



**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: 1-22-2010	School Year: 2009-2010
Prior Year Status: SI2		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 **READING** will increase by the percentage necessary to meet 2008 Annual Measurable Objectives (AMOs) 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 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%	67.0%	48.6%	67.0%	63.1%	67.0%

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

READING MAPS READING DATA May 2008 – May 2009

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		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	

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

Study

- ❖ **100% of students referred from Part C that are found eligible for Part B services will have an IEP developed and implemented by their third birthday as measured by 40 day STARS data.**

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)

		1 st reporting period	2 nd reporting period	3 rd reporting period	4 th reporting period or summer	Summer
Stud	<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"> • Kinder – 2nd grades took the MPG in the Spring. This was their first year of taking the MPG. Kindergarten was up and First and Second grades showed a decrease in scores in the Spring. This was baseline data and will be monitored closely in the 2009-10 year. Third grade stayed about the same and fourth and fifth grades showed a decrease in scores in the spring. This could be due testing problems with technology 	<ul style="list-style-type: none"> • Kinder – 2nd grades took the MPG in the Winter. • For the Winter MAP testing • 3rd and 4th grades showed improvement compared to the Fall MAP scores. • 5th grade remained the same • Proficient and advanced: <ul style="list-style-type: none"> ◦ 54% (3rd Grade) ◦ 63% (4th Grade) ◦ 50% (5th Grade) • None of the grades are at the AMO for 2010 • 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>		

<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"> • Research-based reading curriculum and teaching strategies will be implemented to ensure achievement of district EPSS goal. • RTI strategies will be implemented with identified students. • Dibels and/or MAP Assessment Interventions <ul style="list-style-type: none"> ◦ Intensive-thirty-minutes three times a week of additional reading ◦ Strategic-30 minutes three times a week of additional reading • Provide common planning time for grade level teams • Provide on-going job-embedded professional development in effective classroom strategies • Continue Special Education initiatives: <ul style="list-style-type: none"> ◦ LRE ◦ Transition • Utilize Rigor and Relevance Framework • Special Education Director, Preschool Lead Teacher and PVREC8 staff will meet with Part C providers to ensure deadlines are met and information is obtained. • STEP Up To Writing training • Implement STEP Up To Writing • K-5 AR Program Implementation. 	<ul style="list-style-type: none"> • Research-based reading curriculum and teaching strategies will be implemented to ensure achievement of district EPSS goal. • RTI strategies will be implemented with identified students using DIBELS and/or MAP Assessment as indicators. <ul style="list-style-type: none"> ◦ Tier I students receiving in class either with teacher, paraprofessional, Reading Coach or Interventionalist. ◦ Tier II students receiving extra assistance three times a week of additional reading practice. ◦ ELL subgroups identified according to Reading Winter MAP RIT band to be placed with a certified teacher using ELL or TESOL strategies. • Continue common planning time for grade level teams • Continue Special Education initiatives: <ul style="list-style-type: none"> ◦ LRE ◦ Transition • Utilize Rigor and Relevance Framework • STEP Up To Writing training on January 4, 2010. • Continue STEP Up To Writing • K-5 AR Program Implementation 	<p>Based on analysis from previous quarter /trimester adjust strategy and implementation plan.</p>		
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2009-2010 EPSS

Plan	<p>Person(s) Responsible for carrying out Plan</p>	<ul style="list-style-type: none"> • Pat Parsons, Superintendent • Denise King, Elementary Principal • Elementary Grade Level Reading Team Leaders • Diane Sandoval, SPED Director • Mary Leinenger, K-12 Programs Director • Special Education District Office Staff • DD Preschool Lead Teacher 	<ul style="list-style-type: none"> • Pat Parsons, Superintendent • Denise King, Elementary Principal • Elementary Grade Level Reading Team Leaders • Diane Sandoval, SPED Director • Mary Leinenger, 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>	<ul style="list-style-type: none"> • NWEA Training for new staff on the administration and use of MAPS by EPSS Coordinators and teachers—FREE • NWEA Climbing the Data Ladder training, Title 1 \$1,000 • CoTeaching/LRE training by REC4-\$2,000 for subs • Computer software including: <ul style="list-style-type: none"> ◦ Compass Learning Grades K-5 –Title 1 ◦ DIBELS Grades K-3- Grant ◦ Accelerated Reading Program Grades K-5 ◦ Student IEPs Preschool Network-UNM Bilingual Funding • Bilingual Conference, ELL, and TESOL funding Title I Funding • Supplemental Education Services (SES) 	<ul style="list-style-type: none"> • NWEA Training for new staff on the administration and use of MAPS by EPSS Coordinators and teachers—FREE • Steps Up to Writing In service on January 4, 2010. • Sharon Carson-Gatti February In Service • Computer software including: <ul style="list-style-type: none"> ◦ Compass Learning Grades K-5 –Title 1 ◦ DIBELS Grades K-3- Grant ◦ Accelerated Reading Program Grades K-5 ◦ Student IEPs • Preschool Network-UNM Bilingual Funding • Bilingual Conference, ELL, and TESOL funding Title I Funding • Supplemental Education Services (SES) 	<p>Identify resources available during the current quarter. trimester. <i>(Include funding source and \$ encumbered.)</i></p>		

2009-2010 EPSS

Plan	<p>Resources Needed</p>	<ul style="list-style-type: none"> • Time and money resources • <i>Stepping Stones to Using Data and Climbing the Data Ladder</i> through NWEA • Tutorial Programs • Teacher evaluation training • PED information on RTI and SAT training • RTI in-house training • Accurate information provided by Part C providers • MOU established with Part C Providers 	<ul style="list-style-type: none"> • Time and money resources • NWEA Tutorial Programs • Teacher evaluation training • RETA Zune Training 1-4 to implement Zune MP3 players in the classroom • PED information on RTI and SAT training • RTI in-house training • Accurate information provided by Part C providers • MOU established with Part C Providers 	<p>Identify resources needed during current quarter/trimester.</p>		
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"> • CoTeaching/LRE training, October 7,8,9, 2009,Elementary Certified Staff, paraprofessionals and Ancillary Staff • NWEA MAP Climbing the Data Ladder Training, 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 		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan</p>	<p style="text-align: center;">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 Leadership Teams represented by each grade level including parent members • Elementary Reading Nights • RIF book giveaway • Community book fair • DDAA support and monetary donations for school programs • Student reading logs/agenda signed by parents • Student Assistance Teams (SAT) that include parent members • PAWS parents • Community Newsletter sent to all community members • Parent involvement on IEP teams • Grade Level Student Celebrations/Presentations 	<ul style="list-style-type: none"> • Parent/Teacher October Conferences • Computer set up during Parent/Teacher conferences for parents to take survey • School Leadership Teams represented by each grade level including parent members • Elementary Reading Nights • Parents attend Author’s visit in Spring • RIF book giveaway • Community book fair • DDAA support and monetary donations for school programs • Student reading logs/agenda signed by parents • AR –Home Connection • Student Assistance Teams (SAT) that include parent members • PAWS parents’ connection to child’s grades • Community Newsletter sent to all community • District website dexterdemons.org • Parent involvement on IEP teams • Parent involvement on Student Publishing Project • Grade Level Student Celebrations/Presentations 	<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"> • Ongoing placements will continue while meetings are set up with Part C Providers to help establish compliance procedures • Use MAP data to “drill down” to specific skills that students need introduced, developed or enhanced • Identify the non-proficient sub-groups in reading who are in need of additional support • Define common gap areas of student group and identify areas of curriculum that need more emphasis • Identify “best practice” approach/material for direct instruction for teacher use in classroom • Train/coach teachers for direct tutorial and ACE teaching methods in order to improve teaching strategies • Implement Step Up to Writing in all classrooms 	<ul style="list-style-type: none"> • Ongoing placements will continue while meetings are set up with Part C Providers to help establish compliance procedures • Use MAP data to “drill down” to specific skills that students need introduced, developed or enhanced • ELL sub-groups identified in reading who are in need of additional support • Define common gap areas of student group and identify areas of curriculum that need more emphasis • Identify “best practice” approach/material for direct instruction for teacher use in classroom • Implement “Grading Policy” • Train/coach teachers for direct tutorial and ACE teaching methods in order to improve teaching strategies • Implement Step Up to Writing in all classrooms 	<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>	<ul style="list-style-type: none"> • Kinder – 2nd grades took the MPG in the Winter. • For the Winter MAP testing 3rd and 4th grades showed improvement compared to the Fall MAP scores. • 5th grade remained the same • Proficient and advanced: <ul style="list-style-type: none"> ◦ 54% (3rd Grade) ◦ 63% (4th Grade) ◦ 50% (5th Grade) • None of the grades are at the AMO for 2010 • Although goal was not met, data indicates that the current strategies are effective. • Continuation of current strategies is recommended by all stakeholders. 	<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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Acty/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>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;
 - 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.

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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.