

**Independent School District #2  
Educational Plan for Student Success  
School Year 2009 – 2010**

*Education Is Not A Spectator's Sport.*

*The ISD2 Vision and Mission Statements*

Provide for our students' future by achieving excellence in education through leadership, character, and community partnership.

Committed to providing all students with the knowledge base that will enable them to become life-long learners and responsible, contributing citizens in a rapidly changing and complex society through teaching, learning, and caring.

## **Introduction**

Independent School District #2 (ISD2) is committed to providing high-quality educational opportunities that meet the requirements of the No Child Left Behind Act (NCLB), the NM Content Standards and Benchmarks, and other applicable state and federal law to all students. To translate this commitment into a sustainable and meaningful strategic plan, students, parents, the staff, and the ISD2 School Board members met at various times to discuss student performance and corresponding educational improvements. During these meetings, they revised the Datil Elementary School (DES), Quemado Elementary School (QES), Quemado High School (QHS) Educational Plans for Student Success (EPSS). The current revisions are designed to address student learning needs as demonstrated in the results of the SY 2008 – 2009 New Mexico Standards-Based Assessment (NMSBA). Subsequently, the students, parents, the staff, and the ISD2 School Board members met again to integrate these school-level plans into this integrated ISD2 EPSS. Since the ISD2 vision and mission are to prepare students to transition into adult life, the district goals most closely reflect the QHS EPSS.

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## ISD2 Strategic Planning

ISD2 consists of three schools: Datil Elementary School (DES); Quemado Elementary School (QES); Quemado High School (QHS). These schools originally developed a consolidated ISD2 EPSS in 1995. A committee that included students, parents, teachers, and local school board members, with NM State Board of Education personnel as facilitators, was formed. Community, student, and staff assessments and surveys were conducted. Initial focus areas were determined based on the information developed.

Since then, the committee has revised the EPSS document regularly. Student, staff, and community assessment and surveys are still performed annually. Since the EPSS Committee consists of community members, staff, and students, the revision process receives direct input from a variety of stake holders. The results of these assessments, surveys, and discussions are publicized through school board meetings, local newspapers, EPSS meetings, the district website, and various other electronic and print media.

The Parent/Community Advisory Committee members (PCAC) have played an important role in the district decision making and improvement process. PCAC members are selected from the district's entire geographic area of responsibility to

- review district documentation and plans
- observe the teaching and learning process
- present their conclusions about the local educational process to the ISD2 Board of Education
- assist district staff in other projects as needed.

The district continues its commitment to improving and offering students the best educational opportunities and learning environments possible. To support this process, the district has completed detailed strategic plans for the K-12 school-wide Title I Program, the Student Assistance Team process, and the School Safety Program. The goals of the local Title I Program are to

- have all students reading at or above grade level by the end of 6<sup>th</sup> grade
- provide research-based, quality programs to improve literacy in grades K – 12
- strengthen the partnership between home and school to support student learning
- provide materials, curriculum, and teacher training necessary to support student learning

The goal of the Student Assistance Team is to assist all students in succeeding within the regular educational setting with the standard curriculum and reduce unnecessary referrals to special education.

The goal of the School Safety Program is to provide a safe learning environment to all students and reassess the District Safety Plan and make needed changes.

ISD2 is committed to continuing local educational improvement by means of the EPSS Process, the Parent/Community Advisory Committee, the Title I Program, the Student Assistance Team Process, and the School Safety Program. In order to ensure that these

are vibrant, living tools in the ongoing effort to improve educational opportunities for all our students, ISD2 utilizes the Plan, Do, Study, Act model as described in the *Baldrige Program*. The district EPSS Committee is confident that through the cyclic evaluation and revision of the district EPSS, ISD2 can offer our students the best possible opportunities for success.

**STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT**

**Educational Plan for Student Success  
A Continuous Improvement Strategic Plan**

**School Year: 2009 - 2010**

**District/School: Independent School District #2**

**Goal:**  
The percentage of 11<sup>th</sup> grade students who attend Quemado High School and score proficient or above in mathematics will increase by at least 10%, based on results from the 2009 – 2010 New Mexico Standards-Based Assessment (NMSBA), from 50% to 60%.

**Strategy/Activity:**  
The students will practice grade-level mathematics skills daily.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
Students Teachers Administrators School Board Parents	Local staff School library Text books Local technologies (Math Type 4.0, etc.) NCTM NMCTM Ancillary services Title I	Training Time for collaborative planning	Teachers will ensure that students practice mathematics skills daily.  Weekly: Administrators will review lesson plans weekly to ensure that meaningful mathematical activities are planned.  Monthly: Administrators will observe teachers during lesson delivery to ensure that teachers are delivering effective mathematical instruction and exercises and providing sufficient opportunities for practice.	Fall 10: Staff will review student performance on the NMSBA.  Short-cycle assessment will be conducted at the end of each quarter.  Spring 10: Students will complete the NMSBA.  Summer 10: Staff will review student performance on the NMSBA	Local staff will research mathematics programs for ways to improve student skills.  Teachers will become familiar with the updated NM mathematics standards and benchmarks.  Teachers will meet to ensure curriculum alignment to current standards and submit the alignment document by 1/31/10	Teachers will contact parents about student performance.  Teachers will schedule quarterly parent conferences for at-risk students.  Parents will review student grades via a secure online grade reporting system.	The percentage of students who are proficient at mathematics will increase by 10%.

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**Strategy/Activity:**  
Teachers will provide educational opportunities to students to help them develop reading strategies to improve comprehension.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
Students Teachers Administrators School Board Parents	Local staff School library Text books Local technologies Title I Reading First Harcourt Internet Ancillary services	Training for staff and volunteers  Time for collaboration and joint planning	Fall 09: Teachers will implement strategies to improve reading in the mathematics curriculum  Spring 10: Teachers will meet to discuss student reading in mathematics.  Ongoing: Teacher will use strategies to help students improve reading comprehension in mathematics	Fall 09: Staff will review student performance on the NMSBA.  Short-cycle assessment will be conducted three times a year.  Spring 10: Students will complete the NMSBA.  Summer 10: Staff will meet to review student performance on the NMSBA.	Teachers will become familiar with the updated NM mathematics standards and benchmarks.  Teachers will research methods for helping students improve reading comprehension.	Teachers will contact parents about student performance.  Teachers will schedule quarterly parent conferences for at-risk students.  Parents will review student grades via a secure online grade reporting system.	The percentage of students who are proficient at mathematics will increase by 10%.

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**Strategy/Activity:**  
Teachers will provide educational opportunities to students to help them develop improved mathematics vocabulary.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
Students Teachers Administrators School Board Parents	Local staff School library Text books Local technologies Title I Reading First Harcourt Internet Ancillary services	Training for staff and volunteers Time for collaboration and joint planning	Ongoing: Teachers will focus on student fluency in mathematics vocabulary.  Ongoing: Teachers will require students to use correct mathematical vocabulary	Fall 09: Staff will review student performance on the NMSBA.  Short-cycle assessment will be conducted at the end of each quarter.  Spring 10: Students will complete the NMSBA.  Summer 10: Staff will review student performance on the NMSBA.	Teachers will become familiar with the updated NM mathematics standards and benchmarks.  Teachers will research methods for helping students increase their mathematics vocabulary.	Teachers will contact parents about student performance.  Teachers will schedule quarterly parent conferences for at-risk students.  Parents will review student grades via a secure online grade reporting system.	The percentage of students who are proficient at mathematics will increase by 10%.

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**Strategy/Activity:**  
The students will express mathematical thought in grade-level appropriate writing.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
Students Teachers Administrators School Board Parents	Local staff School library for research Text books Local technologies (Math Type 4.0, etc.) NCTM NMCTM Title I Ancillary services Peer tutors	Training Time for collaborative planning	Fall 09: Local staff will continue collecting student performance data related to the effectiveness of the adopted mathematics curricula.  Fall 09: Local staff will require that students respond to mathematics prompts in complete, grammatically correct, and well constructed sentences.	Fall 09: Staff will review student performance on the NMSBA.  Short-cycle assessment will be conducted three times a year.  Spring 10: Students will complete the NMSBA.  Summer 10: Staff will review student performance on the NMSBA.	Teachers will become familiar with the updated NM mathematics standards and benchmarks.  Teachers will become familiar with the Six Traits of Writing rubric.	Teachers will contact parents about student performance.  Teachers will schedule quarterly parent conferences for at-risk students.  Parents will review student grades via a secure online grade reporting system.	The percentage of students who are proficient at mathematics will increase by 10%.

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**Goal:**  
The percentage of 11<sup>th</sup> grade students who attend Quemado High School and score proficient or above in reading will increase by at least 12%, based on results from the 2009 – 2010 New Mexico Standards-Based Assessment (NMSBA), from 58% to 70%.

**Strategy/Activity:**  
Teachers will provide educational opportunities to students to help them develop grammar, structure, punctuation, and word usage skills.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
Students Teachers Administrators School Board Parents	Local staff School library Text books Local technologies Title I Harcourt Internet Ancillary services Pearson	Volunteers Additional staff Training for staff and volunteers Time for collaboration and joint planning Six Trait writing method Open-Ended Response format	Immediate	Fall 10: Staff will review student performance on the NMSBA.  Short-cycle assessment will be conducted three times a year  Spring 10: Students will complete the NMSBA  Summer 10: Staff review of student performance on NMSBA and cyclic testing.	Local staff will train staff in various methods to teach reading, writing, etc.  Teachers will become familiar with updated NM Standards and Benchmarks.  Teachers will implement the Six Traits of Writing and the Open-Ended Response format.	Teachers will contact parents about student performance.  Teachers will schedule quarterly parent conferences for at-risk students.  Parents will review student grades via a secure online grade reporting system. Parents will be invited to attend professional development meetings as well as all Title I meetings	The percentage of students who are proficient at reading will increase by 12%.  Agendas and attendance will be maintained for all meetings.  Copies of short-cycle assessments will be filed with the administration.

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The percentage of 11<sup>th</sup> grade students who attend Quemado High School and score proficient or above in reading will increase by at least 12%, based on results from the 2009 – 2010 New Mexico Standards-Based Assessment (NMSBA), from 58% to 70%.

**Strategy/Activity:**

Teachers will provide educational opportunities to students to help them learn to summarize and analyze, orally and in writing, what they have read.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
Students Teachers Administrators School Board Parents	Local staff School library Text books Local technologies Title I Harcourt Internet Ancillary services Pearson	Volunteers Additional staff Training for staff and volunteers Time for collaboration and joint planning	Immediate.	Fall 10: Staff will review student performance on the NMSBA.  Short-cycle assessment will be conducted three times a year  Spring 10: Students will complete the NMSBA.  Summer 10: Staff will review student performance on NMSBA as well as cyclic testing	Fall 09: Teachers will implement vocabulary development strategies into all curricular areas.  Teachers will implement the Six Traits of Writing.  Teachers will implement the Open-Ended Response format.	Teachers will contact parents about student performance.  Teachers will schedule quarterly parent conferences for at-risk students.  Parents will review student grades via a secure online grade reporting system.  Parents will be invited to attend and participate in all professional development and Title I meetings	The percentage of students who are proficient at reading will increase by 12%.  Agendas and attendance will be maintained for all meetings.  Copies of short-cycle assessments will be filed with the administration.

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**Goal:**  
The percentage of 11<sup>th</sup> grade students who attend Quemado High School and score proficient or above in science will increase by at least 12%, based on results from the 2009 – 2010 New Mexico Standards-Based Assessment (NMSBA), from 40% to 52%.

**Strategy/Activity:**  
Students will be able to use and apply the scientific method to investigate concepts and processes.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
Students Teachers Administrators School Board Parents	Textbook Lab materials Local staff Community members Internet Ancillary services School library	Volunteers University staff Training Time for collaborative planning	Immediate	Fall 09: Review NMSBA, MAPP short-cycle assessments  Spring 10: NMSBA  Summer 10: Review NMSBA	Fall 09: Teachers will implement cross-curricular activities  Teachers will implement the Six Traits of Writing.  Teachers will implement the Open-Ended Response format.	Teachers will contact parents concerning student performance  Teachers will schedule parent-teacher conferences quarterly  Parents will review student grades via a secure online grade reporting system  Parents will be invited to attend all professional training and Title I meetings	The percentage of students who are able to use and apply the scientific method will increase by 12%.

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The percentage of 11<sup>th</sup> grade students who attend Quemado High School and score proficient or above in science will increase by at least 12%, based on results from the 2009 – 2010 New Mexico Standards-Based Assessment (NMSBA), from 40% to 52%.

**Strategy/Activity:**  
The students will become proficient in using grade level science vocabulary.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
Students Teachers Administrators School Board Parents	Local staff School library Text books Local technologies Title I Reading First Harcourt Internet Ancillary services	Volunteers Additional staff Training for staff and volunteers Time for collaboration and joint planning	Immediate.	Fall 09: Staff will review student performance on the NMSBA.  Short-cycle assessment will be conducted at the end of each quarter.  Spring 10: Students will complete the NMSBA.  Summer 10: Staff will review student performance on the NMSBA and cyclic testing.	Fall 09: Teachers will develop and attend an inservice about vocabulary development.  Fall 09: Teachers will implement vocabulary development strategies into all curricular areas.	Teachers will contact parents about student performance.  Teachers will schedule quarterly parent conferences for at-risk students.  Parents will review student grades via a secure online grade reporting system.	The percentage of students who are proficient at reading will increase by 12%.  Agendas and attendance will be maintained for all meetings.  Copies of short-cycle assessments will be filed with the administration.

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The percentage of 11<sup>th</sup> grade students who attend Quemado High School and score proficient or above in science will increase by at least 12%, based on results from the 2009 – 2010 New Mexico Standards-Based Assessment (NMSBA), from 40% to 52%.

**Strategy/Activity:**  
Students will develop content specific strategies for studying and test taking on science material.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
Students Teachers Administrators School Board Parents	Internet Textbook Test prep course ACT curriculum Notes Outlines Title I	Time for collaborative planning Training	Immediate	In-class test preparation and review for all class assessments  MAPPS test	Teachers collaborate on teaching methods and assessments	Teachers will involve parents in the study process.	The percentage of students who are proficient at reading will increase by 12%.  Short-cycle assessments results will be filed with the administration

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**Goal:**  
The percentage of 11<sup>th</sup> grade students who attend Quemado High School and score proficient or above in social studies will increase by at least 15%, based on results from the 2009 – 2010 New Mexico Standards-Based Assessment (NMSBA), from 25% to 40%.

**Strategy/Activity:**  
Students will express use of constitutional law in written form.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
Teachers Administrators School Board Students Parents	Textbooks Internet Local Staff A copy of the Constitution of the United States	Guest speakers Constitution curriculum Training Time for collaborative planning	Immediate	Fall 09: Staff will review NMSBA results  Fall 09: Staff will review NMHSCE results  Summer 10: Staff will review NMSBA and NMHSCE results.	Teachers will collaborate on time lines, teaching methods, and techniques  Teachers will implement the Six Traits of Writing.  Teachers will implement the Open-Ended Response format.	Teachers will contact parents about student performance.  Teachers will schedule quarterly parent conferences for at-risk students.  Parents will review grades via a secure online grade reporting system.  Parents will be invited to attend and participate in professional development as well as all Title I meetings.	100% of students will pass the NMSBA scoring proficient or higher.

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**Goal:**  
The percentage of 11<sup>th</sup> grade students who attend Quemado High School and score proficient or above in written language will increase by at least 12%, based on results from the 2009 – 2010 New Mexico Standards-Based Assessment (NMSBA), from 58% to 70%.

**Strategy/Activity:**  
Teachers will provide cross curricular writing opportunities to improve writing skills.

Mid Year Review Date:	Planning	Progressing	Completed	Administrator name: Position:	
Annual Review Date:	Planning	Progressing	Completed	Administrator name: Position:	

Person(s) Responsible	Resources		Implementation Timeline	Evaluation Timeline	Professional Development	Parent and Community Involvement	Evidence of Completion
	Available	Needed					
All HS Teachers Students Administration Parents School Board	Local staff School library Local technology Internet Title I Pearson	Time for collaboration Training Volunteers	Fall 09: Teachers will require short answer and long answer written responses weekly.  Spring 10: Teachers will review MAPS and other data to improve writing strategies  Summer 10: Teachers will review NMSBA and cyclic testing performance.	MAPS Short-Cycle assessments in the fall, winter, and spring.  Spring 09: Students will use practiced writing skills on NMSBA.  Summer/Fall 10: Staff will review student performance on NMSBA and MAPS	Spring/Summer/Fall Workshops to review data and implement necessary changes	Teachers will contact parents about student performance.  Parents will ensure that 7 – 12 students summarize nightly reading in written form.  Teachers will schedule quarterly parent conferences for at-risk students.	Agendas and attendance will be maintained for all meetings.  Copies of short-cycle assessments and CRT will be filed with the administration.

## **Student Assessment Data**

According to the 2005 School Accountability Report, DES, QES, and QHS met AYP. However, the students did not perform as well as ISD2 school board, staff and other stakeholders believed they should have. Only 8% of QES students were proficient in mathematics, and 36% in reading. Only 31.48% of QHS students were proficient in mathematics, and 40.74% in reading. Since DES tested only 9 students, no proficiency rates were reported. However, DES and district staff feel that the rates would have been comparable to QES proficiency rates.

Based on these proficiency data, the ISD2 EPSS Committee identified improved student performance in mathematics and reading as EPSS goals. The Committee established the following EPSS goals for SY 2006 – 2007

The percentage of students, who attend Independent School District #2, who score proficient or above in mathematics, will increase by at least 10%, based on results from the 2005 New Mexico Standards-Based Assessment (NMSBA), from 30% to 40%.

and

The percentage of students, who attend Independent School District #2, who score proficient or above in reading, will increase by at least 10%, based on results from the 2005 New Mexico Standards-Based Assessment (NMSBA), from 40% to 50%.

Additionally, the EPSS Committee felt that improved student performance in writing skills should have been a goal. However, since no CRT data were available for writing and the New Mexico Public Education Department (NM PED) directed that all goals be data driven, no separate writing goals were established. Given how strongly the ISD2 EPSS Committee felt on this issue, writing skills development were included as key strategies in support of both the mathematics and reading goals.

Student performance on the 2006 CRT did not improve as the district expected. While elementary reading and high school mathematics scores improved, the elementary mathematics and high school reading scores declined. The EPSS committee believes that this was the result of three effects. First, the strategies identified in the EPSS goals were not effectively applied. Second, many students did not take the tests seriously and did not make a valid effort. Third, the testing schedule resulted in excessive student fatigue during the afternoon testing sessions. Therefore, the staff has decided that they will try to offset these factors by focusing on the EPSS goals more closely, enforcing consequences on students who do not strive for excellence on the tests, and rescheduling the tests to minimize fatigue.

The data derived from the 2007 – 2008 New Mexico Standards and Benchmarks Assessment (NMSBA) and New Mexico High School Competency Exam (NMHSCE) reflected the desired improvements in student performance as stated in the EPSS goals; the

district achieved AYP in all areas. But, the district is still not satisfied. Too many students are still not proficient especially in the lower economic status and Native American subgroups. Additionally, the district feels that too many students are still not making a valid effort. Therefore, other measures that include more focused teacher PDPs and mandatory test preparation classes for students who have not demonstrated proficiency were put into effect during SY 2008 – 2009.

The students continued to improve their performance as indicated by the SY 2008 – 2009 NMSBA. In particular, the test preparation classes and heightened emphasis on short-cycle assessment performance had a noticeable positive effect on student achievement. However, the performance of Native American and economically disadvantaged students was significantly below ISD2 expectations. Therefore, DES, QES, QHS, and ISD2 resources will be more heavily focused on helping these students populations in particular during SY 2009 – 2010.

### **Short-Cycle Assessment**

During SY 2006 – 2007, staff attempted to use A+ Learning System resources for short-cycle assessment materials. The experiment failed. Major causes of this failure were the cumbersomeness of the system and the lengthiness of the assessments. Additionally, problems arose as teachers tried to access the resulting assessment data. Therefore, ISD#2 discontinued this experiment.

Subsequently, the administration and staff discussed what would constitute valid short-cycle assessment. They identified the following characteristics:

- Short-cycle assessment must be aligned to the New Mexico Standards and Benchmarks.
- Short-cycle assessment must be objective.
- Short-cycle assessment must be easy to administer and evaluate.
- Short-cycle assessment must have minimal impact on teaching time.

During Spring 2007, ISD2 staff evaluated various materials that could be used for short-cycle assessment to determine how well they fit these characteristics. Based on this review, the staff decided that the MAPS assessment system would meet the district needs for short-cycle assessment. ISD#2 implemented this during SY 2007 – 2008. Implementation involved local training by district staff, on-line training proctored by the assessment provider, on-site training by MAPS personnel, local monitoring, and use of the MAPS system in informing instruction.

Based on the MAPS assessment success in meeting district needs, ISD#2 has adopted this assessment system for short-cycle assessments. An additional effect that staff has noted is the positive correspondence between ACT and MAPS scores. Therefore, ISD2 staff have decided to continue to use MAPS for short-cycle assessment.

## **Review Process**

The administration will review progress toward the ISD2 goals at least semi-annually. The review will be based on local short-cycle assessment results and student performance on the NMSBA. The purposes of the review will be to

- revise the EPSS to ensure continued student improvement
- ensure that teachers are providing well planned and delivered educational opportunities that support the EPSS goals
- ensure that students are taking advantage of the educational opportunities provided

These reviews will be documented by the administration on each EPSS goal sheet. This documentation will be maintained in the administrative offices.

The District EPSS Committee will review progress toward the ISD2 goals at least annually during the 1<sup>st</sup> quarter of each school year after NMSBA data are available. The review will be based upon these data. The purpose of the review will be to revise the EPSS to ensure continued student improvement. These reviews will be documented in district EPSS document.