



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

Use the mouse to move from field to field.

This is a <input type="checkbox"/> District <input checked="" type="checkbox"/> School <input type="checkbox"/> Combined EPSS	District: DEXTER	School: DEXTER MIDDLE SCHOOL	Date: 1/14/10	School Year: 2009-2010
Prior Year Status: CA		Current Year Status: R1		

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 as measured by the number of parents in attendance at Parent Visitation Night, Parent/Teacher Conferences and completion of AIP documents.

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)

All students scoring less than proficient in **Reading** will demonstrate the following increases:

Plan	School	Students With Disabilities		ELL Students		Economically Disadvantaged		Hispanic		Caucasian		All Students	
		2009 % Proficient	2010 AMO	2009 % Proficient	2010 AMO	2009 % Proficient	2010 AMO	2009 % Proficient	2010 AMO	2009 % Proficient	2010 AMO	2009 % Proficient	2010 AMO
	Dexter Middle	4.0%	61.0%	27.3%	61.0%	39.5%	61.0%	43.7%	61.0%	51.7%	61.0%	45.7%	61.0%

All students scoring less than proficient in **Math** will demonstrate the following increases:

School	Students With Disabilities		ELL Students		Economically Disadvantaged		Hispanic		Caucasian		All Students	
	2009 % Proficient	2010 AMO	2009 % Proficient	2010 AMO	2009 % Proficient	2010 AMO	2009 % Proficient	2010 AMO	2009 % Proficient	2010 AMO	2009 % Proficient	2010 AMO
Dexter Middle	4.0%	48.0%	25.5%	48.0%	39.5%	48.0%	41.4%	48.0%	55.2%	48.0%	44.8%	48.0%

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
Middle School	Grade 6	4	14	7		35	49	53		51	35	35		10	2	5	
	Grade 7	3	8	5		63	47	33		31	36	51		2	9	11	
	Grade 8	12	11	7		35	35	27		41	51	57		12	3	8	

MATH MAPS 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 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
Middle School	Grade 6	8	17	8		62	63	64		20	17	23		5	2	5	
	Grade 7	14	25	21		64	57	51		22	17	23		1	0	4	
	Grade 8	22	16	11		51	54	49		24	26	33		4	4	7	

Study

READING NMSBA READING DATA 2008-09

School	Grade Level	NMSBA Beginning Step Percentage	NMSBA Nearing Proficiency Percentage	NMSBA Proficient Percentage	NMSBA Advanced Percentage
Middle School	Grade 6	13%	55%	32%	1%
	Grade 7	16%	39%	38%	7%
	Grade 8	12%	30%	54%	4%

MATH NMSBA DATA 2008-09

School	Grade Level	NMSBA Beginning Step Percentage	NMSBA Nearing Proficiency Percentage	NMSBA Proficient Percentage	NMSBA Advanced Percentage
Middle School	Grade 6	8%	52%	39%	1%
	Grade 7	9%	59%	27%	5%
	Grade 8	4%	33%	49%	14%

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
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"> For the Spring 2008-09 Parent/Conferences, Dexter Middle School had a total of 147 parents in attendance— 6th Grade-52, 7th Grade-43, and 8th Grade-52. The 6th and 8th grade numbers remained the same with the 7th grade having a slight decrease. For the Fall 2009-10, Dexter Middle School had a total of 152 parents in attendance— 6th Grade-49, 7th Grade-51, and 8th Grade-52. For the parents in attendance at the Parent/Conferences, teachers discuss their student's academic progress, reviewed the Academic Improvement Plan, and ask the parents to provide input. In addition to Parent/Conferences, two parent advisory nights were held in the spring 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 special programs 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 at the beginning of the school year in August. Dexter Middle School had 34% of our parents attend the visitation night. Parent Conferences were held in mid-October in which 55% of our parents attended. 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 Middle School implemented the PAWs accountability system in which parents can now access their child's grades and report cards via the internet. Currently, we have 44% of our parents signed up to access this program and have heard many positive comments about the program from the parents. In the Fall 2009-10 a second Gifted Parent meeting was held. Only a total of 7 parents were in attendance, but it was an increase over the number of parents who attended last spring. 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. 			

2009-2010 EPSS

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plan</p>	<p style="text-align: center;">Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)</p>	<p>Key strategies will include:</p> <ul style="list-style-type: none"> • Parent Aide (PAW) • Parent/Teacher Conferences • Parent Contact Logs • Incompletion notes to parents • Progress notes from IEP • Participation in AIPs • Letters to parents for test prep • Parent participation on field trips • Dexter Demons Activities Association • Dexter Community Support • ELL and GED classes for parents • Board meeting for parents to give feedback about school • Parent involvement in committees: <ul style="list-style-type: none"> ◦ school improvement committees ◦ textbook adoption committees ◦ student assistance team ◦ IEP Team ◦ SPED/Gifted/Bilingual parent advisory committee • Library After Hours • Supplemental Education Services (SES) • English/Spanish correspondence • District Quarterly Newsletter 	<p>Key strategies will continue to include:</p> <ul style="list-style-type: none"> • Parent Aide (PAW) • Parent/Teacher Conferences • Parent Contact Logs • Incompletion notes to parents • Progress notes from IEP • Participation in AIPs • Letters to parents for test prep • Parent participation on field trips • Dexter Demons Activities Association • Dexter Community Support • ELL and GED classes for parents • Parent involvement in committees: <ul style="list-style-type: none"> ◦ school improvement committees ◦ textbook adoption committees ◦ student assistance team ◦ IEP Team ◦ SPED/Gifted/Bilingual parent advisory committee • Library After Hours • Supplemental Education Services (SES) • English/Spanish correspondence • District Quarterly Newsletter • 100+ Tutoring Services • Student involvement in community food drives 			
<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"> • Middle School Principal • Special Education Director • K-12 Programs Director • Middle School staff 	<ul style="list-style-type: none"> • Middle School Principal • Special Education Director • K-12 Programs Director • Middle School staff 			

2009-2010 EPSS

Plan	<p>Resources Available (4.5,4.6,4.7)</p>	<p>The resources below are available and no cost to the district:</p> <ul style="list-style-type: none"> • Community Partnerships • Dexter Demons Activities Association • Dexter Community Support • School Advisory Team • Supplemental Education Services (SES) • District Quarterly Newsletter • Local Media Outlets 	<p>The resources below will continue to be available and no cost to the district:</p> <ul style="list-style-type: none"> • Community Partnerships • Dexter Demons Activities Association • Dexter Community Support • School Advisory Team • Supplemental Education Services (SES) • District Quarterly Newsletter • Local Media Outlets • Dexter Teen Center – Café Cha Cha Cha 			
Plan	<p>Resources Needed</p>	<ul style="list-style-type: none"> • Incentives • Volunteer training time • Translators • Financial Support/Grants 	<ul style="list-style-type: none"> • Incentives • Volunteer training time • Translators • Financial Support/Grants 			
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 night at the beginning of the school year • Parent/Teacher conferences two times per year • Parent Aide (PAWS) • Community classrooms/fieldtrips • Library After Hours • DDAA support and monetary donations for school programs • IEP meetings • Academic Improvement Plan (AIP) forms filled out for each student • Use of Academic Matrix for incomplete/missing assignments • Supplemental Education Services (SES) • Weekly grade reports • Outdoor classroom grants 			
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"> • Improve public relations between community and school • Collaboration between school and community for holiday food drives • Use of marquee 			

2009-2010 EPSS

Do	Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)	<ul style="list-style-type: none">• Refreshments provided for special events• Incentives for parent participation• Parent notices sent home with students as well as mailed to parents• Parent notices in both English and Spanish	<ul style="list-style-type: none">• Refreshments provided for special events• Incentives for parent participation• Parent notices sent home with students as well as mailed to parents• Parent notices in both English and Spanish			
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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"> • In the Fall 2009-10, a Parent Visitation Night was held at the beginning of the school year in August. Dexter Middle School had 34% of our parents attend the visitation night. Parent Conferences were held in mid-October in which 55%. 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 Middle School implemented the PAWs accountability system in which parents can now access their child's grades and report cards via the internet. Currently, we have 44% of our parents signed up to access this program and have heard many positive comments about the program from the parents. • In the Fall 2009-10 a second Gifted Parent meeting was held. Only a total of 7 parents were in attendance, but it was an increase over the number of parents who attended last spring. • 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. • Although goal was not met, data indicates that the current strategies are effective. • Continuation of current strategies is recommended by all stakeholders. 				
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2009-2010 EPSS

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"> Target has not been totally met until we have 100% participation by all parents. 				
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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.
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.

2009-2010 EPSS

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.