



**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		

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

Improve **PARENT SUPPORT AND INVOLVEMENT** in their child’s academic achievement as a member of the school community.

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 Reading 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	38.1%	67%	48.6%	67%	63.1%	67 %

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%	57%	27.8%	57%	41.1%	57%

2009-2010 EPSS

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

READING MAPS DATA May 2009 – May 2010

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 09	Aug 09	Dec 09	May 10	May 09	Aug 09	Dec 09	May 10	May 09	Aug 09	Dec 09	May 10	May 09	Aug 09	Dec 09	May 10
Elementary	Grade 3		32	16			55	30			12	51			1	3	
	Grade 4	5	9	4		22	41	33		69	48	58		4	2	5	
	Grade 5	9	8	4		43	42	46		44	43	41		4	7	9	

MATH MAPS DATA May 2009– May 2010

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 09	Aug 09	Dec 09	May 10	May 09	Aug 09	Dec 09	May 10	May 09	Aug 09	Dec 09	May 10	May 09	Aug 09	Dec 09	May 10
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	

Study

READING NMSBA DATA 2008-09

School	Grade Level	NMSBA Beginning Step Percentage	NMSBA Nearing Proficiency Percentage	NMSBA Proficient Percentage	NMSBA Advanced Percentage
Elementary	Grade 3	8	14	64	12
	Grade 4	12	44	41	3
	Grade 5	5	34	48	14

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%

Update assessment data based on Short cycle assessment schedule (quarterly/trimester) to track and trend progress toward target goals/measures and to inform STUDY/ACT components of EPSS (The last two boxes of each quarterly/trimester EPSS reflection).

ACTION PLAN (complete 1 quarter at a time)

5/4/2010PED-PSB baj 3/07
Rev 5/12/08 BAJ/lb

2009-2010 EPSS

		1 st reporting period	2 nd reporting period	3 rd reporting period	4 th reporting period or summer	Summer
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<p>st</p>	<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"> • ELEMENTARY SCHOOL • For the Spring Parent/Conferences, Dexter Elementary School had a total of 377 parents in attendance for an average of 80% which is a decrease for the 88% average for the Fall Parent/Conferences. • In addition to Parent/Conferences, two parent advisory nights were held for Bilingual/Special Programs and for Gifted. A very minimum number of parents were in attendance. Although both nights were not well attended, it is a goal to have additional parent meetings next school year. • Attendance at parent conferences and meetings will continue to be tracked during the 2009-10 school year. In addition, all parents will be encouraged to sign-up for Parent Aide (PAW) so that they can access grade, report card, and attendance information on their student via the internet 	<ul style="list-style-type: none"> • In the Fall 2009-10, a Parent Visitation Night was held in August. Dexter Elementary School had 51% of our parents attend the visitation night. Parent Conferences were held in mid-October in which 85% of our parents attended, which is an increase over the 80% from last spring. The next parent conferences will be held in mid-March in which our goal is to have an even larger percentage of parents in attendance. • In the Fall 2009-10, Dexter Schools implemented the PAWs accountability system in which parents can now access their child's grades and report cards via the internet. Currently, we have % of our parents signed up to access this program.. • The district is also in the process of purchasing a school-wide notification system that actively notifies all parents via telephone, e-mail, and text messaging of special events, weather delays, school announcements, etc. in both English and Spanish in order to help keep our parents better informed of school activities. • Second grade did a night time performance and pancake supper in which we had over 250 people in attendance for the performance and 400 for the supper. WE plan to do more in the future 	<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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Plan	<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"> • Parent/teacher conferences • Parent contact logs • Progress notes to parents • Progress notes from IEP • Participation in Academic Improvement Plans • Community volunteers • Entrepreneurship program • Letters to parents for test preparation • Dexter Demons Activities Association • Dexter community support • ELL and GED classes for parents • Board meeting with parents to gain feedback about school • Parent involvement in committees: <ul style="list-style-type: none"> ◦ Safety ◦ School Improvement Committees ◦ Textbook adoption committees ◦ Budget committees ◦ Student Assistance Teams • IEP team 	<ul style="list-style-type: none"> • Parent/teacher conferences • Parent contact logs • Progress notes to parents • Progress notes from IEP • Participation in Academic Improvement Plans • Community volunteers • Entrepreneurship program • Letters to parents for test preparation • Dexter Demons Activities Association • Dexter community support • ELL and GED classes for parents • Board meeting with parents to gain feedback about school • Parent involvement in committees: <ul style="list-style-type: none"> ◦ Safety ◦ School Improvement Committees ◦ Textbook adoption committees ◦ Budget committees ◦ Student Assistance Team • IEP team 	<p>Based on analysis from previous quarter /trimester adjust strategy and implementation plan.</p>		
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2009-2010 EPSS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan</p>	<p>Person(s) Responsible for carrying out Plan</p>	<ul style="list-style-type: none"> • Pat Parsons, Superintendent • Denise King, Elementary Principal • Diane Sandoval, SPED Director • Mary Leininger, K-12 Programs Director • Elementary School Staff 	<ul style="list-style-type: none"> • Pat Parsons, Superintendent • Denise King, Elementary Principal • Diane Sandoval, SPED Director • Mary Leininger, K-12 Programs Director • Elementary School Staff 	<p>Identify the person(s) responsible ensuring strategy(s) is deployed during current quarter/trimester.</p>		
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Plan	Resources Available (4.5,4.6,4.7)	<ul style="list-style-type: none"> • Community partnerships • Dexter Demons Activities Association • Dexter Community Support • School Advisory Teams • District Quarterly Newsletters 	<ul style="list-style-type: none"> • Community partnerships • Dexter Demons Activities Association • Dexter Community Support • School Advisory Teams • District Quarterly Newsletters • District website dexterdemons.org • Parent involvement on Student Publishing Project • PAWS parents' connection to child's grades • AR –Home Connection • Parent Visitations during lunch • Second grade Student Performance & Pancake Supper • Students' district achievements i.e. SBA Advance, NMELPA Advance recognition by school board • NM State Battle-of-the-Books Competition • Flu shot clinic • Kindergarten Round-Up in Spring • Child Find Screenings 	Identify resources available during the current quarter, trimester. <i>(Include funding source and \$ encumbered.)</i>		
Plan	Resources Needed	<ul style="list-style-type: none"> • Incentives • Volunteer training time • Translators 	<ul style="list-style-type: none"> • Incentives • Volunteer training time • Translators 	Identify resources needed during current quarter/trimester.		

2009-2010 EPSS

Plan	<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"> • Parent invitations to professional development opportunities 	<ul style="list-style-type: none"> • Parent invitations to professional development opportunities 	<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 		
Plan	<p>Parent and Community Involvement (3.1,3.2,3.3)</p>	<ul style="list-style-type: none"> • Improve public relations between community and school • Use of marquee 	<ul style="list-style-type: none"> • Continue to improve public relations between community and school • Use of marquee 	<p>Identify Stakeholder and Community involvement opportunities during the quarter/trimester.</p>		
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"> • Refreshments provided for special events • Incentives for parent participation • Parent notices in both English and Spanish • Child care provided for ELL & GED Classes for Parents 	<ul style="list-style-type: none"> • Refreshments provided for special events • Incentives for parent participation • Parent notices in both English and Spanish • Child care provided for ELL & GED Classes for Parents 	<p>Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.</p>		

<p>study</p>	<p>State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)</p>	<ul style="list-style-type: none"> • In the Fall 2009-10, a Parent Visitation Night was held in August. Dexter Elementary School had 51% of our parents attend the visitation night. Parent Conferences were held in mid-October in which 85% of our parents attended, which is an increase over the 80% from last spring. The next parent conferences will be held in mid-March in which our goal is to have an even larger percentage of parents in attendance. • In the Fall 2009-10, Dexter Schools implemented the PAWs accountability system in which parents can now access their child's grades and report cards via the internet. Currently, we have % of our parents signed up to access this program.. • The district is also in the process of purchasing a school-wide notification system that actively notifies all parents via telephone, e-mail, and text messaging of special events, weather delays, school announcements, etc. in both English and Spanish in order to help keep our parents better informed of school activities • Second grade did a night time performance and pancake supper in which we had over 250 people in attendance for the performance and 400 for the supper. WE plan to do more in the future! 	<p>Not to be completed until after your second quarterly/trimester Short cycle assessment and review of student data. *****</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>Not to be completed until after your third quarterly/trimester Short cycle assessment and review of student data. *****</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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2009-2010 EPSS

Acty/Plan	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)	Target has not been totally met until we have 100% participation by all parents.	<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> <p>a. Continue current strategy and update deployment for next quarter/trimester.</p> <p>b. Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>c. Abandon current strategy and identify new strategy for next quarter/trimester.</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> <p>a. Continue current strategy and update deployment for next quarter/trimester.</p> <p>b. Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>c. Abandon current strategy and identify new strategy for next quarter/trimester.</p>		
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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;
 - 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.

2009-2010 EPSS

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.