



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
Educational Plan for Student Success – PARENT
A Continuous Improvement Strategic Plan**

Use the mouse to move from field to field.

This is a <input checked="" type="checkbox"/> District X School <input type="checkbox"/> Combined EPSS	District: Dexter Consolidated Schools	School: Dexter High School	Date: 11/09	School Year: 2009-2010
Prior Year Status: S-2		Current Year Status: CA		

Overall Goal:
Improve PARENT SUPPORT AND INVOLVEMENT in their child's academic achievement as a member of the school community.

Target Goal/Measure:
Increase participation in each category by 5% each reporting period.

	Year	% of Parents Attending Open House	% of Parents Attending Parent/Teacher Conferences	% of Parents participating in P.A.W. Parent Aide	% of Parents attending IEP's.
Study	2009-2010	30%	59%	25%	
	Goal				

ACTION PLAN (complete 1 semester at a time)

		Semester 1	Semester 2	Summer
Study	<p>Data analysis: Leadership, School Strategic Planning, Student/Stakeholder Focus</p> <p>Use information to identify target groups (Who)</p> <p>Provide the source of the data (i.e. NMSBA, Short Cycle Assessment, Literacy Assessment)</p>	<p>At a high school level <u>30%</u> of parents participate in Parent Open House and <u>59 %</u> of parents participate in Parent/Teacher Conferences and <u>25%</u> of parents that have registered for the P.A.W. Parent Aide.</p>	<p>At a high school level <u>30%</u> of parents participate in Parent Open House and <u>59 %</u> of parents participate in Parent/Teacher Conferences and <u>25%</u> of parents that have registered for the P.A.W. Parent Aide.</p>	

2009-2010 EPSS

Plan	<p>Identify Strategy to be used with Target group to remedy AYP (Process Management) (What)</p>	<ol style="list-style-type: none"> 1. Board of Education will meet with parent groups. 2. Parental contacts document by Parent Contact Log by staff. 3. Parental Involvement in Tier II and Tier III process 4. Parent participation in School Leadership/Advisory Teams. 5. Parent participation in Parent Advisory Council for Special Programs. 	<ol style="list-style-type: none"> 1. Board of Education will meet with parent groups. 2. Parental contacts documented in Parent Contact Log by staff. 3. Parental Involvement in Tier II and Tier III process. 4. Parent participation in School Leadership/Advisory Teams. 5. Parent participation in Parent Advisory Council for Special Programs. 	
Plan	<p>Person(s) Responsible for carrying out Plan</p>	<p>Building Principal, Technology Director, Special Education Director, K-12 Programs Director, Teachers, Certified and Non-certified Support Staff</p>	<p>Building Principal, Technology Director, Special Education Director, K-12 Programs Director, Teachers, Certified and Non-certified Support Staff</p>	
Plan	<p>Resources Available</p>	<p>P.A.W. Parent Aide District Web-site District Newsletter School Leadership/Advisory Teams Parent Advisory Council for Special Programs Dexter Demon Activities Association Library After Hours</p>	<p>P.A.W. Parent Aide District Web-site District Newsletter School Leadership/Advisory Teams Parent Advisory Council for Special Programs Dexter Demon Activities Association Library After Hours</p>	
Plan	<p>Resources Needed</p>	<p>Translators for Limited English Proficient Parents Incentives for participation Transportation for parents</p>	<p>Translators for Limited English Proficient Parents Incentives for participation Transportation for parents</p>	
Plan	<p>Professional Development (provide date, content and trainer scheduled for this strategy or associated activities) (Faculty /Staff Stakeholder Focus)</p>	<p>Identify the Professional Development relevant to Key EPSS district strategies during the semester. Indicate the following for each PD:</p> <ul style="list-style-type: none"> • ESL Classes for Limited English Proficient Parents • Parent invitation to participate in District Professional Development opportunities. • Gifted Parent Seminars 	<p>Identify the Professional Development relevant to Key EPSS district strategies during the semester. Indicate the following for each PD:</p> <ul style="list-style-type: none"> • ESL Classes for Limited English Proficient Parents • Parent invitation to participate in District Professional Development opportunities. • Gifted Parent Seminars 	

2009-2010 EPSS

Plan	Parent and Community Involvement	<p>Stakeholder and Community involvement opportunities that will occur during the semester. PAW Parent Parent/Teacher Conferences School Open House Sport and Activity Award Presentations Honor Society Induction Technology Committee Meeting Dexter Demon Activity Association Meetings School Leadership/Advisory Team Meetings Grade Level Performances Special Programs Advisory Committees</p>	<p>Stakeholder and Community involvement opportunities that will occur during the semester. PAW Parent Parent/Teacher Conferences School Open House Sport and Activity Award Presentations Honor Society Induction Technology Committee Meeting Dexter Demon Activity Association Meetings School Leadership/Advisory Team Meetings Grade Level Performances Special Programs Advisory Committees</p>	
Do	Identify the deployment steps or activity to implement strategy (Process Management) (How)	<p>The high school's deployment plan and implementation sequence for each of the key strategies identified in the PLAN section of the EPSS that will take place during the semester.</p> <ol style="list-style-type: none"> 1. Board of Education will hold a meeting specifically for parent input. 2. Parental contacts document by Parent Contact Log by staff. 3. Parental Involvement in Tier II and Tier III process 4. Parent participation in School Leadership/AdvisoryTeams. <ul style="list-style-type: none"> • Parent participation in Parent Advisory Council for Special Programs. 	<p>The high school's deployment plan and implementation sequence for each of the key strategies identified in the PLAN section of the EPSS that will take place during the semester.</p> <ol style="list-style-type: none"> 1. Board of Education will hold a meeting specifically for parent input. 2. Parental contacts document by Parent Contact Log by staff. 3. Parental Involvement in Tier II and Tier III process 4. Parent participation in School L Leadership/AdvisoryTeams. <ul style="list-style-type: none"> • Parent participation in Parent Advisory Council for Special Programs 	

2009-2010 EPSS

Study	<p>State and Compare the results with the target goal (Measurement, Analysis and knowledge management) (How much)</p>	<p><i>Not to be completed until after schools have administered their first and/or second quarterly/trimester Short cycle assessment and reviewed the student data.</i> *****</p> <p>What does the data tell you about the effectiveness of each district key strategy(s)?</p> <ul style="list-style-type: none"> • What's working? • What's not? 	<p><i>Not to be completed until after your schools have administered their third and/or fourth quarterly/trimester Short cycle assessment and reviewed the student data.</i> *****</p> <p>What does the data tell you about the effectiveness of each district key strategy(s)?</p> <ul style="list-style-type: none"> • What's working? • What's not? 	
	<p>Act/Plan</p> <p>If target met, change target and chose another benchmark; if not revise target goal, strategy and deployment steps to reflect changes. (Process Management)</p>	<p>Based on Results outlined in STUDY above</p> <p>1) If Target goal met....</p> <p>a) Change target goal to further impact overall district goal.</p> <p>2) If Target goal not met....</p> <p>a) Continue current strategy and update deployment for next semester.</p> <p>b) Continue current strategy, but make improvements to deployment plan for next semester.</p> <p>c) Abandon current strategy and identify new strategy for next semester.</p>	<p>Based on Results outlined in STUDY above</p> <p>1) If Target goal met....</p> <p>b) Change target goal to further impact overall district goal.</p> <p>2) If Target goal not met....</p> <p>d) Continue current strategy and update deployment for summer and next fall.</p> <p>e) Continue current strategy, but make improvements to deployment plan for summer and next fall.</p> <p>f) Abandon current strategy and identify new strategy for summer and next fall.</p>	

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;

2009-2010 EPSS

- 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.