

# *Puesta del Sol Elementary*

“Where Eagles **SOAR**”

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## AYP Community Forum August 27, 2009



**I got a feeling...!**

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**That this year's gonna  
be a good year!**



## Forum Goals & Objectives

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- **Recognition of Efforts & Data Review Follow-up**
  
- **Set Direction for 2009-2010 School Year**
  - Eagle Vision Flight Update to Identify Key Strategies & Resources to Address Achievement Gaps & Increase Student Achievement
  
- **Parent & Community Input**
  - Break out session to identify strengths, remove barriers and gather ideas to achieve student success

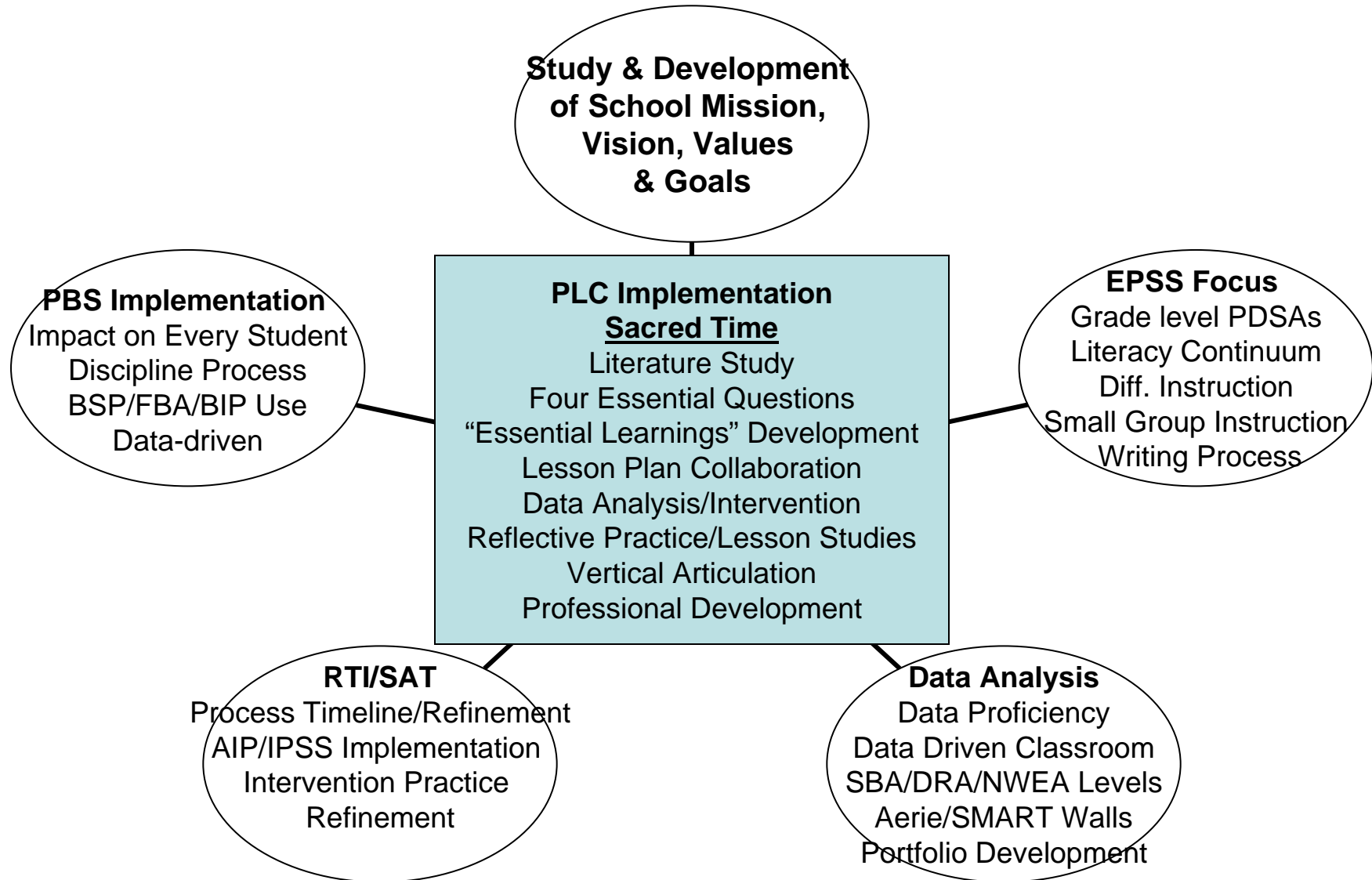
# District & School Level Data Review

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- District Data Review
- PDSE AYP Status & NMPED School Accountability Report
- New Mexico Standards Based Assessment
- NWEA Measure of Academic Progress (MAP) or “Levels”
- Developmental Reading Assessment (DRA)
- Math Quarterly Assessment (MQA)

# Puesta's SOARing Eagle Vision Flight

**Mission Statement:** Our mission is to create a safe and positive learning environment in which we deliver to our students the highest quality education through best practices, while nurturing the whole child in partnership with our parents and community.



# Mission, Vision, Values & Goals Development Update

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- **Mission-** Why do we exist? (page 22) **Developed in 08-09 School Year**
  - Our mission is to create a safe and positive learning environment in which we deliver to our students the highest quality education through best practices, while nurturing the whole child in partnership with our parents and community.
  
- **Vision-** What must our school become to accomplish our purpose? (page 24)
  - **Development Timeline: Fall 2009**
  - Compelling Future-Gives Direction
  
- **Values-** How must we behave to achieve our vision? (page 25)
  - **Development Timeline-Winter 2009**
  - Collective Commitments-Guides behavior
  
- **Goals-** How will we mark our progress? (page 26)
  - **Development Timeline: EPSS Submission-Fall 2009**
  - Targets and Timelines-Establishes Priorities

# **Educational Plan for Student Success (EPSS) Focus & Development**

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- Data Review to Identify Areas of Strength & Opportunities for Improvement (School-wide & Grade Level Perspective)**
  
- Grade-level Plan-Do-Study-Act (PDSA) Development to Support the Identification of EPSS focus areas.**
  
- Identification of Educational Plan for Student Success (EPSS) Aligned Strategies**
  - Differentiated Instruction**
  - Small Group Instruction**
  - Grade Level Block Schedules**
  - Identify & Implement Best Practices in Literacy (Continuum), Math & Writing for School-wide Implementation**
  
- Professional Development in Identified Aligned Strategies & Best Practices**

# Dedicated Time Blocks for Learning

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## □ **120 Minute Literacy Blocks**

- Focus on awareness of letter sounds, phonics, vocabulary, fluency and comprehension (understanding what they are reading)
- Development of Literacy Continuum of Best Practices to Guide Both Comprehensive Literacy Model (CLM) & Harcourt Implementation

## □ **90 Minute Math Blocks**

- Focus on instruction in the areas of Number Sense, Algebra, Geometry, Measurement & Data Analysis & Probability
- Use of Harcourt Math and Think Math strategies in a way they are designed to be used.

## □ **30 Minute Intervention Blocks for Math & Reading**

- Identify individual strengths and areas for growth for each student
- Provide small group support using effective strategies to address student needs

# Data Analysis

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- Data Review to Identify Strengths & Opportunities for Improvement (School-wide, Grade Level, Student Perspective)**
  
- Staff & CTT Use of Data Driven Classroom (DDC)**
  - Implementation Timeline & Resource Support to Staff
  - Expectations & Features of DDC
  
- Enhancement of Strategy & Alignment Room (“The Aerie”)**
  - School EPSS and Vision Flight
  - Grade Level PDSAs and Related Data Posted
  - Grade Level Summative & Benchmark Data (Scatterplots) Posted
  - CTT Collaboration Opportunities in “The Aerie”
  
- Development of Action Plan(s) to Address Student Needs**

# Levels of Analysis & Portfolio Development

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## □ Four Levels of Analysis

- Review school-wide data to identify strengths & growth areas
- Review grade-level data to identify strengths & growth areas
- Review individual student data & work to identify strengths & growth areas\*
- Student reviews individual data & work to identify strengths & growth areas\*

## □ Student Portfolio Development

- Partnership with Central New Mexico Community College (CNM) to Develop & Implement Developmentally Appropriate Portfolios Incorporating Student Data (Quantitative) & Work (Qualitative)
- Study of An Ethic of Excellence: Building a Culture of Craftsmanship with Students by Ron Berger

# Response to Intervention (RtI) & Student Assistance Team (SAT) Implementation

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- ❑ Professional Development in RtI Framework and Enhancement of Grade-level Implementation of SAT Process
- ❑ Implementation of [School-based SAT/RtI Timeline](#) to Ensure Timely Response to Student Needs
- ❑ Individual Student Data Review and Development of Academic Improvement Plans (AIPs) for all non-proficient students. [\(Next Slide\)](#)
- ❑ Professional Development in Aligned Intervention Strategies/Best Practices
- ❑ Implementation of RtI (Tier I & II) Strategies (EPSS Aligned)
  - Differentiated Instruction
  - Small Group Instruction
  - Grade-Level Intervention Strategy Implementation
  - Best Practices in Literacy, Math & Writing for School-wide Implementation

# Academic Improvement Plan (AIP) Implementation

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- As our **Response to Intervention (RtI)** effort intensifies, the AIP implementation should be viewed as a three phase process.
  - **Phase I** was implemented last year with initial training and implementation of AIPs for all students below proficiency in reading. Literacy results across all grade-levels speak to the effectiveness of our efforts and the impact the plans had on student achievement.
  - **Phase II** to be implemented this year will include the development of AIPs for students below proficiency in reading and/or math. While math scores increased in most grade levels, the data indicates that the effort placed on reading last year is needed in the area of math as well.
  - **Phase III** to be implemented later this year (pilot-optional) and next year are group or individual plans for students achieving proficiency and above. The rationale is based on the idea that as our number of students achieving proficiency increases, our challenge will be to ensure that students maintain proficiency as they continue through all grade levels.

# Positive Behavior Supports (PBS) Implementation

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- ❑ **Increase Goal Team Membership to include School-wide Representation to Accomplish Tasks & Goals**
- ❑ **PBS Student Data Review to Identify Areas of Strength & Opportunities for Improvement School-wide**
- ❑ **Continued Enhancement of PBS Aligned Student Discipline Framework & Expectations**
- ❑ **PBS Appreciation System**
  - **Student Orientation of School-wide Expectations**
  - **Consistency in Expectations & Positive Reinforcement**
  - **Visible Posting of SOAR Criteria in all Common Areas**
  - **Increased Use of I-Spy Tickets**
  - **Implementation of Comprehensive Student Engagement Framework**
  - **Partner with Transportation Dept to Implement Bus Olympics Pilot Program**
- ❑ **Impact of PBS on Student Learning-Classroom Management**

# Preparation for Standards-based Assessment (SBA)

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- **Daily Use of Testing Strategies, Format, and Vocabulary for Literacy & Math**
  - Genre Studies based on grade level standard focus (Grades 2-5)
  - Vocabulary unit based on test vocabulary (Grades 2-5)
  - Refine and Continue RISE & RACED strategies from K-5
  - Power Lessons and Quarterly Assessments for Reading & Math
  - RISE Problem of the week for Math
  - CTT Review of Student Work: Anchor pulling and exemplar sharing

# Parent & Community Involvement

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## ☐ Staff, Families, & Students Working Together

- **Read to your child** or have your child read to you for at least 30 minutes everyday
- Work with your child to **recognize the world of mathematics around us**. Practice math facts, create fun math activities at the store, use time and money, and teach them to problem-solve by having them explain what they are thinking
- Make **Perfect Attendance or Super Attendance** (5 or fewer days of absence for the school year) a goal to promote coming to school every day.
- **Establish routines** that include timely homework completion, physical exercise, a good night's rest, a hearty breakfast, and on time arrival to school.
- Teach and practice **listening skills, respect, and positive character traits** every day.
- **Keep in close contact** with your child's teacher and **ask him/her how you can volunteer to help**.

## ☐ Parent/Community Involvement

- Family Nights, Community Forums, on a Quarterly Basis-Oct. Nov. & January
- Parent Education Component to Support Family Needs-Dr. Barbara Smith-Lead Project Director

## Break-out Session Questions

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- What strengths do you see in the school that if continued or expanded would result in higher student achievement ?**
- What ideas do you have to engage parents and community towards improving student achievement?**
- What do you see as barriers to closing the achievement gaps and how can they be removed/reduced to achieve student success?**