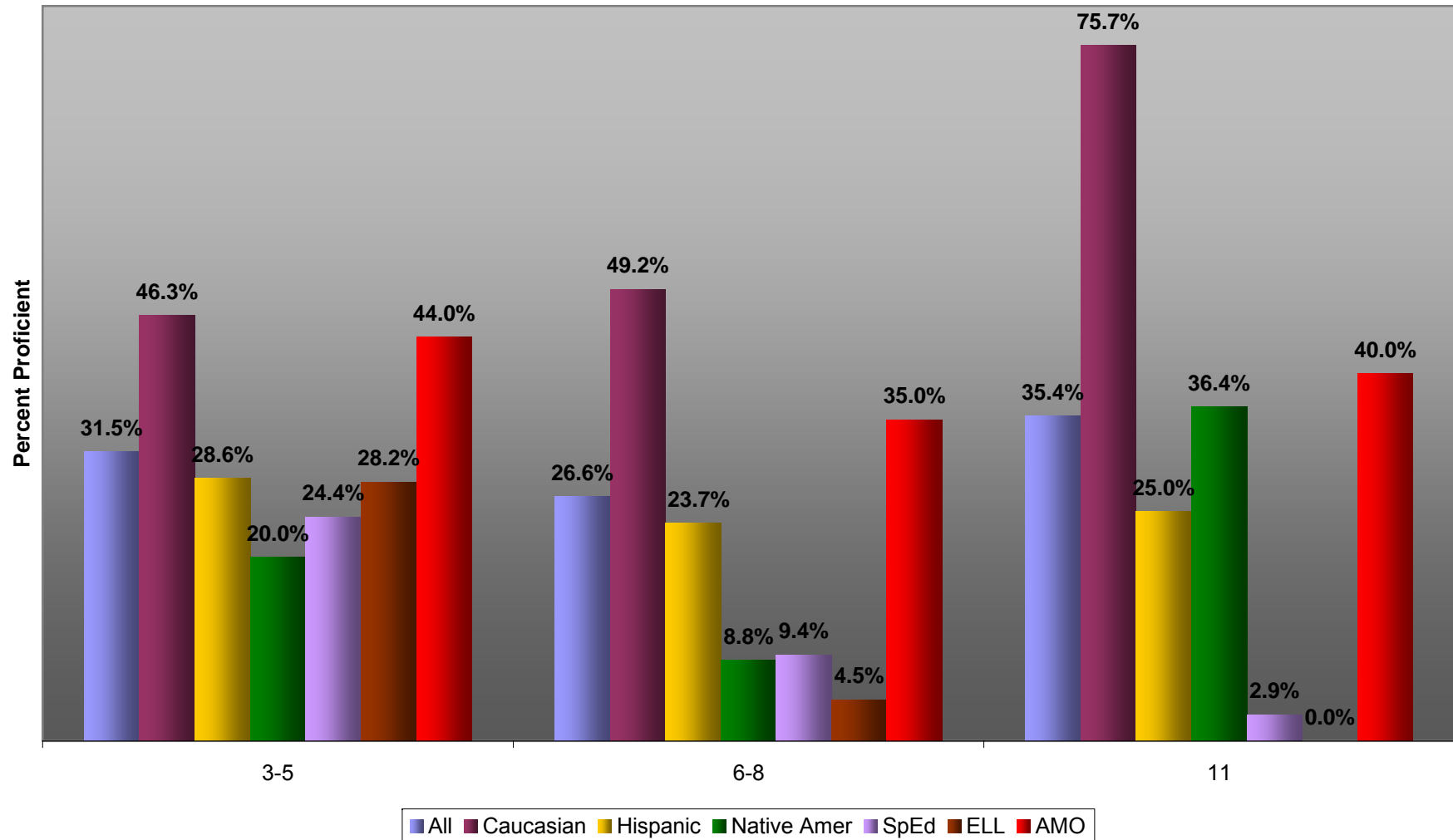
The process of identifying students in need of intervention in Reading/Language Arts/English is triangulated. The short cycle assessment (MAP) is given three times over the year. MAP scores are combined with NMSBA and teacher analysis (individually and via goal teams) are used to determine student placement. Bilingual/ELL students are also offered Spanish Language Arts or instruction provided by a bilingual teacher using results from the NMELPA. The criteria being used to determine which students should be targeted is their proximity to proficiency on NMSBA, MAP and classroom achievement as compared to peers. The MAP score proficiency is used based on the MAP alignment to NMSBA study published in 2008. Students in Read 180 classes are provided a maximum of 15:1 student-teacher ratio and Read Right classes maintain a 5:1 student- teacher ratio. Intervention classes are 50 to 70 minutes in length daily. Staff trained in Read 180 and Read Right are providing instruction in reading intervention. The data being collected comes from the MAP scores, NMSBA, and classroom PDSAs. The MAP data is collected 3 times a year, NMSBA is obtained in the summer from previous spring, and classroom PDSAs are done weekly. Staff goal teams receive data as available and review it in monthly or biweekly meeting at the beginning of each month. Meetings consist of Professional Learning Communities whose objective is to work together and support one another in best practices and review and analyze data for differentiated instruction (specifically in reading by using the NWEA Descartes system for areas of student challenges). Goal team leader meet every to review work done by each goal team and align efforts. The entire school staff also meets once a month to reflect and collaborate on data, work done and to determine strengths and areas in need of improvement. In order to ensure that all staff is implementing strategies/interventions with fidelity, classroom walkthroughs are done quarterly by administrators and the JSA coach surveys the school by using the school systems checklist and coaching feedback report. The data from these examinations is shared with staff. Ongoing support is provided in the following ways: there are three trained Technical Support Team Mentors guided by the JSA Coach working with teachers on high-yield strategies and best practices, mentors have been provided for all new staff and the Data/Test Coordinator will train staff on an ongoing basis to use MAP data to guide instruction and help them to be able to utilize resources provided by NWEA, Project CRISS (Creating Independence through Student-Owned Strategies) and Pieces of Learning.

		<p>High School Students are identified using NMSBA, MAP scores and teacher observation. Students scoring below 209 or eighth grade level are placed in an intervention lab class. Students whose grades in regular English class are low are also considered. RtI is offered in regular classrooms during the regular school day using differentiated learning. RtI is offered for as long as a student continues to fall below grade level. RtI is provided by highly qualified English teachers, Title I teachers and tutors, and Indian Education Tutors. Pre-tests and post-tests in writing use department rubrics for evaluation. The BOTES and the GATES MACGENNITIE are also used. MAP is also used 3 times a year. SBA writing sample scores and sample questions are also used. Authentic Assessment occurs continually in all classes. The Ninth Grade Academy data collection provides teachers with an ongoing look at data. English teachers meet weekly to discuss curriculum and assessment. Ninth Grade Academy teachers meet weekly and monitor all ninth grade students.</p> <p>Classroom walkthroughs are done by administrators and Performance Based Compensation (PBC) Consultant (NNMN). Lesson plans are also checked. Training on EQ will be provided through Gear Up.</p> <p>Chrysalis Alternative School Staff often work in partnership with other district programs and community agencies to provide intervention. Interventions are provided by certified and non-certified staff that is highly trained and experienced in small learning community intervention and strategies. The Social Worker and the Head Teacher screen each student to determine what reading/language arts group a student needs to be placed in (High Need, Moderate Need, and At or Above grade proficiency. Formal diagnostic tools for student academic placement include the Woodcock Johnson Test of Achievement, Brigance Tests of Development, MAPs and NMBSA. If a student's screening scores of basic academic skills are at the High or Moderate Need, then students are placed appropriately in those learning groups (4-5 students with 2 staff members) receiving instruction at their skills level or need – not grade level are monitored daily or weekly by the Reading/LA instructor. All students keep their own portfolio. If a student continues to demonstrate little or no progress within six-eight weeks of intervention, the instructor will share the progress report with the other staff for further review and evaluation. The staff may make a recommendation to pursue a SAT process review and ultimately refer the student for formal educational diagnostic evaluation provided by the Exceptional Programs Department. If a student qualifies for a special education program, the IEP process is developed and initiated within the school program as per District, State, and Federal guidelines and procedures.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Study</p>	<p>State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)</p>			

2007-2008 EPSS

Act/Plan	If target met, change target and chose another benchmark; if not revise lesson plans and reteach (1.7,2.11,3.5,4.3,4.4, Process Management)			
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Percent Proficient in Math
Primary and Secondary groups
2008 NMSBA



Students meeting Proficiency in Reading
By Primary and Secondary groups
2008 NMSBA

