



**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:	School: Public Academy for Performing Arts	Date: 11/01/10	School Year: 2010-2011
Prior Year Status: (2009-2010)		Current Year Status: (2010-2011)		

<b>Plan</b>	<p><b>Overall Goal:</b></p> <p><b>Target Goal/Measure:</b> (Selection of a <b>district</b> 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 <b>district</b> missing AYP as a result of Special Education, ELL or FRL(FARM) populations must have a goal representing these groups)</p> <ul style="list-style-type: none"> <li>- All students will regularly attend school with 90% having absence numbers less than or within the state guidelines.</li> <li>- The number of opportunities for academic advisement will increase by 100%.</li> <li>- 100% of students will have the opportunity to update their Next Step Plan or Individualized Learning Plan at least twice during the school year.</li> <li>- The number of discipline referrals will decrease from an average of 5/day to 2/day or less.</li> <li>- 100% of students will meet the AMO target in Reading on the NMSBA. 100% of 11<sup>th</sup> grade students will meet the AMO target in Math, and the number of students in grades 6-8 scoring in the AMO target range in Math will increase by 50%.</li> </ul>
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2009-2010 EPSS

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

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

Study	2007-2008 All Students % Proficient Math/Reading	2008-09 All Students % Proficient Math/Reading	2009-10 All Students % Proficient Math/Reading	2011 AMO GOAL	Grad Rate 2008	Grad Rate 2009	Grad Rate 2010	Graduation Rate Goal	Current Referral Rate	Referral Rate Goal	
	Grades 6-8 & 11/Math	50.6%	47.9%	42.41%	64%						
	Grades 6-8 & 11/Reading	71.0%	79.0%	64.56%	75%						
	Graduation Rate					71.2%	72%	82.6%	90%		
	Discipline Referrals									5/day	2/day

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

		<b>Semester 1</b>	<b>Semester 2</b>	<b>Summer</b>
<b>Study</b>	<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</b> (i.e. NMSBA, Short Cycle Assessment, Literacy Assessment)</p>	<p>Frequent absences and tardiness negatively affect student success. Students miss instruction in core curricular areas jeopardizing their ability to progress in the general curriculum, participate in competition, attend field trips, or perform.</p> <p>With the changes in graduation requirements comes the need for more closely monitored academic advisement. PAPA has 1 Academic Dean to advise 340+ students in course offerings, placement, on-line/concurrent courses, credit analysis, test prep, NSP/ILP, senior advisement etc. The Academic Dean also teaches classes.</p> <p>The principal manages all discipline referrals and attendance issues.</p> <p>Students with disabilities make up approximately 15% of the student testing population. Special Education operates under a full-inclusion model. Students with disabilities scored 34 percentage points lower on the NMSBA in Reading and 26 percentage points lower in Math. There is a need for more direct instruction and support for these students. Special Education teachers facilitate their own IEP's with little opportunity for input from the regular education teachers.</p>		

<p><b>Plan</b></p>	<p><b>Identify Strategy to be used with Target group to remedy AYP (Process Management) (What)</b></p>	<ul style="list-style-type: none"> <li>• Teachers take attendance at the beginning of class via Power School. Students who are tardy more than 10 minutes are considered absent. Teachers will make participation count when assessing knowledge and skills.</li> <li>• Parents must call in absences before 8:20 a.m. If a parent doesn't call, the school administrative assistant contacts parents to determine why their child is not in school.</li> <li>• The principals follow state laws to monitor attendance, communicate issues to parents, hold parent conferences, and refer to the JPO as necessary.</li> <li>• Celebrating excellence award receptions held for students who earn honor roll status, have 95% attendance rate and have no discipline referrals.</li> <li>• Student Advisement Period has been added to the beginning of each day. Teachers will use this time to mentor students and develop NSP/ILP's, monitor academic progress, test prep, and connect with students on typical teenage issues.</li> <li>• The principal will be active as the school instructional leader, attending parent conferences, analyzing/utilizing assessment data, monitoring the mentoring program for 13+ level one teachers, actively assessing academic course needs, registration process, etc.</li> <li>• The principals will interact with staff and students throughout each day through before/after school and lunch duty and classroom monitoring.</li> <li>• An additional special education teacher has been added to the staff. The position includes time built in the day for coordinating the special education program and frees up another teacher for more inclusion support.</li> <li>• The number of math teachers increased from 3 to 6. A special education math class has been added.</li> <li>• Math tutorial was added for middle school students as part of RTI interventions.</li> <li>• 2 special education English classes and a resource/support class has been added.</li> <li>• Student registration meetings will be held with parents in the spring for students entering 9<sup>th</sup> and 12<sup>th</sup> grade. Students in all other grade levels will meet in small groups for registration advisement, and parents will approve course selections.</li> <li>• The academic dean will continue to advise individual students wanting to take on-line courses/concurrent enrollment classes.</li> <li>• Teachers will assess student skills and make recommendations for course levels.</li> <li>• Students will be conference with on all discipline referrals and parent contacts/conferences will be made/held.</li> <li>• The school social worker will work with students who have repeat discipline referrals.</li> <li>• Volunteer tutors are available after school and at lunch.</li> </ul>		
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Plan	Person(s) Responsible for carrying out Plan	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• Support staff</li> <li>• PTSO members</li> <li>• Ancillary staff</li> <li>• Business Manager</li> <li>• Parents</li> </ul>		
Plan	Resources Available	<ul style="list-style-type: none"> <li>• Staff as mentors/advisors</li> <li>• SAT committee</li> <li>• Short-cycle assessments/SBA</li> </ul>		
Plan	Resources Needed	<ul style="list-style-type: none"> <li>• None</li> </ul>		
Plan	<p style="text-align: center;"><b>Professional Development</b>                      (provide date, content and trainer scheduled for this strategy or associated activities)                      (Faculty /Staff Stakeholder Focus)</p>	<p>All teachers receive PD in:</p> <ul style="list-style-type: none"> <li>• October: Analyzing Test Scores – Math Teachers and Department Chairs</li> <li>• September: Classroom management tips</li> <li>• September: Inclusion practices</li> <li>• September: Utilizing the school website</li> <li>• December: Utilizing test scores to lead instruction</li> <li>• January: Best practices including differentiation and incorporating the arts in math instruction</li> </ul>		

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Plan	<p><b>Parent and Community Involvement</b></p>	<ul style="list-style-type: none"> <li>• Parents utilize Power School to check attendance.</li> <li>• Principals inform parents of excessive absences and tardiness. Meetings take place to create plans for better attendance.</li> <li>• Parent registration meetings for students entering 9<sup>th</sup> and 12<sup>th</sup> grade will be made.</li> <li>• Parents are notified when students are in danger of failing.</li> <li>• All schedule changes/recommendations are discussed with/approved by parents.</li> <li>• Parent contact is made on all discipline referrals.</li> <li>• Test scores are shared with parents and opportunity given for discussion/analysis of scores.</li> </ul>		
Do	<p><b>Identify the deployment steps or activity to implement strategy</b> ( Process Management) (How)</p>	<p>Communication is the key to engaging students in the education process. Staff must communicate with students on every aspect of the education process. Taking a student-centered approach with no assumptions will ensure that all target group strategies are successful.</p>		
Study	<p><b>State and Compare the results with the target goal</b> (Measurement, Analysis and knowledge management) (How much)</p>			

**2009-2010 EPSS**

<b>Act/Plan</b>	If target met, change target and chose another benchmark; if not revise target goal, strategy and deployment steps to reflect changes. (Process Management)			
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