



**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"/> <b>School</b> <input type="checkbox"/> Combined EPSS	District: <b>Dexter</b>	School: <b>Dexter High School</b>	Date: <b>10/20/09</b>	School Year: <b>2009-2010</b>
Prior Year Status: <b>S2</b>		Current Year Status: <b>CA</b>		

**Overall Goal:**  
 All students will increase the number of students scoring proficient on the [2009-2010 reading NMSBA](#) as follows”

- High School grades 9-11 from 41% to 64%

**Target Goal/Measure:**

1. All students including SWD and ELL students scoring less than proficient in Reading will demonstrate increases illustrated in the chart below.
2. The number of students with disabilities graduating on the standard pathway will be maintained at 80% or above as measured by End of Year STARS data.
3. Students found eligible for Part B services will have an IEP developed and implemented by their third birthday as measured by End of Year STARS data.

	School	All Students 2009 % Proficient	2010 AMO	Hispanic 2009 % Proficient	ELL Students 2009 % Proficient	Students With Disabilities 2009 % Proficient	Economically Disadvantaged 2009 % Proficient
<b>Study</b>	Dexter High	41.2%	64.0%	34%	6.7%	16.7%	29.6%

**2009-2010 EPSS**

Year	% of student graduating on Standard Pathway	Goal %
2008-2009		80%
2009-2010		80%

READING MAPS READING 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
High School	Grade 9	10	11	12		33	22	15		55	65	68		2	2	5	
	Grade 10	11	18	6		34	45	32		52	32	56		3	5	6	
	Grade 11	11	7	0		35	42	29		48	43	57		6	8	14	

READING NMSBA DATA 2008-09

School	Grade Level	NMSBA Beginning Step Percentage	NMSBA Nearing Proficiency Percentage	NMSBA Proficient Percentage	NMSBA Advanced Percentage
High School	Grade 11	14%	43%	39%	1%

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2009-2010 EPSS

ACTION PLAN (complete 1 quarter at a time)

		1 <sup>st</sup> reporting period	2 <sup>nd</sup> reporting period	3 <sup>rd</sup> reporting period	4 <sup>th</sup> reporting period or summer	Summer
<b>study</b>	<b>Data analysis: (4.3.4.4, Leadership, School Strategic Planning, Student/Stakeholder Focus)</b>	<p>The SBA data tells us that the high school is struggling to meet AYP. The majority of students are below proficiency. Our opportunities for improvement are to drill down the SBA and MAP data to specific sub skill areas to find individual student skill deficits and to up to date technology tools used for instruction.</p>	<p>Substantial gains were made at all grade levels on the December 2009 MAP assessment.</p> <p>Proficient or above:            9th – 53%            10th -54%            11th- 40%</p> <p>The Hispanic subgroup scored proficient as follows:            9th -67%            10th- 56%            11th- 68%</p> <p>The Causasian subgroup exceded the AYP goals in Reading, scoring 61.1% proficient. The Hispanic subgroup scored 34% in Reading and the Economically Disadvantaged subgroup scored 29.6% in Reading.</p> <p>The NMSBA Reading plot analysis showed significant dificits in critical thinking, tehmatic connections, plot, confilct, suspense, point of view, characterization. The short answer and open ended questions proved to be a significant déficit area as well.</p>			

2009-2010 EPSS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plan</b></p>	<p><b>Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)</b></p>	<ol style="list-style-type: none"> <li>1. The Continuous School Improvement Model will be utilized throughout the district.</li> <li>2. The RtI framework/SAT process will be implemented throughout the district.</li> <li>3. Provide ongoing job-embedded professional development.</li> <li>4. Data driven, researched-based decision will drive instruction and intervention</li> </ol>	<ol style="list-style-type: none"> <li>1. The Continuous School Improvement Model will be utilized throughout the district.</li> <li>2. The RtI framework/SAT process will be implemented throughout the district.</li> <li>3. Provide ongoing job-embedded professional development.</li> <li>4. Data driven, researched-based decision will drive instruction and intervention</li> </ol>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plan</b></p>	<p><b>Person(s) Responsible for carrying out Plan</b></p>	<p>Building Principal, Technology Director, Special Education Director and K-12 Programs Director, Teachers, Certified and Non-certified Support Staff</p>	<p>Building Principal, Technology Director, Special Education Director and K-12 Programs Director, Teachers, Certified and Non-certified Support Staff</p>			

2009-2010 EPSS

Plan	<p><b>Resources Available</b> (4.5,4.6,4.7)</p>	<ol style="list-style-type: none"> <li>1. High Schools that Work (State Carl Perkins Grant)</li> <li>2. PVREC #8 and REC #4 Collaborative Autism Resources and Education C.A.R.E. (IDEA and IDEA ARRA \$20,000) New Mexico Alliance for Teaching and Learning-NMSU. Response to Intervention--A Practical Guide for Every Teacher training program (Title I, and PVREC #8) (\$185)</li> <li>3. Job-embedded instructional coaches (Title I, Title I ARRA, IDEA ARRA, Gear Up, and School Improvement Funds ) (\$19,250)</li> <li>4. MAP Data Training (Title I) (\$1,690) New Mexico Alliance for Teaching and Learning-NMSU.</li> </ol>	<ol style="list-style-type: none"> <li>1. High Schools that Work (State Carl Perkins Grant)</li> <li>2. PVREC #8 and REC #4 Collaborative Autism Resources and Education C.A.R.E. (IDEA and IDEA ARRA \$20,000) New Mexico Alliance for Teaching and Learning-NMSU. Response to Intervention--A Practical Guide for Every Teacher training program (Title I, and PVREC #8) (\$185)</li> <li>3. Job-embedded instructional coaches (Title I, Title I ARRA, IDEA ARRA, Gear Up, and School Improvement Funds ) (\$19,250)</li> <li>4. MAP Data Training (Title I) (\$1,690) New Mexico Alliance for Teaching and Learning-NMSU.</li> </ol>			
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<p>Plan</p>	<p>Resources Needed</p>	<ol style="list-style-type: none"><li>1. Professional Development days</li><li>2. More time with instructional coaches</li><li>3. Full time district employees to replace contracted employees</li></ol>				
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Plan

**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)

**Professional Development**

Title	Date	Trainer	Audience
Step Up to Writing	8/7/09	Sopris West Staff	9 – 12 Lang. Arts Staff
Rigor and Relevance	8/18/09	PVREC #8	New Staff
Cross Functional Team	8/20/09	PVREC #8	HS Language Arts Teachers
Job-Embedded PD	8/26/09	Sharon Gatti-Carson	HS Teachers
HSTW Webinar	9/14/09	HSTW Staff	HS Language Arts Teachers
Spanish Curriculum Training	9/15/09	Publisher Staff	Spanish Teachers
NMENC RtI Training	9/15/09	Varied Presenters	Administrators
MAP Training	10/08/09	NWEA Staff	Key Teaching Personnel
SAT Training	10/22/09	PVREC#8	Key Personnel
Job Embedded PD	4 more days	Sharon Gatti-Carson	All District Staff

<p>Plan</p>	<p><b>Parent and Community Involvement (3.1,3.2,3.3)</b></p>	<ul style="list-style-type: none"><li>• School Open House</li><li>• Parent/teacher conferences</li><li>• School Improvement Teams at each level including parent members</li><li>• Dexter Demons Activity Association support and monetary donations for school programs</li><li>• Student Assistance Teams (SAT) that include parent members</li><li>• P.A.W. Parent</li><li>• Community Newsletter sent to all community members</li><li>• Parent involvement on IEP Teams</li><li>• District /High School Web-site District Social Worker as School/Parent Liaison</li></ul>				
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Do

**Identify the deployment steps or activity to implement strategy**  
 ( Process Management)  
 (How)

The high school 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.

1. The Continuous School Improvement Model will be utilized throughout the district.
  - Leadership Workshop to plan continuous improvement. The framework for planning and monitoring continuous improvement:
    - June Workshop
    - August Workshop
    - Weekly Leadership Meetings
    - Building Leadership Meetings
    - Grade Level/Goal Team or Department Meetings
2. The RtI framework/SAT process will be implemented throughout the district.
  - Choose framework for RtI
  - Trained Leadership Team
  - Trained Key Personnel
  - Principal training building level staff in RtI framework in a sequenced and scaffold manner.
3. Provide ongoing job-embedded professional development.
  - June/August Workshop for planning
  - Consultants contracted for services
    - Instructional Coaches
    - Behavioral Specialist
    - Step-Up to Writing
4. Data driven, researched-based decision will drive instruction and intervention.
  - June/August Workshop for planning
  - Goal setting with students prior to testing
  - Administer MAP test in August
  - Provide MAP data training to key personnel
  - Collect and analyze the data
  - Implement instructional strategies based on data
  - Progress monitoring
  - Administer MAP test in December to assess progress and continue the cycle.

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<b>Study</b>	<p><b>State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)</b></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"> <li>• <i>What's working?</i></li> <li>• <i>What's not?</i></li> </ul>				
<b>Act/Plan</b>	<p><b>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)</b></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>				

**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.

## 2009-2010 EPSS

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.