



**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)

The number of students scoring proficient or above in **READING** will increase by the percentage necessary to meet 2010 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)

Plan

All students scoring less than proficient in **Reading** 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%	61.0%	27.3%	61.0%	39.5%	61.0%	43.7%	61.0%	51.7%	61.0%	45.7%	61.0%

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	

READING 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	13%	55%	32%	1%
	Grade 7	16%	39%	38%	7%
	Grade 8	12%	30%	54%	4%

Study

2009-2010 EPSS

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 SBA, the majority of 6th and 7th graders scored at the nearing proficient and below levels with the majority of these students scoring in the nearing proficiency range. The majority of the 8th graders scored at the proficient and above level. Student achievement in reading on Fall MAP comparing May data with August data showed a decline for 6th and an increase for 7th and 8th grade. On the Fall MAP, no grade met the 2010 AMO Objective of 61%. 	<ul style="list-style-type: none"> For the Winter MAP testing all classes showed improvement compared to the Fall MAP scores. Proficient and advanced: <ul style="list-style-type: none"> 40% (6th Grade) 62% (7th Grade) 65% (8th Grade) Both 7th and 8th grade were at or above AMO In the Fall 2009, Dexter Middle School completed self – assessment review which resulted in the following priorities being identified: <ul style="list-style-type: none"> Reading comprehension skills Math comprehension skills Technology integration 			

<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>	<p>Key strategies will include:</p> <ul style="list-style-type: none"> • Implementation of reading/vocabulary strategies for all students covered in job imbedded professional development • Work as a reading learning community to identify areas of language arts, reading, and vocabulary curriculum and teaching strategies that are best practices for all students • Use of ELO class for all students that focuses on additional academic help for all students as well as focuses on students analyzing their individual data • Scheduled bi-monthly meetings of reading goal team that utilizes the data room to make RTI decisions that identify interventions and instructional practices for students scoring below proficiency on short-cycle assessments. • Use of the following best practices instructional strategies: PDSA, cross-curricular projects, ACE, and Marzano's Instructional Strategies in both regular education and intervention classes • Use of the following research-based curriculum: Step Up to Writing, Read 180, My Skills Tutor • Use of Academic Improvement Plans that involve parents, students, and teachers in the learning process and document SBA scores and track progress on MAP tests 	<p>Key strategies will continue to include:</p> <ul style="list-style-type: none"> • Building Blocks Grant (professional development and procurement of equipment) • Continuation of reading/vocabulary strategies for all students covered in job embedded professional development • Work as a reading learning community to identify areas of language arts, reading, and vocabulary curriculum and teaching strategies that are best practices for all students • Continuation of ELO class for all students that focuses on additional academic help for all students as well as focuses on students analyzing their individual data • Continue bi-monthly meetings of reading goal team that utilizes the data room to make RTI decisions that identify interventions and instructional practices for students scoring below proficiency on short-cycle assessments. • Continued use of the following best practices instructional strategies: PDSA, cross-curricular projects, ACE, and Marzano's Instructional Strategies in both regular education and intervention classes • Continued use of the following research-based curriculum: Step Up to Writing, Read 180, My Skills Tutor • Continued use of Academic Improvement Plans that involve parents, students, and teachers in the learning process and document SBA scores and track progress on MAP tests 			
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2009-2010 EPSS

Plan	<p>Person(s) Responsible for carrying out Plan</p>	<ul style="list-style-type: none"> • Parents • Students • Technology personnel • Teachers • Principal • Counselor • Test Coordinator 	<ul style="list-style-type: none"> • Parents • Students • Technology personnel • Teachers • Principal • Counselor • Test Coordinator 			
Plan	<p>Resources Available (4.5,4.6,4.7)</p>	<p>School Improvement Money</p> <ul style="list-style-type: none"> • SQS—Continuous Classroom Improvement Training - \$20,000 • Dr. Sharon Gatti-Carson – instructional coach - \$15,000 • Co-Teaching training - \$??? • Read 180 funding - \$500 <p>Bilingual Funding</p> <ul style="list-style-type: none"> • Bilingual Conference, ELL, and TESOL funding <p>Title I Funding</p> <ul style="list-style-type: none"> • Supplemental Education Services (SES) 	<p>School Improvement Money</p> <ul style="list-style-type: none"> • SQS—Continuous Classroom Improvement Training - \$20,000 • Dr. Sharon Gatti-Carson – instructional coach - \$15,000 • Read 180 funding - \$500 <p>Bilingual Funding</p> <ul style="list-style-type: none"> • Bilingual Conference, ELL, and TESOL funding <p>Title I Funding</p> <ul style="list-style-type: none"> • Supplemental Education Services (SES) <p>Building blocks grant - \$250,000</p> <p>Outdoor classroom grant – \$1,400</p>			
Plan	<p>Resources Needed</p>	<ul style="list-style-type: none"> • Test Prep books • Critical Reading series • Mentors • Paraprofessional help 	<ul style="list-style-type: none"> • Test Prep books • Critical Reading series • Mentors • Paraprofessional help 			

<p style="color: green;">Plan</p>	<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"> • SQS—Continuous Classroom Improvement Training for all teachers – 9/1, 11/4, 1/14, 2/3, 4/30 • Classroom Improvement Training for Principal – 9/30 • Classroom Improvement Training for Building Coaches – 10/13, 10/14 • Dr. Sharon Gatti-Carson job embedded training for Language Arts/Reading teachers – 10/16, 11/10, 11/11, and TBA • Co-Teaching training for all teachers – 10/19, 10/20 • Reading 180 Training for reading teacher – 9/11, 9/25 • Bilingual Conference training for bilingual teachers – 9/24, 9/25 • RtI Training for all teachers – on-going throughout 1st semester 	<ul style="list-style-type: none"> • SQS—Continuous Classroom Improvement Training for all teachers – 9/1, 11/4, 1/14, 2/3, 4/30 • Classroom Improvement Training for Principal – 9/30 • Classroom Improvement Training for Building Coaches – 10/13, 10/14, 1/20, 1/21, 2/23, 2/24 • Dr. Sharon Gatti-Carson job embedded training for Language Arts/Reading teachers – 10/16, 10/27, 11/10, 11/11, and TBA • Reading 180 Training for reading teacher – 9/11, 9/25 • Bilingual Conference training for bilingual teachers – 9/24, 9/25 • RtI Training for all teachers – on-going throughout 1st semester • Step up to writing training 8/7, 1/4 • Climbing the Data Ladder training 10/8 • SAT training 10/22 • Textbook Caravan for Language Arts/Reading curriculum adoption – 9/30 			
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Plan	Parent and Community Involvement (3.1,3.2,3.3)	<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 	<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 			
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"> • 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 	<ul style="list-style-type: none"> • 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 • Use of PDSA instructional strategies (cue cards) • Step Up to Writing strategies across the curriculum • Integrate technology based lessons across curriculum • Continuation of READ 180 program focusing on reading comprehension 			

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Study	<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"> • For the Winter MAP testing all classes showed improvement in Reading compared to the Fall MAP scores. • Proficient and advanced: <ul style="list-style-type: none"> ◦ 40% (6th Grade) ◦ 62% (7th Grade) ◦ 65% (8th Grade) • Both 7th and 8th grade were at or above AMO • Although goal was not met, data indicates that the current strategies are effective. • Continuation of current strategies is recommended by all stakeholders. 				
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"> • Fall 2009 Dexter Middle School completed self – assessment review which resulted in the following priorities being identified: <ul style="list-style-type: none"> ◦ Reading comprehension skills ◦ Math comprehension skills ◦ Technology integration 				

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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.
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,

2009-2010 EPSS

- 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.