

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

GOAL Smarter Return on NM Investment

All New Mexico districts will align proven strategies for student success with expenditures in education.

Filing Cabinet Count 0 Budgeted: \$707,100.00

STRATEGY Budgets Aligned with Proven Education Programs

Budget are aligned with proven education programs that are research-based and have evidence of increasing student achievement.

Filing Cabinet Count 0 Budgeted \$98,300.00

ACTION STEP District Leadership Team

The District Leadership Team will meet on a weekly basis to determine if professional development and programs are aligned to District Goals and are research based. Data is analyzed to see if progress is being made, as evidenced by team minutes which are distributed to all staff.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Jeannie Harris, Mary Leininger, Lynn Romero		

ACTION STEP Funds Supporting Subgroups

All budget planning in Dexter is done through collaboration. All available funding is identified, all needs are identified and a plan is put into place so the funds will be targeted to the greatest need. Continuation of Academic Coaches and increases opportunities for extended math and reading instruction for students in all subgroups performing below proficiency are important to Dexter's strategic plan for improvement. Cross funding allow best use of all funds. Discovery and PARCC/SBA scores are analyzed to show effectiveness of funding.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Jeannie Harris, Mary Leininger, Lynn Romero		

ACTION STEP Scientifically Based Research

Dexter Consolidated Schools

GOAL Smarter Return on NM Investment

STRATEGY Budgets Aligned with Proven Education Programs

ACTION STEP Scientifically Based Research

Dexter Elementary School will use Scott/Forseman CCSS Reading Street series during their core instructional reading time supported with Lexia. The core math program is Pearson/Scott Forseman Investigations. Dexter Middle School will use Houghton Mifflin Collections and Pearson Connected Math. Dexter High School will use Houghton Mifflin Collections and Houghton Mifflin CCSS math series.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$2,000.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway		

ACTION STEP Identifying Subgroups

Students scoring “emergent” at the beginning of the year in either Discovery or DIBELS, or who are receiving Tier II support, will receive interventions outside the classroom with a reading specialist for 30 minutes per day. Special Education students will receive support from a reading interventionist, and ELL students will receive their interventions from a bilingual certified reading specialist.”

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$96,300.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

STRATEGY Increase the % of dollars to the classroom

Describe how budgets are focused on increasing the percent and dollars to the classroom. These increases are then used to implement proven strategies for student success.

Filing Cabinet Count	0	Budgeted	\$308,000.00
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ACTION STEP Academic Coach and Interventionist

Funds have been allocated to provide a Reading Coach to improve student academic performance and to assist teachers in implementing best practices. Results will be monitored through Short Cycle Assessments, Progress Monitoring and State Mandated Assessments. Funds have also been allocated to provide an Interventionist for literacy and numeracy and ELL support.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$161,000.00
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

Dexter Consolidated Schools

GOAL Smarter Return on NM Investment

STRATEGY Increase the % of dollars to the classroom

ACTION STEP Secondary Academic Coaches for Literacy and Numeracy

The High School and Middle School will use funds to provide an academic coach. The academic coach will work with students to set individualized academic goals. The coach will work with teachers to implement best practices in the classroom. Results will be monitored through Short Cycle Assessments, Progress Monitoring and State Mandated Assessments.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$147,000.00
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

ACTION STEP School Site Budgeting

A percentage of district funds are allocated to the sites so that decisions concerning student funding can be made at the building and classroom level. This includes bond, General Operations, Federal and instructional materials funds. Committees of administrators, staff and parents review needs and plan accordingly. Minutes of these meetings are distributed to the staff.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

ACTION STEP District Leadership Team

The District Leadership Team determines how to allocate funds across all funding sources in order to maximize the budget to meet educational goals. Minutes of these meetings are distributed to the staff.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Jeannie Harris, Mary Leininger, Lynn Romero		

Dexter Consolidated Schools

GOAL Smarter Return on NM Investment

STRATEGY Increasing Student Achievement

The district identifies programs that have been invested in for three years or more and have not produced commensurate increased student achievement.

Filing Cabinet Count	0	Budgeted	\$14,000.00
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ACTION STEP Student Achievement Data

After looking at the data from the specific programs listed below, the district determined that the following changes should be made:

The Read 180 classes have been leveled. This will allow student to move up levels throughout the year and not be designated by grade level. System 44 will also be added to be used for students scoring at beginning steps.

Reading Coaches and interventionist are concentrating on implementing the best strategies from Reading First and New Mexico Reads to Lead.

Blended learning has been implemented in an effort to provide differentiation for all levels of students.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$14,000.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

STRATEGY Proven Strategies

The district has purchased proven strategies, materials, and equipment to support student success.

Filing Cabinet Count	0	Budgeted	\$50,000.00
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ACTION STEP Proven Strategies and Materials

Dexter Consolidated Schools

GOAL Smarter Return on NM Investment

STRATEGY Proven Strategies

ACTION STEP Proven Strategies and Materials

The district has purchased the following to enhance and support instruction:

Lexia Core 5 differentiated intervention program.

Odysseyware online program to provide an enriched learning environment

System 44 to be used for students scoring beginning steps.

IXL Math to be used for students scoring beginning steps.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$50,000.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

STRATEGY Funds for At-Risk Students

The school district/charter school is providing services to at-risk students. Specific services are implemented to improve the academic success of at-risk students.

Filing Cabinet Count	0	Budgeted	\$212,850.00
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ACTION STEP At-Risk Students

The following services are provided:

SAT – Students/parents/teachers/administrators work together to identify appropriate interventions for struggling students.

Lincoln Learning Center is an alternative high school setting for non traditional track high school students.

GEARUP—provides tutoring, academic coaching to aid a pre-determined cohort to increase college and career readiness.

Chaves County Truancy Court—assists the district in improving the attendance through truancy intervention plans, contracts and educating parents about the importance of regular school attendance.

Elementary and Secondary level social worker—is provided for students who are identified with an at-risk need

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$212,850.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

Dexter Consolidated Schools

GOAL Smarter Return on NM Investment

STRATEGY MEM

The district has implemented practices to reduce scale inefficiencies.

Filing Cabinet Count	0	Budgeted	\$23,950.00
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ACTION STEP Reducing Scale Inefficiencies

Collaboration with REC on professional development, SPED support, staff training, purchasing agent for on-line instructional program, SPED ancillary staff.
 SNMERC – professional development, science and kits.
 Regional 9 on line training services.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$23,950.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

Dexter Consolidated Schools

GOAL Ready for Success

To prepare students to succeed throughout their academic careers, districts will place a command-focus on literacy by prioritizing research-based strategies for reading interventions. This will ultimately lead to college success and career readiness.

All New Mexico Districts will reduce the percentage of students retained in third grade due to literacy level.

Filing Cabinet Count	0	Budgeted:	\$80,000.00
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STRATEGY Common Core Transition

The Common Core standards are a set of nationally-developed standards that are aligned with 21st century skills that students need in order to be college and career ready. Full implementation of the Common Core standards (CCS) means that teachers will be teaching towards a mastery of the standards, using materials aligned with the CCS, and that students will be assessed using tests fully aligned to the CCS. This transition includes providing teachers with professional development, and building school, district, and charter school capacity for computer-based assessments. Full implementation also includes implementing new state assessments based on the CCS.

Filing Cabinet Count	0
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ACTION STEP Transition to CCSS -- Communication Plan

The district has implemented the Common Core State Standards. Communication within the district is established so that every employee has input and receives training and information. Implementation of CCSS is discussed during PLC meetings.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

ACTION STEP Transition to CCSS -- Professional Development

Building PLC work with Instructional Coaches is focused on implementation of CCSS. PLC teams at all levels meet on a regular basis to discuss instructional strategies for implementing CCSS.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

Dexter Consolidated Schools

GOAL Ready for Success

STRATEGY Common Core Transition

ACTION STEP Transition to CCSS -- Professional Development

ACTION STEP Transition to CCSS -- Curriculum and Instruction

Instructional Coaches work with teachers to guide standards-based unit building and lesson planning. Through strategic planning, all training and purchases will continue to focus on the CCSS.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger		

STRATEGY Strengthening the School's Instructional Program

Action Steps demonstrate that the district's plan for strengthening the school's instructional program(s) is: (1) based on student need(s) and (2) ensures that the instructional program(s) is research-based, rigorous, and aligned with state academic content standards for Q1 and Q3 students.

Filing Cabinet Count 0

ACTION STEP Strengthening the Instructional Program

All grades K-12 have implemented the Common Core State Standards. PLC time is provided to analyze data and adjust instruction accordingly. Training is provided for the short cycle assessment Discovery to effectively analyze the short cycle data to improve instruction.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

STRATEGY Instructional Time

Supplemental instructional time is provided for students who are struggling (Q1).

Filing Cabinet Count 0

ACTION STEP Instructional Time

Dexter Consolidated Schools

GOAL Ready for Success

STRATEGY Instructional Time

ACTION STEP Instructional Time

The following supplemental instructional time is available: SAT, Tutoring, ELO – extended learning opportunity, Intervention classes – credit recovery, Learning Policy focusing on mastery of concepts and re-teaching if proficiency is not met, Reading and Math exploration classes to provide extended learning opportunities. Q1 students also receive 30 minutes of pull out intervention in addition to 30 minutes of differentiated instruction in the classroom

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

STRATEGY NM Reads to Lead (K-3)

The district provides a foundation in literacy in grades K-3 by participating in a statewide reading initiative to improve reading proficiency in the state and shall include the following:

1. Consistent assessment and evaluation of student reading levels;
2. Appropriate staff development to assist in the instruction of reading;
3. Extra time in the student’s day or year for implementation of reading programs;
4. Criteria for public schools to establish an individualized reading plan for students who fail to meet grade level reading proficiency standards.

Filing Cabinet Count	0	Budgeted	\$77,500.00
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ACTION STEP Utilization of Reading Coach

A Reading Coach is provided at the Elementary School level through our Pecos Valley Regional Education Cooperative (PVREC). The reading coach will provide professional development using scientifically based instructional strategies to be used with intervention groups and benchmark learners. Monitoring of the fidelity of the reading block is done daily by walk through observations conducted by the Reading Coach and the Principal. Effectiveness of instruction and interventions is determined by the data of progress monitoring, Short Cycle Assessment and DIBELS benchmark assessments. Data is then reviewed at grade level meetings and instruction is adjusted. The reading coach will model instruction and lessons as needed, as well as demonstrate strategies for small group differentiated instruction.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Tags	ELL		
Persons Responsible	Lesla Dodd, Kathleen Gallaway, Mary Leininger		

ACTION STEP Utilization of a Reading Interventionist

Dexter Consolidated Schools

GOAL Ready for Success

STRATEGY NM Reads to Lead (K-3)

ACTION STEP Utilization of a Reading Interventionist

Dexter Elementary School will utilize a Reading Interventionist. Benchmark assessments will identify students who exhibit low literacy skills and are at-risk for reading difficulty. These students will receive intensive interventions provided daily (five days a week) through a minimum of thirty minutes of intensive, focused instruction aligned to the critical reading skills of the student. Based on a review of data, instruction will be adjusted weekly and parents will be notified by classroom teachers.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$76,000.00
Tags	ELL		
Persons Responsible	Lesla Dodd, Kathleen Gallaway, Mary Leininger		

ACTION STEP Academic Improvement Plans

Based on review of data, instruction will be adjusted weekly and parents will be notified by classroom teachers of placement on an Academic Improvement Plan and referral to the Student Assistance Team. Before being referred to SAT, the classroom teacher uses strategic interventions for a minimum of 6 weeks. If those interventions are not showing an improvement, parents are contacted for a face-to-face meeting. Parents will participate in the development of the Academic Improvement Plan through participation in the SAT process. Parents are updated monthly on the progress of their child by phone calls and progress reports.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesla Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

ACTION STEP Tutoring

If funding is available, tutoring and busing will be provided to students who have been identified as needing extra help or reteaching in Reading as evidenced by data disaggregated by sub groups.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesla Dodd, Kathleen Gallaway, Mary Leininger		

Dexter Consolidated Schools

GOAL Ready for Success

STRATEGY Closing the Achievement Gap

The district works to assure growth for the lowest performing students (Q1).

Filing Cabinet Count 0

ACTION STEP Academic Tutoring

If funding is available, academic tutoring will be provided to students who have been identified as needing extra help or reteaching in Reading and Math as evidenced by data disaggregated by sub groups. Parents are also provided online resources to assist parents with helping their child at home through SAT teams, IEP teams, teacher created websites, and newsletter.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

ACTION STEP Differentiated Professional Development

Staff members are given a voice regarding professional development through their participation in PLC Teams. We do not use the “spray and pray” method of staff development; each training is approved via the collaborative model focuses on summative and short-cycle data and has a funding source identified before it is allowed.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

ACTION STEP Weekly Meetings

PLC teams, leadership teams, and interventionist and coach meet on a weekly basis to analyze student academic progress, identify target areas for improvement, and provide information for teachers on how data is informing instructional decisions. Focus areas are determined from the areas needing improvement as indicated on the NM Report Cards.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

Dexter Consolidated Schools

GOAL Ready for Success

STRATEGY School Safety

The district establishes a school environment that (1) improves school safety and discipline, and (2) addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Filing Cabinet Count	1	Budgeted	\$2,500.00
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ACTION STEP Safety

Students are given a variety of opportunities to participate in safety activities from PreK through the 12th grade. Activities include but are not limited to:

- Peer Mediation
- Crisis Prevention Intervention (CPI) for Staff
- Emergency Drills
- Safety Plans
- Health Programs
- Life Skills Programs
- Every 15 Minutes Program on Rotation
- Active Killer Training for Staff

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$1,500.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

ACTION STEP Positive Classroom Environments

Students are given a variety of opportunities to participate in positive classroom environment activities from PreK through the 12th grade. Activities include but are not limited to:

- Positive Behavior Supports (PBS)
- Behavior Matrix
- Peer Mediators
- Blue Pride Promise
- Character Counts Program

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$1,000.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

Dexter Consolidated Schools

GOAL Rewarding Effective Educators and Leaders

Identify objective criteria that establish a multi-tiered evaluation based to include regular feedback to teachers and aligned professional development.

Filing Cabinet Count 0 Budgeted: \$40,000.00

STRATEGY Professional Development

The district provides job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

Filing Cabinet Count 0 Budgeted \$40,000.00

ACTION STEP Differentiated Professional Development

The district looks at Assessment scores to determine what professional development is needed. Teacher feedback/Principal observations/grade level/department discussions are utilized to determine what professional development will improve instructions.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$40,000.00
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

STRATEGY Ensuring that Teachers are Effective

The district ensures that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to struggling schools.

Filing Cabinet Count 0

ACTION STEP Training for Teacher Evaluation Process

Dexter Consolidated Schools

GOAL Rewarding Effective Educators and Leaders

STRATEGY Ensuring that Teachers are Effective

ACTION STEP Training for Teacher Evaluation Process

The district uses a technology-based evaluation program that allows teachers to receive instant feedback on classroom performance. An emphasis is placed on frequent walkthroughs with "wows and wonders" identified by evaluators and shared with teachers immediately at the conclusion of the walkthrough. Struggling teachers have the opportunity to participate in additional professional development to help improve teacher performance, may be assigned a mentor teacher, may team teach with an instructional coach, participate in job-embedded professional development, or be placed on a growth plan. We will continue to utilize PED provided teacher evaluation training for all administrators at all levels across our district.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

ACTION STEP Rewarding Highly Effective Teachers

The district will be reviewing possible processes to identify and reward highly effective teachers. Due to the small size of the district, we don't have a ability to transfer ineffective teachers to another school. We have one Elementary, one Middle School and one High School.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

STRATEGY Providing Strong Leadership

The district provides strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the State Education Agency (SEA) that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staffing, curriculum and budget.

Filing Cabinet Count 0

ACTION STEP Strong Leadership

Dexter Consolidated Schools

GOAL Rewarding Effective Educators and Leaders

STRATEGY Providing Strong Leadership

ACTION STEP Strong Leadership

Principal Evaluation – ineffective Principals will be addressed on an individual basis and will be placed on a growth plan or replaced if necessary.

Principals are offered the flexibility to create a class schedule that is in the best interest of students.

Principals hire their own staff based on academic needs and adequate budget.

Principals maintain their own site-based budget to purchase needed supplies and materials.

Principals and other district administrators meet on a weekly basis to identify funding sources and the best way to maximize their use throughout the district

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway		

STRATEGY Training for New Mexico Teachers and Leaders

Identify training needs for New Mexico Teachers and Leaders

Filing Cabinet Count 0

ACTION STEP Training for Teacher Evaluation Process

The district uses a technology-based evaluation program that allows teachers to receive instant feedback on classroom performance. Struggling teachers have the opportunity to participate in additional online professional development to help improve teacher performance. We will continue to utilize PED provided training for all administrators at all levels across our district.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

Dexter Consolidated Schools

GOAL Real Accountability, Real Results: A-F

Real Accountability, Real Results: A-F School Grade Accountability System is a transparent school-grading system that allows parents, teachers, students, and the community to understand the quality of education in our classrooms, creating a culture of higher expectations and greater achievement.

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Reading SGT of 56.7%.

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Math SGT of 50%.

Filing Cabinet Count	79	Budgeted:	\$296,900.00
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STRATEGY Accurate Data Reporting

The district staff uses data to inform instruction.

Filing Cabinet Count	0
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ACTION STEP Data Training

PLC teams work to identify the lower 25% and upper 75% students. The data will be analyzed to inform instruction. PLC Teams will also work with instructional coaches to determine best practices and instructional strategies that should be implemented to improve student performance of both the lower 25% and the upper 75% of students. PLC team and instructional coaches will work collaboratively to identify how to ensure student engagement, maintain positive classroom environments, provide safe learning environments, and incorporate hands-on learning activities into each class. Teachers will also focus on differentiated instruction to identify students in need of re-teaching of concepts as well as identify higher level learning that will provide rigor to the curriculum.

Status	Not Begun 05/25/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

STRATEGY Interim Assessments

The district identifies interim assessments used to gather data to inform instruction.

Filing Cabinet Count	0	Budgeted	\$43,900.00
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ACTION STEP Interim Assessments

Dexter Consolidated Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Interim Assessments**

ACTION STEP **Interim Assessments**

The district will utilize the following interim assessment for progress monitoring, and diagnostics, and informing instruction:

- Discovery K-12
- Dibels K-5
- Lexia
- Read 180
- Accelerated Reader
- System 44

Interim assessment data is used to determine appropriate referrals for RtI/SAT. All students scoring at beginning levels will be considered for targeted interventions.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$43,900.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

STRATEGY **Redesigning the School Day, Week or Year**

The district is redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.

Filing Cabinet Count	0
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ACTION STEP **Redesigning School Day**

The school day is designed to provide teachers with opportunity to collaborate with colleagues and the Instructional Coach on a daily basis. Time at the beginning of the day as well as prep time during the day will also be used for student tutoring and collaboration time for grade/department/PLC meetings, lesson planning, parent contact time, etc.

Status	Completed 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger		

STRATEGY **Graduation and Attendance**

The expectation is that your school increase the percent of your successful 4-year graduates over time.

Filing Cabinet Count	0	Budgeted	\$600.00
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ACTION STEP **Improving Attendance**

Dexter Consolidated Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Graduation and Attendance**

ACTION STEP Improving Attendance

The Superintendent and/or Principal will establish procedures to identify, intervene and discipline truant students, beginning with notification of parents and requesting an opportunity to discuss interventions via the Chavez County Court System. Discipline should focus on fostering retention of truant students in the educational setting.

Parental Involvement--Upon a student's fifth (5th) unexcused absence or 35 class period absences from school days parent(s)/guardian(s) shall be contacted to inform them of the truancy and request their cooperation with Chavez County Truancy Court to meet and establish a cooperative arrangement to prevent future truancy by identifying:

- the cause(s),
- preventive measures
- resources to address the causes, and
- a corrective action plan and attendance contract including follow-up procedures

The parental meeting notice shall be respectful and the meeting shall be held in a language and manner understandable to the parent(s)/guardian(s).

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$600.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway		

ACTION STEP Next Step Plans

The Dean of Students meets with each student and his/her parents in the 8th grade to establish an individualized Next Step Plan. The Dean of Students promotes dual enrollment opportunities with the students. Documentation is kept in office of the Dean of Students. Kuder testing has established interest and aptitude and a Program of Study is selected. The Next Step Plan is revisited at least annually and updates, plan changes, and progress are documented. Each student is assigned a mentor class and the teacher works to ensure that group of students receives special attention in all matters. The District has an articulation agreement with the local college to provide a wide variety of dual enrollment courses that correspond with the Next Step Plan and the student's Program of Study.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Mary Leininger, Lynn Romero		

ACTION STEP Improving Graduation Rates

Dexter Consolidated Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Graduation and Attendance**

ACTION STEP Improving Graduation Rates

Next Step Plans are initially created in the spring of the 8th grade year. Transition Plans for Special Education students 14 and older are prepared during the annual IEP. All 8th graders work with either the High School Dean of Students or counselor to complete Kuder Interest Inventory testing and to complete individual Next Step Plans to set educational goals for each student and that delineated classes to be taken and Programs of Study to be followed throughout high school. Students are informed of the different Career and Technical Programs of Study (CTE Course, Dual Credit, Job Shadowing and Internship Opportunities) that are available to them in high school. Each year, the Dean of Students meets with each student to review their individual Next Step Plans to ensure they are on track for graduation and for completion of college/career readiness courses. Transition Plans are reviewed and revised at the annual IEP meeting.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Mary Leininger, Lynn Romero		

STRATEGY **Improving School Growth**

School growth compares students enrolled in the current year to students from prior years.

Filing Cabinet Count	0	Budgeted	\$108,000.00
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ACTION STEP Improving School Growth

Low performing students (Q1) will be provided the following instructional interventions/supports in order to close the achievement gap in Math and/or Reading: Double-dose classes for Math and ELA, Tutoring, Academic Coaches, Targeted Instruction, READ 180, LEXIA, IXL Math, Credit Recovery, alternative education choices, computer generated individualized programs, Response to Intervention, parent engagement, academic tutoring, etc. The District will monitor student achievement by analyzing formative and summative data of individual student receiving instructional interventions/supports. Short cycle assessments will be administered three times each year and analyzed for student growth and each testing cycle. Interventions/supports will be adjusted as needed based on this data.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$32,000.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

ACTION STEP PLC Teams

Dexter Consolidated Schools

GOAL Real Accountability, Real Results: A-F

STRATEGY Improving School Growth

ACTION STEP PLC Teams

PLC Teams work to identify the lower 25% and upper 75% students. The data will be analyzed to inform instruction. PLC Teams will also work with instructional coaches to determine best practices and instructional strategies that should be implemented to improve student performance of both the lower 25% and the upper 75% of students. PLC team and instructional coaches will work collaboratively to identify how to ensure student engagement, maintain positive classroom environments, provide safe learning environments, and incorporate hands-on learning activities into each class. Teacher will also focus on differentiated instruction to identify student in need of re-teaching of concepts as well as identify higher level learning that will provide rigor to the curriculum.

Status	In Progress	05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017			
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero			

ACTION STEP Identifying Subgroups

Students scoring “emergent/not proficient” at the beginning of the year in either Discovery or DIBELS, or who are receiving Tier II support, will receive interventions outside the classroom with a reading specialist for 30 minutes per day. Special Education students will receive support from reading interventionist, and ELL students will receive their interventions from a bilingual certified reading specialist.”

Status	In Progress	05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$76,000.00	
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero			

STRATEGY College and Career Readiness

The district is increasing participation rates in Advanced Placement (AP), dual credit, International Baccalaureate degree programs, and other college or career readiness initiatives.

Filing Cabinet Count	0	Budgeted	\$37,000.00
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ACTION STEP Co-Curricular Activities

Dexter Consolidated Schools

GOAL Real Accountability, Real Results: A-F

STRATEGY College and Career Readiness

ACTION STEP Co-Curricular Activities

Students are given a variety of opportunities to successfully participate in CCR initiatives through co-curricular activities from PreK through the 12th grade. Activities include but are not limited to:

- Battle of the Books
- Destination Imagination
- FFA
- BPA
- Skills USA
- AAA/Ford Competition
- Band/Chorus
- Positive Change Fair (Career Fair)

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$19,000.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

ACTION STEP Programs of Study

The Dean of Students, Counseling Staff and Instructional Staff work together to support the students and increase their participation in CCR indicators. We offer the activities listed above as well as Dual Credit Classes (a) bus students to ENMU-R, (b) Adjunct Professor on campus to teach Dual Credit classes, and (c) on-line Dual Credit Classes. The Dean of Students, mentor teacher, student and parents will ensure that all juniors and seniors have declared a major emphasis in a career and technical program of study which includes the above mentioned options as documented in the Program of Study portion of the Next Step Plan.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$18,000.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Mary Leininger, Lynn Romero		

STRATEGY Student and Parent Engagement

The district provides ongoing mechanisms for family and community engagement.

Filing Cabinet Count	0	Budgeted	\$11,000.00
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ACTION STEP Student and Family Engagement

Dexter Consolidated Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Student and Parent Engagement**

ACTION STEP **Student and Family Engagement**

The following activities will be utilized throughout the district to improve student and parent engagement in the education process: Parent/Teacher conferences, 6th & 9th grade orientation, Positive-Change Fair, Scholarship meetings, Site Leadership Team, Next Step Planning. Quarterly Newsletter, District website, Evening Performances, Marquee, District FaceBook Page, Federal Programs Parent Meetings, Reading Is Fundamental book give-aways, ACCESS Parent Meeting, Student led IEP conferences, Reading and Math Family Nights, Parent Appreciation Days, Quality of Education Survey for parent to complete, GEAR-UP activities for students and parents, GEAR-UP surveys for student and parent feedback, GED and ESL Classes for Parents with babysitter so parents can attend, Dexter Demon Banners for games and activities, Promotion/Graduation Ceremonies, Multicultural Celebrations, etc. Events will be documented where appropriate by sign-in sheets.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$11,000.00
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

STRATEGY **Opportunity to Learn**

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices (OTL Survey) and in student attendance.

The state standard goal for attendance (95%) can be surpassed by some schools. This results in schools earning additional points above the maximum possible points for Opportunity to Learn.

Students are expected to graduate in 4 years. However some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that schools increase the percent of successful graduates over time.

Filing Cabinet Count	0	Budgeted	\$96,400.00
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ACTION STEP **PLC Teams**

Dexter Consolidated Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Opportunity to Learn**

ACTION STEP **PLC Teams**

PLC Teams work to identify the lower 25% and upper 75% students. The data will be analyzed to inform instruction. PLC Teams will also work with instructional coaches to determine best practices and instructional strategies that should be implemented to improve student performance of both the lower 25% and the upper 75% of students. PLC team and instructional coaches will work collaboratively to identify how to ensure student engagement, maintain positive classroom environments, provide safe learning environments, and incorporate hands-on learning activities into each class. Teacher will also focus on differentiated instruction to identify student in need of re-teaching of concepts as well as identify higher level learning that will provide rigor to the curriculum.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Lynn Romero		

ACTION STEP **Extracurricular Activities**

Students are given a variety of opportunities to participate in extra curricular activities from PreK through the 12th grade. Activities include but are not limited to:
 7 - 12 NMAA Sanctioned Athletics -- Cheerleading, Volleyball, Football, Girls Basketball, Boys Basketball, Girls Golf, Boys Golf, Girls Track, Boys Track, Softball and Baseball.
 Band/Chorus
 Student Council
 Close-up
 National Honor Society
 Spanish Club
 Letter jacket Community Service Program

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$70,000.00
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Lynn Romero		

ACTION STEP **Co-Curricular Activities**

Dexter Consolidated Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Opportunity to Learn**

ACTION STEP Co-Curricular Activities

Students are given a variety of opportunities to participate in co-curricular activities from PreK through the 12th grade. Activities include but are not limited to:

- FFA
- BPA
- Skills USA
- AAA/Ford Competition
- Band/Chorus
- Elementary Music and Art

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$19,000.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Lynn Romero		

ACTION STEP Student Engagement

Students are given a variety of opportunities to participate in student engagement activities from PreK through the 12th grade. Activities include but are not limited to:

- Educational Field Trips
- Battle of the Books Competition
- Destination Imagination
- Zero Hour Classes
- 8th Hour Classes
- Lunch Tutoring
- Extended learning Opportunity Classes
- After School Tutoring (if funding is available)

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$5,900.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Lynn Romero		

ACTION STEP Positive Classroom Environments

Students are given a variety of opportunities to participate in positive classroom environment activities from PreK through the 12th grade. Activities include but are not limited to:

- Positive Behavior Supports
- Behavior Matrix
- Peer Mediators
- Blue Pride Promise
- Character Counts Program

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017		
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

Dexter Consolidated Schools

GOAL **Real Accountability, Real Results: A-F**

STRATEGY **Opportunity to Learn**

ACTION STEP **Safety**

Students are given a variety of opportunities to participate in safety activities from PreK through the 12th grade. Activities include but are not limited to:

- Peer Mediation
- CPI
- Emergency Drills
- Safety Plans
- Health Programs
- Life Skills Programs
- Every 15 Minutes Program

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$1,500.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Galloway		

Dexter Consolidated Schools

GOAL Effective Options for Parents

Offering parents multiple educational opportunities for their children that meet their learning needs.

Filing Cabinet Count	0	Budgeted:	\$55,000.00
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STRATEGY Blended Learning

The district offers blended learning models and/or tools as options to enhance learning.

Filing Cabinet Count	0	Budgeted	\$32,000.00
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ACTION STEP Blended Learning Opportunities

District has an a la carte model in which students and parents have opportunities to choose elective and enrichment classes. Some opportunities for the students are: Dual Language/Bilingual Program, Financial Literacy Class, and Odysseyware.

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$32,000.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Mary Leininger, Lynn Romero		

STRATEGY Personalized Learning

Components of personalized learning are being used.

Filing Cabinet Count	0	Budgeted	\$5,000.00
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ACTION STEP Personalized Learning

Programs of study – driven by student needs
 Dual credit opportunities
 Blended learning opportunities – online learning, distance learning and face-to face classes are offered. Dual Language/Bilingual –students and parents are able to pick the dual language/bilingual program.
 Gifted—project based instruction

Status	In Progress 05/16/2016	Filing Cabinet Count	0
Start-End Dates	07/01/2016 - 06/30/2017	Budgeted	\$5,000.00
Persons Responsible	Chanda Crandall, Craig DeYoung, Lesa Dodd, Kathleen Gallaway, Mary Leininger, Lynn Romero		

Dexter Consolidated Schools

GOAL Effective Options for Parents

STRATEGY Dual Enrollment

To increase the educational options and opportunities for high school students and increase the overall quality of instruction and learning available through secondary schools for New Mexico students. Dual credit programs allow students to earn credit at the secondary and postsecondary levels simultaneously.

Filing Cabinet Count 0 Budgeted \$18,000.00

ACTION STEP Next Step Plans

The Dean of Students meets with each student and his/her parents in the 8th grade to establish an individualized Next Step Plan. The Dean of Students promotes dual enrollment opportunities with the students. Documentation is kept in office of the Dean of Students. Kuder testing has established interest and aptitude and a Program of Study is selected. The Next Step Plan is revisited at least annually and updates, plan changes, and progress are documented. Each student is assigned a mentor class and the teacher works to ensure that group of students receives special attention in all matters. The District has an articulation agreement with the local college to provide a wide variety of dual enrollment courses that correspond with the Next Step Plan and the student's Program of Study.

Status In Progress 05/16/2016 Filing Cabinet Count 0
 Start-End Dates 07/01/2016 - 06/30/2017
 Tags ELL, SpecialED
 Persons Responsible Chanda Crandall, Craig DeYoung, Lesa Dodd, Mary Leininger, Lynn Romero

ACTION STEP Programs of Study

The Dean of Students, Counseling Staff and Instructional Staff work together to support the students for a successful experience in Dual Credit Classes. We offer three options for Dual Credit Classes 1)Bus students to ENMU-R, 2) Adjunct Professor on campus to teach Dual Credit classes 3) on-line Dual Credit Classes. The Dean of Students, mentor teacher, student and parents will ensure that all juniors and seniors have declared a major emphasis of study which include the above mentioned Dual Credit classes as documented in the Program of Study portion of the Next Step Plan.

Status In Progress 05/16/2016 Filing Cabinet Count 0
 Start-End Dates 07/01/2016 - 06/30/2017 Budgeted \$18,000.00
 Persons Responsible Craig DeYoung, Lesa Dodd, Mary Leininger, Lynn Romero

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$1,179,000.00
Actual	\$0.00