



**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 checked="" type="checkbox"/> School <input type="checkbox"/> Combined EPSS | District: Dexter Consolidated Schools | School: Dexter Elementary School | Date: 1-22-10 | School Year: 2009-2010 |
| Prior Year Status: S12 | | Current Year Status: CA | | |

Plan

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

The number of students scoring proficient or above in **MATH** will increase by the percentage necessary to meet 2010 Annual Measurable Objectives (AMO) or increase by 15%, whichever is greater.

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)

Using Spring short cycle assessment data and current NMSBA data when it becomes available. Choose target goals from the gap analysis of sub-populations not meeting AYP.

All students including SWD and ELL students scoring less than proficient in Math will demonstrate the following increases:

| School | Students With Disabilities | | ELL Students | | All Students | |
|-------------------|----------------------------|----------|-------------------|----------|-------------------|----------|
| | 2009 % Proficient | 2010 AMO | 2009 % Proficient | 2010 AMO | 2009 % Proficient | 2010 AMO |
| Dexter Elementary | 33.3% | 57.0% | 27.8% | 57.0% | 41.1% | 57.0% |

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

MATH MAPS DATA May 2008 – May 2009

Study

| School | Grade Level | NWEA Well Below Proficiency Percentage (below two or more grade levels) | | | | NWEA Nearing Proficiency Percentage (below one grade level) | | | | NWEA Proficient Percentage (at current grade level) | | | | NWEA Advanced Percentage (above grade level) | | | |
|------------|-------------|---|--------|--------|--------|---|--------|--------|--------|---|--------|--------|--------|--|--------|--------|--------|
| | | May 08 | Aug 08 | Dec 08 | May 09 | May 08 | Aug 08 | Dec 08 | May 09 | May 08 | Aug 08 | Dec 08 | May 09 | May 08 | Aug 08 | Dec 08 | May 09 |
| Elementary | Grade 3 | | 11 | 8 | | | 59 | 51 | | | 28 | 39 | | | 2 | 2 | |
| | Grade 4 | 1 | 5 | 2 | | 40 | 49 | 35 | | 56 | 37 | 53 | | 3 | 9 | 10 | |
| | Grade 5 | 8 | 17 | 18 | | 74 | 65 | 66 | | 16 | 17 | 16 | | 2 | 1 | 0 | |

MATH NMSBA DATA May 2008-May 09

| School | Grade Level | NMSBA Beginning Step Percentage | NMSBA Nearing Proficiency Percentage | NMSBA Proficient Percentage | NMSBA Advanced Percentage |
|------------|-------------|---------------------------------|--------------------------------------|-----------------------------|---------------------------|
| Elementary | Grade 3 | 3% | 36% | 55% | 7% |
| | Grade 4 | 7% | 69% | 22% | 2% |
| | Grade 5 | 8% | 55% | 31% | 6% |

ACTION PLAN (complete 1 quarter at a time)

| | | 1 st reporting period | 2 nd reporting period | 3 rd reporting period | 4 th reporting period or summer | Summer |
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| Study | <p>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</p> | <ul style="list-style-type: none"> • K through 2nd grade were administered the MAP Math for the first time in Fall and Winter 08. Spring 2009 data showed a gain in Kindergarten and a dip in first and second grades. This will be monitored closely next year to note differences now that the first year of test introduction has been established for MPG. • Third, Fourth and Fifth grades all showed a decrease in math scores in the Spring testing. • Fall 2009 scores showed a decline in scores for grades 3-5 | <ul style="list-style-type: none"> • Student achievement in Math on Winter MAPS showed improvement in two grade levels, 3rd and 4th. • Proficient and advanced: <ul style="list-style-type: none"> ◦ 41% (3rd Grade) ◦ 63% (4th Grade) • 5th Grade scores went down from the August MAP scores. • Proficient and advanced: 16% (5th Grade) • Only 4th grade has met the AMO of 57% so far. • The majority of students in all three grades are testing at nearing proficiency with an average of 58%. • In the Fall 2009, Dexter Elementary School completed self – assessment review which resulted in the following priorities being identified: <ul style="list-style-type: none"> ◦ Extra help in the Math Program in all grades. ◦ More specific instructional strategies for the ELL subgroup ◦ Resources (time and people) to ensure student mastery (re-teaching and assessment, tutoring and incentives) | <p>Analyze the updated data from the previous quarterly/trimester Short Cycle Assessments plus any additional data relevant to Key Strategies.</p> | | |

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| <p>Plan</p> | <p>Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)</p> | <ul style="list-style-type: none"> • Process standards-based math curriculum and teaching strategies will be implemented to ensure achievement of district EPSS goal. • Data driven, researched-based decisions will drive instruction and district math initiatives. • Provide professional development for the math program: Investigations • Provide common planning time for grade level teams • Provide on-going job-embedded professional development in effective classroom strategies • Implement Differentiated Instruction period across all grades 1-5 • RTI framework will be implemented with identified students. <p>Special Education Director, Preschool Lead Teacher and PVREC8 staff will meet with Part C providers to ensure deadlines are met and information is obtained</p> | <ul style="list-style-type: none"> • Process standards-based math curriculum and teaching strategies will be implemented to ensure achievement of district EPSS goal. • Data driven, researched-based decisions will drive instruction and district math initiatives. • Provide professional development for the math program: Investigations • Continue common planning time for grade level teams • Provide on-going job-embedded professional development in effective classroom strategies • Math DI-Implement Differentiated Instruction 25 minutes 4 times a week-grades 1-5 • Target of Math DI-Geometry 7 weeks& Measurement • RTI framework will be implemented with identified students. <p>. Special Education Director, Preschool Lead Teacher and PVREC8 staff will meet with Part C providers to ensure deadlines are met and information is obtained</p> | <p>Based on analysis from previous quarter /trimester adjust strategy and implementation plan.</p> | | |
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| Plan | <p>Person(s) Responsible for carrying out Plan</p> | <ul style="list-style-type: none"> • Teachers • Grade level Teams • Principal • Counselor • Test Coordinator • Parents • Students | <ul style="list-style-type: none"> • Pat Parsons, Superintendent • Denise King, Elementary Principal • Elementary Grade Level Reading Team Leaders • Diane Sandoval, SPED Director • Mary Leininger, K-12 Programs Director • Special Education District Office Staff • DD Preschool Lead Teacher | <p>Identify the person(s) responsible ensuring strategy(s) is deployed during current quarter/trimester.</p> | | |
| Plan | <p>Resources Available (4.5,4.6,4.7)</p> | <p>Job-embedded professional development</p> <ul style="list-style-type: none"> • Dr. Sharon Gatti-Carson – instructional coach - \$4,000 • Co-Teaching training - \$2,000 <p>Bilingual Funding</p> <ul style="list-style-type: none"> • Bilingual Conference, ELL, and TESOL funding <p>Title I Funding</p> <ul style="list-style-type: none"> • Supplemental Education Services (SES) • Compass Learning Software • NWEA/Compass Bridge • MAP Data Training | <p>Job-embedded professional development</p> <ul style="list-style-type: none"> • Dr. Sharon Gatti-Carson – instructional coach - \$4,000 • Steps Up to Writing In service on January 4, 2010. • Sharon Carson-Gatti February In Service <p>Bilingual Funding</p> <ul style="list-style-type: none"> • Bilingual Conference, ELL, and TESOL funding <p>Title I Funding</p> <ul style="list-style-type: none"> • Supplemental Education Services (SES) • Compass Learning Software • NWEA/Compass Bridge • MAP Data Training | <p>Identify resources available during the current quarter, trimester. <i>(Include funding source and \$ encumbered.)</i></p> | | |
| Plan | <p>Resources Needed</p> | <p>Intervention time Data analysis training and time Paraprofessionals Volunteers for interventions</p> | <p>Intervention time Data analysis training and time Paraprofessionals Volunteers for interventions. Math Investigations recommended trade books</p> | <p>Identify resources needed during current quarter/trimester.</p> | | |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan</p> | <p>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)</p> | <ul style="list-style-type: none"> • CoTeaching/LRE training, October 7,8,9, 2009,Elementary Certified Staff, paraprofessionals and Ancillary Staff • NWEA MAP Climbing the Data LadderTraining, October 8, Key Staff • SAT Training, October 22, 2009 Key Staff | <ul style="list-style-type: none"> • Steps Up to Writing training, January 4, 2010,Elementary Certified Staff, paraprofessionals and Ancillary Staff • RETA/Zune training December 12, 2009 Elementary teachers 1-4 • Rti Training, Elementary Staff | <p>Identify the Professional Development relevant to Key EPSS strategies during the quarter/trimester. Indicate the following for each PD:</p> <ul style="list-style-type: none"> • Title • Date • Audience | | |
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| <p>Plan</p> | <p>Parent and Community Involvement (3.1,3.2,3.3)</p> | <ul style="list-style-type: none"> • Parent night at beginning of school year • Parent/teacher conferences • School Improvement Teams at each level including parent members that discuss math programs • DDAA support and monetary donations for school programs • Student Assistance Teams (SAT) that include parent members • Community Newsletter sent to all community members • Parent involvement on IEP teams • Grade Level Performances | <ul style="list-style-type: none"> • Parent/Teacher October Conferences • Computer set up during Parent/Teacher conferences in order for parents to take survey • School Improvement Teams at each level including parent members that discuss math programs • DDAA support and monetary donations for school programs • Student Assistance Teams (SAT) that include parent members • PAWS parents' connection to child's grades • District website dexterdemons.org • Community Newsletter sent to all community members • Parent involvement on IEP teams • Grade Level Performances | <p>Identify Stakeholder and Community involvement opportunities during the quarter/trimester.</p> | | |
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| Do | <p>Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)</p> | <ul style="list-style-type: none"> • Professional development with qualified consultants including use of PDSAs and charting data for district and classroom use • Monitor student progress and provide appropriate student interventions in order to ensure growth to grade level improvement • Every student not scoring proficient will have an intensive in school intervention • Mandated student participation in intervention programs for all students scoring below proficiency • Professional development with qualified consultants <p>Ongoing placements will continue while meetings are set up with Part C Providers</p> | <ul style="list-style-type: none"> • Professional development with qualified consultants including use of PDSAs and charting data for district and classroom use • Monitor student progress and provide appropriate student interventions in order to ensure growth to grade level improvement • Every student not scoring proficient will have an intensive in school intervention • ELL sub-groups identified in reading who are in need of additional support • Mandated student participation in intervention programs for all students scoring below proficiency • Professional development with qualified consultants • Ongoing placements will continue while meetings are set up with Part C Providers. | <p>Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.</p> | | |
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| <p>Study</p> | <p>State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)</p> | <p>*****</p> <ul style="list-style-type: none"> • Student achievement in Math on Winter MAPS showed improvement in two grade levels, 3rd and 4th. • Proficient and advanced: <ul style="list-style-type: none"> • 41% (3rd Grade) • 63% (4th Grade) 5th Grade scores went down from the August MAP scores. • Proficient and advanced: <ul style="list-style-type: none"> 16% (5th Grade) • Only 4th grade has met the AMO of 57% so far. • The majority of students in all three grades are testing at nearing proficiency with an average of 58%. • In the Fall 2009, Dexter Elementary School completed self – assessment review which resulted in the following priorities being identified: <ul style="list-style-type: none"> ◦ Extra help in the Math Program in all grades. ◦ More specific instructional strategies for the ELL subgroup • Resources (time and people) to ensure student mastery (re-teaching and assessment, tutoring and incentives) | <p style="color: red;">Not to be completed until after your second quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> • <i>What's working?</i> • <i>What's not?</i> | <p style="color: red;">Not to be completed until after your third quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> • <i>What's working?</i> • <i>What's not?</i> | | |
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| Act/Plan | <p>If target met, change target and chose another benchmark; if not revise target goal, strategy and teaching sequence to reflect changes. (1.7,2.11,3.5,4.3,4.4, Process Management)</p> | <ul style="list-style-type: none"> • In the Fall 2009, Dexter Elementary School completed self – assessment review which resulted in the following priorities being identified: <ul style="list-style-type: none"> ◦ Extra help in the Math Program in all grades. ◦ More specific instructional strategies for the ELL subgroup ◦ Resources (time and people) to ensure student mastery (re-teaching and assessment, tutoring and incentives) <p>Although the 5th grade has not made the progress the 3rd and 4th have made, it is evident in looking at the whole school data that the Math DI implementation has made a huge difference and we will continue with this.</p> | <p>Based on Results outlined in STUDY above</p> <p>1) If Target goal met.... change target goal to further impact overall goal.</p> <p>2) If Target goal not met....</p> <ol style="list-style-type: none"> a. Continue current strategy and update deployment for next quarter/trimester. b. Continue current strategy, but make improvements to deployment plan for next quarter/trimester. c. Abandon current strategy and identify new strategy for next quarter/trimester. | <p>Based on Results outlined in STUDY above</p> <p>1) If Target goal met.... change target goal to further impact overall goal.</p> <p>2) If Target goal not met....</p> <ol style="list-style-type: none"> a. Continue current strategy and update deployment for next quarter/trimester. b. Continue current strategy, but make improvements to deployment plan for next quarter/trimester. c. Abandon current strategy and identify new strategy for next quarter/trimester. | | |
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DEFINITIONS:

Data analysis: The process where all available data (NMSBA results, short cycle assessment results, teacher made assessments, demographic data, etc.) are reviewed to determine the *target group of students* and the specific needs of those target students that demonstrate less than proficient academic skills and knowledge.

Instructional Strategy: the *plan* of action designed to intentionally teach students the necessary skills and knowledge they need to be academically proficient

Intensive Intervention: The *program, practice or activity* that is chosen as the tool to provide the actual standards based content or skill needed by the students to be successful academically. This program, practice or activity is beyond what is already provided to all students in the regular core curriculum.

Target Goal: A target goal that identifies the specific group of students who must demonstrate academic gain.

STRATEGIC PLANNING CRITERIA:

1. The school’s EPSS planning process focuses on continually improving school performance to enhance learning for all students.
2. The district/school has specific student learning goals that are consistent with the mission, beliefs, and core values; are appropriate in terms of rigor and equity; meet student needs; and are aligned with state and federal mandates and standards where applicable.
3. The district/school EPSS planning process:
 - Involves representative stakeholders from the district/school;
 - Includes an analysis of student and stakeholder needs, demographics, and current performance levels;
 - Identifies a challenging set of goals and measures that focus on enhanced learning for all students;

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- Develops a continuous improvement approach that identifies the changes that will be made so that growth in student performance can be documented and replicated;
 - Facilitates alignment of department level and classroom level improvement plans, including transitions across grade levels;
 - Provides systematic assessment designed to document student performance and growth toward district/school goals;
 - Identifies strategies, interventions, and action plans;
 - Provides internal analysis of the system; and
4. There is a designated district/school level EPSS steering committee that is responsible for initiating, planning, and coordinating improvement efforts.
 5. Budget priorities are based upon an assessment of human and fiscal resources needed to accomplish the mission, goals, and EPSS plan.
 6. Leaders use the analysis of student performance results: short cycle assessments, standardized tests, CRT, etc.
 7. Leaders consider the strength and weakness of faculty and staff, competitive environment, educational reform, and technological innovations when establishing the priorities for the school.
 8. The district/school conducts staff development activities to support the district/school's EPSS.

REQUIREMENTS FOR DISTRICT EPSS:

1. The district EPSS must be revised to emphasize priorities that address student learning needs. The desired result of the revision is to develop a single, comprehensive EPSS that synthesizes information from the several existing plans reflective of the district's instructional priorities (the current EPSS, the corrective action plan, the five year action plan, district wide Title I plan, etc.) and includes the major goals and/or references to the documents that deal with non-instructional district priorities (such as the safety plan, parent and community involvement plan and others). Alignment, clarity and simplicity should be the aims of this complex undertaking. Input from stakeholders is a necessary aspect of the revision process. The district's EPSS goals must align, but are not limited to, the district's EPSS target areas.
2. The district must provide professional development activities designed to initiate/expand the utilization of a systems approach to continuous district improvement as evidenced in the EPSS. In addition, professional development should reflect an emphasis on the use of data to inform instruction.
3. The district is required to fully implement the use of short cycle assessments in order to assess student progress toward EPSS academic goals and provide the basis for adjusting instruction/programs prior to receiving the results of the end-of-the-year New Mexico criterion references test (NMSBA).
4. The district must maintain and analyze all basic and comparative data to drive district performance, with an emphasis on selection, management, analysis, and the use of information as the basis for decisions and improvement.
5. The district plan is an overall view of district initiated actions that affect the district as a whole, as a district wide adoption of a strategy as tutoring, summer school, etc.
6. The district's EPSS must articulate new initiatives for the district year, align across the systems to support the strategy and the goals that comply with the following criteria:
 - student centered,
 - supports student academic progress,
 - measurable using a data baseline,
 - data evidences by a standardized assessment,
 - assessed regularly for progress of implementation,
 - supported by an articulated strategy/activity, and
 - a collaborative effort with stakeholders participating in the development.