



**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>  <u>PAPA students will score "Proficient" or "Advanced" on the NMSBA Math Assessment.</u></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>- By the end of the 2010-2011 academic year, a 50% increase of PAPA students in grades 6-8 will score "Proficient" or above on the NMSBA math test administered in the Spring, 2011. 100% of students in the 11<sup>th</sup> grade will meet or exceed the 64% AMO target.</li> <li>- Students in grades 9 and 10 will show at least one grade level growth in the math short-cycle assessment scores when comparing the fall and spring administrations.</li> </ul>
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<b>Study</b>	<p><b>Insert (or attach) data table (4.2, results) to support above target</b></p> <p><b>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...)</b></p>
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2009-2010 EPSS

		<b>NMSBA 2007-2008 All Students % Proficient Math</b>	<b>NMSBA 2008-09 All Students % Proficient Math</b>	<b>NMSBA 2009-10 All Students % Proficient Math</b>	<b>NMSBA 2011 AMO GOAL</b>	<b>2011 NMSBA All Students % Proficient</b>	<b>2010 Fall SCA Average Grade 9</b>	<b>2010 Fall SCA Average Grade 10</b>	<b>2010 Winter SCA Growth Average Grade 9</b>	<b>2010 Winter SCA Growth Average Grade 10</b>	<b>2010 Spring SCA Growth Average Grade 9</b>	<b>2010 Spring SCA Growth Average Grade 10</b>
<b>Grades 6-8 &amp; 11</b>	50.6%	47.9%	42.41%	64%								
<b>Short-Cycle Assessments Grades 9-10</b>												

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

	<b>Semester 1</b>	<b>Semester 2</b>	<b>Summer</b>
<b>Study</b>	<p>PAPA missed meeting AYP in math by .42%.</p> <p>PAPA tested all incoming 6<sup>th</sup> grade students using the Saxon elementary level placement test. Incoming 6<sup>th</sup> graders were placed in math classes based on skill level measured by the test. 25 students were placed in a math fundamentals class designed to instruct students on basic math skills.</p> <p>All returning middle school students were placed in math classes through teacher recommendation. Schedule changes based on teacher recommendation were made in the first month of school.</p> <p>Two Math tutoring classes were added in as an addition in the schedule for middle school students to enter and exit as needed throughout the year. Initial placement was made as a recommendation of the academic dean based on the SBA or other math test scores, parent request, and teacher recommendation.</p> <p>A student advisement period of 20 minutes was added each day that includes time for on-going academic advisement and practice in math and English basic skills.</p>		

2009-2010 EPSS

Plan	<p><b>Identify Strategy to be used with Target group to remedy AYP</b> (Process Management) (What)</p>	<ul style="list-style-type: none"> <li>• Provide intensive remediation for students via Math Fundamentals and math tutoring classes. Place students into middle school math classes by skill level.</li> <li>• Increase number of math teachers in order to lower student numbers in the math classes (from 3 teachers to 6).</li> </ul>		
Plan	<p><b>Person(s) Responsible for carrying out Plan</b></p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Math Teachers</li> <li>• Advisement Teachers</li> <li>• Special Education Teachers</li> <li>• Support staff</li> <li>• PTSO members</li> <li>• Ancillary staff</li> <li>• Business Manager</li> <li>• Parents</li> </ul>		
Plan	<p><b>Resources Available</b></p>	<p>All resources in place – placement tests, text books, short-cycle assessments</p>		
Plan	<p><b>Resources Needed</b></p>	<p>Order more math books, larger paper allocation</p>		
Plan	<p><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</li> <li>• September: Classroom management tips.</li> <li>• September: Inclusion practices.</li> <li>• September: Utilizing the school website.</li> <li>• January: Best practices in math instruction including differentiation and incorporating the arts in math instruction.</li> </ul>		

2009-2010 EPSS

Plan	<p><b>Parent and Community Involvement</b></p>	<ul style="list-style-type: none"> <li>• Grades are regularly updated on Power School.</li> <li>• Parents are notified via telephone, mail, or e-mail of a student is in danger of failing.</li> <li>• Parent/teacher conferences are requested if a student is failing, behavior is an issue, or attendance is a problem.</li> <li>• SAT process implemented when necessary.</li> <li>• Formal progress reports sent home at 4.5 and 9 weeks.</li> </ul>		
Do	<p><b>Identify the deployment steps or activity to implement strategy</b> ( Process Management) (How)</p>	<ul style="list-style-type: none"> <li>• July/August: Summer and first week of school: test all incoming 6<sup>th</sup> grade students.</li> <li>• August: Number of Math teachers increased from 3-6.</li> <li>• August: Special Education support courses included in the master schedule.</li> <li>• All Year: Special education inclusion available to all math classes.</li> <li>• Fall: SCA administered.</li> <li>• Formal progress reports sent home at 4.5 and 9 weeks.</li> <li>• September/October: Teachers have the opportunity to put assignments on a class website.</li> <li>• All Year: Teachers volunteer to tutor students at lunch and after school.</li> <li>• All Year: 2 periods per day available to middle school students for math tutoring.</li> </ul>		
Study	<p><b>State and Compare the results with the target goal</b> (Measurement, Analysis and knowledge management) (How much)</p>			
Act/Plan	<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>			

